



DEPARTMENT OF EDUCATION

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May 24, 2018

Dr. D. Dusty Blakey, Ed.D.
Superintendent
Colonial School District
318 East Basin Road
New Castle, DE 19720-4214

RE: LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

Dear Dr. Blakey:

Thank you for your ongoing dedication and commitment to educating students with disabilities. We encourage you to use the information in this report to celebrate growth and identify opportunities for continued improvement.

Under the IDEA, the Delaware Department of Education (Department) has a responsibility to review the data of local education agencies (LEAs) relating to targets identified in the State's Performance Plan (SPP) and to make annual determinations on LEA performance.

For FFY 2016, LEAs are receiving their annual determination based on a combination of the following compliance and results indicators:

- **Results:**

- Indicator 1 Graduate Rate
- Indicator 2 Drop-Out Rate
- Indicator 3B Participation Rate in the State Assessment
- Indicator 3C Proficiency Rate on the State Assessment
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5 Education Environments (Children 6-21)
- Indicator 7 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

- **Compliance:**

- Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
- Indicators 9 & 10 Disproportionate Representation Related to Identification
- Indicator 11 Timely Initial Evaluations
- Indicator 12 Early Childhood Transition from Part C to Part B
- Indicator 13 Transition Planning in the IEP

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Based on a review of your LEA's data, the Department has determined your LEA Needs Intervention in implementing the requirements of the IDEA.

Attached, please find an overview of the "IDEA General Supervision & Reporting Requirements" along with an explanation of how your LEA's determination was calculated. The response table provides the Department's analysis of the reported data, and identifies, by indicator, your LEA's status in meeting its targets.

Your Exceptional Children Resources liaison, Maria Locuniak, will be in contact with Jon Cooper to provide technical assistance and discuss next steps, including the development of a Corrective Action Plan. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail maryann.mieczkowski@doe.k12.de.us.

Sincerely,

Mary Ann Mieczkowski
Director, Exceptional Children Resources

MAM/ANB

Attachment

cc: Susan S. Bunting, Ed.D., Secretary of Education
Jon Cooper, Ed.D., Director of Student Services
Maria N. Locuniak, Ph.D., NCSP, Education Associate, Exceptional Children Resources

IDEA General Supervision & Reporting Requirements

The Department's General Monitoring Duties Under the IDEA

By way of background, the IDEA requires the Department to monitor the implementation of Part B of the IDEA in the LEAs throughout the State, and to annually report to the public on the performance of the State and each LEA. The Department's monitoring activities must primarily focus on: (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements of Part B, with a particular emphasis on the requirements most closely related to improving educational results for children with disabilities. The Department is responsible for monitoring LEAs using quantifiable indicators in certain priority areas, and for using qualitative indicators to allow an adequate measure of performance in each area. IDEA regulations outline the three priority areas as: (1) the provision of FAPE in the least restrictive environment; (2) the State's exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services; and (3) disproportionate representation of racial and ethnic groups in special education and related services, to the extent such representation is the result of inappropriate identification.

The State Performance Plan and Annual Performance Reports

The IDEA further requires the State to have a performance plan in place that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA, and describes how the State will improve the implementation of Part B. As part of its State Performance Plan (SPP), the State must establish measurable and rigorous targets for various indicators under the three priority areas mentioned above. The SPP currently has seventeen indicators, and the State must report annually to the U.S. Department of Education on the performance of the State under the SPP.

In addition to its federal submission, the Department is responsible for reporting annually to the public on the performance of each LEA located in the State on the targets described in the SPP. On an annual basis, each LEA must use the targets established in the SPP, and the three priority areas mentioned above, to analyze and report on its local performance to the Department. In turn, the Department will review the LEA's performance and assign a determination level.

Based on the Department's analysis of data provided by each LEA, and information obtained through audits, monitoring visits, administrative complaints, due process proceedings, and any other publicly available information, the Department assigns one of the following determination levels: Meets the requirements and purposes of IDEA; Needs Assistance in implementing the requirements of IDEA; Needs Intervention in implementing the requirements of IDEA; or Needs Substantial Intervention in implementing the requirements of IDEA.

Federal and state regulations addressing the SPP, APR, and the LEA's reporting obligations can be found at 34 C.F.R. §§ 300.600-602, 646 and 14 DE Admin Code §§ 927.1.0 through 8.0, and §§ 40.0 through 46.0.

