



DEPARTMENT OF EDUCATION

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Secretary of Education
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May 28, 2024

Bridget Amory, Ed.D.
Superintendent
Milford School District
906 Lakeview Avenue
Milford, DE 19963

RE: FFY 2022 LEA Determination Under the Individuals with Disabilities Education Act (IDEA)

Dear Dr. Amory:

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. The State must monitor the implementation of Part B, enforce Part B in accordance with the provisions at 34 CFR §300.604(a)(1), and (a)(3), (b)(2)(i) and (b)(2)(v), and (c)(2), and annually report on performance under Part B. The primary focus of the State's monitoring activities must be on:

- Improving educational results and functional outcomes for all children with disabilities; and
- Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

For FFY 2022, LEAs are receiving their annual determination based on a combination of the following compliance and results indicators:

- **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
 - Timely/Accurate Data
- **Results:**
 - Indicator 1 Graduate Rate
 - Indicator 2 Drop-Out Rate
 - Indicator 3A Participation Rate for Children with IEPs in the State Assessment
 - Indicator 3B Proficiency Rate for Children with IEPs against Grade Level Academic Achievement Standards

- Indicator 3C Proficiency Rate for Children with IEPs against Grade Level Modified and Alternate Academic Achievement Standards
- Indicator 4A Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities
- Indicator 5 Education Environments (Children 5-21)
- Indicator 6 Preschool Environments (Children 3-5)
- Indicator 7 Early Childhood Outcomes: Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors

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.

Based on a review of your LEA’s data, the Department has determined your LEA Needs Intervention in implementing the requirements of the IDEA. As a result, your LEA is required to engage in DDOE directed actions to address areas identified in your determination in order to improve outcomes for students with disabilities in your LEA.

Your Exceptional Children Resources liaison, Dr. Maria N. Locuniak, will be in contact with Jennifer Hallman, Director of Student Services to discuss required actions and provide technical assistance. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail dale.matusevich@doe.k12.de.us.

Sincerely,



Dale Matusevich
Director, Exceptional Children Resources

DM/JS
Attachment

cc: Mark A. Holodick, Ed.D., Secretary of Education
Monica Minor Gant, Ph.D., Associate Secretary, Academic Support
Jennifer Hallman, Director of Student Services
Maria N. Locuniak, Ph.D., Education Associate, Exceptional Children Resources
Barbara Mazza, 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 7.0, and §§ 40.0 through 46.0.

FFY 2022 LEA Annual Determinations

FFY 2022 determinations were made based on a combination of the following compliance and results indicators:

- **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
- Timely/Accurate Data

- **Results:**

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

| Criteria | | | | | | | | |
|---------------------------------------|----------|---|--------|---|--------|---|--------|---|
| 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) | and/or | LEA is Needs Assistance for 2 consecutive years |
| Needs Substantial Intervention | = | LEA in Needs Intervention for 3 or more consecutive years | | | | | | |

Spring 2023 IDEA Annual Determination for FFY 2021

Milford School District

| Compliance Indicators | Data From: (Time Period) | SPP Target 2021 | State Data | LEA Data | LEA Score | Possible Points |
|---|--------------------------|-----------------|------------|-----------|-----------|-----------------|
| 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. | 2021-2022 | 0.00% | 14.29% | Compliant | 1 | 1 |
| Indicator 9: Disproportionate Representation All Disabilities | 2022-2023 | 0.00% | 0.00% | Compliant | 1 | 1 |
| Indicator 10: Disproportionate Representation Specific Disabilities | 2022-2023 | 0.00% | 10.00% | Compliant | 1 | 1 |
| Indicator 11: Initial Evaluations Conducted Within Timeline | 2022-2023 | 100.00% | 97.39% | 100.00% | 2 | 2 |
| Indicator 12: Early Childhood Transition from Part C to Part B | 2022-2023 | 100.00% | 97.03% | 100.00% | 2 | 2 |
| Indicator 13: Secondary Transition | 2022-2023 | 100.00% | 97.64% | 100.00% | 2 | 2 |
| Timely / Accurate Submission: | | | | 100.00% | 2 | 2 |

Note: For Indicators 11, 12, 13:
 If LEA data is 95% - 100%, LEA score = 2
 If LEA data is 75% - 94.90%, LEA score = 1
 If LEA data <75%, LEA Score = 0

