

FFY 2020 State Performance Plan (SPP)/Annual Performance Report (APR)
Stakeholder Engagement Report

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Delaware's FFY 2020 SPP/APR will be posted on the DDOE website in June, 2022 following the federal Office of Special Education Program's issuance of Delaware's Annual Determination.

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Introduction

Delaware embraces authentic stakeholder engagement throughout all areas of our work. Members of Exceptional Children Resources (ECR) workgroup have engaged in Leading by Convening training twice in the past 8 years through NCSI and IDC, our national technical assistance centers, to enhance our current stakeholder involvement. We believe to improve outcomes for students with disabilities, we must embrace and value our learning partnerships with parents, educators, advisory/advocacy groups and community members. ECR realized that in order to broaden our stakeholder involvement, we also needed to deepen the levels of interactions among stakeholders. The Delaware Department of Education has built a strong relationship with Delaware Parent Information Center, our IDEA PTI, to advance our engagement with parents. We partnered with PIC to embrace the four levels of interaction in Leading by Convening: informing (sharing information with others who care about the issue), networking (asking others what they think about the issue and listening to what they say), collaborating (engaging people in trying to do something by working together about the issue) and transforming (doing things The Partnership Way: leading by convening, cross-stakeholder engagement, shared leadership and consensus building). These connections and collaboration have resulted in positive changes. As we prepared to engage stakeholders in the process of data analysis and target setting for the new SPP/APR, PIC provided us with the support and strategies to involve many more parents in this process, focusing on increasing the appropriate breadth of representation and depth of interactions.

As members of ECR prepared to engage stakeholders in analyzing Delaware data, setting targets for the new SPP/APR and identifying improvement strategies and activities, each staff member utilized the Delaware Stakeholder Engagement Analysis Tool to ensure all demographics were addressed when inviting stakeholders (e.g.: race/ethnicity/ geographic locations/disability categories/advocacy groups/advisory groups/parents/families/etc.). 59 individual indicator stakeholder meetings took place that included sharing data, rich discussions regarding data analysis, target setting and improvement strategies.

Throughout the year, DDOE ECR meets monthly with Governor's Advisory Council for Exceptional Citizens, state IDEA advisory panel, as a whole council, as well as meeting with council subcommittees that focus on specific areas of the education of children with disabilities. During monthly meetings, ECR engages with the council in data analysis and discussion of improvement activities around individual indicators. In addition, individual members represented GACEC on each specific indicator stakeholder committees. ECR also presented to and engaged all stakeholders/parents from the Governor's Advisory Council for Exceptional Citizens at a general meeting for discussion on indicator data analysis, input/feedback on target setting, and input/feedback on improvement activities and provided GACEC an additional opportunity to ask questions/provide input during an evening Q and A session designed specifically for them. GACEC provided DDOE with written input by the end of December. Presentations, data analysis, target setting discussions and improvement activities also took place at all County Special Ed Leadership Meetings to promote LEA Special Ed Directors and additional educators in the process of providing input/feedback as indicated above.

ECR staff, in cooperation with Parent Information Center, developed one-page, parent friendly fact sheets for each SPP/APR indicator and partnered with Parent Information Center to share with all 42 LEA Parent Councils for Special Education, and to the PIC parent distribution list of over 5,000 families. PIC utilized their social media platform to invite all parents to engage in Lunch and Learn Facebook Live sessions, where each ECR member presented their indicator information, engaged in a data analysis discussion, presented target proposals and improvement strategies. These sessions were scheduled both during the day and in the evening to insure further opportunities for parent participation. In addition, ECR staff created individual indicator surveys to gather further input from parent stakeholders which was communicated during the "Lunch and Learn" sessions. Both the one-page fact sheets and surveys were translated from English into Spanish and Haitian Creole to reach a wide range of families. To centralize all this information and to gain even further public input, ECR created an IDEA SPP/APR webpage which contains the one-page fact sheets for each indicator, a live link for individual surveys to gain additional input/feedback, the power point presentation used during stakeholder presentations and a copy of the previous

SPP/APR, for reference. (<https://www.doe.k12.de.us/Page/4541>) DDOE utilized social media, such as the DDOE Facebook Page, to share this information statewide, in addition to posting info and live links in the Principals' Weekly Newsletter. To support this effort, Parent Information Center created a similar webpage which links to DDOE's webpage.

To support the Informing (sharing information with others who care about the issue) stage of Leading by Convening, DDOE collected data to support the efforts on increasing the appropriate breadth of representation and depth of interactions from stakeholders through social media and websites. In addition, DDOE collected data on Networking (asking others what they think about the issue and listening to what they said), Collaborating (engaging people in trying to do something by working together about the issue) and Transforming (doing things The Partnership Way: leading by convening, cross-stakeholder engagement, shared leadership and consensus building) efforts through actual completing surveys and participating in meetings.

Summary of Stakeholder Involvement:

- Number of stakeholders who were reached by DDOE/PIC through *Informing* on social media and websites: 30,902
- Number of stakeholders who were engaged by DDOE/PIC by *Informing* on social media and websites: 1,035
- Number of stakeholders who were engaged with DDOE/PIC by *Networking , Collaborating and Transforming* through completing surveys and participating in meetings: 1,191

Summary of Parent Involvement:

- Out of the total number of stakeholders, the number of parents who were reached by DDOE/PIC through *Informing* on social media and websites: 7,220
- Out of the total number of stakeholders, the number of parents who were engaged by DDOE/PIC by *Informing* on social media and websites: 335
- Out of the total number of stakeholders, the number of parents who were engaged with DDOE/PIC by *Networking , Collaborating and Transforming* through completing surveys and participating in meetings: 191

DELAWARE'S TRANSITION DATA

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 1 – Graduation Rate

Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.

Measurement & Calculation:

Youth with IEPs (ages 14-21) who exit HS with Regular Diploma

All youth with IEPs (ages 14-21) who exit HS with Regular Diploma,
Alternate Diploma, who age out, or Drop out

Data Source and Outcomes:

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs in the year's adjusted cohort graduating with a regular diploma:	919	839	695	682	766	941	1,086
Number of youth with IEPs in the year's adjusted cohort eligible to graduate:	1,116	1,007	886	929	994	1,214	1,393
Percent of youth with IEPs in the year's adjusted cohort graduating with a regular diploma:	82.3%	83.3%	78.4%	73.4%	77.1%	77.5%	78.0%
Year target:	63.7%	66.7%	71.4%	74.1%	77.8%	67.3%	68.5%

Note: Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020), and compare the results to the target.

Indicator 1: Graduation Rate

Stakeholder Groups: For this indicator, 15 stakeholder meetings were held which include Statewide Transition Cadre, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Division for Visual Impairments Vocational Rehab Advisory Council, Developmental Disabilities Council, Employment First Commission, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 1: Graduation Rate							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	80.62%	80.62%	81.12%	81.62%	82.12%	82.62%	83.12%

Stakeholder Input/Feedback Regarding Targets:

- 1.4% increase annually
- .3% increase annually
- .5% increase annually
- 1% increase annually
- 2% increase annually

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Compile and review data by district and school to identify trends and discuss barriers
- Identify strategies used by successful districts and schools and discuss the implementation of those strategies in poorly performing districts and schools
- Review national research on evidence-based strategies designed to improve this outcome and discuss the options to implement in Delaware
- Increase parent/family awareness. Make sure parents are aware what tracks do not lead to a diploma and which ones do.
- Strong communication and follow through with the student/family, connect with outside agencies earlier, and implement more trade related course pathways and not just college related
- Eliminate the world language requirement- many special ed students who struggle with reading comprehension and decoding in English will greatly struggle with a second language. It does not make sense to set them up for failure.
- Offer alternative ways to demonstrate proficiency of standards and ways to access the curriculum other than traditional school settings.
- Credit recovery program that is individualize for each student
- Continue to provide virtual learning options for students who are adverse to attending school or who work during the day for financial reasons. Another option is to hire an attendance officer for each building to monitor absences more closely and work more directly with struggling families.
- Address the minority group of the unsuccessful grouping
- Just as we discuss at IEP meetings for students who take the Alternative State Assessment, we should have graduation standards for students who may not want to go to college, but instead, graduate to a full-time job doing what they enjoy. These students do not need to complete all the requirements to get into college. Many colleges don't require 2 years of language.

DELAWARE'S TRANSITION DATA

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Indicator 2 – Drop Out Rate

Percent of youth with IEPs dropping out of high school

Measurement & Calculation:

All students with IEPs (ages 14-21) who exited school due to dropping out

All students with IEPs (ages 14-21) who exited school with regular/alternate diploma, who aged out, or dropped out

Data Source and Outcomes:

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs (ages 14-21) who exited school under the criteria for dropping out:	141	121	112	174	171	147	163
Number of youth with IEPs (ages 14-21) who exited high school:	1,116	1,007	886	929	994	1,214	1,393
Percent of youth with IEPs (ages 14-21) who left high school by dropping out:	12.6%	12.0%	12.6%	18.7%	17.2%	12.1%	11.7%
Year target:	5.1%	5.2%	4.9%	4.6%	4.3%	4.0%	3.7%

Note: Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020), and compare the results to the target.

Indicator 2: Drop Out Rate

Stakeholder Groups: For this indicator, 15 stakeholder meetings were held which include Statewide Transition Cadre, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Division for Visual Impairments Vocational Rehab Advisory Council, Developmental Disabilities Council, Employment First Commission, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 2: Drop Out Rate							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	8.57%	8.57%	8.27%	7.97%	7.67%	7.37%	7.07%

Stakeholder Input/Feedback Regarding Targets:

- 1% decrease annually
- .5% decrease annually
- .3% decrease annually

Stakeholder Input/Feedback and Suggested Improvement Activities:

- An increased focus on completion could be the result of the improved connection to college and jobs
- Provide opportunities for apprenticeships in trade schools to better expose students to additional careers
- Engage in more meaningful transition planning
- Having conversations with students and parents and educating them on the student's options is key. I don't think parents are always made aware of what is out there for them.
- Starting credit recovery in earlier grades
- Apprenticeships in trade schools
- Increasing meaningful mentoring programs for at-risk youth.
- Providing appropriate information for other alternatives, more follow up.
- Continuing to push the importance, build in job shadowing to schedules and correlate with teachers on how that aligns to Common Core State Standards so it doesn't seem like the student is missing work or class.

DELAWARE'S TRANSITION DATA

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 13 – Transition in the IEP

Percent of youth with IEPs aged 14 and above, or in the 8th grade, with an IEP that includes appropriate measurable postsecondary goals that:

- (a) Are updated annually and based upon an age-appropriate transition assessment;
- (b) Document measurable transition activities and services (for the current school year), including courses of study, that will reasonably enable the student to meet those post secondary goals;
- (c) Include annual IEP goals related to the student's transition services needs;
- (d) Provide evidence that the student was invited to the IEP Team meeting where transition services are discussed; and
- (e) Provide evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP Team meeting with the prior consent of the parent, or student who has reached the age of majority.

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth aged 14 and above with IEPs that contain each of the required components for secondary transition:	77	6,820	7,700	7,675	8,514	8,034	9,304
Number of youth with IEPs aged 14 and above:	159	6,949	7,760	7,734	8,514	8,318	9,314
Percent of youth aged 14 and above or in the 8th grade with IEPs that contain each of the required components for secondary transition:	48.4%	98.1%	99.2%	99.2%	100.0%	96.6%	99.9%

Targets must be 100%.