FFY 2016 LEA Annual Determinations

FFY 2016 determinations were made based on a combination of the following compliance and results indicators:

- **Results:**

- Indicator 1 Graduate Rate
- Indicator 2 Drop-Out Rate
- Indicator 3B Participation Rate in the State Assessment
- Indicator 3C Proficiency Rate on the State Assessment
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5 Education Environments (Children 6-21)
- Indicator 7 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

- **Compliance:**

- Indicator 4B Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices
- Indicators 9 & 10 Disproportionate Representation Related to Identification
- Indicator 11 Timely Initial Evaluations
- Indicator 12 Early Childhood Transition from Part C to Part B
- Indicator 13 Transition Planning in the IEP

Meets Requirements	=	≥ 80% (compliance and results combined)	and	LEA may be engaged in a Corrective Action Plan.	and/or	If monitored on-site, LEA is engaged in Prong 1 or Prong 2 corrective action.
Needs Assistance	=	60% to 79% (compliance and results combined)	and/or	LEA is engaged in an Intervention Plan.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 1 year)
Needs Intervention	=	≤ 59% (compliance and results combined)	and/or	LEA is engaged in a Compliance Agreement.	and/or	Outstanding Noncompliance from On-Site Monitoring (beyond 2 years)

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Results Indicators	Data From: (Time Period)	SPP Target 2016	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2015-2016	74.10%	67.15%	48.08%	0	1
Indicator 2: Drop Out Rate	2015-2016	4.60%	<5%	<5%	0	1
Indicator 3B: Participation Rate-ELA						
Grade 3	2016-2017	95.00%	>95%	>95%	1	1
Grade 4		95.00%	>95%	>95%	1	1
Grade 5		95.00%	>95%	>95%	1	1
Grade 6		95.00%	>95%	>95%	1	1
Grade 7		95.00%	>95%	>95%	1	1
Grade 8		95.00%	>95%	94.81%	0	1
Grade 11		95.00%	89.05%	79.52%	0	1
Indicator 3B: Participation Rate-MATH						
Grade 3	2016-2017	95.00%	>95%	>95%	1	1
Grade 4		95.00%	>95%	>95%	1	1
Grade 5		95.00%	>95%	>95%	1	1
Grade 6		95.00%	>95%	>95%	1	1
Grade 7		95.00%	>95%	>95%	1	1
Grade 8		95.00%	>95%	94.81%	0	1
Grade 11		95.00%	89.05%	79.52%	0	1
Indicator 3C: Proficiency Rate-ELA						
Grade 3	2016-2017	32.70%	23.92%	16.23%	0	1
Grade 4		32.70%	20.95%	12.58%	0	1
Grade 5		32.70%	22.97%	15.38%	0	1
Grade 6		32.70%	16.11%	14.94%	0	1
Grade 7		32.70%	17.49%	13.39%	0	1
Grade 8		32.70%	16.46%	7.53%	0	1
Grade 11		32.70%	13.57%	9.09%	0	1
Indicator 3C: Proficiency Rate-MATH						
Grade 3	2016-2017	29.20%	25.90%	14.47%	0	1
Grade 4		29.20%	21.05%	9.87%	0	1
Grade 5		29.20%	14.94%	9.62%	0	1
Grade 6		29.20%	12.56%	9.03%	0	1
Grade 7		29.20%	13.42%	7.75%	0	1
Grade 8		29.20%	11.82%	6.85%	0	1
Grade 11		29.20%	8.46%	<5%	0	1
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities -- Note: Indicator 4A is based on school year 2015 2016 data with a Rate Ratio of 1.20.	2015-2016	Rate Ratio 1.20	NA	Met Target	1	1

Spring 2018 IDEA Annual Determination for FFY 2016

Results Indicators Continued	Data From: (Time Period)	SPP Target 2016	State Data	LEA Data	LEA Score	Possible Points
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Indicator 5A: Percent of Children Aged 6 -21 Served Inside the Class 80% of the Day	2016-2017	70.00%	65.72%	61.19%	0	1
Indicator 5B: Percent of Children Aged 6 -21 Served Inside the Class Less Than 40% of the Day		15.10%	14.96%	15.86%	0	1
Indicator 5C: Percent of Children Aged 6 -21 Served in Separate Schools, Residential Facilities and Homebound/Hospital Placements		4.50%	5.46%	8.84%	0	1

