



Delaware Annual Performance Report for Students with Disabilities Target Setting Overview for Public Input

December, 2021

(Presented to Governor's Advisory Council for Exceptional Children on 11/16/21)



Delaware
Department of Education



APR Indicators – Target Setting - Stakeholder Input



Delaware
Department of Education



Indicator 1 - Graduation

Description:

Youth with IEPs graduating high school with a regular diploma.

Regulation: 20 U.S.C. 1415(a)(3)(A)

- Measurement:
- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.
- 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.
- The following exiting categories are included in the denominator: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.
- The following exiting categories are not included in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.



Indicator 1 - Graduation

Description:

Youth with IEPs graduating high school with a regular diploma.

Regulation: 20 U.S.C. 1415(a)(3)(A)

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**



Indicator 1 - Graduation

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

Feedback/Input

What strategies do you feel have been working?

What strategies do you feel could be implemented to improve graduation rates?

What do you feel should be the annual percentage increase for target setting?





Indicator 2 - Dropout

Description:

Youth with IEPs dropping out of high school.

Regulation: 20 U.S.C. 1415(a)(3)(A)

- **Measurement:**
- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.
- 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.
- The following exiting categories are included in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) received a certificate; (c) reached maximum age; (d) dropped out; or (e) died.
- The following exiting categories are not included in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved, but are known to be continuing in an educational program.



Indicator 2 - Dropout

Description:

Youth with IEPs dropping out of high school.

Regulation: 20 U.S.C. 1415(a)(3)(A)

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**



Indicator 2 - Dropout

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 - Dropout

Feedback/Input:

What strategies do you feel have been working?

What strategies do you feel could be implemented to improve Dropout rates?

What do you feel should be the annual percentage increase for target setting?





Indicator 13 – Transition Planning

Description

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

- Annually updated and
- Based upon an age appropriate transition assessment,
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and
- Annual IEP goals related to the student's transition services needs.

Regulation: 20 U.S.C. 1415(a)(3)(B)



Indicator 13 – Transition Planning

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%



Indicator 13 – Transition Planning

Feedback/Input:

What strategies do you feel have been working?

What strategies do you feel could be implemented to improve graduation rates?

Compliance Indicator: Target must be 100%





Indicator 14 – Post-School Outcomes

Description:

Youth who are 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 1 year of leaving high school
- B. Enrolled in higher education or competitively employed within 1 year of leaving high school
- C. Enrolled in higher education or in some other postsecondary education or training program, competitively employed or in some other employment within 1 year of leaving high school.

Regulation: 20 U.S.C 1415(a)(3)(B)



Indicator 14 – Post School Outcomes

Measure A: Higher Education

Description:

Youth who are 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 1 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%



Indicator 14 – Post School Outcomes

Measure A: Higher Education

Feedback/Input:

What strategies do you feel have been working?

What strategies do you feel could be implemented to improve individuals moving into Higher Education?

What do you feel should be the annual percentage increase for target setting?





Indicator 14 – Post School Outcomes

Measure B: Higher Education and Competitive Integrated Employment

Description:

Youth who are 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 1 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%



Indicator 14 – Post School Outcomes

Measure B: Higher Education and Competitive Integrated Employment

Feedback/Input:

What strategies do you feel have been working?

What strategies do you feel could be implemented to individuals moving into Competitive Integrated Employment?

What do you feel should be the annual percentage increase for target setting?





Indicator 14 – Post School Outcomes

Measure C: All Categories

Description:

Youth who are 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 postsecondary education or training program, competitively employed or in some other employment within 1 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 someother 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

Measure C: All Categories

Feedback/Input:

What strategies do you feel have been working?

What strategies do you feel could be implemented to improve individuals being engaged in positive post school outcomes?

What do you feel should be the annual percentage increase for target setting?





Indicator 3 – State Assessment

State Assessment

- Each of component of Indicator 3 is reported for **reading** and **math** using grades **4**, **8**, and **high school**.
- In March 2020, USED granted DDOE a waiver from annual assessment and accountability requirements for school year 2019– 2020 under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), due to the unprecedented impact of COVID-19.



Indicator 3 – State Assessment

State Assessment

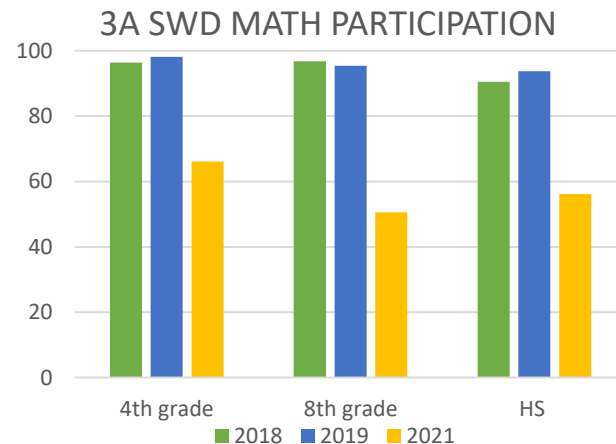
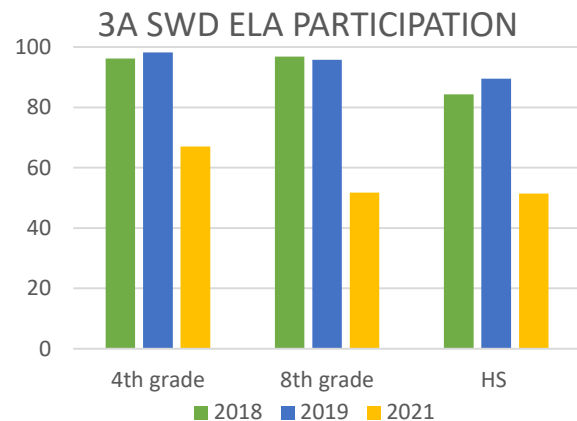
3A –Participation

Description:

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

Regulation: 20 U.S.C. 1415(a)(3)(A)

Meaning: How many students took the test





Indicator 3 – State Assessment

State Assessment: 3A Participation

4 th Grade	2018	2019	2021
ELA	96.18	98.21	66.96
MATH	96.34	98.11	66.17

8 th Grade	2018	2019	2021
ELA	96.83	95.71	51.78
MATH	96.82	95.39	50.58

High School	2018	2019	2021
ELA	91.00	93.82	56.17
MATH	90.55	93.75	56.17

	Baseline (2018)		Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
	ELA	MATH	BOTH	BOTH	BOTH	BOTH	BOTH	BOTH
4 th grade	96.18	96.34	95.00	95.00	95.00	95.00	95.00	95.00
8 th grade	96.83	96.82	95.00	95.00	95.00	95.00	95.00	95.00
High School	91.00	90.55	95.00	95.00	95.00	95.00	95.00	95.00