Indicator 13: Transition in the IEP

Stakeholder Groups: For this indicator, 15 stakeholder meetings were held which include Statewide Transition Cadre, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Division for Visual Impairments Vocational Rehab Advisory Council, Developmental Disabilities Council, Employment First Commission, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 13: Transition in the IEP							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	98.85%	100%	100%	100%	100%	100%	100%

Stakeholder Input/Feedback Regarding Targets:

- A target of 100% compliance is required.

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Having State Agencies speak to ADMIN about the importance of Transition, Pre-Employment Transition Services (Pre-Ets), etc.
- Having better discussions with how completing a job shadow and then writing a reflective essay can still count and be measured as a Common Core State Standards assignment. Be creative. What are we really measuring in class, during Work-based Learning (WBL), etc.
- Continue to research assessments to develop transition goals.
- checklist, information sessions about transition planning to educate parents and students.
- Having more support from the community.
- Utilizing more programs during the summer
- Smaller caseloads (or workloads) for special education teachers so they can spend more time working with each student on transition planning and academic achievement
- Find out where the few mistakes are being made and correct them
- Transition within the DDOE goes smoothly with communication being the key

DELAWARE'S TRANSITION DATA

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws.



Indicator 14 – Post School Outcomes 1-Year after Exit (Measure A)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

Measurement:

Percent enrolled in higher education = (Measure A) enrolled on a full-or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs in effect at the time they left school:	390	455	347	471	732	616	674
14A Number of youth with IEPs in effect at the time they left school who enrolled in higher education within one year of leaving high school:	77	286	219	233	303	281	360
14A Percent of youth with IEPs in effect at the time they left school who enrolled in higher education within one year of leaving high school:	20%	63%	63%	49%	41%	46%	53%
14A Year target:	21.0%	25.0%	29.0%	33.0%	37.0%	41.0%	45.0%

DELAWARE'S TRANSITION DATA

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U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 14 – Post School Outcomes 1-Year after Exit (Measure B)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

B. Enrolled in higher education or competitively employed within one year of leaving high school.

Measurement:

Percent enrolled in higher education or competitively employed within one year of leaving high school = (Measure A + B) "competitive integrated employment" maintaining the standard of 20 hours a week, at or above minimum wage, and for at least 90 days at any time in the year since leaving high school. This definition applies to military employment

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs in effect at the time they left school:	390	455	347	471	732	616	674
14B Number of youth with IEPs in effect at the time they left school who enrolled in higher education or were competitively employed within one year of leaving high school:	205	358	282	389	455	453	495
14B Percent of youth with IEPs in effect at the time they left school who enrolled in higher education or were competitively employed within one year of leaving high school:	53%	79%	81%	83%	62%	74%	73%
14B Year target:	52.0%	56.0%	60.0%	64.0%	68.0%	72.0%	76.0%

DELAWARE'S TRANSITION DATA

Transition can be thought of as a bridge between school programs and the opportunities of adult life, including higher education or training, employment, independent living and community participation.

The Federal Office of Special Education Programs (OSEP) requires states to provide their school districts and charters which are also called Local Education Agencies (LEAs) with a yearly report of their performance relating to the State's Individuals with Disabilities Education Act (IDEA) Annual Performance Plan/Annual Performance Report (SPP/APR).



Indicator 14 – Post School Outcomes 1-Year after Exit (Measure C)

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

C. Enrolled in higher education or in some other formal postsecondary education or training program; or competitively employed; or engaged in some other employment within one year of leaving high school.*

Measurement: A + B + C

Federal Fiscal Year	2013	2014	2015	2016	2017	2018	2019
Number of youth with IEPs in effect at the time they left school:	390	455	347	471	732	616	674
14C Number of youth with IEPs in effect at the time they left school who enrolled in higher education or in some other postsecondary education or training program or were competitively employed or in some other employment within one year of leaving high school:	256	376	298	406	597	499	591
14C Percent of youth with IEPs in effect at the time they left school who enrolled in higher education or in some other postsecondary education or training program or were competitively employed or in some other employment within one year of leaving high school:	66%	83%	86%	86%	82%	81%	88%
14C Year target:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Enrolled in other postsecondary education or training means youth have been enrolled on a full or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program). Engaged in some other employment means youth have worked for pay (less than 20 hours a week) or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Indicator 14: Post-School Outcomes

Stakeholder Groups: For this indicator, 15 stakeholder meetings were held which include Statewide Transition Cadre, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Division for Visual Impairments Vocational Rehab Advisory Council, Developmental Disabilities Council, Employment First Commission, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 14: Post-School Outcomes								
Group	Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
A >=	2020	44.14%	44.14%	46.14%	48.14%	50.14%	52.14%	54.14%
B >=	2020	64.82%	64.82%	66.82%	68.82%	70.82%	72.82%	74.82%
C >=	2020	87.69%	87.69%	100%	100%	100%	100%	100%

Stakeholder Input/Feedback Regarding Targets:

Indicator 14 A: 2% increase annually

Indicator 14 B: 2% increase annually

Indicator 14 C: 2% increase annually

Stakeholder input/Feedback and Suggested Improvement Activities:

Indicator 14 A

- Increased focus from special education teachers, special education coordinators, and transition specialists at the end of the senior year to make sure students are enrolled or employed.
- Online accredited schools
- Earlier connection with adult agencies would assist. However, due to the climate since COVID this will be difficult.
- More robust services for students with disabilities

Indicator 14 B

- Increased focus from special education teachers, special education coordinators, and transition specialists at the end of the senior year to make sure students are enrolled or employed.
- Online accredited schools
- Earlier connection with adult agencies would assist. However, due to the climate since COVID this will be difficult.

Indicator 14 C

- What about tracking/assessing independent living skills?
- Exploring opportunities that are available as community partners begin to open.
- With the stipulation of 90 consecutive days this could disqualify summer jobs and make holiday jobs not count.
- More time spent with each student and their family on their transition planning.

DELAWARE'S EQUITY DATA

Equitable education is the pursuit of achievement, fairness, and opportunity in education. Ensuring that students with disabilities are not being suspended at a rate higher than their peers is one way that schools can promote equity within school discipline practices.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 4A - Significant Discrepancy

The 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

Measurement & Calculation:

of districts that have significant discrepancy

of districts that meet the state's minimum n-size (student count)

Historical Discrepancy Data

FFY	2014	2015	2016	2017	2018	2019
Target <=	0%	0%	0%	50%	50%	40%
Data	0%	4.65%	66.67%	100%	0%	0%

Number of Districts that met the states minimum n size of 15:

FFY 17: 6

FFY 18: 3

FFY 19: 3

DELAWARE'S EQUITY DATA

Equitable education is the pursuit of achievement, fairness, and opportunity in education. Ensuring that students with disabilities are not being suspended at a rate higher than their peers is one way that schools can promote equity within school discipline practices.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 4B - Significant Discrepancy

The percent of districts that have:

- (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.

Measurement & Calculation:

of districts that have policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements

of districts that meet the state's minimum n-size (student count)

Historical Discrepancy Data

FFY	2014	2015	2016	2017	2018	2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	4.65	100%	50.00%	0%	0%

Number of Districts that met the states minimum n size of 10:

FFY 17: 6

FFY 18: 3

FFY 19: 3

Indicator 4A/4B: Significant Discrepancy Relating to Suspension/Expulsion

Stakeholder Groups: For this indicator, 11 stakeholder meetings were held which include LEA Parent Advisory Councils, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel), LEA Special Education Directors, Delaware Positive Behavior Support Project (DE-PBS) Cadre and the Equity in IDEA Stakeholder Group.

Indicator 4A: Suspension/Expulsion							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2017	100%	40%	32%	32%	32%	32%	32%

Indicator 4B: Suspension/Expulsion							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2017	50%	0%	0%	0%	0%	0%	0%

Stakeholder Input/Feedback Regarding Targets for 4A:

- Should we wait on setting targets due to COVID?
- Targets should be higher than 32% due to COVID
- Keep targets set at 32%
- Decrease in targets from 32%
- Need to increase the N size-too hard to set targets
- Suggested numeric percentages for the FFY 2020 – 2025 APR targets:

	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
#1	40%	32%	32%	40%	40%	32%
#2	40%	32%	50%	40%		
#3	40%	32%	32%	40%	40%	32%
#4	40%	32%	32%	32%	32%	32%
#5	40%	32%	32%	32%	32%	32%
#6	40%	32%	32%	25%	25%	25%
#7	40%	32%	32%	25%	25%	25%

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Local Education Agencies (LEAs) need to take a hard look at their code of conduct
- LEAs that did that have seen significant changes
- Multi-Tiered System of Support (MTSS) helps LEAs
- MTSS
- Digging deeper into Problem-Solving Teams/Social-Emotional Learning (SEL)
- Track Data in I tracker
- A lot more training on the function of Behaviors
- Changing the N Size so more schools show up

- More professional development for staff members to understand the trauma going on in a student's life
- Professional Development on Implicit Bias and Restorative Practice
- More mental health training to teachers, administrators and higher education

DELAWARE'S EQUITY DATA

One measure of equitable education is ensuring that students with disabilities are not being inappropriately identified for special education or related services by race or ethnicity. MTSS and differentiated instruction help prevent the inappropriate identification of students for special education; instead, these practices allow students to receive supports and interventions according to their unique needs within general education programming.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws.



Indicator 9 - Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement & Calculation:

$$\frac{\text{\# of students with disabilities in "X" (ethnic/racial group)}}{\text{Total \# of "X" (ethnic/racial group) in the school population}}$$
$$\frac{\text{\# all other non-"X" students with disabilities}}{\text{Total \# of non-"X" in the school population}}$$

Historical Disproportionate Data



Indicator 9: Disproportionate Representation

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include LEA Parent Advisory Councils, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel), LEA Special Education Directors, and the Equity in IDEA Stakeholder Group.

