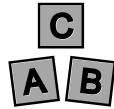


DELAWARE'S OUTCOMES DATA

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
Department of Education