Spring 2023 IDEA Annual Determination for FFY 2021

Milford School District

| Results Indicators | Data From: (Time Period) | SPP Target 2022 | State Data | LEA Data | LEA Score | Possible Points |
|---|-----------------------------|-----------------|------------|-----------------|-----------|-----------------|
| Indicator 1: Graduation Rate | 2021-2022 | 81.62% | 80.31% | 69.39% | 0 | 1 |
| Indicator 2: Drop Out Rate | 2021-2022 | 7.97% | 12.62% | - | 0 | 1 |
| Indicator 3A: Participation Rate for Children with IEPs - ELA | | | | | | |
| Grade 4 | 2022-2023 | 95.00% | 97.03% | 100.00% | 1 | 1 |
| Grade 8 | | 95.00% | 93.04% | 96.43% | 1 | 1 |
| High School | | 95.00% | 86.05% | 85.45% | 0 | 1 |
| Indicator 3A: Participation Rate for Children with IEPs - MATH | | | | | | |
| Grade 4 | 2022-2023 | 95.00% | 97.02% | 100.00% | 1 | 1 |
| Grade 8 | | 95.00% | 93.22% | 96.43% | 1 | 1 |
| High School | | 95.00% | 86.12% | 85.45% | 0 | 1 |
| Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - ELA | | | | | | |
| Grade 4 | 2022-2023 | 25.48% | 12.19% | - | 0 | 1 |
| Grade 8 | | 20.93% | 8.03% | - | 0 | 1 |
| High School | | 21.07% | 8.94% | - | 0 | 1 |
| Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - MATH | | | | | | |
| Grade 4 | 2022-2023 | 24.91% | 13.74% | - | 0 | 1 |
| Grade 8 | | 16.69% | 3.53% | - | 0 | 1 |
| High School | | 16.15% | 2.17% | - | 0 | 1 |
| Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - ELA | | | | | | |
| Grade 4 | 2022-2023 | 30.76% | 37.82% | NA | NA | NA |
| Grade 8 | | 44.48% | 12.87% | - | 0 | 1 |
| High School | | 43.76% | 12.96% | - | 0 | 1 |
| Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - MATH | | | | | | |
| Grade 4 | 2022-2023 | 35.55% | 10.00% | NA | NA | NA |
| Grade 8 | | 27.38% | 10.89% | - | 0 | 1 |
| High School | | 20.17% | 5.50% | - | 0 | 1 |
| Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities | 2021-2022 | 32.00% | 11.11% | Under Threshold | 1 | 1 |
| Indicator 5A: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day | 2022-2023 | 66.54% | 64.93% | 57.89% | 0 | 1 |
| Indicator 5B: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day | 2022-2023 | 14.09% | 15.21% | 20.87% | 0 | 1 |
| Indicator 5C: Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served In Separate Schools, Residential Facilities, and in Homebound/Hospital Placements | 2022-2023 | 4.43% | 4.72% | 6.74% | 0 | 1 |

Spring 2023 IDEA Annual Determination for FFY 2021

Milford School District

| Results Indicators | Data From: (Time Period) | SPP Target 2022 | State Data | LEA Data | LEA Score | Possible Points |
|--------------------|--------------------------|-----------------|------------|----------|-----------|-----------------|
|--------------------|--------------------------|-----------------|------------|----------|-----------|-----------------|

| Indicator 6A: 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 | | | | | | |
|---|-----------|----------|--------|---|---|---|
| Age 3 | 2022-2023 | >=36.80% | 35.07% | - | 0 | 1 |
| Age 4 | | >=41.90% | 38.61% | - | 0 | 1 |
| Age 5 | | >=46.00% | 41.11% | - | 0 | 1 |

| Indicator 6B: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility | | | | | | |
|--|-----------|----------|--------|--------|---|---|
| Age 3 | 2022-2023 | <=40.00% | 48.61% | 85.29% | 0 | 1 |
| Age 4 | | <=40.00% | 45.09% | 77.14% | 0 | 1 |
| Age 5 | | <=38.00% | 45.48% | - | 0 | 1 |

| Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home | | | | | | |
|--|-----------|---------|-------|---|---|---|
| Age 3 | 2022-2023 | <=1.80% | 0.43% | - | 1 | 1 |
| Age 4 | | <=0.80% | 0.00% | - | 1 | 1 |
| Age 5 | | <=0.60% | 0.58% | - | 1 | 1 |

| Indicator 7A: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Positive Social/Emotional Skills | | | | | | |
|---|-----------|--------|--------|--------|---|---|
| Percent Increase Rate of Growth | 2022-2023 | 87.20% | 80.19% | 88.57% | 1 | 1 |
| Percent Within Age Expectation | | 49.32% | 46.51% | 55.56% | 1 | 1 |

| Indicator 7B: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Acquisition and Use of Knowledge and Skills | | | | | | |
|--|-----------|--------|--------|--------|---|---|
| Percent Increase Rate of Growth | 2022-2023 | 87.49% | 88.34% | 95.35% | 1 | 1 |
| Percent Within Age Expectation | | 47.12% | 50.06% | 53.33% | 1 | 1 |

| Indicator 7C: Percent of Preschool Students Aged 3 to 5 Who Demonstrate Improved Skills in Use of Appropriate Behaviors | | | | | | |
|---|-----------|--------|--------|--------|---|---|
| Percent Increase Rate of Growth | 2022-2023 | 88.99% | 85.33% | 88.57% | 0 | 1 |
| Percent Within Age Expectation | | 59.95% | 58.14% | 57.78% | 0 | 1 |