Indicator 3 – State Assessment

State Assessment

FEEDBACK/INPUT

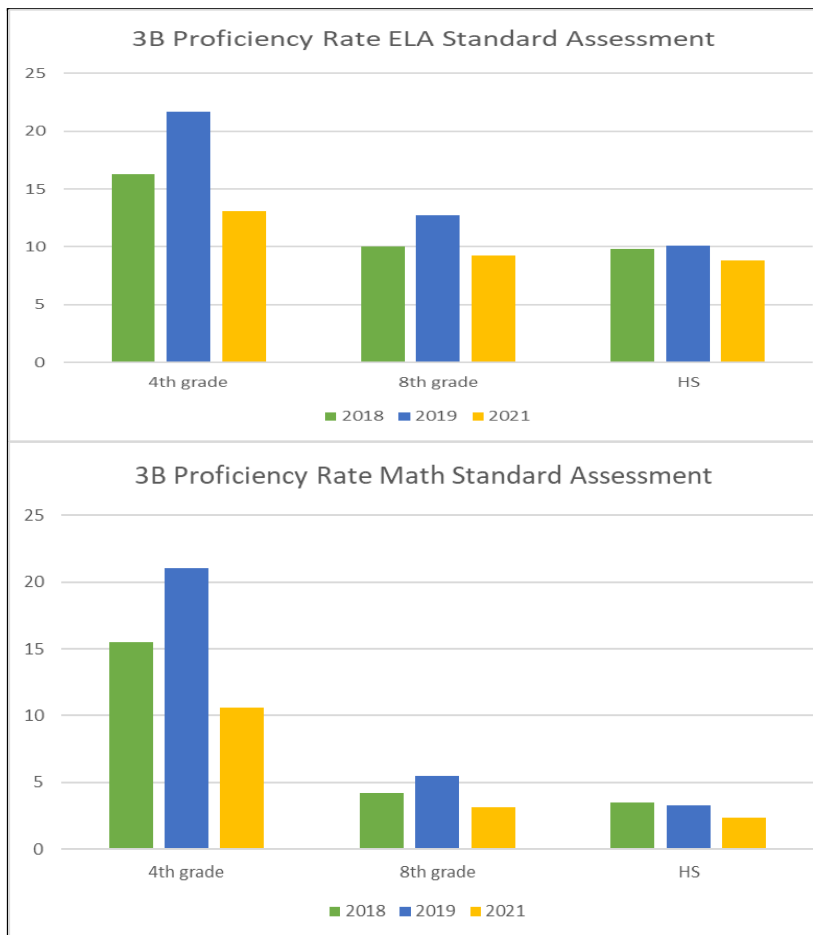
- What do you notice about the data?
- Do you have any suggestions to improve participation rate?





Indicator 3 – State Assessment

State Assessment



3B – Performance on Standard State Assessment

Description:

The proficiency rates for children with IEPs against grade-level academic achievement standards for Math and Reading in grades 4, 8, and High School
Regulation: 20 U.S.C. 1415(a)(3)(A)

Meaning: How many students with IEPs did well on Smarter Balance and SAT tests



Indicator 3 – State Assessment

State Assessment: 3B Standard Proficiency

ELA

ELA Standard Assessment	2018	2019	2021
4 th grade	16.3	21.69	13.11
8 th grade	10.01	12.7	9.22
High School	10.21	10.4	9.38

ELA Standard	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	16.3	19.67	23.04	26.41	29.78	33.15	36.52
8 th grade	10.01	14.00	17.99	21.98	25.97	29.96	33.95
High School	10.21	14.2	18.18	22.16	26.14	30.13	34.11

MATH

Math Standard Assessment	2018	2019	2021
4 th grade	15.52	21.03	10.61
8 th grade	4.21	5.45	3.15
High School	3.46	3.26	2.35

Math Standard	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	15.52	19.02	22.52	26.02	29.52	33.02	36.52
8 th grade	4.21	8.79	13.37	17.95	22.53	27.11	31.69
High School	3.46	8.11	12.76	17.41	22.06	26.71	31.36



Indicator 3 – State Assessment

State Assessment

FEEDBACK/INPUT

- What do you notice about the data?
- Do you have any suggestions to improve scores on Smarter/SAT?





Indicator 3 – State Assessment

State Assessment

3C – Performance on State Alt Assessment

Description:

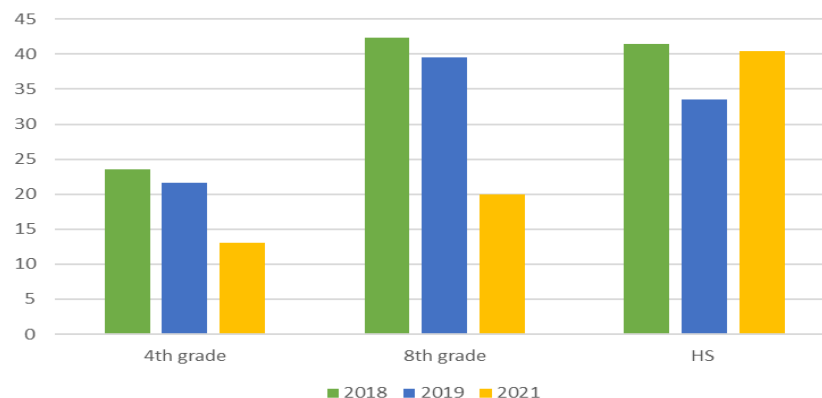
The proficiency rates for children with IEPs against alternate academic achievement standards.

Regulation: 20 U.S.C. 1415(a)(3)(A)

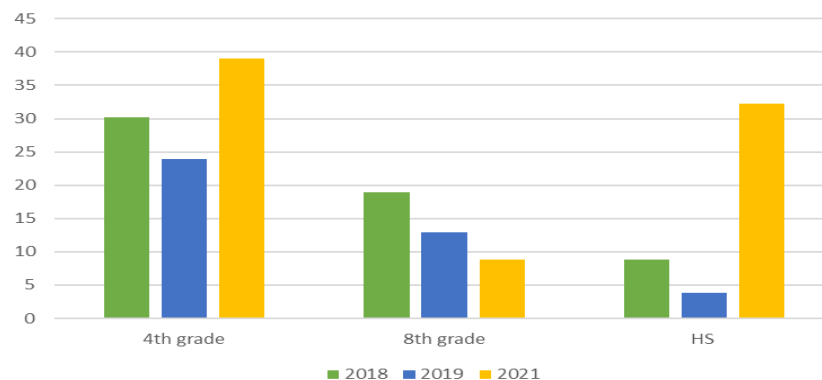
Meaning: How many students with IEPs did well on the alt test



3C Proficiency Rate ELA Alt Assessment



3C Proficiency Rate Math Alt Assessment





Indicator 3 – State Assessment

State Assessment: 3C Alt Proficiency

ELA

ELA Alt Assessment	2018	2019	2021
4 th grade	23.53	21.62	13.00
8 th grade	42.41	39.51	20.00
High School	41.42	33.55	40.23

ELA Alt	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	23.53	26.18	28.83	31.48	34.13	36.78	39.43
8 th grade	42.41	43.16	43.91	44.66	45.41	46.16	46.91
High School	41.42	42.28	43.14	44.00	44.86	45.72	46.58

MATH

Math Alt Assessment	2018	2019	2021
4 th grade	15.52	21.03	10.61
8 th grade	4.21	5.45	3.15
High School	3.46	3.26	2.35

Math Alt	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	15.52	18.97	22.42	25.87	29.32	32.77	36.22
8 th grade	4.21	8.79	13.37	17.95	22.53	27.11	31.69
High School	3.46	8.11	12.76	17.41	22.06	26.71	31.36