Indicator 7A. Early Childhood Outcomes- Positive Social/Emotional Skills						
Percent Increase Rate of Growth	2016-2017	88.60%	89.89%	83.56%	0	1
Percent Within Age Expectation		58.00%	51.26%	41.62%	0	1
Indicator 7B. Early Childhood Outcomes-Acquisition and Use of Knowledge and Skills						
Percent Increase Rate of Growth	2016-2017	91.10%	87.36%	81.70%	0	1
Percent Within Age Expectation		52.70%	48.60%	46.67%	0	1
Indicator 7C. Early Childhood Outcomes- Use of Appropriate Behaviors						
Percent Increase Rate of Growth	2016-2017	90.20%	88.19%	81.40%	0	1
Percent Within Age Expectation		65.30%	64.31%	60.00%	0	1

Compliance Indicators	Data From: (Time Period)	SPP Target 2016	State Data	LEA Data	LEA Score	Possible Points
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Indicator 4B: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices. Indicator 4B is based on school year 2015-2016 data with a Rate Ratio of 1.20.	2015-2016	Rate Ratio 1.20	NA	Target Not Met	0	1
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Indicator 9: Disproportionate Representation All Disabilities	2016-2017	0.00%	17.50%	Met Targets	1	1
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Indicator 10: Disproportionate Representation Specific Disabilities	2016-2017	0.00%	18.92%	Met Targets	1	1
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Indicator 11: Initial Evaluations Conducted Within Timeline	2016-2017	100.00%	>95%	>95%	0	1
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Indicator 12: Early Childhood Transition from Part C to Part B	2016-2017	100.00%	>95%	>95%	1	1
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Indicator 13: Secondary Transition	2016-2017	100.00%	>95%	>95%	1	1
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Determination Summary		Annual Determination:				
Compliance Indicators Score	4	Needs Intervention				
Possible Points:	6					
Results Indicators Score	11	Intervention Plan /Compliance Agreement: No				
Possible Points:	40					
Score Total	15					
Out of a Possible:	46					
Percentage:	32.61%					

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Graduation Rate

<u>Indicator 1</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number Eligible</u>	<u>Number Graduated</u>	<u>LEA Data % SWD Who Graduated</u>	<u>Met Target?</u>
	2015-2016	74.10%	67.15%	104	50	48.08%	No

Note: Percent of youth with IEPs graduating from high school with a regular high school diploma within 4-year adjusted cohort

Drop-Out Rate

<u>Indicator 2</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number Enrolled</u>	<u>Number of Drop-Outs</u>	<u>LEA Data % SWD who Dropped Out</u>	<u>Met Target?</u>
	2015-2016	4.60%	2.91%	416	20	< 5%	No

Note:

Participation Rate in the State Assessment - ELA

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data Percent Tested</u>	<u>Met Target?</u>
	2016-2017	95.00%	98.15%	3	ELA	158	154	> 95%	Yes
	2016-2017	95.00%	98.45%	4	ELA	153	151	> 95%	Yes
	2016-2017	95.00%	97.93%	5	ELA	159	156	> 95%	Yes
	2016-2017	95.00%	97.03%	6	ELA	161	154	> 95%	Yes
	2016-2017	95.00%	97.34%	7	ELA	130	127	> 95%	Yes
	2016-2017	95.00%	95.77%	8	ELA	154	146	94.81%	No
	2016-2017	95.00%	89.05%	11	ELA	83	66	79.52%	No

Note:

Participation Rate in the State Assessment - MATH

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data Percent Tested</u>	<u>Met Target?</u>
	2016-2017	95.00%	97.67%	3	MATH	158	152	> 95%	Yes
	2016-2017	95.00%	98.13%	4	MATH	154	152	> 95%	Yes
	2016-2017	95.00%	97.87%	5	MATH	159	156	> 95%	Yes
	2016-2017	95.00%	96.69%	6	MATH	161	155	> 95%	Yes
	2016-2017	95.00%	96.62%	7	MATH	132	129	> 95%	Yes
	2016-2017	95.00%	95.28%	8	MATH	154	146	94.81%	No
	2016-2017	95.00%	89.05%	11	MATH	83	66	79.52%	No

Note:

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Proficiency Rate on the State Assessment - ELA								LEA Data	
<u>Indicator 3C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>% of SWD Meeting Proficiency</u>	<u>Met Target?</u>
	2016-2017	32.70%	23.92%	3	ELA	154	25	16.23%	No
	2016-2017	32.70%	20.95%	4	ELA	151	19	12.58%	No
	2016-2017	32.70%	22.97%	5	ELA	156	24	15.38%	No
	2016-2017	32.70%	16.11%	6	ELA	154	23	14.94%	No
	2016-2017	32.70%	17.49%	7	ELA	127	17	13.39%	No
	2016-2017	32.70%	16.46%	8	ELA	146	-	7.53%	No
	2016-2017	32.70%	13.57%	11	ELA	66	-	9.09%	No