| Determination Summary | | Annual Determination: | | | | |
|--------------------------------------|--------|-----------------------|--|--|--|--|
| LEA Compliance Indicators Points | 9 | Needs Intervention | | | | |
| Possible Compliance Indicator Points | 9 | | | | | |
| LEA Timely/Accurate Data Points | 2 | Note: | | | | |
| Possible Timely/Accurate Data Points | 2 | | | | | |
| LEA Results Indicator Points | 12 | | | | | |
| Possible Results Indicator Points | 37 | | | | | |
| LEA Total Points | 23 | | | | | |
| Possible Total Points | 48 | | | | | |
| Percentage: | 47.92% | | | | | |

Milford School District

Graduation Rate

| <u>Indicator 1</u> | <u>School Year</u> | <u>State Target</u> | <u>State Data</u> | <u>Total Students Exited</u> | <u>Graduated with a Regular Diploma</u> | <u>LEA Data % SWD Who Graduated</u> | <u>Met Target?</u> |
|--------------------|--------------------|---------------------|-------------------|------------------------------|---|-------------------------------------|--------------------|
| | 2021-2022 | 81.62% | 80.31% | 49 | 34 | 69.39% | No |

Note:

Drop-Out Rate

| <u>Indicator 2</u> | <u>School Year</u> | <u>State Target</u> | <u>State Data</u> | <u>Total Students Exited</u> | <u>Drop-Outs</u> | <u>LEA Data % SWD who Dropped Out</u> | <u>Met Target?</u> |
|--------------------|--------------------|---------------------|-------------------|------------------------------|------------------|---------------------------------------|--------------------|
| | 2021-2022 | 7.97% | 12.62% | 49 | - | - | No |

Note:

Participation Rate for Children with IEPs - ELA

| <u>Indicator 3A</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> |
|---------------------|--------------------|---------------------|-------------------|--------------|----------------|------------------------|----------------------|--------------------------------|--------------------|
| | 2022-2023 | 95.00% | 97.03% | 4 | ELA | 61 | 61 | 100.00% | Yes |
| | 2022-2023 | 95.00% | 93.04% | 8 | ELA | 56 | 54 | 96.43% | Yes |
| | 2022-2023 | 95.00% | 86.05% | HS | ELA | 55 | 47 | 85.45% | No |

Note: SY - 2022-2023 = FFY 2022
N/A = In the specified grade level, the LEA does not have students or does not have students eligible to take the assessment.

Participation Rate for Children with IEPs - MATH

| <u>Indicator 3A</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> |
|---------------------|--------------------|---------------------|-------------------|--------------|----------------|------------------------|----------------------|--------------------------------|--------------------|
| | 2022-2023 | 95.00% | 97.02% | 4 | MATH | 61 | 61 | 100.00% | Yes |
| | 2022-2023 | 95.00% | 93.22% | 8 | MATH | 56 | 54 | 96.43% | Yes |
| | 2022-2023 | 95.00% | 86.12% | HS | MATH | 55 | 47 | 85.45% | No |

Note: SY - 2022-2023 = FFY 2022
N/A = In the specified grade level, the LEA does not have students or does not have students eligible to take the assessment.

Proficiency Rate in Grade Level Academic Achievement Standards - 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 Tested</u> | <u>Number Meets</u> | <u>LEA Data % of SWD Meeting Proficiency</u> | <u>Met Target?</u> |
|---------------------|--------------------|---------------------|-------------------|--------------|----------------|----------------------|---------------------|--|--------------------|
| | 2022-2023 | 25.48% | 12.19% | 4 | ELA | 61 | - | - | No |
| | 2022-2023 | 20.93% | 8.03% | 8 | ELA | 52 | - | - | No |
| | 2022-2023 | 21.07% | 8.94% | HS | ELA | 46 | - | - | No |

Note: SY - 2022-2023 = FFY 2022

Proficiency Rate in Grade Level Academic Achievement Standards - 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 Tested</u> | <u>Number Meets</u> | <u>LEA Data % of SWD Meeting Proficiency</u> | <u>Met Target?</u> |
|---------------------|--------------------|---------------------|-------------------|--------------|----------------|----------------------|---------------------|--|--------------------|
| | 2022-2023 | 24.91% | 13.74% | 4 | MATH | 61 | - | - | No |
| | 2022-2023 | 16.69% | 3.53% | 8 | MATH | 52 | - | - | No |
| | 2022-2023 | 16.15% | 2.17% | HS | MATH | 46 | - | - | No |

Note: SY - 2022-2023 = FFY 2022

Milford School District

| Proficiency Rate in the Alternate Academic Achievement Standards - 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</u> | |
| | | | | | | | | <u>Proficiency</u> | <u>Met Target?</u> |
| | 2022-2023 | 30.76% | 37.82% | 4 | ELA | NA | NA | NA | NA |
| | 2022-2023 | 44.48% | 12.87% | 8 | ELA | - | - | - | No |
| | 2022-2023 | 43.76% | 12.96% | HS | ELA | - | - | - | No |

Note: SY - 2022-2023 = FFY 2022
 N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

| Proficiency Rate in the Alternate Academic Achievement Standards - 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</u> | |
| | | | | | | | | <u>Proficiency</u> | <u>Met Target?</u> |
| | 2022-2023 | 35.55% | 10.00% | 4 | MATH | NA | NA | NA | NA |
| | 2022-2023 | 27.38% | 10.89% | 8 | MATH | - | - | - | No |
| | 2022-2023 | 20.17% | 5.50% | HS | MATH | - | - | - | No |

Note: SY - 2022-2023 = FFY 2022
 N/A = In the specified grade level, the LEA does not have students, the LEA does not have students eligible to take the assessment, or the LEA had students eligible to take the test but zero students participated in the assessment.

| Gap in Proficiency Rates (Grade Level Academic Achievement Standards) - ELA | | | | | | LEA Data | LEA Data | Proficiency | Met Target? |
|---|--------------------|---------------------|-------------------|--------------|----------------|-------------------------|-------------------------|-------------|-------------|
| <u>Indicator 3D</u> | <u>School Year</u> | <u>State Target</u> | <u>State Data</u> | <u>Grade</u> | <u>Subject</u> | <u>% of ALL Meeting</u> | <u>% of SWD Meeting</u> | <u>GAP</u> | |
| | | | | | | <u>Proficiency</u> | <u>Proficiency</u> | | |
| | 2022-2023 | 28.70% | 27.74% | 4 | ELA | 41.22% | - | - | No |
| | 2022-2023 | 37.33% | 33.29% | 8 | ELA | 42.23% | - | - | No |
| | 2022-2023 | 34.51% | 35.32% | HS | ELA | 39.06% | - | - | No |

Note: SY - 2022-2023 = FFY 2022

| Gap in Proficiency Rates (Grade Level Academic Achievement Standards) - MATH | | | | | | LEA Data | LEA Data | Proficiency | Met Target? |
|--|--------------------|---------------------|-------------------|--------------|----------------|-------------------------|-------------------------|-------------|-------------|
| <u>Indicator 3D</u> | <u>School Year</u> | <u>State Target</u> | <u>State Data</u> | <u>Grade</u> | <u>Subject</u> | <u>% of ALL Meeting</u> | <u>% of SWD Meeting</u> | <u>GAP</u> | |
| | | | | | | <u>Proficiency</u> | <u>Proficiency</u> | | |
| | 2022-2023 | 30.19% | 25.39% | 4 | MATH | 40.14% | - | - | Yes |
| | 2022-2023 | 30.17% | 20.82% | 8 | MATH | 16.39% | - | - | Yes |
| | 2022-2023 | 21.83% | 20.74% | HS | MATH | 18.45% | - | - | Yes |

Note: SY - 2022-2023 = FFY 2022

Milford School District

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>Compliant?</u> |
|---------------------|--------------------|---------------------|-------------------|-----------------------|---------------------------|-----------------------------------|---------------------------------------|------------------------------|-------------------|
| | 2021-2022 | 32.00% | 11.11% | 835 | 3604 | - | 17 | 2.29 | Yes |

Note:

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>Met Target?</u> | <u>LEA Data (Rate Ratio)</u> | <u>Compliant?</u> |
|---------------------|--------------------|---------------------|-------------------|----------------------------------|---------------------|-----------------------------------|--------------------|------------------------------|-------------------|
| | 2021-2022 | 0.00% | 14.29% | Hispanic/Latino | 142 | - | Yes | 0.00 | Compliant |
| | 2021-2022 | 0.00% | 14.29% | Native American | - | - | Yes | 0.00 | Compliant |
| | 2021-2022 | 0.00% | 14.29% | African American | 254 | - | No | 5.84 | Compliant |
| | 2021-2022 | 0.00% | 14.29% | White | 389 | - | Yes | 0.54 | Compliant |
| | 2021-2022 | 0.00% | 14.29% | Asian American | - | - | Yes | 0.00 | Compliant |
| | 2021-2022 | 0.00% | 14.29% | Native Hawaiian/Pacific Islander | - | - | Yes | 0.00 | NA |
| | 2021-2022 | 0.00% | 14.29% | Multi-Racial | 46 | - | Yes | 4.61 | Compliant |

Note:

Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and 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> |
|---------------------|--------------------|---------------------|-------------------|----------------------|-------------------------------|----------------------------|--------------------|
| | 2022-2023 | 66.54% | 64.93% | 786 | 455 | 57.89% | No |

Note:

Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and 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> |
|---------------------|--------------------|---------------------|-------------------|----------------------|-------------------------------|----------------------------|--------------------|
| | 2022-2023 | 14.09% | 15.21% | 786 | 164 | 20.87% | No |

Note:

Percent of Children With IEPs Aged 5 Who Are Enrolled in Kindergarten and 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> |
|---------------------|--------------------|---------------------|-------------------|----------------------|-------------------------------|----------------------------|--------------------|
| | 2022-2023 | 4.43% | 4.72% | 786 | 53 | 6.74% | 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>Age</u> | <u>Total Number of SWD</u> | <u>Total in 6A</u> | <u>Percent Receiving</u> | <u>Met Target</u> |
|---------------------|--------------------|---------------------|-------------------|------------|----------------------------|--------------------|--------------------------|-------------------|
| | 2022-2023 | >=36.80% | 35.07% | 3 | 34 | - | - | No |
| | | >=41.90% | 38.61% | 4 | 35 | - | - | No |
| | | >=46.00% | 41.11% | 5 | - | - | - | No |

Note:

Milford School District

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

| Indicator 6B | School Year | State Target | State Data | Age | Total Number of SWD | Total in 6B | Percent Receiving | Met Target |
|--------------|-------------|--------------|------------|-----|---------------------|-------------|-------------------|------------|
| | 2022-2023 | <=40.00% | 48.61% | 3 | 34 | 29 | 85.29% | No |
| | | <=40.00% | 45.09% | 4 | 35 | 27 | 77.14% | No |
| | | <=38.00% | 45.48% | 5 | - | - | - | No |

Note:

Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home

| Indicator 6C | School Year | State Target | State Data | Age | Total Number of SWD | Total in 6C | Percent Receiving | Met Target |
|--------------|-------------|--------------|------------|-----|---------------------|-------------|-------------------|------------|
| | 2022-2023 | <=1.80% | 0.43% | 3 | 34 | - | - | Yes |
| | | <=0.80% | 0.00% | 4 | 35 | - | - | Yes |
| | | <=0.60% | 0.58% | 5 | - | - | - | Yes |

Note:

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

| Indicator 7A | School Year | 7A1: Positive Social/Emotional Skills : Percent Increased Rate of | | | Met Target | 7A2: Positive Social/Emotional Skills : Percent Within Age | | | Met Target |
|--------------|-------------|--|------------|----------|------------|---|------------|----------|------------|
| | | Growth State Target | State Data | LEA Data | | Expectation State Target | State Data | LEA Data | |
| | 2022-2023 | 87.20% | 80.19% | 88.57% | Yes | 49.32% | 46.51% | 55.56% | Yes |

Note:

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

| Indicator 7B | School Year | 7B1: Acquisition and Use of Knowledge and Skills: Percent Increased Rate of | | | Met Target | 7B2: Acquisition and Use of Knowledge and Skills: Percent Within Age | | | Met Target |
|--------------|-------------|--|------------|----------|------------|---|------------|----------|------------|
| | | Growth State Target | State Data | LEA Data | | Expectation State Target | State Data | LEA Data | |
| | 2022-2023 | 87.49% | 88.34% | 95.35% | Yes | 47.12% | 50.06% | 53.33% | Yes |

Note:

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

| Indicator 7C | School Year | 7C1: Use of Appropriate Behaviors: Percent Increased Rate of Growth | | | Met Target | 7C2: Use of Appropriate Behaviors: Percent Within Age Expectation State | | | Met Target |
|--------------|-------------|---|------------|----------|------------|---|------------|----------|------------|
| | | State Target | State Data | LEA Data | | Target | State Data | LEA Data | |
| | 2022-2023 | 88.99% | 85.33% | 88.57% | No | 59.95% | 58.14% | 57.78% | No |

Note:

Milford School District

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

| <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> |
|--------------------|--------------------|---------------------|-------------------|------------------------------------|---------------------|------------------------|-------------------------|--------------------|
| | 2022-2023 | 91.00% | 92.30% | 56 | 50 | 6 | 89.29% | No |

Note:

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> |
|--------------------|--------------------|---------------------|-------------------|--|---------------------------|--------------------|
| | 2022-2023 | 0.00% | 0.00% | | Yes | Yes |

Note: State data reflects % of LEAs 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> |
|---------------------|--------------------|---------------------|-------------------|--|---------------------------|--------------------|
| | 2022-2023 | 0.00% | 10.00% | | Yes | Yes |

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

Evaluations Conducted Within 45 School Days or 90 Calendar Days, Whichever is Less, 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> |
|---------------------|--------------------|---------------------|-------------------|--|--------------------------------|------------------------------------|------------------------------------|--------------------|
| | 2022-2023 | 100.00% | 97.39% | 189 | 189 | 0 | 100.00% | Yes |

Note:

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>Number of Children Found Eligible/IEP Implemented by 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> |
|---------------------|--------------------|---------------------|-------------------|---|--|--|--------------------|
| | 2022-2023 | 100.00% | 97.03% | 34 | 34 | 100.00% | Yes |

Note:

Milford School District

Percent of Youth Age 14 or in the 8th grade with an IEP That Includes Coordinated, Measurable, Annual IEP Goals and Transition Services That Will Reasonably 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</u> | | <u>LEA Data % Meeting</u> | | <u>Met Target?</u> |
|---------------------|--------------------|---------------------|-------------------|-----------------------------|-----------------|---------------------------|-----------------|--------------------|
| | | | | <u>Reviewed</u> | <u>Standard</u> | <u>Standard</u> | <u>Standard</u> | |
| | 2022-2023 | 100.00% | 97.64% | 258 | 258 | 100.00% | | Yes |

Note:

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

| <u>Indicator 14</u> | <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> |
|---------------------|--------------------|---------------------|-------------------|--------------------------------|------------------------------------|----------------------------|---------------------------|--------------------|
| | | | | | | | 2020-2021 | 48.14% |
| | | <u>State Target</u> | <u>State Data</u> | | | <u>Group B Respondents</u> | <u>LEA Data % Group B</u> | <u>Met Target?</u> |
| | | 68.82% | 63.99% | | | 21 | 70.00% | 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% | 71.78% | | | 23 | 76.67% | No |

Note:



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FFY 2022/Spring 2024 IDEA LEA Annual Determination Business Rules

| Indicator | Description | Business Rule | Note/s |
|----------------------------------|--|---|--|
| 1 (20 U.S.C. 1416 (a)(3)(A)) | Percent of youth with IEPs graduating from high school with a regular diploma. | Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma Divided by the number of all youth with IEPs who left high school (ages 14-21) in the denominator. | NA = LEA had graduates but no special education graduates or LEA did not have any graduates. |
| 2 (20 U.S.C. 1416 (a)(3)(A)) | Percent of youth with IEPs dropping out of high school. | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out Divided by the number of all youth with IEPs who left high school (ages 14-21) in the denominator. | NA = LEA did not have students ages 14-21 who exited from high school. |
| 3A (20 U.S.C. 1416 (a)(3)(A)) | Participation and performance of children with IEPs on Statewide assessments: <ul style="list-style-type: none"> Participation rate for children with IEPs. | Number of children with IEPs participating in an assessment Divided by the total number of children with IEPs enrolled during the testing window. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. <i>Note: The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i> | NA for "Met Target" = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment. |
| 3B (20 U.S.C. 1416 (a)(3)(A)) | Participation and performance of children with IEPs on Statewide assessments: <ul style="list-style-type: none"> Proficiency rate for children with IEPs against grade level academic achievement standards. | Number of children with IEPs scoring at or above proficient against grade level academic achievement standards Divided by the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment. Calculate separately for math and reading. Account for ALL children with IEPs, in grades 4, 8, and high school. <i>Note: Include children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i> | NA for "Met Target" = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment. 0.00% for % of SWD Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency |

| Indicator | Description | Business Rule | Note/s |
|---|--|---|---|
| <p>3C</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> | <p>Participation and performance of children with IEPs on Statewide assessments:</p> <ul style="list-style-type: none"> Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. | <p>Number of children with IEPs scoring at or above proficient against alternate academic achievement standards</p> <p>Divided by</p> <p>the total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school.</p> <p><i>Note: The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i></p> | <p>NA for "Met Target" = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment.</p> <p>0.00% for % of SWD Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency</p> |
| <p>3D</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> | <p>Participation and performance of children with IEPs on statewide assessments:</p> <p>Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.</p> | <p>Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards</p> <p>Subtracted from</p> <p>the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school.</p> <p><i>Note: The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.</i></p> | <p>NA = LEA does not have students in the specified grade level or the LEA does not have students in the specified grade level eligible to take the assessment.</p> |
| <p>4A</p> <p>(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> | <p>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.</p> | <p>State Determination:</p> <p>Number of LEAs that met the state established "N" size</p> <p>Divided by</p> <p>The number of LEAs that met the state established "N" size and exceeded the state bar (rate-ratio).</p> <p>LEA Determination:</p> <p>Number of SWD Suspended or Expelled > than 10 days</p> <p>Divided by</p> <p>Number of General Ed Students Suspended or Expelled > than 10 days</p> <ul style="list-style-type: none"> An LEA meets target if they exceed the rate ratio but had too few students in the cell. An LEA meets the target because they did not exceed rate ratio. An LEA does not meet the target if they exceed state established "N" size and the state bar (rate ratio). <p><i>Note: For SY 2021-2022: N Size = 15/Rate Ratio = 2.0</i></p> <p><i>State Determined Ratio for data reported is a rate ratio of 2.0 for 3 consecutive years or has a cell size of 5 and a rate ratio of 5.0</i></p> | |

| Indicator | Description | Business Rule | Note/s |
|---|--|---|--------|
| <p>4B</p> <p>(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p> | <p>Percent of districts that have:</p> <ul style="list-style-type: none"> (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. | <p>State Determination:</p> <p>Number of LEAs that met the state established “N” size Divided by The number of LEAs that met the state established “N” size and exceeded the state bar (rate-ratio).</p> <p>LEA Determination:</p> <p>Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by Number of (race/ethnicity) SWD Suspended or Expelled > than 10 days Divided by General Ed Students Suspended > than 10 days Divided by General Ed Students in LEA</p> <ul style="list-style-type: none"> An LEA meets the target if they exceed the rate ratio but had too few students in the cell. An LEA meets the target if they exceed the rate ratio but are in compliance. An LEA meets the target if they do not exceed rate ratio. An LEA does not meet the target if they exceed the state established “N” size and the state bar (rate ratio) and was found to be noncompliant. <p><i>Note: For SY 2021-2022: Cell Size = 10/Rate Ratio =2.0</i></p> <p><i>State Determined Ratio for data reported is a rate ratio of 2.0 for 3 consecutive years or has a cell size of 5 and a rate ratio of 5.0</i></p> | |
| <p>5</p> <p>(20 U.S.C. 1416(a)(3)(A))</p> | <p>Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served:</p> <ol style="list-style-type: none"> Inside the regular class 80% or more of the day Inside the regular class less than 40% of the day In separate schools, residential facilities, or homebound/hospital placements. | <ol style="list-style-type: none"> Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class 80% or more of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served inside the regular class less than 40% of the day Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs] times 100. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served in separate schools, residential facilities, or homebound/hospital placements Divided by the total number of students aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100. | |

| Indicator | Description | Business Rule | Note/s |
|--|---|---|--|
| <p>6</p> <p>(20 U.S.C. 1416(a)(3)(A))</p> | <p>Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</p> <p>B. Separate special education class, separate school or residential facility. Receiving special education and related services in the home.</p> | <p>A. # of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) Divided by the total # of children ages 3, 4, and 5 with IEPs times 100.</p> <p>B. # of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility Divided by the total # of children ages 3, 4, and 5 with IEPs times 100.</p> <p>C. # of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home Divided by the total # of children ages 3, 4, and 5 with IEPs times 100.</p> | <p>NA - LEA did not have students ages 3-5.</p> |
| <p>7</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> | <p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social-emotional skills (including social relationships); Acquisition and use of knowledge and skills (including early language/communication and early literacy) Use of appropriate behaviors to meet their needs.</p> | <p>Of those preschool children who entered or exited the preschool program below age expectations in the Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p>The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p> | <p>NA - LEA did not have students ages 3-5 in a preschool program.</p> |
| <p>8</p> <p>(20 U.S.C. 1416(a)(3)(A))</p> | <p>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.</p> | <p>Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities Divided by Total number of respondent parents of children with disabilities.</p> <p>Indicator data is documented out to two decimal points. Meets or does not meet target is based on the percentage out to two decimal points without rounding.</p> <p>If a respondent indicated unsure or N/A or if the item was left blank, that respondent was removed from the total number of respondents (denominator) and was not counted in LEA's Data % Agree.</p> | <p>NA – LEA did not receive any survey responses.</p> <p>Yes* = LEA met the target with 5 or less survey responses.</p> <p>No* = LEA did not meet the target and had 5 or less survey responses.</p> |

| Indicator | Description | Business Rule | Note/s |
|--|--|---|---|
| <p style="text-align: center;">9 (20 U.S.C. 1416(a)(3)(C))</p> | <p>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> | <p>State Determination Number of LEAs with disproportionate representation of racial and ethnic groups in special education and related services Divided by representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</p> <p>LEA Determination LEA Compliant:</p> <ul style="list-style-type: none"> • LEA was not identified with Disproportionate Representation as a result of both conditions: <ul style="list-style-type: none"> ○ LEA did not meet or exceed the relative risk ratio of 2.0 ○ LEA did not meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services • LEA was not identified with Disproportionate Representation as a result of one of the conditions: <ul style="list-style-type: none"> ○ LEA did not meet or exceed the relative risk ratio of 2.0 or ○ LEA did not meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services • LEA was identified with Disproportionate Representation as a result of both conditions, however Disproportionate Representation was not the result of inappropriate identification: <ul style="list-style-type: none"> ○ LEA did meet or exceed the relative risk ratio of 2.0 ○ LEA did meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services <p>LEA Noncompliant:</p> <ul style="list-style-type: none"> • LEA was identified with Disproportionate Representation as a result of both conditions and Disproportionate Representation was the result of inappropriate identification: <ul style="list-style-type: none"> ○ LEA did meet or exceed the relative risk ratio of 2.0 ○ LEA did meet the minimum cell size of 15 in one or more racial and ethnic groups in special education and related services. | <p>State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.</p> |

| Indicator | Description | Business Rule | Note/s |
|--|--|--|---|
| <p style="text-align: center;">10</p> <p style="text-align: center;">(20 U.S.C. 1416(a)(3)(C))</p> | <p>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> | <p>State Determination Number of LEAs that meet the State-established cell size for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education disability categories that is the result of inappropriate identification Divided by Number of LEAs that meet with State-established cell size for one or more racial/ethnic groups times 100.</p> <p>LEA Determination LEA Compliant:</p> <ul style="list-style-type: none"> • LEA was not identified with Disproportionate Representation as a result of both conditions: <ul style="list-style-type: none"> ○ LEA did not meet or exceed the relative risk ratio of 2.0 ○ LEA did not meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. • LEA was not identified with Disproportionate Representation as a result of one of the conditions: <ul style="list-style-type: none"> ○ LEA did not meet or exceed the relative risk ratio of 2.0 or ○ LEA did not meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. • LEA was identified with Disproportionate Representation as a result of both conditions, however Disproportionate Representation was not the result of inappropriate identification: <ul style="list-style-type: none"> ○ LEA did meet or exceed the relative risk ratio of 2.0 ○ LEA did meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories. <p>LEA Noncompliant:</p> <ul style="list-style-type: none"> • LEA was identified with Disproportionate Representation as a result of both conditions and Disproportionate Representation was the result of inappropriate identification: <ul style="list-style-type: none"> ○ LEA did meet or exceed the relative risk ratio of 2.0 ○ LEA did meet the minimum cell size of 10 in one or more racial and ethnic groups in special education disability categories | <p>State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification.</p> |
| <p style="text-align: center;">11</p> <p style="text-align: center;">(20 U.S.C. 1416(a)(3)(B))</p> <p style="text-align: center;">(14 DE Admin Code § 925.2.0)</p> | <p>Percent of children who were evaluated within 45 school days or 90 calendar days, whichever is less, of receiving parental consent for initial evaluation.</p> | <p>Number of children for whom parental consent to evaluate was received Divided by Number of children whose evaluations were completed within 45 school days or 90 calendar days, whichever is less</p> <p>Evaluation met the exception (a) criteria (the parent of the child repeatedly fails or refuses to produce the child for the evaluation). The initial evaluation was found to be in compliance.</p> <p>Evaluation met the exception (b) criteria (the child enrolls in a school of another public agency after the relevant timeframe has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability. Exception (b) applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the</p> | <p>NA - no initial evaluations were reported.</p> |

| | | parent and subsequent public agency agree to a specific time when the evaluation will be completed.) The initial evaluation was found to be in compliance. | |
|---------------------------------|---|---|---|
| Indicator | Description | Business Rule | Note/s |
| 12 (20 U.S.C. 1416(a)(3)(B)) | 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 birthdays. | <p>A. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination</p> <p>B. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday</p> <p>C. Number of those found eligible who have an IEP developed and implemented by their third birthdays</p> <p>D. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied</p> <p>E. Number of children who were referred to Part C and determined eligible for Part C less than 90 days before their third birthdays</p> <p>$[c/(a-b-d-e)] \times 100$</p> | NA - LEA did not have students transitioning from Part C to Part B. |
| 13 (20 U.S.C. 1416(a)(3)(B)) | Percent of youth with IEPs aged 16 and above 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. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. | <p>Number of youth in grade 8 or aged 14 (and above) with IEPs that contain each of the required components for secondary transition</p> <p>Divided by</p> <p>Number of youth with IEPs in grade 8 or aged 14 (and above)</p> | NA - LEA did not have students of transition age in grade 8 or ages 14 and above. |

| Indicator | Description | Business Rule | Note/s |
|---|--|--|--|
| <p>14 (20 U.S.C. 1416(a)(3)(B))</p> | <p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"> Enrolled in higher education within one year of leaving high school. Enrolled in higher education or competitively employed within one year of leaving high school. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. | <p>A. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school</p> <p>B. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school</p> <p>C. Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment Divided by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)) times 100.</p> | <p>NA - LEA did not have students with IEPs exiting secondary education.</p> |
| <p>Timely/ Accurate Date</p> | <p>Timely/accurate submission of the following data:</p> <ul style="list-style-type: none"> Child Count Data (2022-2023 SY) Exiting Data (2022-2023 SY) Discipline Data (2022-2023 SY) Maintenance of Effort (FY 2023) Excess Cost (FY 2023) CEIS/CCEIS (FY 2023) | <p>Total points earned Divided by Total possible Point</p> <p>Scoring</p> <ul style="list-style-type: none"> 2 points = Percentage reflects at least 95% compliance 1 point = Percentage reflects at least 75% and less than 95% compliance 0 points = Percentage reflects less than 75% compliance | |