Indicator 3 – State Assessment

State Assessment

FEEDBACK/INPUT

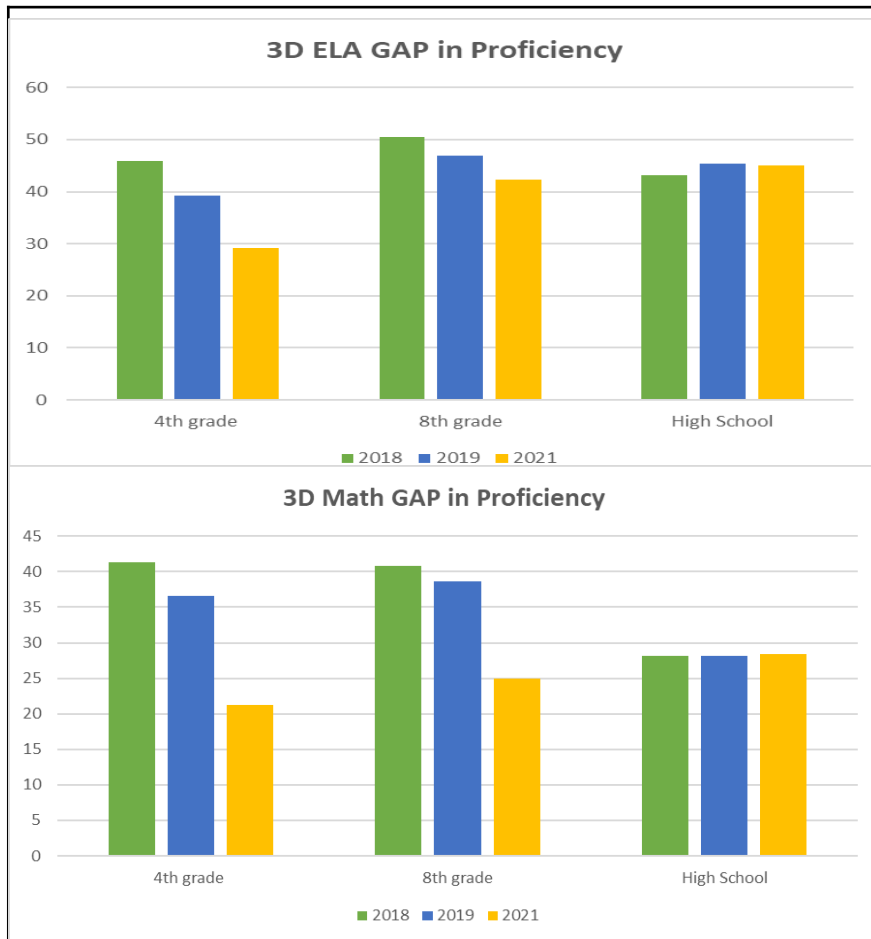
- What do you notice about the data?
- Do you have any suggestions to improve scores on the alt assessment?





Indicator 3 – State Assessment

State Assessment



3D – Gap in Proficiency

Description:

The proficiency rate gap for children with IEPs in grades 4, 8, and high school who are assessed against grade level academic achievement standards. Regulation: 20 U.S.C. 1415(a)(3)(A)

Meaning: How students with IEPs did on standard state tests compared to all students that took the tests



Indicator 3 – State Assessment

State Assessment: 3D GAP in Proficiency

ELA

ELA GAP	2018	2019	2021
4 th grade	45.86	39.3	29.1
8 th grade	50.41	46.87	42.27
High School	43.15	45.42	45.08

Decrease Gap by ½ in 2030

ELA GAP	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	45.86	43.57	41.28	38.99	36.7	34.41	32.12
8 th grade	50.41	47.89	45.37	42.85	40.33	37.81	35.29
High School	43.15	40.99	38.83	36.67	34.51	32.35	30.19

Decrease Gap by 2%

ELA GAP	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	45.86	43.86	41.86	39.86	37.86	35.86	33.86
8 th grade	50.41	48.41	46.41	44.41	42.41	40.41	38.41
High School	43.15	41.15	39.15	37.15	35.15	33.15	31.15

MATH

MATH GAP	2018	2019	2021
4 th grade	41.34	36.65	21.29
8 th grade	40.77	38.69	24.97
High School	28.21	28.15	28.43

Decrease Gap by ½ in 2030

Math GAP	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	41.34	39.27	37.20	35.13	33.06	30.99	28.92
8 th grade	40.77	38.73	36.69	34.65	32.61	30.57	28.53
High School	28.21	26.80	25.39	23.98	22.57	21.16	19.75

Decrease Gap by 2%

Math GAP	Baseline (2018)	Target (FFY 2020)	Target (FFY 2021)	Target (FFY 2022)	Target (FFY 2023)	Target (FFY 2024)	Target (FFY 2025)
4 th grade	41.34	39.34	37.34	35.34	33.34	31.34	29.34
8 th grade	40.77	38.77	36.77	34.77	32.77	30.77	28.77
High School	28.21	26.21	24.21	22.21	20.21	18.21	16.21



Indicator 3 – State Assessment

State Assessment

FEEDBACK/INPUT

- What do you notice about the data?
- Do you think targets should decrease 2% every year or decrease gap by ½ by 2030?





Indicator 17 – SSIP State Assessment

SSIP: State Assessment

Description:

State Systemic Improvement Plan -The Delaware (DE) State-identified Measurable Result (SiMR) is to increase the literacy proficiency of students with disabilities in K-3rd grade, as measured by a decrease in the percentage of 3rd grade students with disabilities scoring below proficiency on Delaware's statewide assessments.

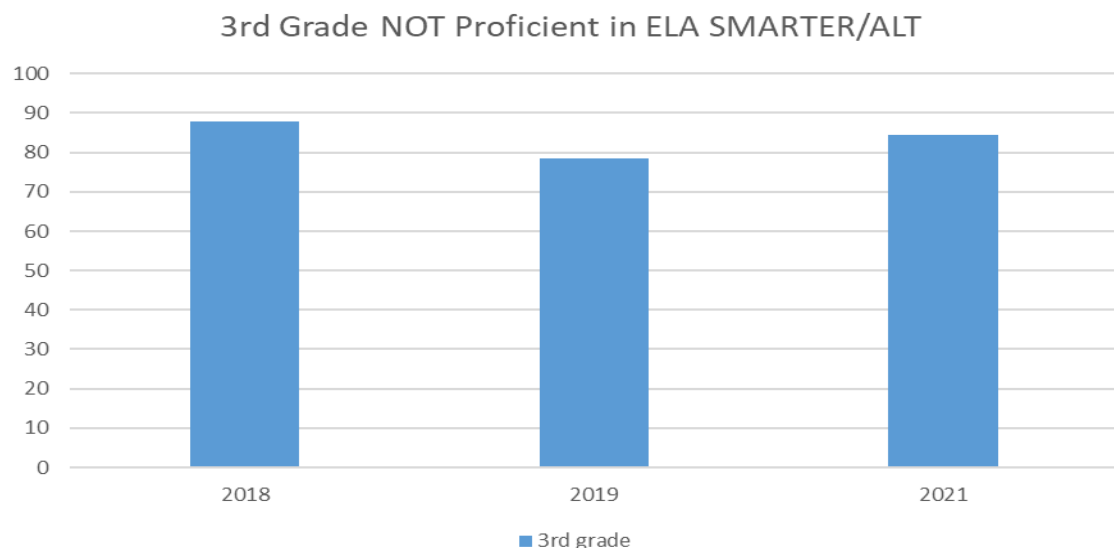
Meaning: Decrease the amount of students doing poorly on state testing. This is the reverse of Indicator 3 which focuses in increasing the amount of students doing well on state assessments.





Indicator 3 – State Assessment

SSIP: State Assessment



FFY	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19	FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
Testing YR	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Target	75.3	73.69	71.69	69.69	67.69	67.69	65.69	63.69	61.69	59.69	57.69	55.69
Data	74.69	75.33	76.11	87.69	77.94		84.43					



Indicator 3 – State Assessment

State Assessment: SSIP

FEEDBACK/INPUT

- What suggestions do you have for improving early literacy?





SPP/APR: Results Indicators – 4 A



INDICATOR 4A:

Suspension and Expulsion of Students with Disabilities as compared to students without disabilities

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

Regulation: 20 U.S.C 1415(a)(3)(A); 1412(a)(22)



Calculation 4A

- The DDOE defines “significant discrepancy” as those LEAs with a rate ratio which exceeds the “State bar,” and for which the number of students with disabilities suspended or expelled greater than 10 days equals or exceeds 15 students (state established n size). The DDOE calculates the LEAs’ rate ratio by dividing the percentage of students with disabilities suspended or expelled greater than 10 days by the district level percentage of general education students suspended or expelled greater than 10 days within each LEA.
- The rate ratio or threshold is a static 2.0 for 3 consecutive years **or** 5.0 in one year
- N size of 15

Percentage of students with disabilities
suspended or expelled greater than 10 days
District level Percentage of general education students
without disabilities suspended or expelled greater than 10 days



Historical Data 4A

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

Baseline Year	Baseline Data
FFY17	100

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

FFY 17: 6

FFY 18: 3

FFY 19: 3



SPP/APR: Compliance Indicators – 4B



INDICATOR 4B:

Suspension and Expulsion of Students with Disabilities as compared to students without disabilities *by race and ethnicity*.

Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of more than 10 days in the school year that have policies, procedures, or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, use of positive behavior interventions and supports, and procedural safeguards.

Regulation: 20 U.S.C 1415(a)(3)(A); 1412(a)(22)



Calculation 4B

- DDOE defines “significant discrepancy” as those LEAs with a rate ratio which exceeds the “State bar,” and for which the number of students with disabilities within a racial category are suspended or expelled greater than 10 days equals or exceeds 10 students (state established n size). The DDOE calculates the LEAs’ rate ratio by dividing the percentage of students with disabilities in each race or ethnicity, suspended or expelled greater than 10 days by the district level percentage of general education students suspended or expelled greater than 10 days within each LEA.
- The rate ratio or threshold is a static 2.0 for 3 consecutive years **or** 5.0 in one year
- N size of 10

Percentage of students with disabilities in each race or ethnicity
suspended or expelled greater than 10 days
District Level Percentage of general education students
in each race or ethnicity suspended or expelled greater than 10 days



Historical Data 4B

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

Baseline Year	Baseline Data
FFY17	50

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

FFY 17: 6

FFY 18: 3

FFY 19: 3



Target Setting

- Indicator 4B (Compliance Indicator) Target is set at 0%
- 4A (Results Indicator) Stake holders met and set targets in 2018.

FFY17 - 50%

FFY18 - 50%

FFY 19 - 40%

FFY20 - 40%

FFY21 - 32%

FFY22 - 32%



Target Setting

- What do we want to set for Indicator 4A FFY 23 & 24

FFY20 - 40%

FFY21 - 32%

FFY22 - 32%

FFY23 - ____

FFY24 - ____

FFY25 - ____



Discussion

- What strategies for improving disproportionate discipline would you recommend?
- What are we doing that works well?
- What targets for 4A would you recommend?



SPP/APR: Compliance Indicators - 9



INDICATOR 9:

Disproportionate Representation Relating to Identification of Students with Disabilities

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

Regulation: 20 U.S.C. 1415(a)(3)(C)



Calculation of Indicator 9

Numerator:

of SWD in X ethnic/racial group

Total # X ethnic/racial group in the school population

Denominator:

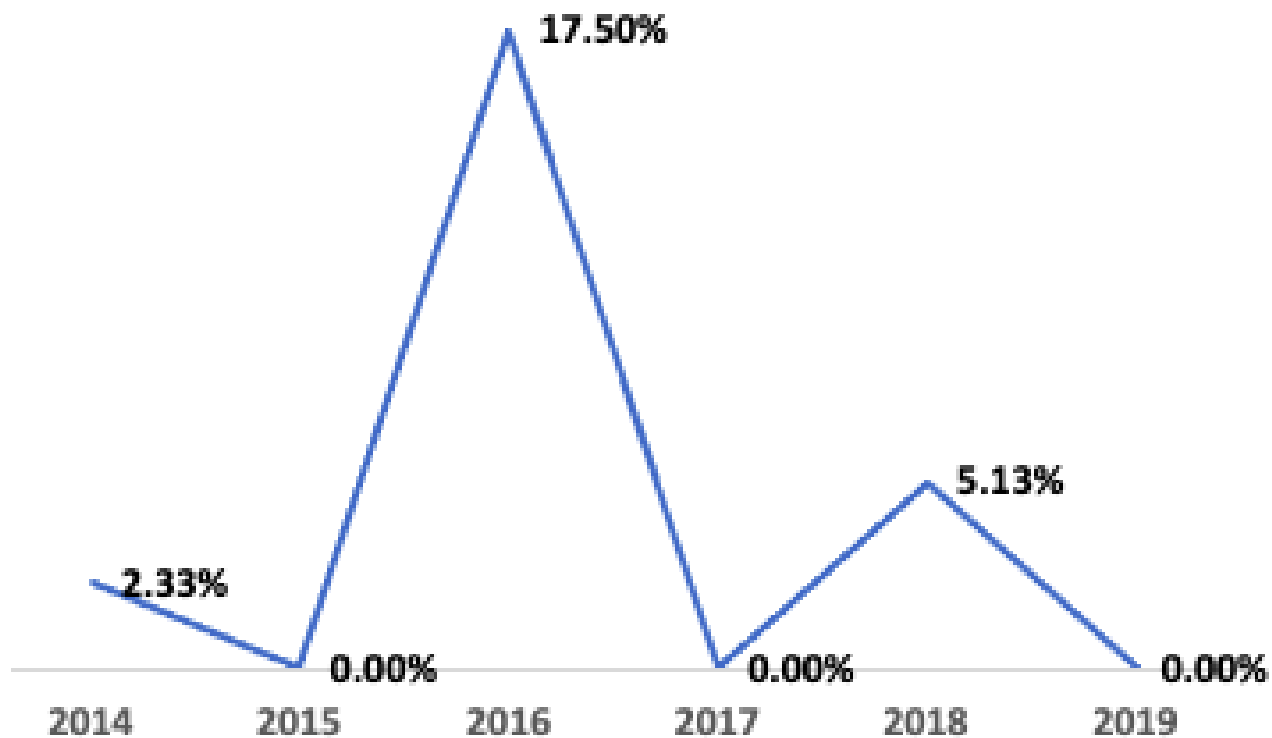
all other Non-X SWD

Total # of Non-X in the school population

State Bar or Relative Risk Ratio 1.46 and a cell size of 15



Historical Data 9





SPP/APR: Compliance Indicators - 10



INDICATOR 10:

Disproportionate Representation Relating to Identification of Students with Disabilities

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

Regulation: 20 U.S.C. 1415(a)(3)(C)



Calculation of Indicator 10

Numerator:

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

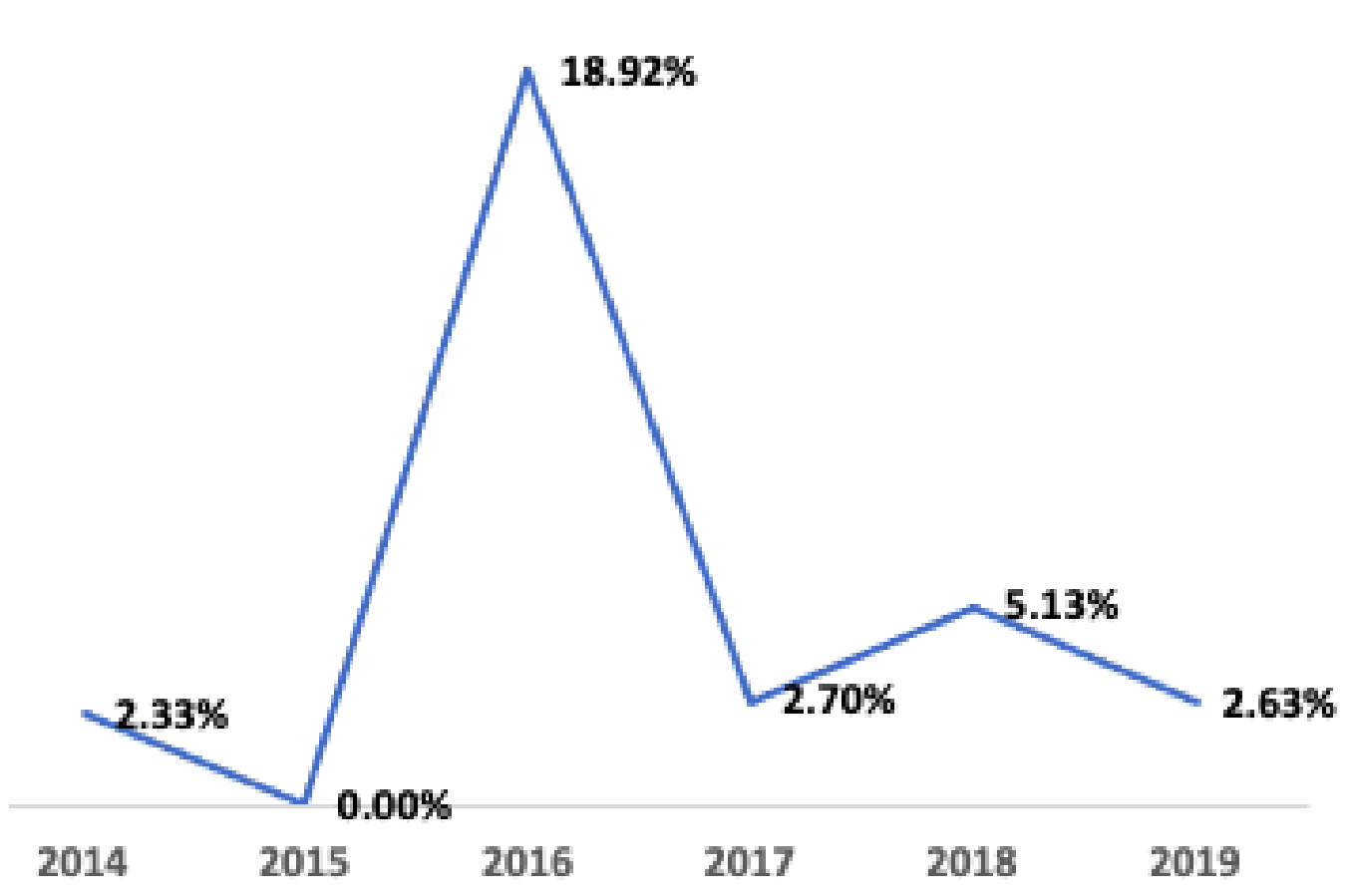
Denominator:

of Other students in Y disability category
Total # of Other students in the school population

State Bar or Relative Risk Ratio 1.50 and a cell size of 10



Historical Data 10





State Bar

Indicator 9

State Bar or Relative Risk Ratio 1.46 and a cell size of 15

Indicator 10

State Bar or Relative Risk Ratio 1.50 and a cell size of 10



National Data

threshold	Number of states
1.5	1
2.0	10
2.25	1
2.5	7
2.8	1
3.0	20
3.5	2
4.0	1



National Data

States with similar racial make up

State	Threshold
AL	2.25
SC	2.5
NC	3.0
VA	2.0
NJ	3.0
CT	3.0
IL	3.0
CO	3.0



National Data

Small states by pop, < 50,000 child count 3-21

State	Threshold
AK	2.5
DC	2.5
ID	3.0
ME	3.0
NH	3.0
ND	3.0
RI	2.5
SD	3.0
VT	3.0
WY	3.0
WV	2.0



Early Warning System

- **Using Indicator 9/10 as an early warning system for Significant Disproportionality**
- **Fiscal impact for Significant Disproportionality is 15% of IDEA funds must be spent to address the Root Cause**



Discussion

- **Feedback and input**
- What are your Strategies for Improvement for Disproportionate Representation?
- What are your thoughts around moving the State Bar?
- Does 1.75, 2.0, or 2.25 make sense as the State Bar?
- Do you have another recommendation for the State Bar?





Indicator 5

Education Environments

Age 5-21

Indicator 5: Least Restrictive Environments

Children with IEPs aged 5 who are enrolled in Kindergarten and ages 6 through 21 served:

Setting A

In the regular classroom
80% or more of the day.

Setting B

Inside the regular
classroom 40% or less of
the day.

Setting C

In separate schools,
residential facilities, or
homebound/hospital
placements





Data Review

Indicator 5: Least Restrictive Environments

	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%



Data Review

Setting A: Inside the regular classroom for 80% or more of the day

Children with IEPs ages 6-21

Setting A	Data	2014	2015	2016	2017	2018	2019	2020
	> Target	68.00%	69.00%	70.00%	71.00%	72.00%	72.00%	
	Data	67.68%	66.18%	65.72%	65.74%	64.98%	64.25%	65.54%

Children enrolled in Kindergarten aged 5 and ages 6-21

New Targets

Setting A +1%	Baseline 20	2021	2022	2023	2024	2025
	64.54%	65.54%	66.54%	67.54%	68.54%	69.54%

Setting A +.50%	Baseline 20	2021	2022	2023	2024	2025
	64.54%	65.04%	65.54%	66.04%	66.54%	67.04%

Previous 2019 + .50%	Baseline 20	2021	2022	2023	2024	2025
	64.54%	72.00%	72.50%	73.00%	73.50%	74.00%



Targets

What are your thoughts?

What did you notice about the data?

Do the proposed targets for 2020 – 2025 show sufficient growth?

Discussion/ideas?

Improvement strategies?





Data Review

Setting B: Inside the regular classroom for 40% or less of the day

Children with IEPs ages 6-21

Setting B	Data	2014	2015	2016	2017	2018	2019	2020
	< Target	15.500%	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%

Children enrolled in Kindergarten aged 5 and ages 6-21

New Targets

Setting B -.20%	Baseline 20	2021	2022	2023	2024	2025
	15.09%	14.89%	14.69%	14.49%	14.29%	14.09%

Setting B -.50%	Baseline 20	2021	2022	2023	2024	2025
	15.09%	14.59%	14.09%	13.59%	13.09%	12.59%

Previous 2019 – .20%	Baseline 20	2021	2022	2023	2024	2025
	15.09%	14.70%	14.50%	14.30%	14.10%	13.90%



Targets

What are your thoughts?

What did you notice about the data?

Do the proposed targets for 2020 – 2025 show sufficient growth?

Discussion/ideas?

Improvement strategies?





Data Review

Setting C: In separate school, residential facilities, or homebound/hospital placements

Children with IEPs ages 6-21

Setting C	Data	2014	2015	2016	2017	2018	2019	2020
	< Target	5.00%	4.80%	4.50%	4.00%	3.50%	3.50%	
	Data	5.43%	5.64%	5.46%	5.22%	4.91%	4.83%	4.93%

Children enrolled in Kindergarten aged 5 and ages 6-21

New Targets

Setting C	Baseline 20	2021	2022	2023	2024	2025
-.20%, .30%, .50%	4.93%	4.73%	4.43%	3.93%	3.43%	2.93%

Setting C	Baseline 20	2021	2022	2023	2024	2025
-.20%, .30%, .40%, .50%	4.93%	4.73%	4.43%	4.03%	3.53%	3.03%

Previous	Baseline 20	2021	2022	2023	2024	2025
-.20%, .30%, -.50%	4.93%	3.50%	3.20%	2.90%	2.50%	2.00%



Targets

What are your thoughts?

What did you notice about the data?

Do the proposed targets for 2020 – 2025 show sufficient growth?

Discussion/ideas?

Improvement strategies?





Parent Involvement - Indicator 8

Indicator 8: Description

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





IDEA Indicator 8

Parent Engagement Survey

Parent Engagement

- Survey sent to all families of a student with an IEP in Delaware
- **Surveys are mailed 2x/year based on the date of a students annual IEP meeting**
- Annual Review IEP Meetings Held...
 - 7/1/20-12/31/20
 - 1/1/21-6/30/21
- Methods of Survey Completion
 - Paper copies
 - Options provided within survey letter for link to survey via web address or QR scan
- Survey includes 11 statements focusing on the IEP process, IEP meetings, and services and supports for students with disabilities.



Parent Engagement Survey

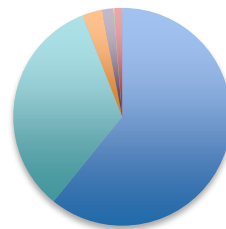
Indicator 8

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

Target:
90.00%

Data:
94.07%
Agree/Strongly
Agree

% of Parents



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure/NA



Parent Involvement Data Review

Parent Involvement: Indicator 8

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		88%	85%	85%	86%	86%	86.50%	87%
Data	87.70%	83%	84%	85.30%	85.30%	86%	86.50%	89.70%

FFY	2013	2014	2015	2016	2017	2018	2019
Target ≥	87%	87%	87%	88%	89%	90%	90%
Data	90.97%	88.24%	90.67%	89.18%	89.54%	93.50%	92.33%

FFY	2020	2021	2022	2023	2024	2025
Target +1%	90.00%	91.00%	92.00%	93.00%	94.00%	94.00%

FFY	2020	2021	2022	2023	2024	2025
Target +.50%	90%	90.50%	91.00%	91.50%	92.00%	92.50%

**Proposed
Targets**

FFY 2020: 94.07%



Targets

What are your thoughts?

What did you notice about the data?

Do the proposed targets for 2020 – 2025 show sufficient growth?

Discussion/ideas?

Improvement strategies?





Indicator 6

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

*Baseline is 2019

Indicator 6B

Delaware, Separate Special Education Setting, Actual and Proposed

Actual					Proposed Targets				
	2017	2018	2019*	2020	2021	2022	2023	2023	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

*Baseline is 2019

OSEP Clarification Indicator 6C

- States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the state chooses to set one target that is inclusive of children ages 3, 4, and 5 or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop a baseline and targets and report on them in the corresponding SPP/APR.
- State may express their targets in a range (e.g. 75-85%; 0-5%)
- SPP/APR platform will reflect these changes

Indicator 6C: With OSEP Permitted Range

Delaware, Home Setting, 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

*Baseline is 2019



Indicator 7

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.



Indicator 7 Summary Statements

- 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.
- 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.



Baseline and Targets Delaware Data for 7A

Percentage of children 3 through 5 with IEPS in 7A from 2014 -2019

FFY	2014	2015	2016	2017	2018	2019
Target Summary Statement 1	86.20%	87.40%	88.60%	89.80%	91.00%	91.00%
Actual Data Summary Statement 1	85.86%	89.27%	89.89%	91.25%	89.78%	85.99%
Target Summary Statement 2	55.30%	56.70%	58.00%	59.30%	60.70%	60.70%
Actual Data Summary Statement 2	50.32%	51.47%	51.26%	51.06%	50.95%	46.63%



Baseline and Targets Delaware Data for 7A

Percentage of children 3 through 5 with IEPS in 7A from 2020 -2025

Summary Statement 1: Used exponential growth because improvement does not always occur at a regular rate of growth. Initially, there is slower growth the first couple of years and more rapid rate of growth as initiatives are implemented

Summary Statement 2: Used increments because when we used exponential

FFY	2020	2021	2022	2023	2024	2025
Proposed Summary Statement 1	86.00%	86.50%	87.20%	88.31%	89.00%	89.51%
Proposed Summary Statement 2	47.53%	48.42%	49.32%	50.21%	51.11%	52.00%



Baseline and Targets Delaware Data for 7B

Percentage of children 3 through 5 with IEPs in 7B from 2014 -2019

FFY	2014	2015	2016	2017	2018	2019
Target Summary Statement 1	89.00%	90.00%	91.10%	92.20%	93.40%	93.40%
Actual Data Summary Statement 1	87.2%	85.6%	87.4%	88.1%	88.5%	86.84%
Target Summary Statement 2	50.90%	51.80%	52.70%	53.70%	54.80%	54.80%
Actual Data Summary Statement 2	47.06%	48.42%	48.60%	46.86%	48.38%	48.38%



Baseline and Targets Delaware Data for 7B

Percentage of children 3 through 5 with IEPS in 7B from 2020 -2025

Summary Statement 1: Used exponential growth because improvement does not always occur at a regular rate of growth. Initially, there is slower growth the first couple of years and more rapid rate of growth as initiatives are implemented. Made adjustments based on existing data.

Summary Statement 2: Used increments because when we used exponential growth it projected a down trend and the indicator must increase over time.

FFY	2020	2021	2022	2023	2024	2025
Proposed Summary Statement 1	87.04%	87.27%	87.49%	87.72%	87.94%	88.71%
Proposed Summary Statement 2	46.12%	46.62%	47.12%	47.62%	48.12%	48.62%



Baseline and Targets Delaware Data for 7C

Percentage of children 3 through 5 with IEPs in 7C from 2014 -2019

FFY	2014	2015	2016	2017	2018	2019
Target Summary Statement 1	88.10%	89.20%	90.20%	91.30%	92.30%	92.30%
Actual Data Summary Statement 1	87.16%	86.91%	88.19%	89.60%	89.34%	87.73%
Target Summary Statement 2	65.00%	65.20%	65.30%	65.40%	65.50%	65.50%
Actual Data Summary Statement 2	63.58%	64.27%	64.31%	63.58%	60.92%	59.14%



Baseline and Targets Delaware Data for 7C

Percentage of children 3 through 5 with IEPS in 7C from 2020 -2025

Summary Statement 1: Used exponential growth because improvement does not always occur at a regular rate of growth. Initially, there is slower growth the first couple of years and more rapid rate of growth as initiatives are implemented. Made adjustments based on existing data.

Summary Statement 2: Used increments because when we used exponential growth it projected a down trend and the indicator must increase over time.

FFY	2020	2021	2022	2023	2024	2025
Proposed Summary Statement 1	88.31%	88.65%	88.99%	89.32%	89.66%	90.00%
Proposed Summary Statement 2	59.35%	59.65%	59.95%	60.25%	60.55%	60.85%

Child Find - Indicator 11

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

Child Find Indicator 11 Data Review

Comparison of 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	786	2,764	2,622
Number of children whose evaluations were completed within 60 days (or state-established timeline):	480	555	682	957	781	2,743	2,582
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:	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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



98.47% of children referred by their parents **WERE EVALUATED WITHIN** 45 school days/90 calendar days.

1.53% of children referred by their parents **WERE NOT EVALUATED WITHIN** 45 school days/90 calendar days.

Child Find

Discussion Questions

1. Baseline was in 2006 at 91%. Should we change the baseline? What year?
2. What are some of the processes and procedures in place that help teams conduct timely evaluations?
3. What are some obstacles that impede timely evaluations?
4. Can you identify some strategies for improvement?

Resolution Sessions- Indicator 15

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

Due Process Complaints Data Review

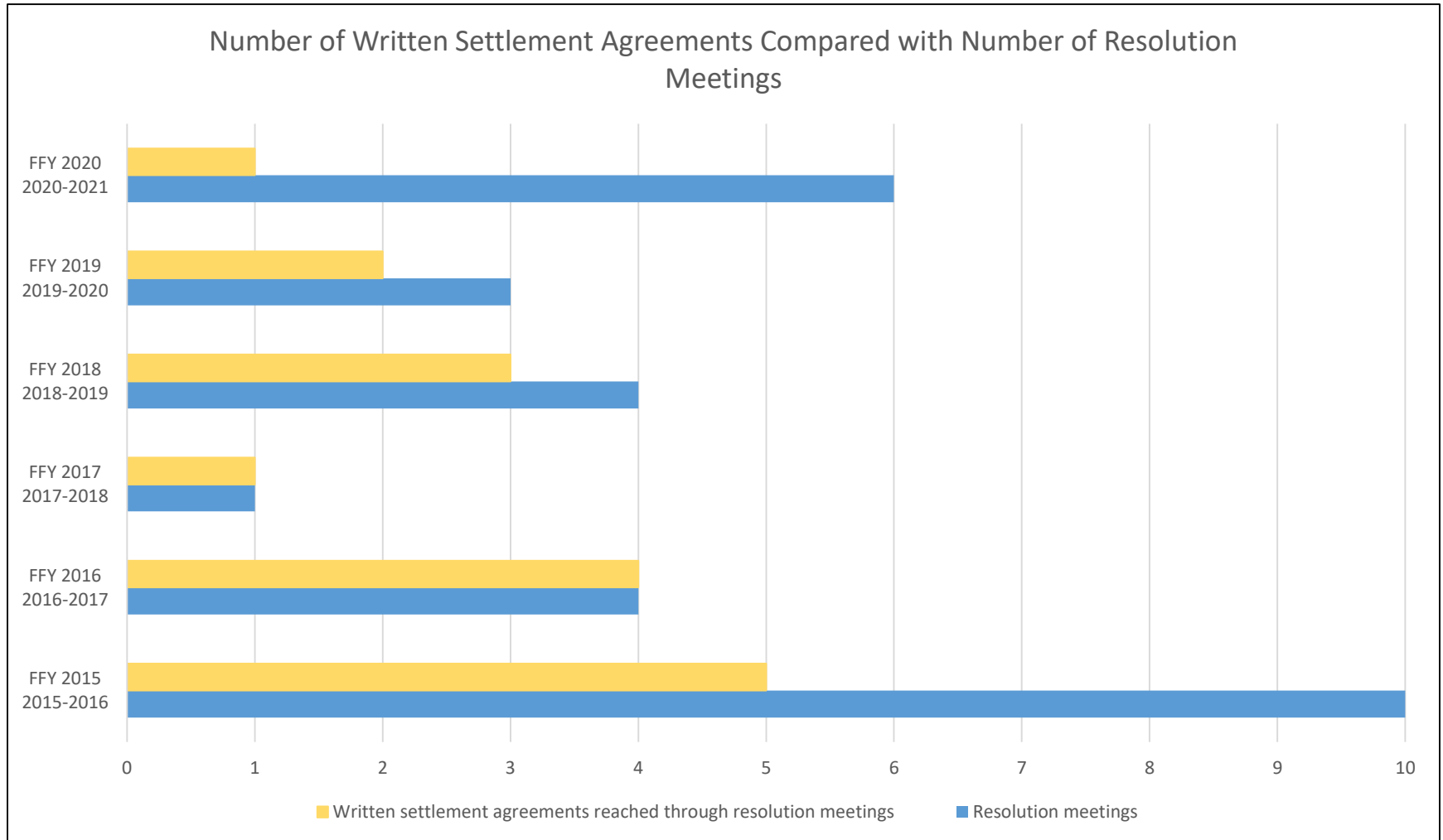
	2013- 2014	2014- 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
Total number of due process complaints filed	19	19	33	12	11	10	11	12
Resolution meetings	4	4	10	4	1	4	3	6
Written settlement agreements reached through resolution meetings	4	1	5	4	1	3	2	1
Hearings fully adjudicated	0	0	6	1	2	0	0	1
Decisions within timeline (include expedited)	0	0	2	0	1	0	0	0
Decisions within extended timeline	0	0	4	0	1	0	0	1
Due process complaints pending	0	0	2	2	0	0	0	2
Due process complaints withdrawn or dismissed	19	19	25	9	9	10	11	9 ⁸⁸

Resolution Sessions-Target Setting

FFY	2013	2014	2015	2016	2017	2018	2019	2020
Target ≥				50%	50%-60%	50%-60%	50%-60%	?-2025
Data	100%	25%	50%	100%	100%	75%	66.67%	16.67%
Resolution meetings	4	4	10	4	1	4	3	6
Written settlement agreements reached through resolution meetings	4	1	5	4	1	3	2	1

- States are not required to establish baseline or targets if the number of resolution sessions is less than 10.
- In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.
- States may express their targets in a range, e.g., 75-85%

Resolution Sessions-Target Setting



Resolution Sessions

Discussion Questions

1. Given the rules around baselines, do you agree with keeping it as is?
2. Do we want to keep the range option or select single number percentages for the targets?
 - What are the pros and cons?
3. Should we select a stable or increasing range or number as the target?
 - What are the pros and cons?
 - If an increase is chosen, what should the increase be?
4. Can you identify some strategies for improvement?
 - e.g. convening more resolution sessions and having them result in resolution session agreements

Mediation- Indicator 16

Percent of mediations held that resulted in mediation agreements.

Mediation Data Review

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total number of mediation requests received through all dispute resolution processes	8	14	18	9	15	15	14	7
Mediations held	8	11	13	6	9	9	5	4
Mediations held related to due process complaints	1	3	4	0	1	2	0	0
Mediation agreement related to due process complaints	1	2	3	0	1	2	0	0
Mediations held not related to due process complaints	7	8	9	6	8	7	5	4
Mediation agreements not related to due process complaints	4	8	7	3	7	5	4	2
Mediations pending	0	2	3	1	1	1	0	2
Mediations withdrawn or not held	0	1	2	2	5	5	9	2

Mediation Target Setting

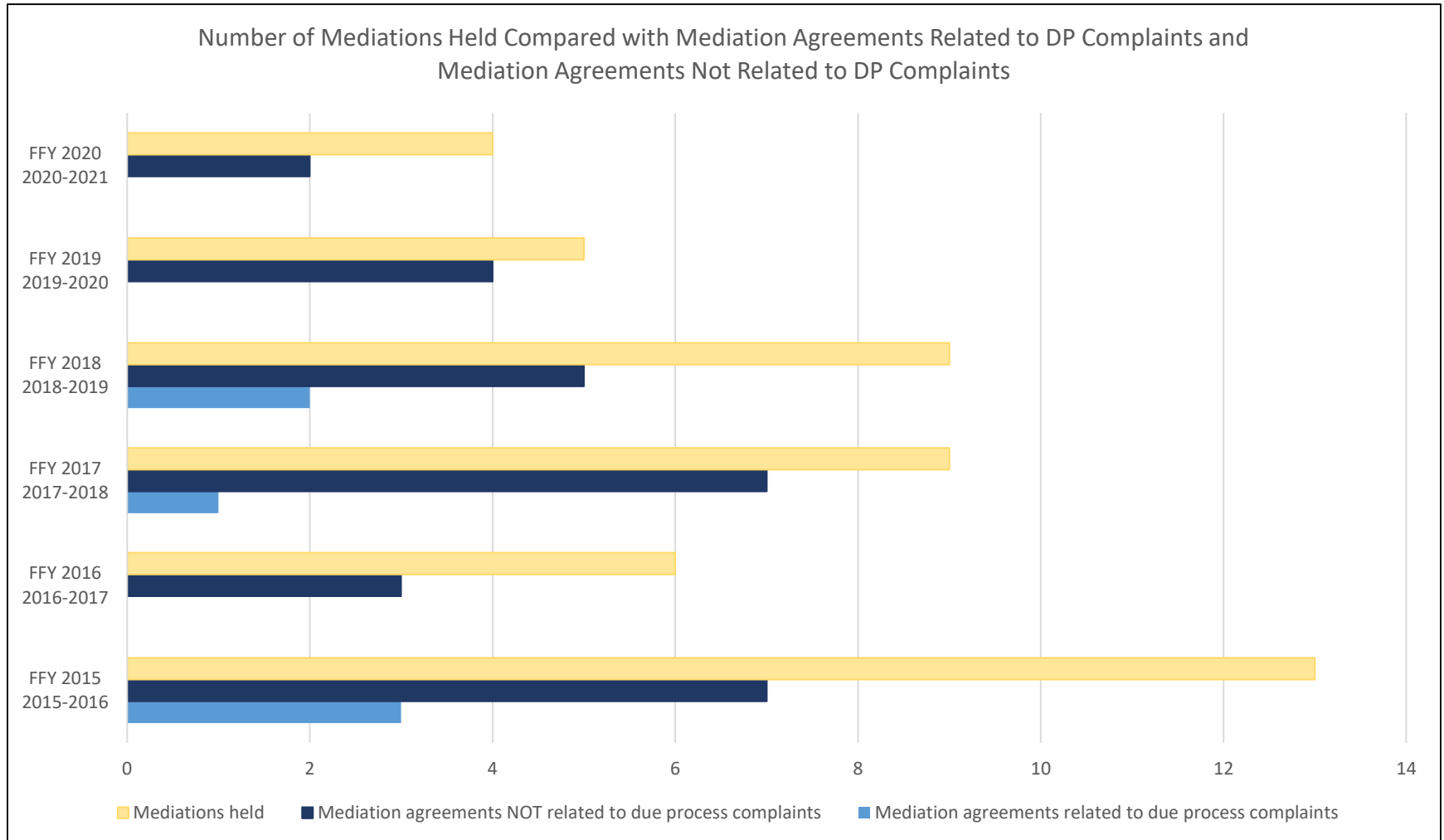
FFY	04	05	06	07	08	09	10	11
Target ≥			88%	88%	88%	88%	88%	88%
Data		64%	86%	86%	33%	0%	75%	83.33%

FFY	12	13	14	15	16	17	18	19	20
Target ≥	88%		88%	88%	89%	70-80%	70-80%	70-80%	?-2025
Data	81.80%	62.50%	90.91%	76.92%	50%	88.89%	77.78%	80.00%	50.00%
Mediations held		8	11	13	6	9	9	5	4
Mediation agreement related to due process complaints		1	2	3	0	1	2	0	0
Mediation agreements not related to due process complaints		4	8	7	3	7	5	4	2

Mediation Target Setting

- States are not required to establish baseline or targets if the number of mediations is less than 10.
- In a reporting period when the number of mediations reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.
- States may express their targets in a range, e.g., 75-85%

Mediation Target Setting



Mediation Targets

Discussion Questions

1. Should we change the baseline to 2015?
2. Do we want to keep the range option or select single number percentages?
 - What are the pros and cons?
3. Should we select a stable or increasing range or number as the target?
 - What are the pros and cons?
 - If an increase is chosen, what should the increase be?
4. Can you identify some strategies for improvement?
 - e.g. conducting more mediations and having them result in mediation agreements

Discussion and Q and A

You are invited to a virtual meeting to ask any questions and/or open the discussion around each indicator on **Tuesday, December 7, 2021 from 6:00 to 7:00 pm.**

Please use this link to attend:

<https://udel.zoom.us/j/91993541994>

Password: 839696

One tap mobile

+13017158592,,91993541994# US (Washington DC)

In addition, you may provide feedback/input utilizing the survey links provided in your email from Kathie.