Note:

Proficiency Rate on the State Assessment - MATH								LEA Data	
<u>Indicator 3C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>% of SWD Meeting Proficiency</u>	<u>Met Target?</u>
	2016-2017	29.20%	25.90%	3	MATH	152	22	14.47%	No
	2016-2017	29.20%	21.05%	4	MATH	152	15	9.87%	No
	2016-2017	29.20%	14.94%	5	MATH	156	15	9.62%	No
	2016-2017	29.20%	12.56%	6	MATH	155	-	9.03%	No
	2016-2017	29.20%	13.42%	7	MATH	129	-	7.75%	No
	2016-2017	29.20%	11.82%	8	MATH	146	-	6.85%	No
	2016-2017	29.20%	8.46%	11	MATH	66	-	< 5%	No

Note:

Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities									
<u>Indicator 4A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>SWD Enrollment</u>	<u>Non-SWD Enrollment</u>	<u>SWD Suspended > 10 Days</u>	<u>Non-SWD Suspended > 10 Days</u>	<u>LEA Data (Rate Ratio)</u>	<u>Met Target?</u>
	2015-2016	0.00%	66.67%	1585	8178	20	88	1.17	Yes

Note: Indicator 4A is based on school year 2015- 2016 data with a Rate Ratio of > 1.20 and an N size of 15.
State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 1.20

Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices									
<u>Indicator 4B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Race</u>	<u>SWD Enrolled</u>	<u>SWD Suspended > 10 Days</u>	<u>Compliant</u>	<u>LEA Data (Rate Ratio)</u>	<u>Met Target?</u>
	2015-2016	0.00	100.00%	Hispanic	509	-	Yes	0.34	Yes
	2015-2016	0.00	100.00%	American Indian	-	-	Yes	0.00	Yes
	2015-2016	0.00	100.00%	African American	750	16	No	1.82	No
	2015-2016	0.00	100.00%	White	280	-	Yes	0.61	Yes
	2015-2016	0.00	100.00%	Asian	25	-	Yes	0.00	Yes
	2015-2016	0.00	100.00%	Haw./P.I.	-	-	Yes	0.00	Yes
	2015-2016	0.00	100.00%	Multiple	17	-	Yes	0.00	Yes

Note: Indicator 4B is based on school year 2015-2016 data with a Rate Ratio of > 1.20 and an N size of 10.
State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 1.20

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Percent of Children Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day

<u>Indicator 5A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD In LRE A</u>	<u>LEA Data % in LRE A</u>	<u>Met Target?</u>
	2016-2017	70.00%	65.72%	1595	976	61.19%	No

Note:

Percent of Children Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day

<u>Indicator 5B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD In LRE B</u>	<u>LRE Data % in LRE B</u>	<u>Met Target?</u>
	2016-2017	15.10%	14.96%	1595	253	15.86%	No

Note:

Percent of Children Aged 6 to 21 Served In Separate Schools, Residential Facilities, and in Homebound/Hospital Placements

<u>Indicator 5C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD In LRE C</u>	<u>LRE Data % in LRE C</u>	<u>Met Target?</u>
	2016-2017	4.50%	5.46%	1595	141	8.84%	No

Note:

Preschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program

<u>Indicator 6A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD Receiving Services in the Regular EC Program</u>	<u>LEA Data Percent Receiving Services in the Regular EC program</u>	<u>Met Target?</u>
	2016-2017	48.50%	47.46%	210	60	28.57%	No

Note:

Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility

<u>Indicator 6B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD Receiving Services in Separate Setting</u>	<u>LEA Data Percent Receiving Services in Separate Setting</u>	<u>Met Target?</u>
	2016-2017	33.50%	34.78%	210	138	65.71%	No

Note:

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Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills

<u>Indicator 7A</u>	<u>School Year</u>	<u>Positive Social/Emotional Skills : Percent Increased</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Positive Social/Emotional Skills : Percent Within Age Expectation State</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
		<u>Rate of Growth</u>	<u>State Target</u>				<u>Target</u>	<u>Expectation State</u>			
	2016-2017	88.60%		89.89%	83.56%	No	58.00%		51.26%	41.62%	No
Note:											