Indicator 9: Disproportionate Representation							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	2.56%	0%	0%	0%	0%	0%	0%

Stakeholder Input/Feedback Regarding Relative Risk Ratio/"State Bar":

2.0	2.0	2.0	2.0	2.0	1.75	1.75	1.75	2.25	2.0 or 2.25
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- It does not make sense for Delaware to be so different from other states. I recommend looking at 2.25 but not going as high as 3.0
- 2.25 but not as high as 3.0 It does not make sense to be so different. Should be an early warning for Significant Disproportionality. Need to support Local Education Agencies (LEAs) most in need. Charters often get students from other places and can't control identification process. Need this to be a supportive process
- Maybe we are so low because we are a good sensitivity measure compared to other states who are higher
- Agree raising the bar
- Low state bar is eye opening
- Yes, to increase
- 2.0 since Evaluation Summary Reports non-compliance is low
- 2.0 since we are comparing nationally and to other states with our make up

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Administrators evaluate Evaluation Summary Reports done by school psychologists and start conversations on the process
- Meet as a team and review
- Look over each referral
- Multi-Tiered System of Support (MTSS)
- More staff needed-emotional support staff and Board Certified Behavior Analysts
- Need more staff
- More support at Tier 2
- Staffing issues and added workloads make it difficult
- Better parent communication through the process
- Large influx of children on the spectrum, need support for them
- Support at Tier 2 and system of supporting children with trauma
- More professional development
- MTSS Proactive interventions
- MTSS and review Special Education process in Professional Development

- Know your data
- Culturally responsive training
- Different conversations with teachers and how we are support students and seeing trends
- Study Incidents and look for a trend. Professional Development
- Considering the overall population and demographics of the school
- More parent involvement
- More MTSS and hold LEAs accountable for not implementing
- Train teachers on the science of teaching reading, writing and math-this happens in teaching training programs

DELAWARE'S EQUITY DATA

One measure of equitable education is ensuring that students with disabilities are not being inappropriately identified for special education or related services by race or ethnicity. MTSS and differentiated instruction help prevent the inappropriate identification of students for special education; instead, these practices allow students to receive supports and interventions according to their unique needs within general education programming

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 10 - Disproportionate Representation

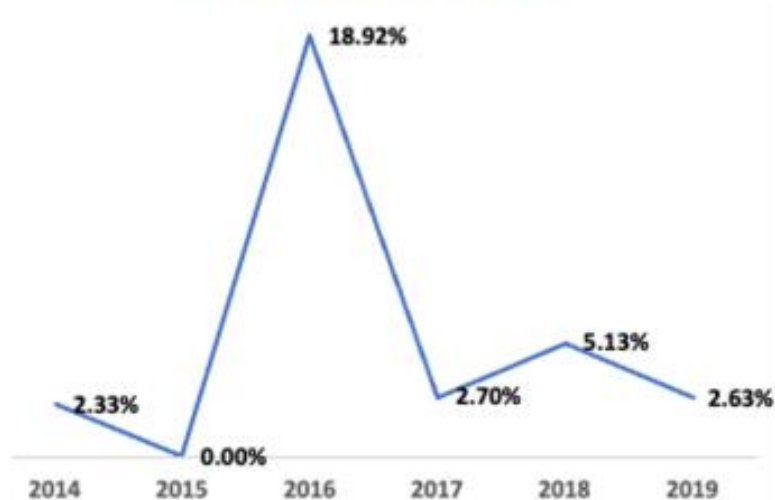
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Measurement & Calculation:

of students in "X" (ethnic/racial group) in "Y" (disability category)
Total # of students in "X" (ethnic/racial group) in the school

of other students in "Y" (disability category)
Total # of other students in the school population

Historical Disproportionate Data



Indicator 10: Disproportionate Representation: Disability Categories

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include LEA Parent Advisory Councils, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel), LEA Special Education Directors, and the Equity in IDEA Stakeholder Group.

Indicator 10: Disproportionate Representation: Disability Categories							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	2.56%	0%	0%	0%	0%	0%	0%

Stakeholder Input/Feedback Regarding Relative Risk Ratio/"State Bar":

2.0	2.0	2.0	2.0	2.0	1.75	1.75	1.75	2.25	2.0 or 2.25
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- It does not make sense for Delaware to be so different from other states. I recommend looking at 2.25 but not going as high as 3.0
- 2.25 but not as high as 3.0 It does not make sense to be so different. Should be an early warning for Significant Disproportionality. Need to support Local Education Agencies (LEAs) most in need. Charters often get students from other places and can't control identification process. Need this to be a supportive process
- Maybe we are so low because we are a good sensitivity measure compared to other states who are higher
- Agree raising the bar
- Low state bar is eye opening
- Yes, to increase
- 2.0 since Evaluation Summary Reports non-compliance is low
- 2.0 since we are comparing nationally and to other states with our make up

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Administrators evaluate ESRs done by school psychologists and start conversations on the process
- Meet as a team and review
- Look over each referral
- Multi-Tiered System of Supports (MTSS)
- More staff needed-emotional support staff and Board Certified Behavior Analysts
- Need more staff
- More support at Tier 2
- Staffing issues and added workloads make it difficult
- Better parent communication through the process
- Large influx of children on the spectrum, need support for them
- Support at Tier 2 and system of supporting children with trauma
- More professional development
- MTSS Proactive interventions
- MTSS and review Special Education process in Professional Development
- Know your data

- Culturally responsive training
- Different conversations with teachers and how we are support students and seeing trends
- Study Incidents and look for a trend
- Considering the overall population and demographics of the school
- More parent involvement
- More MTSS and hold LEAs accountable for not implementing
- Train teachers on the science of teaching reading, writing and math-this happens in teaching training programs

DELAWARE'S LEAST RESTRICTIVE ENVIRONMENT DATA

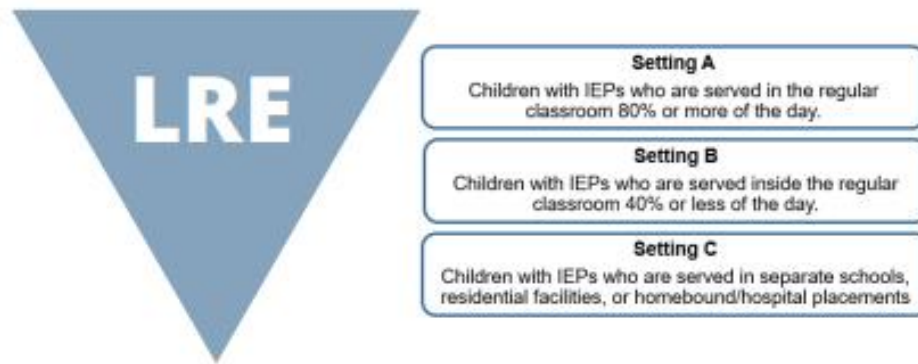
Least restrictive environment (LRE) isn't a place – it's a principle that guides a child's education program. All children should have the opportunity to be educated, to the greatest extent possible, with their community peers. The application of this principle may look different for each child because kids are unique.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws.



Indicator 5 – Least Restrictive Environment

Percent of school aged children with Individualized Education Programs (IEPs) age 5 and enrolled in Kindergarten and ages 6-21 served in the environment listed below.



Least Restrictive Environment Historical Data

	FFY	2014	2015	2016	2017	2018	2019	2020
Setting A	# of Students	120,74	12,385	12,577	13,530	14,023	14,646	14,578
	Target ≥	68.00%	69.00%	70.00%	71.00%	72.00%	72.00%	
	Data	67.63%	66.18%	65.72%	65.74%	64.680%	64.25%	65.54%
Setting B	# of Students	2,694	2,800	2,863	3,075	3,152	3,374	3,408
	Target <	15.50%	15.30%	15.10%	14.90%	14.70%	14.70%	
	Data	15.10%	14.96%	14.96%	14.94%	14.61%	14.80%	15.09%
Setting C	# of Students	969	1055	1044	1075	1059	1100	1113
	Target <	5.00%	4.80%	4.50	4.00%	3.50%	3.50%	
	Data	5.43%	5.64%	5.45%	5.22%	4.91%	4.83%	4.93%

Indicator 5: Least Restrictive Environment

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include Equity in IDEA Stakeholder Group, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 5: Least Restrictive Environment								
Group	Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
A >=	2020	64.54%	64.54%	65.54%	66.54%	67.54%	68.54%	69.54%
B >=	2020	15.09%	15.09%	14.59%	14.09%	13.59%	13.09%	12.59%
C >=	2020	4.93%	4.93%	4.73%	4.43%	4.03%	3.53%	3.03%

Stakeholder Input/Feedback Regarding Targets:

- The target should be more aggressive.

Setting A Input/Feedback							
Option	% of Votes	2020	2021	2022	2023	2024	2025
1/A	38.45%	64.54%	65.54%	66.54%	67.54%	68.54%	69.54%
2/B	15.38%	64.54%	65.04%	65.54%	66.04%	66.54%	67.04%
3/C	46.15%	64.54%	72.00%	72.50%	73.00%	73.50%	74.00%

Setting B Input/Feedback							
Option	% of Votes	2020	2021	2022	2023	2024	2025
1/A	33.33%	15.09%	14.89%	14.69%	14.49%	14.29%	14.09%
2/B	33.33%	15.09%	14.59%	14.09%	13.59%	13.09%	12.59%
3/C	33.33%	15.09%	14.70%	14.50%	14.30%	14.10%	13.90%

Setting C Input/Feedback							
Option	% of Votes	2020	2021	2022	2023	2024	2025
A	1667%	4.93%	4.73%	4.53%	4.33%	4.13%	3.93%
2/B	50.00%	4.93%	4.73%	4.43%	4.03%	3.53%	3.03%
3/C	33.33%	4.93%	3.50%	3.30%	3.00%	2.50%	2.00%

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Educate parents on what each Least Restrictive Environment (LRE) means for their child. Educating staff on how to decide "appropriate" setting.
- Professional Learning and enforcement services based at the schools
- In summary when looking at a child's unique individual needs, the Local Education Agency (LEA) needs to have the flexibility to be creative and think outside the box if necessary to provide an education for the child in the LRE that provides the maximum interaction with typical peers and access to grade level curriculum and skills . It seems that teachers get caught up with the quantity of time that the child is not with typical peers and not the quality of time that the child is.
- Have 2 teachers in every room. Include more paras in the building.
- Decrease size of mainstream classes (i.e., hire more teachers!), use co-teachers instead of a dual certified teacher teaching 20+ students. Increase the funding of Basic level so we can better support students in a regular education classroom.
- Provide more planning time for mainstream teachers with spec ed students so they have more time to collaborate and plan differentiated instruction and accommodations. Provide more funding for paraprofessionals, who need to be well trained. Have more mental health staff, and a calming/sensory room to remove disruptive students from the classroom.
- Professional development for general education teachers to allow them to feel more comfortable having students with IEPs in the general education classroom for a portion of the day.
- Encouraging schools to utilize a team teaching approach in classrooms, reducing the amount of time that students are being pulled from the general education classroom.
- Encouraging schools and IEP teams to review student placement after the first marking period to determine if they are truly in need of a more restrictive setting.
- Not be changed due to inadequate staffing, instead, should be in the best interest of the student. It should not be "sold" to parents in a bait and switch style with little follow through.
- Increase faculty size to allow for 2 teachers in a classroom
- Listen to the teachers on how a student is or is not performing.

Stakeholder Input/Feedback and Suggested Improvement Activities – Setting A:

- Give a variety of accommodations and modifications.
- Reduce over identification; Improve Tier I instruction;
- Provide LEAs with professional development as needed in areas such as intervention, enrichment, how to utilize additional staff support within the classroom. Intervention specialists that can provide push-in and pull-out services would be helpful. In addition, providing an extra period of math and/or language arts intervention to work on skills and assist with classwork from other classes would be advantageous.
- Provide support in not only English/Language Arts (ELA) and Math but also Science, Social Studies, language and Career/Technical Education (CTE). Offer Academic support time in the day
- Make sure that there are appropriate and individualized supports pushing into the regular classroom.
- General education students that receive tier 3 intervention are provided instruction outside the reg classroom, it is the same scenario except one is considered a change on placement and one is considered an intervention
- Students with attention problems only need to remain in the "A" setting with additional staff support in the classroom to reinforce, refocus , and support both the student and the teacher.

Stakeholder Input/Feedback and Suggested Improvement Activities – Setting B:

- Provide a variety of supports and evaluate their effectiveness.
- Push-in support; Appropriate IEP accommodations;

- I believe the suggestions I noted previously would assist in this area as well.
- Have a plan to transition students to A setting classes. Provide more support in those classes. Train general education teachers on how to ensure students are receiving their accommodations.
- Continue to push in supports while also having the support of a highly qualified special educator to provide support for core subject areas.
- Setting B should be utilized for what it used to be . “ a resource room”. Where students come and go throughout the day based on their needs for specialized instruction with a qualified teacher that can teach the grade level skill using materials on the child’s instructional level.

Stakeholder Input/Feedback and Suggested Improvement Activities – Setting C:

- Give special schools and special programs access to the general education curriculum
- increase teacher capacity for meeting individual needs of students; Revisit goals in IEPs to ensure appropriateness;
- Continue to place Mental Health Care Workers in the school settings. These MHC workers should develop written processes and plans to ensure they are being used effectively. There should be wrap-around plans that involve any other necessary outside agency.
- Have robust Behavior Support Plans (BSPs) that are followed with fidelity. Additional staff support.
- Create IEPs that are individualized and include very specific goals to help them achieve success in other settings to include highly qualified special education teachers that can provide support for academics and behavior goals.
- Students in Setting C whose LRE is determined due to academic needs need to be able to spend time in an age appropriate classroom with support to provide peer role models and work on social skills. As the child gets older it seems that these opportunities decrease.

DELAWARE'S CHILD FIND DATA

When written parental consent is received for an initial evaluation for special education services, the school is required to complete the evaluation within a timeline.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws.



Indicator 11 - Child Find

Percent of children who were evaluated for special education services within 45 school days or 90 calendar days, whichever is less, of receiving written parental consent for initial evaluation.

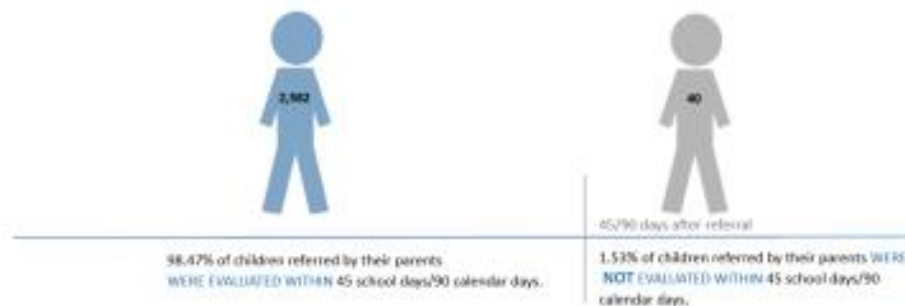
Measurement & Calculation:

$$\frac{\text{\# of children for whom parental consent to evaluate was received}}{\text{\# of children whose evaluations were completed within state-established timeline}}$$

Comparison of Child Find Data Against Targets Over Time

FFY	2013	2014	2015	2016	2017	2018	2019
Number of children for whom parental consent to evaluate was received:	481	558	703	967	789	2764	2622
Number of children whose evaluations were completed within 60 days (or state-established timeline):	480	555	682	957	781	2743	2582
Percent of children whose evaluations were completed within 60 days (or state-established timeline):	99.8%	99.5%	97.0%	99.0%	99.4%	99.2%	98.5%
Year target:	100%	100%	100%	100%	100%	100%	100%

Number of Children Evaluated Within and Outside of Delaware's Timeline in 2019



Indicator 11: Child Find

Stakeholder Groups: For this indicator, 10 meetings were held with stakeholder groups which include Autism Delaware, Indicator 11 Stakeholder Group, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor’s Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 11: Child Find							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	98.26%	100%	100%	100%	100%	100%	100%

Stakeholder Input/Feedback Regarding Targets:

- The majority of stakeholders were in agreement to change the baseline as they felt it was old data (2006, 91%)
- Stakeholders discussed that Delaware has improved data collection over the past two years
- Stakeholders grappled with whether to change the baseline to a more recent year as they felt COVID-19 has presented obstacles to completing timely evaluations
- Stakeholders were in favor of establishing a baseline with a low percentage because they were concerned that given COVID-19, it may decrease

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Have multiple ways to contact parents and be flexible in order to help teams conduct timely evaluations
- Setting meeting dates early to allow from for delays
- Develop a timeline for giving a parent “parental consent”
- 2 teachers in a classroom, additional paras for support, extra time for special education teachers to write IEP's and evaluations
- Having parent information sessions for parents of young kids
- Increase pay for psychologists to draw them to Delaware. And increase funding to schools to hire more school psychologists. Have special education coordinators full time in each building, if not already, but may need more than 1 special education coordinator. Provide more planning time to special education teachers who have to write Individual Educational Programs (IEPs) and attending meetings.
- Provide families with more detailed information regarding the school’s responsibility, encouraging them to be advocates
- Clearly defined roles in buildings for evaluators and coordinators
- When possible, receiving additional support from other buildings if evaluators have an excessive amount of evaluations due within similar time frames
- Bring back in person screenings in the daycares. This allows for the daycare staff an “out” of sorts when it comes to referring difficult parents. Having daycare staff act as a referral source sometimes damages the relationship that has been built between that difficult parent and the daycare staff.
- Make sure parents know what to expect and understand the timeline
- Utilize online platforms for meetings and do more meetings in different formats due to transportation issues
- Communicate to create a strong team

- Delaware Department of Education (DOE) create form to serve as both request and permission to evaluate
- Training Local Education Agencies (LEAs) regarding their Child Find responsibilities
- Clarify the regulations with respect to when the clock starts and what happens in the summer
- Having documents in PowerSchool IEP
- Statewide recruiting for specialists
- In schools with shortages of School Psychologists, look for additional staff that can support counseling and/or behavior support to free up time for evaluations
- Increased communication between specialist staff related to timelines, Permission to Evaluate signature etc.
- Provide statewide "DocuSign" license
- Reconsider the requirements to fulfill roles and duties in education
- Keep a spreadsheet of why the deadline isn't met for accountability and to answer this question next time. Have it collected and compared (school and district level) to identify the problem areas
- The amount of timelines that are missed could be coming from one or two sources
- Pay school psychologists overtime each week to complete documentation related to assessment and eligibility
- The ability to share "student folder" information via PSIEP for Delaware transfers has been helpful

DELAWARE'S ASSESSMENT DATA

Assessment is an important part of instruction by assisting in the equity and quality of education; it fulfills several purposes for educators, students, parents, and community members. Assessments administered at the state, district/charter, and school levels combine to form a system supporting student growth.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



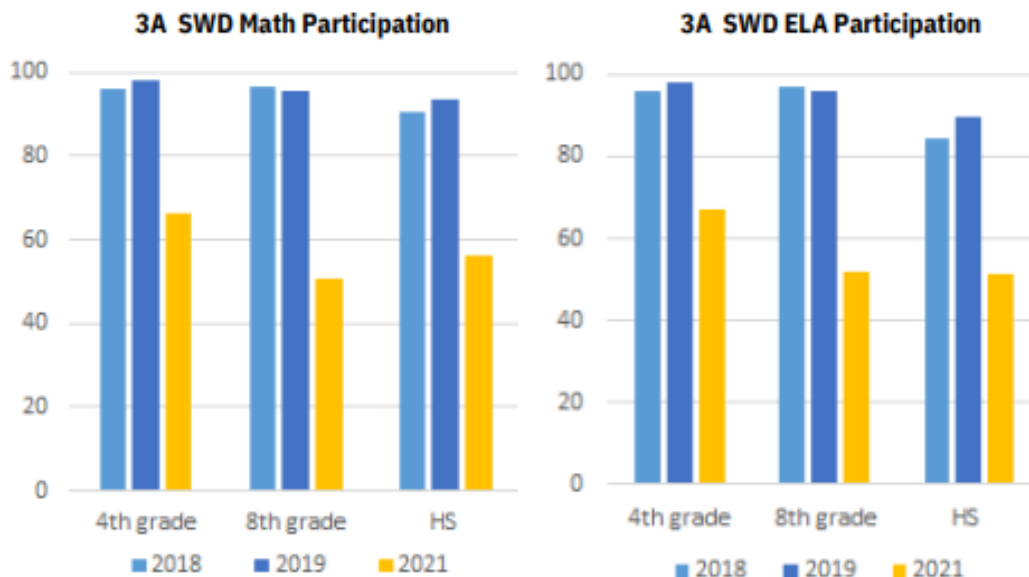
Indicator 3A- State Assessment Participation

Percent of students with disabilities who participated in the state-wide assessment for Math and Reading in grades: 4, 8, and High School.

Measurement & Calculation:

of students with IEPs who participated in state assessment

of students with IEPs enrolled in the state assessment



The target participation rate is 95% in ELA and Math for 2020-2025.

Due to lower assessment participation rates during the COVID-19 pandemic, direct comparisons cannot be made between 2020-21 school year assessment data and previous year results.

Indicator 3A: State Assessment Participation

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include MTSS Advisory Council, Access to the General Education Curriculum Committee, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 3A: State Assessment Participation (FFY 2018 = 2018-2019 School Year)										
Subject	Group	Grade Group	Baseline Year	Baseline Data	2020	2021	2022	2023	2024	2025
Reading	A >=	Gr. 4	FFY 2018	98.16%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	B >=	Gr. 8	FFY 2018	95.70%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	C >=	High School	FFY 2018	74.76%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A >=	Gr. 4	FFY 2018	98.06%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	B >=	Gr. 8	FFY 2018	95.38%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	C >=	High School	FFY 2018	74.68%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

Stakeholder Input/Feedback Regarding Targets:

- The target for this Indicator is below the baseline for grades 4 and 8
- Consider COVID factors
- 2021 was an anomaly year with many students being home. To use any data from the school year 2020-2021 would be wrong. Look at data from this year with students in the building.

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Better communication/relationship-building with parents; partner with visiting-teachers.
- Proactive intervention by Visiting Teacher to ensure that attendance barriers are eliminated, staggering times when the assessment is given to accommodate schedules, allow students to choose which section of the test they will take each day; for example, maybe they choose Math first, then ELA, report completion rates to parents during testing window so that they are aware of their student's participation and successful completion
- Clearly and consistently provide parents and families with the testing schedule and make sure students are provided with support and guidance to reduce anxiety
- Create incentives for students to participate.
- Schools should provide information to families regarding the purpose and importance of the assessment.
- Going back to full attendance
- We offered the test on multiple days including Saturdays and after school hours
- Need to inform parents of accommodations for SAT
- Help the students feel more comfortable and confident regarding test taking. Teach them all year long, but not drill testing only into them. That's too much pressure to be perfect.

DELAWARE'S ASSESSMENT DATA

Assessment is an important part of instruction by assisting in the equity and quality of education; it fulfills several purposes for educators, students, parents, and community members. Assessments administered at the state, district/charter, and school levels combine to form a system supporting student growth.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 3B- Performance on Standard State Assessment

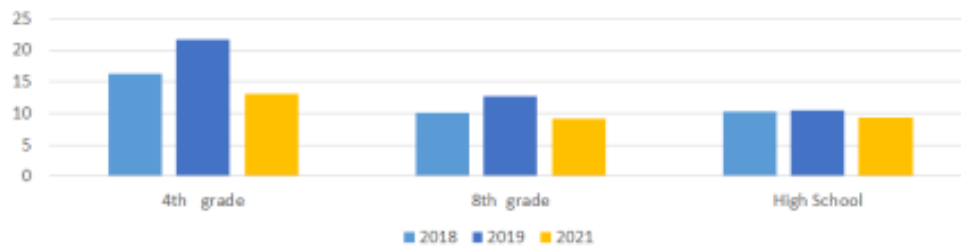
The proficiency rates for children with IEPs against grade-level academic achievement standards for Math and Reading in grades 4, 8, (Smarter Balance Assessment) and High School (SAT- grade 11).

Measurement & Calculation:

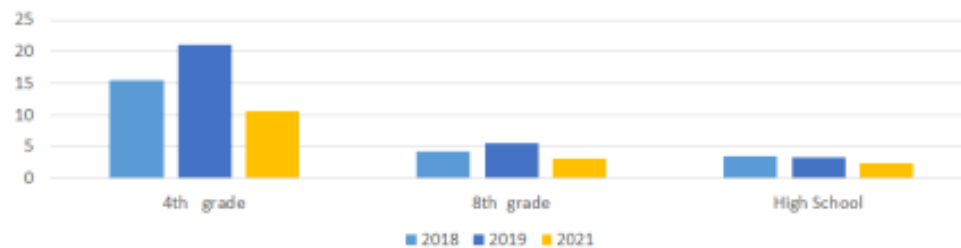
of children with IEPs scoring at or above proficient on the standard state assessment

of children with IEPs enrolled in the standard state assessment

3B Proficiency Rate ELA Standard Assessment



3B Proficiency Rate Math Standard Assessment



Indicator 3B: State Assessment Performance

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include MTSS Advisory Council, Access to the General Education Curriculum Committee, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 3B: State Assessment Proficiency (FFY 2017 = 2017-2018 School Year)										
Subject	Group	Grade Group	Baseline Year	Baseline Data	2020	2021	2022	2023	2024	2025
Reading	A >=	Gr. 4	2017	16.30%	19.36%	22.42%	25.48 %	28.54%	31.60%	34.66%
Reading	B >=	Gr. 8	2017	10.01%	13.65%	17.29%	20.93%	24.57%	28.21%	31.85%
Reading	C >=	High School	2017	10.21%	13.83%	17.45%	21.07%	24.69%	28.31%	31.93%
Math	A >=	Gr. 4	2017	15.52%	18.65%	21.78%	24.91%	28.04%	31.17%	34.30%
Math	B >=	Gr. 8	2017	4.21%	8.37%	12.63%	16.69%	20.85%	25.01%	29.17%
Math	C >=	High School	2017	3.46%	7.69%	11.92%	16.15%	20.38%	24.61%	28.84%

Stakeholder Input/Feedback Regarding Targets:

- Average 2018 and 2019 together for baseline

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Seek outside help to improve proficiency rates for students with IEPs
- Communicate the importance of these tests to parents.
- Improve instruction; Ensure students are also receiving grade-level instruction.
- Revisit Math standards and systematic instructional processes to ensure that we are providing accommodations and modifications appropriately, Consider different curriculum or instructional approaches for low income schools, Extend Math intervention time blocks for struggling students, stop using Special
- Education teachers as interventionists, improve the co-teaching model in all classrooms, enforce the use of High Leverage Practices (HLPs) through walkthrough and feedback activities
- Provide preparatory courses to students at no cost to help them learn test taking strategies and build their testing stamina.
- Strong Tier 1 practices and fidelity with core curriculum. More of a focus on foundational reading skills
- Schools could provide after school enrichment activities and skill development courses.
- Provide outside study materials
- Offer Enrichment to students on Saturday
- Need to look at curriculum used in 4th and 8th that scored well
- Don't include all reading problems for math assessments. Everything is a word problem and students already have issues with reading comprehension, it then counts against them for math. Focus more on the basics for math.

- Throw them out! They are not accurate indicators and they are inherently biased.
- Smaller class sizes. Better teacher training at the college level in the science of teaching reading, writing and math. More mentorships by excellent teachers (reducing their instructional time and increasing their time to mentor as well as a stipend). Less micro-management of teachers and less duties, give them more time to do their job well. Provide more planning time to special education teachers so they have time to write IEPs and do the paperwork.
- Take the time to teach and if they need extra help, provide it

DELAWARE'S ASSESSMENT DATA

Assessment is an important part of instruction by assisting in the equity and quality of education; it fulfills several purposes for educators, students, parents, and community members. Assessments administered at the state, district/charter, and school levels combine to form a system supporting student growth.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 3C- Performance on State Alternate Assessment

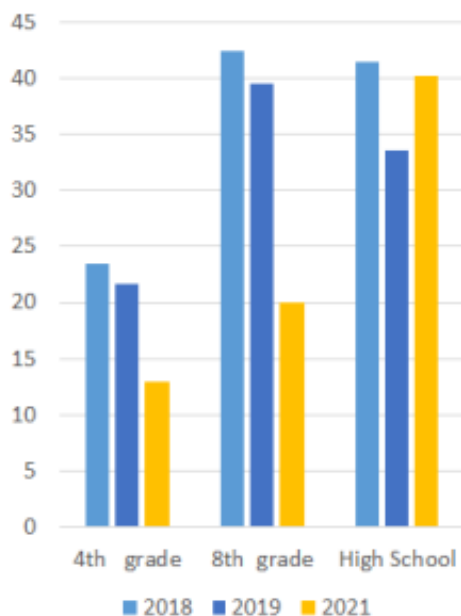
The proficiency rates for children with IEPs against grade-level alternate academic achievement standards for Math and Reading in grades 4, 8, and High School (Dynamic Learning Map Assessment).

Measurement & Calculation:

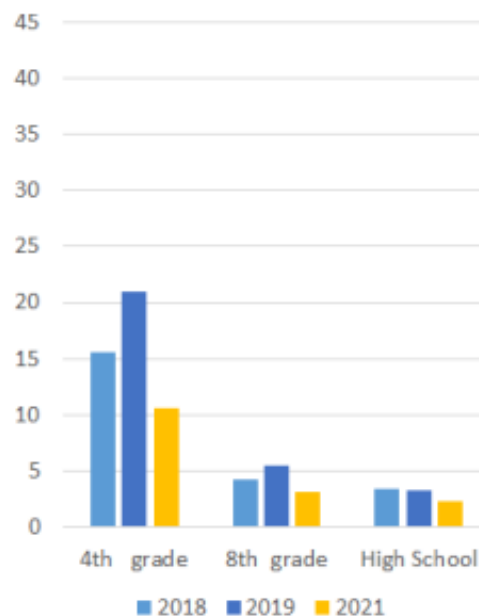
of children scoring at or above proficient on the alternate state assessment

of children with IEPs enrolled in the alternate state assessment

3C Proficiency Rate ELA Alt Assessment



3C Proficiency Rate Math Alt Assessment



Indicator 3C: State Alternate Assessment Performance

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include MTSS Advisory Council, Access to the General Education Curriculum Committee, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 3C: State Alternate Assessment Performance (FFY 2017 = 2017-2018 School Year)										
Subject	Group	Grade Group	Baseline Year	Baseline Data	2020	2021	2022	2023	2024	2025
Reading	A >=	Gr. 4	2017	23.53%	25.94%	28.35%	30.76%	33.17%	35.58%	37.99%
Reading	B >=	Gr. 8	2017	42.41%	43.10%	43.79%	44.48%	45.17%	45.86%	46.55%
Reading	C >=	High School	2017	41.42%	42.20%	42.98%	43.76%	44.54%	45.32%	46.10%
Math	A >=	Gr. 4	2017	30.15%	31.95%	33.75%	35.55%	37.35%	39.15%	40.95%
Math	B >=	Gr. 8	2017	18.89%	21.72%	24.55%	27.38%	30.21%	33.04%	35.87%
Math	C >=	High School	2017	8.98%	12.71%	16.44%	20.17%	23.90%	27.63%	31.36%

Stakeholder Input/Feedback Regarding Targets:

- No comments/feedback

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Ensure appropriate rigor in the classroom; Expose students to similar tasks in daily instruction.
- Increased rigor and teacher expectation is needed, increased exposure and connection to the CCSS, increase inclusion opportunities for students, more coaching with teachers on accommodations and modifications
- Instruct alt students on their grade level with modifications and accommodations.
- Ensure that teachers are proficient in administering the assessment.
- It may be on a case to case basis
- Training on how to align Dynamic Learning Maps (DLM) and alternative state assessment
- Concerned over parents opting out going forward
- 1% is affecting this
- Offer more help from teachers before assessments to help students. Don't expect them to learn everything in one day.

DELAWARE'S ASSESSMENT DATA

Assessment is an important part of instruction by assisting in the equity and quality of education; it fulfills several purposes for educators, students, parents, and community members. Assessments administered at the state, district/charter, and school levels combine to form a system supporting student growth.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 3D- Gap in Proficiency

The proficiency rates for students with IEPs taking the regular assessment against all students taking the regular assessment.

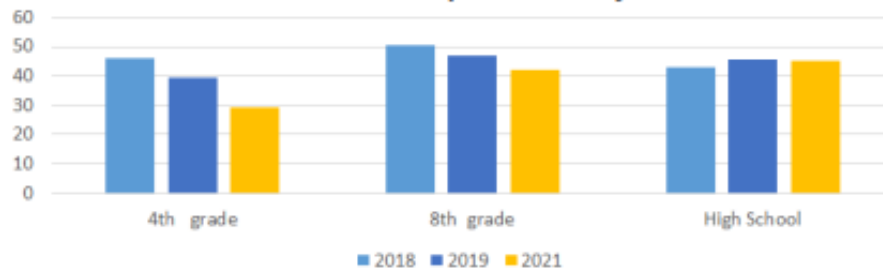
Measurement & Calculation:

proficiency rate for all students
scoring at or above proficiency
on the regular state assessment

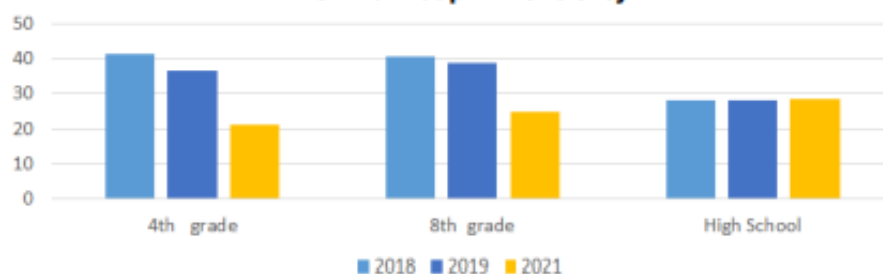
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proficiency rate for all children with
IEPs scoring at or above proficiency on
the regular state assessment

3D ELA Gap in Proficiency



3D Math Gap in Proficiency



Indicator 3D: State Assessment Gap in Proficiency

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include MTSS Advisory Council, Access to the General Education Curriculum Committee, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 3D: State Assessment Gap in Proficiency (FFY 2017 = 2017-2018 School Year)										
Subject	Group	Grade Group	Baseline Year	Baseline Data	2020	2021	2022	2023	2024	2025
Reading	A >=	Gr. 4	2017	33.23%	31.72%	30.21%	28.70%	27.19%	25.68%	24.17%
Reading	B >=	Gr. 8	2017	43.24%	41.27%	39.30%	37.33%	35.36%	33.39%	31.42%
Reading	C >=	High School	2017	39.97%	38.15%	36.33%	34.51%	32.69%	30.87%	29.05%
Math	A >=	Gr. 4	2017	34.96%	33.37%	31.78%	30.19%	28.60%	27.01%	25.42%
Math	B >=	Gr. 8	2017	34.94%	33.35%	31.76%	30.17%	28.58%	26.99%	25.40%
Math	C >=	High School	2017	25.28%	24.13%	22.98%	21.83%	20.68%	19.53%	18.38%

Stakeholder Input/Feedback Regarding Targets:

- 28.60%: Targets should decrease by 2%
- 71.40%: Targets should decrease by ½
- GACEC – decrease by 2%
- Targets should decrease gap by ½ by 2030

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Be aware of how the system is working and determine why we are not showing improvement. These are some of the core areas that the State needs to work on to improve outcomes for students with disabilities. There should be increased focus on accomplishing the metrics that are being set.
- In the future, it would be helpful to have a discussion with the DDOE primarily about the Indicators where the State is under-performing. It would be helpful to know what other states that are more successful in these Indicators are doing that Delaware is not, so we could learn from that. It may also be valuable to know if there are other variables involved, such as the way data is being collected, to explain the performance variance among the states.

DELAWARE'S ASSESSMENT DATA

Assessment is an important part of instruction by assisting in the equity and quality of education; it fulfills several purposes for educators, students, parents, and community members. Assessments administered at the state, district/charter, and school levels combine to form a system supporting student growth.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws.



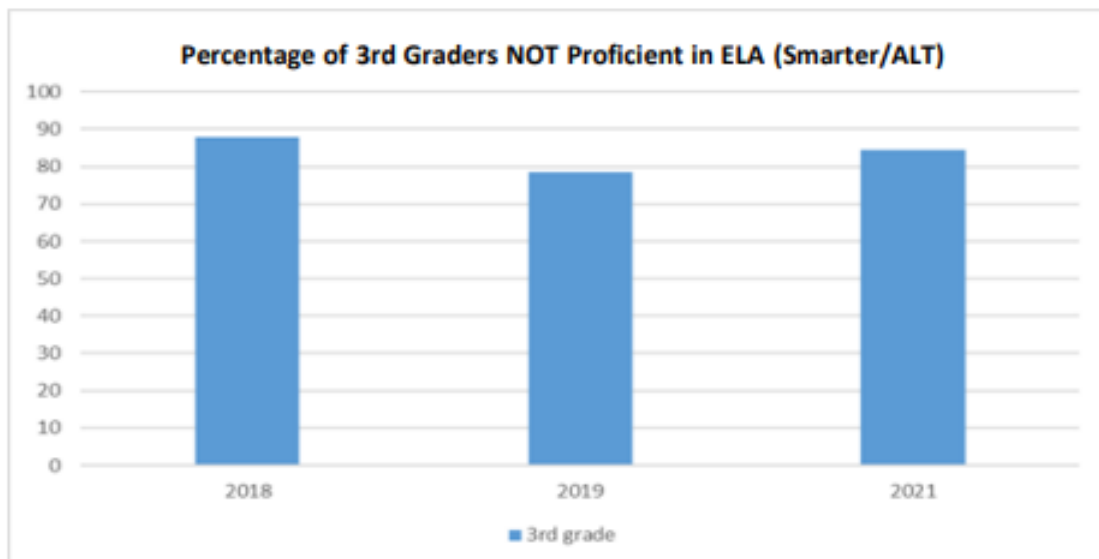
Indicator 17- State Systemic Improvement Plan

The proficiency rates for children with IEPs against academic achievement standards for Reading in grade 3 (Smarter Balance Assessment or Dynamic Learning Maps Assessment).

Measurement & Calculation:

of children with IEPs who did not score at or above proficient on the 3rd grade standard and alternate ELA assessment

of children with IEPs enrolled in the standard state and alternate ELA assessment



Indicator 17: State Systemic Improvement Plan

Stakeholder Groups: For this indicator, 10 stakeholder meetings were held which include MTSS Advisory Council, Access to the General Education Curriculum Committee, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 17: State Systemic Improvement Plan							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2017	87.72%	85.72%	83.72%	81.72 %	79.72%	77.72 %	75.72%

Stakeholder Input/Feedback Regarding Targets:

- No comments/feedback

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Delaware Department of Education (DDOE) should consider merging mental health and social emotional supports in the classrooms along with literacy.
- Align instruction to the science of reading and use appropriate materials.
- Expectation that every grade level is important, even if it is not tested! Accountability by Administrators to ensure that all teachers are implementing the curriculum and best practices with fidelity, require Pre-Kindergarten (PK) for all students and increase to full day program versus half day programs
- Early detection strategies in first grade for all students to identify students for early intervention. More students should have access to reading specialists to help achieve proficiency in literacy early on as opposed to playing catch later.
- More Reading Specialists in schools.
- Continue to provide Local Education Agencies (LEAs) with access to support in implementing early literacy programs and intervention.
- Make sure that dual identified students (English Language Learners (ELL) and special education) receive support in all of the areas they need and those students aren't falsely identified
- What about math?
- Smaller class sizes. Better teacher training on the science of teaching to read. More reading specialists.

DELAWARE'S PARENT INVOLVEMENT DATA

Parents are an important members of their child's educational team. In Delaware, parents of students with disabilities receive an annual survey to provide feedback on their parental involvement opportunities.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitate parent involvement as a means of improving services for children with disabilities.

Indicator Description	
How	The Delaware Department of Education employs the Center for Disabilities Studies at the University of Delaware to survey the parents of students with Individualized Education Programs (IEPs).
Who	The survey is sent to the parents of all students with IEPs within each school district/charter.
When	The survey is sent out in February and August of each year.
What	The survey includes 11 questions which can be answered using a scale of 1-5 responses. The responses range from Strongly Agree to Strongly Disagree.

Percent of Respondents with High Levels of Agreement by Year:

The school encourages and supports my involvement in my child's education in order to improve services and results for my child.

FFY	2015	2016	2017	2018	2019	2020
Target ≥	87%	88%	89%	90%	90%	
Data	90.67%	89.18%	89.54%	93.50%	92.33%	94.07%

Indicator 8: Parent Involvement

Stakeholder Groups: For this indicator, 8 stakeholder meetings were held which include Equity in IDEA Stakeholder Group, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 8: Parent Involvement							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2017	89.54%	90.00%	90.50%	91.00%	91.50%	92.00%	92.50%

Stakeholder Input/Feedback Regarding Targets:

- 50%: Target increase by 1% each year
- 50%: Target increase by 0.50% each year
- I don't think we need to increase this more than 90%, I think 90% is good.

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Change the appearance of the mailing envelope for the survey
- Use district envelopes
- Provide parent reminders
- Find out why parents do not feel like engaged participants
- Build better relationships
- Change the way the mailing looks and how people receive it
- Use school envelopes so parents do not throw the survey out thinking it is not relevant to them
- Provide reminders to parents about the surveys
- Send by e-mail or text
- Parent/Teacher Association (PTA) could be another avenue to get the information out to the parents
- Make sure the schools, school districts, and supporting organizations verify parent's awareness of Parent Engagement Survey (PES). Offer braille, read aloud assistive technology, emails and paper surveys for parents in case they are disabled
- Informing the community, schools, and families
- Provide a link to the survey with follow up message to families.
- Provide written copy of the survey at the end of the meeting for families to complete
- Make your surveys less daunting and confusing to even those parents of a special education student who is also an educator
- Provide education to parents about all aspects of an Individualized Educational Program (IEP), don't just go over it at the meeting and ask if there are any other questions, instead offer individualized discussion and/or have recorded lessons
- Have someone appointed to all meetings that is well-versed in conflict resolution with the aim of identifying and remedying any conflict or tension
- Provide more planning time to teachers, especially special education teachers, so they can spend more time on communicating with parents.

DELAWARE'S PRESCHOOL SETTING DATA

Like their school age peers, preschool children with disabilities also have the right to a free appropriate public education in the least restrictive environment. This includes access to high-quality early childhood programs where they are provided with individualized supports to meet high expectations alongside their peers without disabilities.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 6-Preschool Setting Data

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.

Indicator 6A: Delaware, Regular Early Childhood Program, Actual and Proposed

	Actual				Proposed Targets				
	2017	2018	2019*	2020	2021	2022	2023	2024	2025
Ages 3-5	36.8	41.2	38.6	38.8	39.7	40.1	40.5	40.9	41.2
Age 3	36.1	42.4	35.6	36.6	36.7	36.8	36.9	37.00	37.5
Age 4	38.2	38.2	40.5	39.9	41.1	41.9	42.7	43.5	44.4
Age 5	33.5	48.3	39.4	40.8	44.3	46.0	47.9	49.8	51.8

Indicator 6B: Delaware, Regular Early Childhood Program, Actual and Proposed

	Actual				Proposed Targets				
	2017	2018	2019*	2020	2021	2022	2023	2024	2025
Ages 3-5	41.2	38.7	43.2	40.3	40.4	40.0	39.5	39.0	38.5
Age 3	37.3	36.0	43.1	40.8	40.4	40.0	39.5	39.0	38.5
Age 4	41.8	42.3	42.9	39.9	40.4	40.0	39.5	39.0	38.5
Age 5	48.5	33.0	44.8	40.5	38.9	38.0	37.1	36.2	35.4

Indicator 6C: Delaware, Regular Early Childhood Program, Actual and Proposed

	Actual				Proposed Targets				
	2017	2018	2019*	2020	2021	2022	2023	2024	2025
Ages 3-5	0.9	0.7	0.6	0.6	0.0-1.0	0.0-1.0	0.0-1.0	0.0-1.0	0.0-1.0
Age 3	1.7	1.0	1.3	1.1	0.0-1.8	0.0-1.8	0.0-1.8	0.0-1.8	0.0-1.8
Age 4	0.5	0.5	0.3	0.4	0.0-0.8	0.0-0.8	0.0-0.8	0.0-0.8	0.0-0.8
Age 5	0.0	0.3	0.0	0.0	0.0-0.6	0.0-0.6	0.0-0.6	0.0-0.6	0.0-0.6

Indicator 6: Preschool Setting

Stakeholder Groups: For this indicator, 15 meetings were held with stakeholder groups which include Early Childhood Inclusion Committee, Early Childhood Special Education State/Local Education Agency meetings, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor’s Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 6: Preschool Settings								
	Baseline Year	Baseline Data		Baseline Year	Baseline Data		Baseline Year	Baseline Data
A1, age 3	2020	26.86%	B1, age 3	2020	55.32%	C1, age 3	2020	1.06%
A2, age 4	2020	28.52%	B2, age 4	2020	50.72%	C2, age 4	2020	0.29%
A3, age 5	2020	35.54%	B3, age 5	2020	41.81%	C3, age 5	2020	0.35%

Indicator 6: Preschool Settings Targets						
FFY	2020	2021	2022	2023	2024	2025
A1, age 3	26.86%	36.70%	36.80%	36.90%	37.00%	37.50%
B1, age 3	55.32%	40.40%	40.00%	39.50%	39.00%	38.50%
A2, age 4	28.52%	41.10%	41.90%	42.70%	43.50%	44.40%
B2, age 4	50.72%	40.40%	40.00%	39.50%	39.00%	38.50%
A3, age 3	35.54%	44.30%	46.00%	47.90%	49.80%	51.80%
B3, age 5	41.81%	38.90%	38.00%	37.10%	36.20%	35.40%

Indicator 6: Preschool Settings Targets												
	FFY 2020 Low	FFY 2020 High	FFY 2021 Low	FFY 2021 High	FFY 2022 Low	FFY 2022 High	FFY 2023 Low	FFY 2023 High	FFY 2024 Low	FFY 2024 High	FFY 2025 Low	FFY 2025 High
C1, age 3	0.00%	1.80%	0.00%	1.80%	0.00%	1.80%	0.00%	1.80%	0.00%	1.80%	0.00%	1.80%
C2, age 4	0.00%	0.80%	0.00%	0.80%	0.00%	0.80%	0.00%	0.80%	0.00%	0.80%	0.00%	0.80%
C3, age 5	0.00%	0.60%	0.00%	0.60%	0.00%	0.60%	0.00%	0.60%	0.00%	0.60%	0.00%	0.60%

Stakeholder Input/Feedback Regarding Targets:

- Targets must be reasonable while being ambitious: based on the current demographics of the children being identified (including the upward trend in Autism identification and children with significant delays) along with the long-term impact from the pandemic targets could not be unrealistically high
- The workforce crisis in the childcare profession presents barriers to serving more children in community-based centers, which makes Local Education Agencies (LEAs) hesitant to set targets that may be unattainable

Stakeholder Input/Feedback and Suggested Improvement Activities:

- State advisory panel recommendation that incoming three-year-old children be served via itinerant services or in dedicated three-year-old classrooms for those who are not three by August 31st of that school year
- Funding must be reexamined to expand options for service delivery models: including itinerant services in urban areas where many individual children are served in the numerous childcare settings and then also consideration for significant travel involved in serving children in rural areas of the state
- Recommendation that materials in the environments are developmentally appropriate for three-year-old children who are developmentally delayed, meaning they exhibit skills/behaviors below their chronological age
- Delaware Department of Education (DDOE) Early Childhood Special Education monthly LEA meetings and professional development with Early Childhood Technical Assistance Center
- Early Childhood Inclusion Committee White Paper, (in draft) with recommendations on improving inclusive practices in Delaware

DELAWARE'S OUTCOMES DATA

The three child outcomes refer to knowledge that children need along with the actions required to function successfully across settings. To be successful, it is important for children to be able to get along with others, follow the rules in a group, continue to learn new things, and take care of their basic needs in an appropriate way. Achieving these outcomes will help children thrive at home, in school, and in many settings throughout their communities.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 7A- Early Childhood Outcomes for Social Emotional Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following three Early Childhood Outcomes:

A. Positive social-emotional skills (including social relationships);

Measurement & Calculation:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

(+)

Percent of preschool children who improved functioning to reach a level comparable to same-aged peers

Percent of preschool children who did not improve

(+)

Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

(+)

Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

(+)

Percent of preschool children who improved functioning to reach a level comparable to same-aged peers

Historical 7A Outcome Data: Summary Statement 1

FFY	2014	2015	2016	2017	2018	2019	2020
Target	86.20%	87.40%	88.60%	89.80%	91.00%	91.00%	86.00%
Actual Data	85.86%	89.27%	89.89%	91.25%	89.78%	85.99%	

DELAWARE'S OUTCOMES DATA

The three child outcomes refer to knowledge that children need along with the actions required to function successfully across settings. To be successful, it is important for children to be able to get along with others, follow the rules in a group, continue to learn new things, and take care of their basic needs in an appropriate way. Achieving these outcomes will help children thrive at home, in school, and in many settings throughout their communities.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



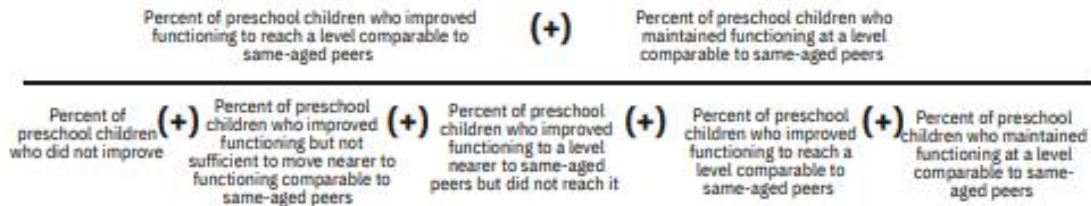
Indicator 7A- Early Childhood Outcomes for Social Emotional Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following three Early Childhood Outcomes:

A. Positive social-emotional skills (including social relationships);

Measurement & Calculation:

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.



Historical 7A Outcome Data : Summary Statement 2

FFY	2014	2015	2016	2017	2018	2019	2020
Target	55.30%	56.70%	58.00%	59.30%	60.70%	60.70%	47.53%
Actual Data	50.32%	51.47%	51.26%	51.06%	50.95%	46.63%	

DELAWARE'S OUTCOMES DATA

The three child outcomes refer to knowledge that children need along with the actions required to function successfully across settings. To be successful, it is important for children to be able to get along with others, follow the rules in a group, continue to learn new things, and take care of their basic needs in an appropriate way. Achieving these outcomes will help children thrive at home, in school, and in many settings throughout their communities.

U.S. Department of Education Office of Special Education Programs (OSEP) has worked with State Education Agencies (including the Delaware Department of Education) to promote and support changes to education that will improve results for children with disabilities under IDEA. States are required to develop a State Performance Plan (SPP) describing how it will improve outcomes for students with disabilities over a 4-year period of time and to report annually on progress. Outcomes include areas such as graduation rate, dropout rate, participation and performance on assessments in reading and math, as well as compliance with all special education laws



Indicator 7B- Early Childhood Outcomes for Acquisition and Use of Knowledge

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following three Early Childhood Outcomes:

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy);

Measurement & Calculation:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

$$\begin{aligned} & \text{Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it} + \text{Percent of preschool children who improved functioning to reach a level comparable to same-aged peers} \\ & \text{Percent of preschool children who did not improve} + \text{Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers} + \text{Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it} + \text{Percent of preschool children who improved functioning to reach a level comparable to same-aged peers} \end{aligned}$$

Historical 7B Outcome Data: Summary Statement 1

FFY	2014	2015	2016	2017	2018	2019	2020
Target	89.00%	90.00%	91.10%	92.20%	93.40%	93.40%	87.04%
Actual Data	87.2%	85.6%	87.4%	88.1%	88.5%	86.84%	

DELAWARE'S OUTCOMES DATA

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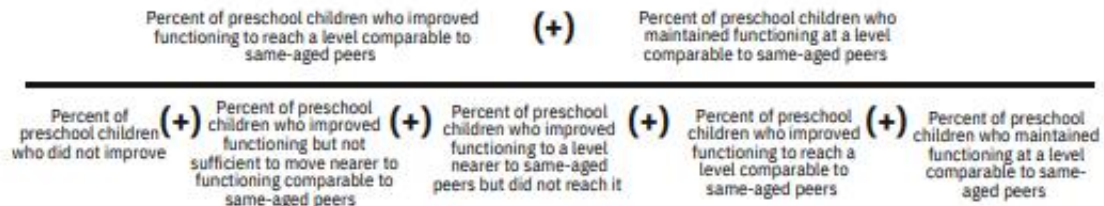
Indicator 7B- Early Childhood Outcomes for Acquisition and Use of Knowledge

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following three Early Childhood Outcomes:

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy);

Measurement & Calculation:

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.



Historical 7B Outcome Data: Summary Statement 2

FFY	2014	2015	2016	2017	2018	2019	2020
Target	50.90%	51.80%	52.70%	53.70%	54.80%	54.80%	46.12%
Actual Data	47.06%	48.42%	48.60%	46.86%	48.38%	48.38%	

DELAWARE'S OUTCOMES DATA

The three child outcomes refer to knowledge that children need along with the actions required to function successfully across settings. To be successful, it is important for children to be able to get along with others, follow the rules in a group, continue to learn new things, and take care of their basic needs in an appropriate way. Achieving these outcomes will help children thrive at home, in school, and in many settings throughout their communities.

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Indicator 7C- Early Childhood Outcomes for Appropriate Behavioral Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following three Early Childhood Outcomes:

C. Use of appropriate behaviors to meet their needs.

Measurement & Calculation:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

$$\begin{array}{ccccccc}
 \text{Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it} & (+) & \text{Percent of preschool children who improved functioning to reach a level comparable to same-aged peers} \\
 \hline
 \text{Percent of preschool children who did not improve} & (+) & \text{Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers} & (+) & \text{Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it} & (+) & \text{Percent of preschool children who improved functioning to reach a level comparable to same-aged peers}
 \end{array}$$

Historical 7C Outcome Data : Summary Statement 1

FFY	2014	2015	2016	2017	2018	2019	2020
Target	88.10%	89.20%	90.20%	91.30%	92.30%	92.30%	90.00%
Actual Data	87.16%	86.91%	88.19%	89.60%	89.34%	87.73%	

DELAWARE'S OUTCOMES DATA

The three child outcomes refer to knowledge that children need along with the actions required to function successfully across settings. To be successful, it is important for children to be able to get along with others, follow the rules in a group, continue to learn new things, and take care of their basic needs in an appropriate way. Achieving these outcomes will help children thrive at home, in school, and in many settings throughout their communities.

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Indicator 7C- Early Childhood Outcomes for Appropriate Behavioral Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improvement in the following three Early Childhood Outcomes:

C. Use of appropriate behaviors to meet their needs.

Measurement & Calculation:

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Percent of preschool children who improved functioning to reach a level comparable to same-aged peers

+

Percent of preschool children who maintained functioning at a level comparable to same-aged peers

Percent of preschool children who did not improve +

Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it

+ Percent of preschool children who improved functioning to reach a level comparable to same-aged peers **+**

Percent of preschool children who maintained functioning at a level comparable to same-aged peers

Historical 7C Outcome Data : Summary Statement 2

FFY	2014	2015	2016	2017	2018	2019	2020
Target	65.00%	65.20%	65.30%	65.40%	65.50%	65.50%	59.35%
Actual Data	63.58%	64.27%	64.31%	63.58%	60.92%	59.14%	

Indicator 7: Early Childhood Outcomes

Stakeholder Groups: For this indicator, 12 meetings were held with stakeholder groups which include Early Childhood State/Local Education Agency meetings, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor’s Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 7A: Early Childhood Outcomes/Social Emotional Skills								
Group	Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
A1 >=	2020	84.61%	86.00%	86.50%	87.20%	88.31%	89.00%	89.51%
A2 >=	2020	47.03%	47.53%	48.42%	49.32%	50.21%	51.11%	52.00%

Indicator 7B: Early Childhood Outcomes/Acquisition & Use of Language								
Group	Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
B1 >=	2020	85.24%	87.04%	87.27%	87.49%	87.72%	87.94%	88.71%
B2 >=	2020	43.86%	46.12%	46.62%	47.12%	47.62%	48.12%	48.62%

Indicator 7C: Early Childhood Outcomes/Appropriate Behavioral skills								
Group	Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
C1 >=	2020	85.54%	88.31%	88.65%	88.99%	89.32%	89.66%	90.00%
C2 >=	2020	56.57%	59.35%	59.65%	59.95%	60.25%	60.55%	60.85%

Stakeholder Input/Feedback Regarding Targets:

- Outcome 7A is nearly impossible to measure accurately
- More guidance is needed from US Department of Education (DOE) regarding valid and reliable measurement tools for this age group to know if the targets are realistic
- Revise targets to be more realistic based on current demographics, such as children with Autism and significant developmental delays
- Entry Child Outcome Summary (COS) completion timeline close to date of entering 619 programs for valid rating

Stakeholder Input/Feedback and Suggested Improvement Activities:

- The state advisory council recommends that more guidance from US DOE on data collection tools for this age group is needed

- State advisory panel suggestion that a checklist be created with a minimum of three or five checks needed for each item to show that the child truly exhibits that behavior and skill routinely and it was not just a one-time occurrence.
- Early Childhood Technical Assistance Center, Child Outcomes Summary training modules are in the process of being uploaded into the Delaware Department of Education (DDOE) statewide professional development platform as continuing education course. This will provide unlimited/easy access to in-depth training on the Child Outcome Summary process from any location.
- Continue to monitor and update online portal for Indicator 7 data entry which provides Local Education Agencies (LEAs) the ability to monitor their data in real time for completeness, accuracy, progress monitoring and opportunity for local professional development
- Continue to create/add resources to the DDOE online professional development platform, "Schoology".

DELAWARE'S EARLY TRANSITION DATA

Children and their families should experience a timely and seamless transition from the Early Intervention program under Part C of IDEA to Part B special education and related services . This includes a timely transition conference with the receiving school district, a timely initial evaluation, eligibility determination and initial IEP developed and implemented no later than their third birthday.

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Indicator 12- Early Childhood Transition

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 birthday.

Measurement & Calculation:

Number of children found eligible who have an IEP developed and implemented by their third birthdays

Number of children who have been served in Part C and referred to Part B for Part B eligibility determination (-) Number of children referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays (-) Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied (-) Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays (-) Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

Indicator 12: Early Childhood Transition Data, Actual and Proposed

FFY	2014	2015	2016	2017	2018	2019	2020
Target	100%	100%	100%	100%	100%	100%	100%
Data	97.84%	98.86%	98.55%	89.11%	93.68%	91.56%	

Indicator 12: Early Childhood Outcomes

Stakeholder Groups: For this indicator, 14 meetings were held with stakeholder groups which include, Early Childhood Special Education State/Local Education Agency meetings, (ECSE/LEA) Governor’s Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 12: Early Childhood Transition							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2020	95.75%	100%	100%	100%	100%	100%	100%

Stakeholder Input/Feedback Regarding Targets:

- Feedback from Local Education Agencies (LEAs) noting insufficient numbers of bilingual evaluators, which hinders their ability in meeting timelines
- The Transition Notification/B12 data collection process at the LEA level continues to improve and thereby, more LEAs are improving their data to nearer 100%
- Children turning 3 in the summer months do present more challenges to evaluate and serve due to districts having fewer staff working over the summer months

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Suggestion for LEAs to add more itinerant service staff during the summer to assure Individualized Educational Program (IEPs) are implemented for children who turn 3 during the summer.
- Continue providing technical assistance and training for LEAs to increase their understanding and accuracy data entry into the statewide IEP management system.
- Continue Statewide Early Childhood Transition Collaborative quarterly meetings which includes Part C and Part B 619 staff and interventionists collaboration on best practices in transition.
- Continue providing new staff training for LEA and Early Intervention/Part C facilitated by Early Childhood Transition Coordinators
- Continue working closely with the Early Childhood Technical Assistance Center to enhance best practices

DELAWARE'S RESOLUTION DATA

When a due process complaint is filed, a resolution session is one avenue people can utilize to problem solve.

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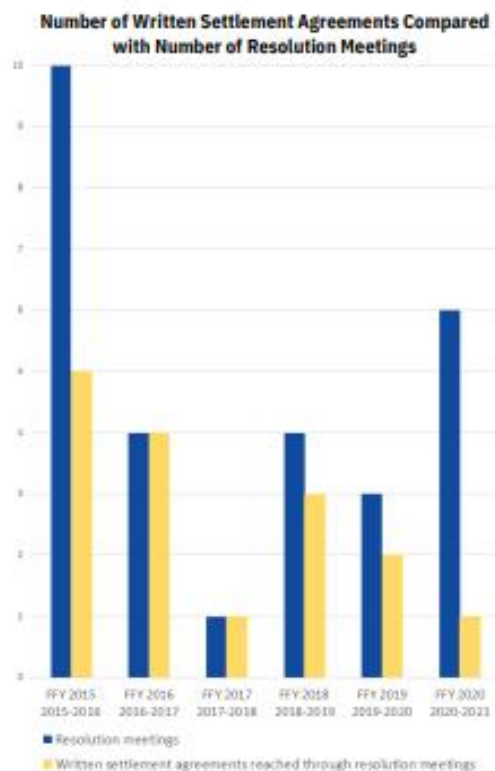


Indicator 15 - Resolution Session

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Measurement & Calculation:

$$\frac{\text{Number of resolution session resolved through settlement agreements}}{\text{Number of resolutions}}$$



Percent of Due Processes that went to Resolution Sessions and Resolved through Settlement Agreements

FFY	% of Due Processes	Year target:
2015	50%	100%
2016	100%	50%
2017	100%	50-60%
2018	75%	50-60%
2019	66.67%	50-60%
2020	16.67%	

Indicator 15: Dispute Resolution-Resolution Sessions

Stakeholder Groups: For this indicator, 10 meetings were held with stakeholder groups which include Indicator 15/16 Stakeholder Group, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 15: Dispute Resolution-Resolution Sessions							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2015	50%	55%	55%	55%	55%	55%	55%

Stakeholder Input/Feedback Regarding Targets:

- The State is not required to meet its targets until any fiscal year in which ten or more resolution sessions were held.
- The last time ten or more resolution sessions were held was in 2015 at which time the data was 50%. Thus, the stakeholders agreed on 2015 as the baseline year.
- The majority of stakeholders advocated for a target as a single number rather than a range.
- The majority of stakeholders advocated for a fixed number target over time
- Stakeholders voiced that it was difficult to set a target because the State has not hit 10 or more resolution sessions since 2015 and thus there is not much data to analyze

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Provide information sessions to schools and attorneys as to the purpose and advantages of going to a resolution session
- Research why the resolution sessions did not end with a written resolution agreement
- Training through Special Education Partnership for the Amicable Resolution of Conflict (SPARC) as to best practices for preparing for resolution meetings and "Look Fors" to avoid in a resolution meeting
- Solicit feedback from parents as to why they have chosen to attend or not attend resolution sessions and if they have attended, to describe their experience
- Develop a way to receive feedback from both parties regarding resolution sessions
- Collect data on how many disagreements were resolved that did not go to a resolution session and how many were dropped

DELAWARE'S MEDIATION DATA

Mediation is one avenue people can utilize to problem solve when there is conflict.

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Indicator 16 - Mediation

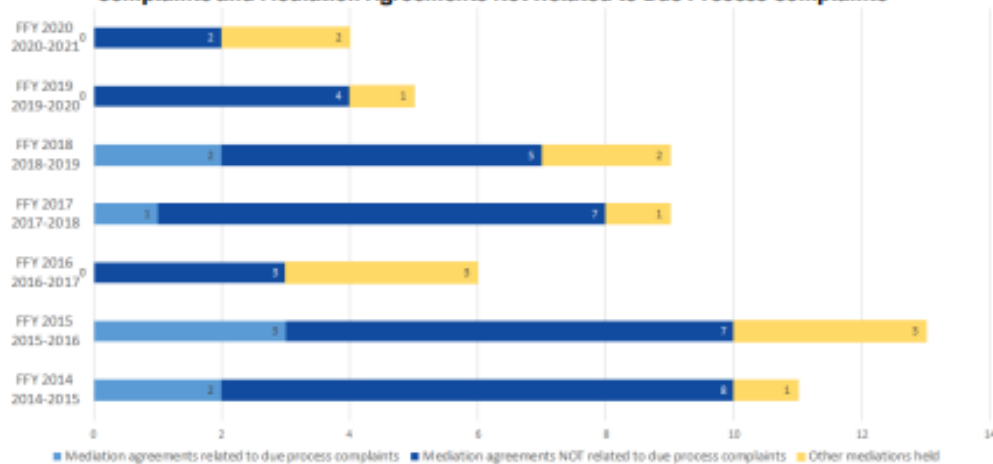
Percent of mediations held that resulted in mediation agreements.

Measurement & Calculation:

Mediation agreements related to due process complaints (+) Mediation agreements not related to due process complaints

Number of mediations held

Number of Mediations Held Compared with Mediation Agreements Related to Due Process Complaints and Mediation Agreements Not Related to Due Process Complaints



Percent of Mediations held that Resulted in Mediation Agreements Including Annual Targets

FFY	2014	2015	2016	2017	2018	2019	2020
% of mediations held that resulted in mediation agreements	88%	76.92%	50%	88.89%	77.78%	80%	50%
Year target:	90%	88%	89%	70-80%	70-80%	70-80%	

Indicator 16: Dispute Resolution-Mediation

Stakeholder Groups: For this indicator, 10 meetings were held with stakeholder groups which include Indicator 15/16 Stakeholder Group, Lunch & Learn sessions in collaboration with Parent Information Center of Delaware, Governor's Advisory Council for Exceptional Citizens (IDEA State Advisory Panel) and LEA Special Education Directors.

Indicator 16: Dispute Resolution-Mediation							
Baseline Year	Baseline Data	Target: 2020	Target: 2021	Target: 2022	Target: 2023	Target: 2024	Target: 2025
2015	76.92%	80%	80%	80%	80%	80%	80%

Stakeholder Input/Feedback Regarding Targets:

- The State is not required to meet its targets until any fiscal year in which ten or more mediations were held
- The State's previous baseline year was 2005 (64%)
- The last time ten or more resolution sessions were held was in 2015 at which time the data was 76.92%. Thus, the stakeholders agreed to move the baseline year to 2015
- The majority of stakeholders advocated for a target as a single number rather than a range.
- The majority of stakeholders advocated for a fixed number target over time
- Stakeholders voiced that it was difficult to set a target because the State has hit 10 or more mediations a limited number of times which include the following years (2005, 64%; 2014, 90.91%; 2015, 76.92%)

Stakeholder Input/Feedback and Suggested Improvement Activities:

- Provide training for both parents and schools together to share a common message or create a one pager
- Ask why people are not using mediation
- Ask people who have participated and not reached an agreement why they did not reach a mediation agreement
- Interview people who did not find mediation helpful and learn why not
- Provide training and standards around the process
- Change the burden of proof
- Make a rule that Local Education Agencies (LEAs) would not be able to use public funds without first engaging in mediation
- Provide training for special education directors to provide them strategies to use in mediation to increase the probability that mediations result in mediation agreements
- Share information about mediation as a tool
- Show positive results in a timely manner for parents
- Training through Special Education Partnership for the Amicable Resolution of Conflict (SPARC) as to best practices for preparing for mediation and "Look Fors" to avoid in a mediation
- Help educators understand the value of dealing with conflict at the onset
- Mediators should encourage more solutions versus simply including the recommendations of each part as stated during the meeting
- Ensure the right people attend mediation who can make decisions for the LEA
- Implement a professional development for LEAs to ensure they know that they can commit at mediation and then go back to their LEA and write what was agreed upon in the Individualized Education Program (IEP)

- Analyze the data as to the number of mediations withdrawn and not held and find out why
- Without control over the variables, it is unfair to expect people to be held accountable to such goals