



Special Education Leadership

January 6, 2020

Revised



Delaware
Department of Education



Welcome & Introductions



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Department of Education

Agenda

Welcome and Introductions	<i>Mary Ann Mieczkowski</i>
System of Care Grant, DSCYF	<i>Gregory Jones</i>
DNEA Leadership, Sarah Mallory	<i>Mary Ann Mieczkowski and Maria Locuniak</i>
Statewide Director for Autism, Mary Whitfield	<i>Mary Ann Mieczkowski and Maria Locuniak</i>
Birth Mandates	<i>Cindy Brown</i>
Special Populations Update	<i>Michelle Jackson</i>
APR Target Setting	<i>Exceptional Children Team</i>
Updates and Announcements	



System of Care Grant, DSCYF

Gregory Jones



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DNEA

Sarah Mallory, Interim Director DNEA
Brittany Powers, Coordinator of Building Bridges



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Statewide Director for Autism Mary Whitfield



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Birth Mandates

Cindy Brown



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Special Populations Update

Michelle Jackson



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Accommodation Requests

Window closes March 1st

Accommodations were rolled over but still need to submit the DOE-Approved Requests.

As of 12/13 - Requests received from: Appo, Colonial, Caesar Rodney, Indian River, Milford, Red Clay and Smyrna

KIND	Total	Comments
Text to Speech (TTS)	59	Includes Science/SS
Human Reader (HR)	14	
TTS/HR	7	
Unique Accommodations	41	Grade 3 Chart Exception - 31 Math Manipulatives – 2 approved



DeSSA Alt DCPS Updates

DCPS Window 2 is closed:

- **All students who do not have at least one Observational testlet enter in either window 1 or 2 will be moved to DeSSA Alt**
- Instructionally-embedded Testlets can be administered outside the three Observational windows.
- Final observational test window is – February 3 – 14, 2020.
- If a student doesn't have at least two observational testlets and all content specific testlets completed by above date, the student will be moved to DeSSA Alt as well

Waiver/1% Cap Plan Update





1% Cap Plan Update

Waiver Extension Request submitted December 13, 2019 to USED

Delaware Plan Updated (posted on Website)

Criteria: Applied Business Rules

Category of Support	Criteria
Universal Supports	$\leq 1\%$ DeSSA-Alt Participation <ul style="list-style-type: none">LEAs with Total Test Population <300 and DeSSA-Alt tested students <5.
Level 1 Supports	1.1% - 1.5% DeSSA-Alt Participation
Level 2 Supports	$>1.6\%$ DeSSA-Alt Participation <ul style="list-style-type: none">LEAs with Special Schools and High incidences of Students with DisabilitiesLEAs on Level 1 supports for 3 years with no reduction. (2021-22)
Level 3 Supports	<ul style="list-style-type: none">LEAs who are on Level 2 supports for 3 years with no reduction. (2021-22)



1% Cap Plan Update

Waiver Extension Request submitted December 13, 2019 to USED

UNIVERSAL SUPPORTS	LEVEL 1	LEVEL 2
27 LEAs	3 LEAs	7 LEAs

LEAs on Level 1 and Level 2 notified via email including an Official Memo



1% Cap Plan Update

- Justification Forms for 2019 received except for 2 LEAs. Will be posted to the Website.
- Level 1 Checklists and Level 2 Support Plans have been revised for 2020. Will include a section for Progress/Updates/Evidences.
- Delaware's Waiver Plan 2020 will be posted on website.

FORM	WHO SHOULD COMPLETE	Due Date
Justification Forms	ALL LEAs even if there were no DeSSA-Alt Students	October 11, 2019
Level 1 Checklist	LEAs with 1.1% - 1.5% DeSSA-Alt Participation	January 24, 2020
Level 2 Support Plan	LEAs with >1.5% DeSSA-Alt Participation	January 24, 2020



1% Cap Plan Update

Justification Forms for 2019 received except for 2 LEAs. Will be posted to the Website.

Level 1 Checklists and Level 2 Support Plans have been revised for 2020. Will include a section for Progress/Updates/Evidences.

If the LEA is/was on	Next Steps	Due Date
Universal Support	Encourage to utilize the Universal Supports outlined in Delaware's Waiver Plan.	October 11, 2019
Level 1 Checklist	Complete the Level 1 Checklist 2020	January 24, 2020
Level 1 Checklist last year	Complete the revised Level 1 Checklist 2020 and provide Evidences/Progress/Updates for 2019	January 24, 2020
Level 2 Support Plan	Complete the Level 2 Support Plan 2020	January 24, 2020
Level 2 Support Plan last year	Complete the revised Level 2 Support Plan 2020 and provide Evidences/Progress/Updates for 2019	January 24, 2020



1% Cap Plan Update

Universal Supports:

- State Guidelines Webinar
- Accessibility Guidelines Training
- Companion Guide to the DeSSA-Alt
- Alternate Assessment Participation Decision-Making Workshop

(Coming Soon) Creation of Informational Video Snippets (<10 min.)

Topics:

- Waiver “101”
- Delaware’s Most Significant Disabilities definition
- Participation Guidelines
- Companion Guide
- Learner Characteristics Inventory (LCI)
- IEP Rubric
- Updates, changes, professional development available



Level 2 Support Technical Assistance

Next steps:

1. Level 2 Support Plan Technical Assistance
Information Session
Wed, Feb 26, 2020 2:00 PM - 3:00 PM (EST)
2. Technical Assistance Sessions (Sign-Up Genius)
 1. Data Review with DDOE/CDS – Self Review
Summary
 2. On-Site Professional Development





2 DeSSA-Alt Parent Night Sessions

1st date:

Feb. 20, 2020 – Collette Education Center 35 Commerce Way, Dover,
DE - 6pm-7pm

2nd Date/Sussex County TBD





Questions – Special Populations





State Performance Plan/ Annual Performance Report FFY 2018 Target Setting

Presented to:
January 2020

Presented by:
Exceptional Children Resources
Delaware Department of Education



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Target Setting for Indicators 5, 8, 15 and 16

What do we know?

- States must extend targets through federal fiscal year (FFY) 2019 (APR reported in February 2021)
 - *For Indicators B1 through B16, targets cover FFY 2013 – FFY 2019
 - *For Indicator B17 (State Systemic Improvement Plan or SSIP), targets cover FFY 2014 – FFY 2019
- States must report new targets in the FFY 2018 APR (submitted in February 2020)
 - We are extending our current APR targets for FFY 2019 only
 - A new APR package will be released in Aug of 2020. We will be following up with more information in the Fall with full target setting for this package FFY 2020 and beyond



Target Setting

Which Indicators Will Need New Targets?

All indicators (1 through 17) will need new targets

- Compliance indicators have required targets of 0% or 100%
 - *Indicators 4b, 9, 10, 11, 12, 13
 - *APR must reflect extended targets through FFY 2019 even though indicators have required targets
- States set targets for results indicators with the advice of stakeholders and targets must show improvement over baseline
 - *Indicators 1, 2, 3, 4a, 5, 6, 7, 8, 14 and 17
- Our focus for this meeting is on Indicators **5, 8, 15 and 16**



Target Setting

Requirements for Results Targets

- Must be rigorous yet achievable
- Must show improvement over baseline
- Must be set with the advice of stakeholders



Target Setting

What do Targets and Target Setting Mean?

- Target
 - *Targets identify a level of progress or performance expected for an objective
 - *Targets should be
 - Rooted in and built on past experience when possible
 - Both analytically grounded and satisfactory to stakeholders and the public
- Target setting refers to the process used to select the target's value
 - *A state may use a variety of target-setting methods
 - *The state must clearly and completely explain the rationale and method

Target Setting

What are Some of the Methods for Calculating Targets?

- Eyeball method
- Trend lines
- Growth or change from year to year
- Increase by a set percent or percentage point every year
- Start with the end goal



Agenda

Parent Involvement - Indicator 8

- Definition
- Data review
- Target setting and discussion

Parent Involvement - 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.

Parent Involvement Data Review

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%	?
Data	90.97%	88.24%	90.67%	89.18%	89.54%	93.50%	

- 3 mailings (2015-2016, 2016-2017)
- 2 mailings (2017-2018)
- 2 mailings and pilot including 4 LEAS in which parents given postcard at end of IEP meeting with info to complete survey online (2018-2019)

Parent Involvement Target Setting Discussion

1. What have you done to increase parents' meaningful participation in the IEP process?
2. Are you seeing the results of your efforts?
3. What are some ideas to increase meaningful participation?
4. What should the target be for 2019?

Agenda

Resolution Sessions- Indicator 15

- Definition
- Data review
- Target setting and discussion

Mediation- Indicator 16

- Definition
- Data review
- Target setting and discussion

RESOLUTION SESSIONS- INDICATOR 15



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
Total number of due process complaints filed	19	19	33	12	11	10
Resolution meetings	4	4	10	4	1	4
Written settlement agreements reached through resolution meetings	4	1	5	4	1	3
Hearings fully adjudicated	0	0	6	1	2	0
Decisions within timeline (include expedited)	0	0	2	0	1	0
Decisions within extended timeline	0	0	4	0	1	0
Due process complaints pending	0	0	2	2	0	0
Due process complaints withdrawn or dismissed (including resolved without a hearing)	19	19	25	9	9	10

Resolution Sessions-Target Setting

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

- 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

Discussion Questions

1. Do we want to keep the range option or select single number percentages?
 - What are the pros and cons?

2. 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?

MEDIATION- INDICATOR 16



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

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
Target ≥	88%		88%	88%	89%	70-80%	70-80%	?
Data	81.80%	62.50%	90.91%	76.92%	50%	88.89%	77.78%	
Mediations held		8	11	13	6	9	9	
Mediation agreement related to due process complaints		1	2	3	0	1	2	
Mediation agreements not related to due process complaints		4	8	7	3	7	5	

Mediation Targets

Discussion Questions

1. Do we want to keep the range option or select single number percentages?
 - What are the pros and cons?

2. 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?



Target Setting for Indicator 5 Definition

Part B State Performance Plan and Annual Performance Report

Indicator 5: Federal Educational Environments (children 6-21)

- A. Inside the regular class 80% or more of the day**
- B. Inside the regular class less than 40% of the day**
- C. In separate school, residential facilities, or homebound/hospital placements.**





Target Setting for Indicator 5 Data

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2005	Target ≥			53.00%	56.00%	59.00%	62.00%	65.00%	65.00%	68.00%	67.00%	68.00%
		Data		49.75%	51.33%	53.20%	55.90%	58.70%	60.50%	63.50%	64.90%	67.20%	67.68%
B	2005	Target ≤			19.70%	19.20%	18.70%	18.20%	17.70%	17.50%	16.00%	15.60%	15.50%
		Data		20.16%	19.03%	18.30%	17.60%	16.90%	16.10%	15.60%	15.30%	15.54%	15.10%
C	2005	Target ≤			4.50%	4.00%	4.00%	3.80%	3.60%	3.60%	3.50%	5.20%	5.00%
		Data		4.92%	6.19%	6.40%	5.00%	5.20%	6.20%	6.30%	6.70%	5.16%	5.43%

	FFY	2015	2016
A	Target ≥	69.00%	70.00%
	Data	66.18%	65.72%
B	Target ≤	15.30%	15.10%
	Data	14.96%	14.96%
C	Target ≤	4.80%	4.50%
	Data	5.64%	5.46%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update



Target Setting for Indicator 5 Data

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

A	2014	2015	2016	2017	2018
Target %	68.00	69.00	70.00	71.00	72.00
Data %	67.68	66.18	65.72	65.74	

Data % FFY 2018 – 64.98%



Target Setting for Indicator 5 Data

Setting B: Inside the regular class less than 40% of the day

B	2014	2015	2016	2017	2018
Target %	15.50	15.30	15.10	14.90	14.70
Data %	15.10	14.96	14.96	14.94	

Data % FFY18 14.61%



Target Setting for Indicator 5 Data

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

C	2014	2015	2016	2017	2018
Target %	5.00	4.80	4.500	4.00	3.50
Data %	5.43	5.64	5.46	5.22	

Data % FFY 18 4.91%



Target Setting for Indicator 5

Some take aways from AGECE Stakeholder Meeting:

- Looking to improve setting A
- The goal for setting A cannot be 100%
 - *A continuum of services must be provided
- Consider the increase in special education population:

2014:	20, 242
2015:	21, 058
2016:	21, 581
2017:	23, 196
2018:	24, 382
- Increase of offerings outside of regular setting
- Indicator 5 is now a part of significant disproportionality and can affect LEA CCEIS funding



Target Setting for Indicator 5

Discussion of trend data and target setting for 2019.

1. In considering whether we keep the targets the same for 2019, look at historical data and determine if there are any significant trends.
2. What steps should SEA/LEAs take in order to improve outcomes for our students and this indicator?



Small Group Activity for Target Setting – Indicators 5, 8, 15 and 16

Definition / Data Review / Target Setting Options
and Discussion:

- Indicator 5 Education Environments
- Indicator 8 Parent Involvement
- Indicator 15 Resolution Sessions
- Indicator 16 Mediation



Report Out