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills

<u>Indicator 7B</u>	<u>School Year</u>	<u>Acquisition and Use of Knowledge and Skills: Percent Increased Rate of Growth</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Acquisition and Use of Knowledge and Skills: Percent Within Age Expectation State</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
		<u>Growth State Target</u>	<u>Rate of Growth</u>				<u>Target</u>	<u>Expectation State</u>			
	2016-2017	91.10%		87.36%	81.70%	No	52.70%		48.60%	46.67%	No
Note:											

Preschool Outcomes: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors

<u>Indicator 7C</u>	<u>School Year</u>	<u>Use of Appropriate Behaviors: Percent Increased Rate of Growth</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Use of Appropriate Behaviors: Percent Within Age Expectation</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
		<u>State Target</u>	<u>Rate of Growth</u>				<u>State Target</u>	<u>Within Age Expectation</u>			
	2016-2017	90.20%		88.19%	81.40%	No	65.30%		64.31%	60.00%	No
Note:											

Percent of Parents with a Child Receiving Special Education Services Who Report That School Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities

<u>Indicator 8</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of Respondents</u>	<u>Number Agree</u>	<u>Number Disagree</u>	<u>LEA Data % Agree</u>	<u>Met Target?</u>
	2016-2017	88.00%	89.18%	105	95	-	90.50%	Yes
Note: Unsure = 1								

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Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services That is a Result of Inappropriate Identification

<u>Indicator 9</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>LEA Data Compliant</u>	<u>Met Target?</u>
	2016-2017	0.00%	17.50%	Yes	Yes

Note: State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.

Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories That is a Result of Inappropriate Identification

<u>Indicator 10</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>LEA Data Compliant</u>	<u>Met Target?</u>
	2016-2017	0.00%	18.92%	Yes	Yes

Note: State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.

Evaluations Conducted Within 45 School Days or 90 Calendar Days, Whichever is Shorter, of Receiving Parent Consent for Initial Evaluation

<u>Indicator 11</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of Initial Evaluations</u>	<u>Number Within Timelines</u>	<u>Number Not Within Timelines</u>	<u>% LEA Data Within Timelines</u>	<u>Met Target?</u>
	2016-2017	100.00%	98.97%	181	176	5	> 95%	No

Note: NA

Early Childhood Transitions: 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

<u>Indicator 12</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of SWD Who Turned Age 3</u>	<u>Number of Students Referred Minus Not Eligible and/or Parent Refusals</u>	<u>LEA Data % Who Received Services by Age 3</u>	<u>Met Target?</u>
	2016-2017	100.00%	98.55%	58	38	> 95%	Yes

Note:

Percent of Youth Age 14 and Above with an IEP That Includes Coordinated, Measurable, Annual IEP Goals and Transition Services That Will Reasonable Enable the Student to Meet the Post-Secondary Goals

<u>Indicator 13</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of IEPs Reviewed</u>	<u>Number of IEPs Meeting Standard</u>	<u>LEA Data % Meeting Standard</u>	<u>Met Target?</u>
	2016-2017	100.00%	99.24%	606	606	> 95%	Yes

Note:

Spring 2018 IDEA Annual Determination for FFY 2016

Colonial School District

Post-School Outcomes-Percent of Youth Who Are No Longer In Secondary School, Had IEPs in Effect at the Time They Left School, and Were: Group A. Enrolled in Higher Education Within One Year of Leaving High School, Group B. Enrolled in Higher Education or Competitively Employed Within One Year of Leaving High School, or Group C. Enrolled in Higher Education or in Some Other Post-Secondary Education or Training Program; or Competitively Employed or in Some Other Employment Within One Year of Leaving

Indicator 14	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of Exiters</u>	<u>Total Number of Respondents</u>	<u>Group A Respondents</u>	<u>LEA Data % Group A</u>	<u>Met Target?</u>
	2016-2017	33.00%	49.47%	68	29	-	24.14%	No
		<u>State Target</u>	<u>State Data</u>			<u>Group B Respondents</u>	<u>LEA Data % Group B</u>	<u>Met Target?</u>
		64.00%	82.59%			22	75.86%	Yes
		<u>State Target</u>	<u>State Data</u>			<u>Group C Respondents</u>	<u>LEA Data % Group C</u>	<u>Met Target?</u>
		100.00%	86.20%			26	89.66%	No

Note: