

DEPARTMENT OF EDUCATION

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May 28, 2024

Salome Thomas-El Head of School Thomas Edison Charter School 2200 North Locust Street Wilmington, DE 19802

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

Dear Mr. Thomas-El:

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:

| r | |
|---------------------------|--|
| ○ 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 |
| \circ Indicators 9 & 10 | Disproportionate Representation Related to Identification |
| \circ 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 |

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| 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 <u>Meets</u> <u>Requirements</u> in implementing the requirements of the IDEA. Your LEA is encouraged to continue to analyze current data and develop action steps to improve outcomes for students with disabilities in your LEA.

Your Exceptional Children Resources liaison, Lauren Irwin, will be in contact with you to review your LEA's IDEA Annual Determination. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail <u>dale.matusevich@doe.k12.de.us</u>

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 Mikkel Christie, Board President Megan Brown, SES Coordinator Leroy Travers, Education Associate, Charter School Office Lauren Irwin, 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 |
| \circ Indicators 9 & 10 | Disproportionate Representation Related to Identification |
| \circ 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 | | | | | | |

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, OR VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

Spring 2023 IDEA Annual Determination for FFY 2021

Edison (Thomas A.) Charter School

| | | | | , , , , , , , , , , , , , , , , , , , | | |
|--|-----------------------------------|--------------------|------------|---------------------------------------|-----------|-----------------|
| 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% | NA | NA | NA |
| | | | | | | |
| Indicator 13: Secondary Transition | 2022-2023 | 100.00% | 97.64% | - | 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

| Edison (| momas | | ter Schoo | | | |
|--|-----------------------------------|--------------------|------------|-----------------|-----------|-----------------|
| 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% | NA | NA | NA |
| Indicator 2: Drop Out Rate | 2021-2022 | 7.97% | 12.62% | 0.00% | 1 | 1 |
| Indicator 3A: Participation Rate for Children with IEPs - ELA | | | | | | |
| Grade 4 | | 95.00% | 97.03% | - | 1 | 1 |
| Grade 8 | 2022-2023 | 95.00% | 93.04% | - | 1 | 1 |
| High School | | 95.00% | 86.05% | NA | NA | NA |
| Indicator 3A: Participation Rate for Children with IEPs - MATH | | | | | | |
| Grade 4 | | 95.00% | 97.02% | - | 1 | 1 |
| Grade 8 | 2022-2023 | 95.00% | 93.22% | - | 1 | 1 |
| High School | | 95.00% | 86.12% | NA | NA | NA |
| Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - ELA | | | | | | |
| Grade 4 | | 25.48% | 12.19% | - | 0 | 1 |
| Grade 8 | 2022-2023 | 20.93% | 8.03% | - | 0 | 1 |
| High School | | 21.07% | 8.94% | NA | NA | NA |
| Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - MATH Grade 4 | | 24.91% | 13.74% | - | 0 | 1 |
| Grade 8 | 2022-2023 | 16.69% | 3.53% | - | 0 | 1 |
| High School | | 16.15% | 2.17% | NA | NA | NA |
| Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - ELA | | | | 1 | | |
| Grade 4 | | 30.76% | 37.82% | NA | NA | NA |
| Grade 8 | 2022-2023 | 44.48% | 12.87% | NA | NA | NA |
| High School | | 43.76% | 12.96% | NA | NA | NA |
| Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - MATH | | | | | | |
| Grade 4 | | 35.55% | 10.00% | NA | NA | NA |
| Grade 8 | 2022-2023 | 27.38% | 10.89% | NA | NA | NA |
| High School | | 20.17% | 5.50% | NA | NA | NA |
| 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% | 89.06% | 1 | 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% | - | 1 | 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% | - | 1 | 1 |

| 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 | 3 | | | | | |
| Age 3 | | >=36.80% | 35.07% | NA | NA | NA |
| Age 4 | 2022-2023 | >=41.90% | 38.61% | NA | NA | NA |
| Age 5 | | >=46.00% | 41.11% | NA | NA | NA |
| Indicator 6B: Preschool Environments: Percent of Children Aged 3 to 5 Attending a Separate Special Education Class, Separate School, or Residential Facility | 3 | | | | | |
| Age 3 | | <=40.00% | 48.61% | NA | NA | NA |
| Age 4 | 2022-2023 | <=40.00% | 45.09% | NA | NA | NA |
| Age 5 | | <=38.00% | 45.48% | NA | NA | NA |
| Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home | 3 | | | | 1 | |
| Age 3 | 2022 2225 | <=1.80% | 0.43% | NA | NA | NA |
| Age 4 | 2022-2023 | <=0.80% | 0.00% | NA | NA | NA |
| Age 5 | | <=0.60% | 0.58% | NA | NA | NA |
| 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% | NA | NA | NA |
| Percent Within Age Expectation | 2022-2025 | 49.32% | 46.51% | NA | NA | NA |
| 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 Percent Within Age Expectation | 2022-2023 | 87.49% 47.12% | 88.34% 50.06% | NA NA | NA | NA NA |
| 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% | NA | NA | NA |
| Percent Within Age Expectation | | 59.95% | 58.14% | NA | NA | NA |
| | | | A | | | |
| Determination Summary | | | | nual Determin | | |
| LEA Compliance Indicators Points Possible Compliance Indicator Points | 7 | | N | leets Requiren | nents | |
| LEA Timely/Accurate Data Points | 2 | | | | | |
| Possible Timely/Accurate Data Points | 2 | Note: | | | | |
| LEA Results Indicator Points | 9 | | | | | |
| Possible Results Indicator Points | 13 | 1 | | | | |
| | 15 | | | | | |
| LEA Total Points | 18 | | | | | |
| | | | | | | |

| Graduation Rat | te | | | | | | Creaturated with a | LEA Data | |
|--|---|---|--|--|--|---|--|--|---|
| ndicator 1 | <u>School Year</u> 2021-2022 | State Target 81.62% | <u>State Data</u> 80.31% | | | <u>Total Students Exited</u> NA | <u>Graduated with a</u> <u>Regular Diploma</u> NA | <u>% SWD Who</u> <u>Graduated</u> NA | <u>Met Target</u> NA |
| Note: | | | | | | | | | |
| N/A = LEA had g | graduates but no spe | cial education graduat | es or LEA did not have any | y graduates or the LEA had | no special education student | s eligible to graduate | | | |
| Prop-Out Rate | | | | | | | | | |
| ndicator 2 | School Year | State Target | State Data | | | Total Students Exited | Drop-Outs | LEA Data <u>% SWD who Dropped</u> <u>Out</u> | Met Target |
| | 2021-2022 | 7.97% | 12.62% | | | NA | - | 0.00% | Yes |
| Note: | | | | | | | | | |
| articipation R | ate for Children with | IEPs - ELA | | | | | | | |
| | | State | State | | | | | LEA Data | |
| ndicator 3A | School Year | Target | <u>Data</u> | Grade | Subject | Number Eligible | Number Tested | Percent Tested | Met Targe |
| | 2022-2023 | 95.00% | 97.03% | 4 | ELA | - | - | - | Yes |
| | 2022-2023 | 95.00% | 93.04% | 8 | ELA | - | - | - | Yes |
| | 2022-2023 | 95.00% | 86.05% | HS | ELA | NA | NA | NA | NA |
| | 2-2023 = FFY 2022 | lough the LEA deep not | , have students as doos no | فعف والأنتاب مغيروا وينبع ويترج فل | | | | | |
| | i the specified grade | level, the LLA does not | . Have students of does no | ot have students eligible to t | lake the assessment. | | | | |
| N/A - III | | | | | | | | | |
| | ate for Children with | | State | | | | | LEA Data | |
| Participation Ra | | State | State Data | Grade | Subject | Number Eligible | Number Tested | | Met Targe |
| Participation Ra | ate for Children with <u>School Year</u> 2022-2023 | | State <u>Data</u> 97.02% | <u>Grade</u> 4 | <u>Subject</u> MATH | <u>Number Eligible</u> - | Number Tested | LEA Data Percent Tested | <u>Met Targe</u> Yes |
| Participation Ra | School Year | State <u>Target</u> | <u>Data</u> | | | <u>Number Eligible</u> - - | <u>Number Tested</u> - - | | |
| Participation Ra | <u>School Year</u> 2022-2023 | State <u>Target</u> 95.00% | <u>Data</u> 97.02% | 4 | MATH | <u>Number Eligible</u> - - NA | <u>Number Tested</u> - - NA | | Yes |
| Participation Ra | <u>School Year</u> 2022-2023 2022-2023 | State <u>Target</u> 95.00% 95.00% | <u>Data</u> 97.02% 93.22% | 4 8 | MATH MATH | - | - | Percent Tested - - | Yes Yes |
| Participation Ri ndicator 3A Note: SY - 2022 | <u>School Year</u> 2022-2023 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 | State Target 95.00% 95.00% 95.00% | Data 97.02% 93.22% 86.12% | 4 8 | MATH MATH MATH | - | - | Percent Tested - - | Yes Yes |
| Participation Ra ndicator 3A Note: SY - 2023 N/A = In | School Year 2022-2023 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 to the specified grade | State Target 95.00% 95.00% 95.00% | Data 97.02% 93.22% 86.12% | 4 8 HS | MATH MATH MATH | - | - | Percent Tested - - NA LEA Data | Yes Yes |
| Participation Ra ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade te in Grade Level Aca | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State | Data 97.02% 93.22% 86.12% : have students or does no tandards - ELA State | 4 8 HS ot have students eligible to t | MATH MATH MATH take the assessment. | - - NA | - NA | Percent Tested NA LEA Data % of SWD Meeting | Yes Yes NA |
| Participation Ra ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target | Data 97.02% 93.22% 86.12% : have students or does no tandards - ELA State Data | 4 8 HS of have students eligible to t <u>Grade</u> | MATH MATH MATH take the assessment. <u>Subject</u> | - | - | Percent Tested - - NA LEA Data | Yes Yes NA <u>Met Targe</u> |
| Participation Ra ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade te in Grade Level Aca School Year 2022-2023 | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% | 4 8 HS ot have students eligible to t <u>Grade</u> 4 | MATH MATH MATH take the assessment. <u>Subject</u> ELA | - - NA | - NA <u>Number Meets</u> - | Percent Tested - - NA LEA Data % of SWD Meeting <u>Proficiency</u> | Yes Yes NA <u>Met Targe</u> No |
| Participation Ra ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade te in Grade Level Aca School Year 2022-2023 2022-2023 | State Target 95.00% 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% 8.03% | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 | MATH MATH MATH take the assessment. <u>Subject</u> ELA ELA | - NA <u>Number Tested</u> - | - NA <u>Number Meets</u> - | Percent Tested - - NA LEA Data % of SWD Meeting <u>Proficiency</u> - | Yes Yes NA <u>Met Target</u> No No |
| Participation Ri Indicator 3A Note: SY - 2023 N/A = In Proficiency Rat Indicator 3B | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% | 4 8 HS ot have students eligible to t <u>Grade</u> 4 | MATH MATH MATH take the assessment. <u>Subject</u> ELA | - - NA | - NA <u>Number Meets</u> - | Percent Tested - - NA LEA Data % of SWD Meeting <u>Proficiency</u> | Yes Yes NA <u>Met Target</u> No |
| Participation Ri ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat Indicator 3B | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade in the s | State Target 95.00% 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% | Data 97.02% 93.22% 86.12% thave students or does not tandards - ELA State Data 12.19% 8.03% 8.94% | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS | MATH MATH MATH take the assessment. Subject ELA ELA ELA | - NA <u>Number Tested</u> - NA | - NA NA <u>Number Meets</u> - NA | Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA | Yes Yes NA <u>Met Target</u> No No NA |
| Participation Ri ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat Indicator 3B | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I | State Target 95.00% 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% | Data 97.02% 93.22% 86.12% thave students or does not tandards - ELA State Data 12.19% 8.03% 8.94% | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS | MATH MATH MATH take the assessment. Subject ELA ELA ELA | - NA <u>Number Tested</u> - | - NA NA <u>Number Meets</u> - NA | Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - - NA | Yes NA <u>Met Target</u> No No NA |
| Participation Ri Indicator 3A Note: SY - 2022 N/A = In Proficiency Rat Indicator 3B Note: SY - 2022 N/A = In assessm | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade inent. | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% level, the LEA does not demic Achievement S | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% 8.03% 8.94% thave students, the LEA d tandards - MATH | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS | MATH MATH MATH take the assessment. Subject ELA ELA ELA | - NA <u>Number Tested</u> - NA | - NA NA <u>Number Meets</u> - NA | Percent Tested - - NA LEA Data % of SWD Meeting <u>Proficiency</u> - NA students participated in LEA Data | Yes Yes NA <u>Met Target</u> No No NA |
| Participation Ri ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat Indicator 3B Note: SY - 2022 N/A = In assessm Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I nent. te in Grade Level Aca | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% level, the LEA does not demic Achievement S State | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% 8.03% 8.94% thave students, the LEA d tandards - MATH State | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS oes not have students eligib | MATH MATH MATH take the assessment. Subject ELA ELA ELA ELA Sole to take the assessment, o | - - NA <u>Number Tested</u> - - NA r the LEA had students eligible t | - - NA <u>Number Meets</u> - - NA o take the test but zero | Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - NA students participated in LEA Data % of SWD Meeting | Yes Yes NA <u>Met Target</u> No No NA the |
| Participation Ra ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat ndicator 3B Note: SY - 2022 N/A = In assessm | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I nent. te in Grade Level Aca School Year | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% level, the LEA does not demic Achievement S State Target | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% 8.03% 8.94% thave students, the LEA d tandards - MATH State Data | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS oes not have students eligit <u>Grade</u> | MATH MATH MATH take the assessment. Subject ELA ELA ELA ble to take the assessment, o Subject | - NA <u>Number Tested</u> - NA | - NA NA <u>Number Meets</u> - NA | Percent Tested - - NA LEA Data % of SWD Meeting <u>Proficiency</u> - NA students participated in LEA Data | Yes Yes NA <u>Met Targe</u> No No NA the <u>Met Targe</u> |
| Participation Ri ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat ndicator 3B Note: SY - 2022 N/A = In assessm Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I nent. te in Grade Level Aca School Year 2022-2023 | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% level, the LEA does not demic Achievement S State Target 24.91% | Data 97.02% 93.22% 86.12% thave students or does not standards - ELA State Data 12.19% 8.03% 8.94% thave students, the LEA do tandards - MATH State Data 13.74% | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS oes not have students eligib | MATH MATH MATH take the assessment. Subject ELA ELA ELA ble to take the assessment, o Subject MATH | - - NA <u>Number Tested</u> - - NA r the LEA had students eligible t | - - NA <u>Number Meets</u> - - NA o take the test but zero | Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - NA students participated in LEA Data % of SWD Meeting | Yes Yes NA <u>Met Targe</u> No NA the <u>Met Targe</u> No |
| Participation Ri ndicator 3A Note: SY - 2022 N/A = In Proficiency Rat ndicator 3B Note: SY - 2022 N/A = In assessm Proficiency Rat | School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I te in Grade Level Aca School Year 2022-2023 2022-2023 2022-2023 2-2023 = FFY 2022 In the specified grade I nent. te in Grade Level Aca School Year | State Target 95.00% 95.00% level, the LEA does not demic Achievement S State Target 25.48% 20.93% 21.07% level, the LEA does not demic Achievement S State Target | Data 97.02% 93.22% 86.12% thave students or does no tandards - ELA State Data 12.19% 8.03% 8.94% thave students, the LEA d tandards - MATH State Data | 4 8 HS ot have students eligible to t <u>Grade</u> 4 8 HS oes not have students eligit <u>Grade</u> | MATH MATH MATH take the assessment. Subject ELA ELA ELA ble to take the assessment, o Subject | - - NA <u>Number Tested</u> - - NA r the LEA had students eligible t | - - NA <u>Number Meets</u> - NA o take the test but zero <u>Number Meets</u> - | Percent Tested - - NA LEA Data % of SWD Meeting Proficiency - NA students participated in LEA Data % of SWD Meeting | Yes Yes NA <u>Met Targe</u> No No NA the <u>Met Targe</u> |

assessment.

| Proficiency Rat | e in the Alternate Ac | ademic Achievement | | | | | | LEA Data | |
|-----------------|---------------------------------|-------------------------|---------------------------|-------------------------------|---------------------------------|-------------------------------|------------------------------|-------------------------|------------------|
| ndiantan 20 | Cohool Voor | State | State | Crede | Cubicat | Number Tested | Number Meete | % of SWD Meeting | |
| ndicator 3C | <u>School Year</u> 2022-2023 | <u>Target</u> 30.76% | <u>Data</u> 37.82% | <u>Grade</u> 4 | <u>Subject</u> ELA | <u>Number Tested</u> NA | Number Meets | Proficiency | Met Target NA |
| | | | | · | | | NA | NA | |
| | 2022-2023 | 44.48% | 12.87% | 8 | ELA | NA | NA | NA | NA |
| No. 6 1 202 | 2022-2023 | 43.76% | 12.96% | HS | ELA | NA | NA | NA | NA |
| | 2-2023 = FFY 2022 | | | | | | | | |
| assessm | | evel, the LEA does no | i nave students, the LEA | does not have students eligit | ne to take the assessment, or | the LEA had students eligible | to take the test but zero si | ludents participated in | i the |
| | | | | | | | | | |
| roficiency Rat | te in the Alternate Ac | ademic Achievement | | | | | | LEA Data | |
| | | State | State | | | | | % of SWD Meeting | |
| ndicator 3C | School Year | Target | <u>Data</u> | Grade | Subject | Number Tested | Number Meets | Proficiency | Met Target |
| | 2022-2023 | 35.55% | 10.00% | 4 | MATH | NA | NA | NA | NA |
| | 2022-2023 | 27.38% | 10.89% | 8 | MATH | NA | NA | NA | NA |
| | 2022-2023 | 20.17% | 5.50% | HS | MATH | NA | NA | NA | NA |
| ote: SY - 202 | 2-2023 = FFY 2022 | | | | | | | | |
| N/A = Ir | n the specified grade I | evel, the LEA does no | t have students, the LEA | does not have students eligik | le to take the assessment, or | the LEA had students eligible | to take the test but zero st | udents participated ir | the |
| assessm | nent. | | | | | | | | |
| ap in Proficie | ncy Rates (Grade Lev | el Academic Achiever | nent Standards) - ELA | | | LEA Data | LEA Data | | |
| | | State | State | | | % of ALL Meeting | % of SWD Meeting | Proficiency | |
| ndicator 3D | School Year | Target | Data | Grade | Subject | Proficiency | Proficiency | GAP | Met Target |
| | 2022-2023 | 28.70% | 27.74% | 4 | ELA | - | - | | Yes |
| | 2022-2023 | 37.33% | 33.29% | 8 | ELA | - | - | - | No |
| | 2022-2023 | 34.51% | 35.32% | HS | ELA | NA | NA | NA | NA |
| ote: SY - 202 | 2-2023 = FFY 2022 | | | | | | | | |
| N/A = Ir | n the specified grade I | evel, the LEA does no | t have students, the LEA | does not have students eligik | le to take the assessment, or | the LEA had students eligible | to take the test but zero st | udents participated in | the |
| assessm | | | | | | | | | |
| * Perce | nt of students with di | sabilities meeting pro | ficiency was greater than | the percent of ALL meeting | proficiency resulting in a nega | ative proficiency gap. | | | |
| Gap in Proficie | ncy Rates (Grade Lev | el Academic Achiever | nent Standards) - MATH | | | LEA Data | LEA Data | | |
| | | State | State | | | % of ALL Meeting | % of SWD Meeting | Proficiency | |
| ndicator 3D | School Year | Target | Data | Grade | Subject | Proficiency | Proficiency | GAP | Met Target |
| | 2022-2023 | 30.19% | 25.39% | 4 | MATH | <u> </u> | - | | Yes |
| | 2022-2023 | 30.17% | 20.82% | 8 | MATH | - | _ | - | Yes |
| | 2022-2023 | 21.83% | 20.74% | HS | MATH | NA | NA | NA | NA |
| ote: SV - 202 | 2-2023 = FFY 2022 | 21.0370 | 20.7470 | 115 | MATH | 110 | 11/2 | 114 | 11/4 |
| | | evel the LEA does not | have students the LEA | does not have students eligit | le to take the assessment or | the LEA had students eligible | to take the test but zero st | udents narticinated in | the |
| - | | ever, the LLA does no | i nave students, the LEA | ubes not nave students eligit | אפ נט נמגב נווב מספסטוופוונ, טו | the LEA had students eligible | to take the test but ZelO SI | indents participated li | i the |
| assessm | ient. | | | | | | | | |

* Percent of students with disabilities meeting proficiency was greater than the percent of ALL meeting proficiency resulting in a negative proficiency gap.

| 2021-2022 32.00% 11.11% 62 638 - - - 2.57 Note: - - - - - - 2.57 Significant Discrepancy in the Rate of Long-Term Suspensions and Expublions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices Idea Data [Rate Ratio] - Note: Indicator 68 School Year State Target State Data Race SWD Enrolled SWD Supended > 10 Days Met Target? Idea Data [Rate Ratio] 2021-2022 0.00% 14.29% Mispanic/Latino - NA NA NA 2021-2022 0.00% 14.29% Matina American 60 - Yes 0.00 2021-2022 0.00% 14.29% Matina American 60 - NA NA NA 2012-2022 0.00% 14.29% Matin American 60 - NA NA NA 2012-2022 0.00% 14.29% Matin American - NA NA NA | Significant Disc | crepancy in the Rate | of Long-Term Suspens | sion and Expulsion | s of Students with Disabilities | • | | | | |
|--|-------------------|-------------------------|-------------------------|---------------------|--|-----------------------------|----------------------------------|-------------------|-----------------------|-------------------|
| Indicator Ag 2021State Targe 302,00%State Targe 11,11%State Targe 202State Targe 11,11%State Targe 202State Targe 202St | | | | | | | | Non SWD Suspandad | r | |
| 2021-2022 32.00% 11.11% 62 638 - - 2.57 Note: - - 2.57 State: - - - 2.57 State: - - - - 2.57 State: - - - - - - - State: - - - Note: - - Note: - - Note: Note: - Note: Note: - - < | Indicator 4A | School Year | State Target | State Data | SWD Enrollment | Non-SWD Enrollment | SWD Suspended > 10 Days | | | Compliant? |
| Significant Discreption base of business and Explosions of Students with Dissolities by Race/Ethnicity and Noncompilant Policies, Procedures, and Practices Indicator 18 State Target 2021-022 State Target 2021-022 State Target 2021-022 State Target 2021-022 UEA Data (Rate Ratio) NA NA | | | | | | | - | - | | Yes |
| School Year State Target 2021-9022 State Target 0.00% State Target 1429% Race Hispan(Aation 2021-9022 SWD Suppended > 10 Days Met Target IEA Data (Fate Ratio) Yes O.00 2021-9022 0.00% 14.29% African American African American 60 - NA NA NA 2021-9022 0.00% 14.29% African American 60 - Ves 0.00 2021-9022 0.00% 14.29% Asian American - NA NA NA 2021-9022 0.00% 14.29% Muth-American - NA NA NA 2021-9022 0.00% 14.29% Muth-Racial - NA NA NA 2021-9022 0.00% 14.29% Muth-Racial - NA NA NA Note: - - NA NA NA NA NA Indicator 5A School Year State Target 3202-2023 State Target 340 PS State Data 340 PS State Data 340 PS State Data 340 PS | Note: | | | | | | | | | |
| 2021-2022 0.00% 14.29% Hispanic/Lation - - NA NA 2021-2022 0.00% 14.29% Nation American 60 - Yes 2.266 2021-2022 0.00% 14.29% African American 60 - Yes 2.266 2021-2022 0.00% 14.29% African American - NA NA NA 2021-2022 0.00% 14.29% Mation American - NA NA NA 2021-2022 0.00% 14.29% Native Hawaiian/Facilitic Islander - NA NA NA 2021-2022 0.00% 14.29% Multi-Racial - NA NA NA Note: - School Year State Target State Data - Namber of SWD Ist BE A State Data - Namber of SWD - - - - - <td< td=""><td>Significant Disc</td><td>crepancy in the Rate</td><td>of Long-Term Suspens</td><td>sions and Expulsion</td><td>ns of Students with Disabilities by Ra</td><td>ce/Ethnicity and Noncomp</td><td>pliant Policies, Procedures, and</td><td>Practices</td><td></td><td></td></td<> | Significant Disc | crepancy in the Rate | of Long-Term Suspens | sions and Expulsion | ns of Students with Disabilities by Ra | ce/Ethnicity and Noncomp | pliant Policies, Procedures, and | Practices | | |
| 2021-2022 0.00% 14.23% Native American - NA NA 2021-2022 0.00% 14.23% White - - Yes 0.00 2021-2022 0.00% 14.23% White - - NA NA NA 2021-2022 0.00% 14.23% White - NA | Indicator 4B | School Year | State Target | State Data | Race | SWD Enrolled | SWD Suspended > 10 Days | Met Target? | LEA Data (Rate Ratio) | Compliant? |
| 2021 2022 0.00% 14.29% African American 60 - Yes 2.66 2021 2022 0.00% 14.29% Asian American - NA NA NA 2021 2022 0.00% 14.29% Asian American - NA NA NA NA 2021 2022 0.00% 14.29% Native Hawsilian/Pacific Islander - NA NA NA NA Visite 2021 2022 0.00% 14.29% Native Hawsilian/Pacific Islander - NA NA NA Visite 2021 2022 0.00% 14.29% Native Hawsilian/Pacific Islander - NA NA NA Note: Indicator 50 School Year < | | | | | Hispanic/Latino | - | - | | | Compliant |
| 2021-2022 2022 20220.00% 14.29% 2021-202214.29% Native Hawaiian/Pacific Islander Multi-RacialYes0.002021-2022 2022 20220.00%14.29% 14.29%Native Hawaiian/Pacific Islander Multi-Racial-NANANANote:-NANANANANote:-Number of SWD 64Number of SWD 54In IRE A 25School Year 54State Target 54State Data 64State Data 64Number of SWD 64Number of SWD In 1000000000000000000000000000000000000 | | | | | | - | NA | NA | | NA |
| 2021-2022 2021-20220.00% 14.29% 14.29%1.439% Alian American Alian Alian American Alian American Alian Alian Alian American Alian Alian Alian Alian American Alian Alian Alian American Alian Alian Alian American Alian Alian American Alian Alian Alian American Alian <br< td=""><td></td><td></td><td></td><td></td><td></td><td>60</td><td>-</td><td></td><td></td><td>Compliant</td></br<> | | | | | | 60 | - | | | Compliant |
| 2021-2022 2021-20220.00%14.29% 14.29% Notive Hawaiian/Pacific Islander Muiti-Racial-NANANANote:Percent of ChildrerWith IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class 80% or More of the Day 2022-2023Number of SWD 6Number of SWD 8LEA Data 8Indicator 5A 2022-2023State Target 6.5.4%State Data 6.4.3%Number of SWD 6In I.RE A 57State Jara 89.0%Percent of ChildrerWith IEPs Aged 5 Who Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day 15.21%Number of SWD 64Number of SWD In I.RE A 7LEA Data 89.0%Indicator 5A 2022-2023State Target 14.09%State Data 15.21%Number of SWD 15.21%Number of SWD In 15.21%Number of SWD In 15.21%Number of SWD In 16.4Indicator 5A 2022-2023State Target 14.09%State Data 15.21%State Data 15.21%Number of SWD In 15.21%Number of SWD In 15.21%Number of SWD In 16.4Number of SWD In 26.4Number Of SWD In 26.4Number Of SWD In 26.4Number Of SWD | | | | | | - | - | | | Compliant |
| 2021-0220.00%14.29%Multi-Racial-NANANANet:Percent of Child-ruleState Oata 2022-2023State Target 66.54%State Oata 64.93%State Oata 64.93%Number of SWO 64Number of SWO 16.86Number of SWO 16.86 | | | | | | - | | | | NA |
| Section Section 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 Number of SWD in ILEA Data Number of SWD is in ILEA Data Number of SWD is in ILEA Data LEA Data Indicator 5A School Year State Target 66.54% State Data Number of SWD is in ILEA Data Xin ILEA Data | | | | | · | - | | | | NA |
| Second 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 Number of SWD LEA Data Indicator 5A School Year State Target State Data Number of SWD State Target % in IRE A Note: - - - - - - - Indicator 5B School Year State Target State Data Number of SWD IEE Data % in IRE A % on More Indicator 5B School Year State Target State Data Number of SWD IEE Data % in IRE B Number of SWD in IEE Data % in IRE B Indicator 5B School Year State Target State Data Number of SWD IEE Data % in IRE B Indicator 5B School Year State Target State Data Number of SWD IEE Data % in IRE B Indicator 5C School Year State Target State Data Number of SWD IEE Data % in IRE B Indicator 5C School Year State Target State Data A Number of SWD IEE Data % in IRE B Indicator 5C School Year State Target State Data A Number of SWD | | 2021-2022 | 0.00% | 14.29% | Multi-Racial | - | NA | NA | NA | NA |
| Indicator SA School Year 2022-2023 State Target 66.54% State Data 64.93% Number of SWD 64.93% ILRE A 88.06% Note: | Note: | | | | | | | | | |
| Indicator 5A School Year State Target State Data 66.54% State Data 64.93% Number of SWD 64 In LRE A 57 % In LRE A 89.06% Note: - | Percent of Chile | dren With IEPs Ageo | d 5 Who Are Enrolled ii | n Kindergarten and | Aged 6 to 21 Served Inside the Reg | ular Class 80% or More of t | he Day | Number of SMD | LEA Data | |
| 2022-2023 66.54% 64.93% 64 57 89.06% 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 Number of SWD In Number of SWD In Indicator 58 School Year State Target State Data Number of SWD Indicator 58 Indicator 58 State Target State Data Number of SWD Indicator 58 Indicator 52 School Year State Target State Data Kindergarten and Aged 6 to 21 Served In Separate Schools, Residential Facilities, and in Homebound/Hospital Placements Number of SWD IRE Data % in IRE Data Indicator 5C School Year State Target State Data 4.72% 64 - - Number of SWD In IIE C Xin IIE Data State Data Number of SWD IRE Data % in IIE C % in I | Indicator EA | School Voor | State Target | State Data | | | Number of SM/D | | | Mot Torgot |
| 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 Indicator 58 2022-2023 214.09% 25tate Target 25.1% RE Data 2022-2023 14.09% 25tate Data 25.1% RE Data 15.21% RE Data 25.1% RE Data 25.1% RE Data 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 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 Indicator 52 2022-2023 4.43% 5tate Target 4.43% 4.72% Rumber of SWD Reschool For Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Re | Indicator 5A | | | | | | | | | Met Target Yes |
| Percent of Children With IEPs Aged 5 Wo Are Enrolled in Kindergarten and Aged 6 to 21 Served Inside the Regular Class Less Than 40% of the Day Number of SWD In Number of SWD In Life Data % in LRFE B Indicator 58 School Year State Target State Data 15.21% Mumber of SWD I. | | 2022 2023 | 00.5476 | 01.5570 | | | 04 | 57 | 03.0070 | 105 |
| Indicator 5BSchool Year 2022-2023State Target 14.09%State Data 15.21%Number of SWD 15.21%Number of SWD 64IRE B IRE B -Number of SWD In IRE B -Note:< | Note: | | | | | | | | | |
| Indicator 5B 2022-2023State Target 14.09%State Data 15.21%Number of SWD 64LRE B LRE Data % in LRE BNote: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 PlacementsNumber of SWD Number of SWDLRE Data % in LRE B LRE Data % in LRE BIndicator 5C 2022-2023State Target 4.43%State Data 4.72%Number of SWD 64In LRE C % in LRE CPreschool Environments: Percent of Children Aged 3 to State Data LIGLator 5CState Target 5 State TargetState Data 4.72%Number of SWD 64In LRE C % in LRE CPreschool Environments: Percent of Children Aged 3 to State Data LIGLator 5AState Data % in LRE D % in LRE CNumber of SWD % in LRE CPercent Regular Eaving and Regular | Percent of Chile | dren With IEPs Ageo | d 5 Who Are Enrolled in | n Kindergarten and | Aged 6 to 21 Served Inside the Reg | ular Class Less Than 40% of | f the Day | | | |
| Indicator 58Number of SWDLike BUke Data % in Like B2022-202314.09%15.21%64Note: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 PlacementsNumber of SWDLRE DataIndicator 52School YearState TargetState DataNumber of SWDLRE Data2022-20234.43%4.72%64Preschool 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 ProgramPreschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childhood Rogram and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood ProgramIndicator 6ASchool YearState TargetAgeTotal Number of SWDPercent ReceivingIndicator 6AState TargetState DataAgeTotal Number of SWDPercent Receiving2022-2023=36.80%35.07%3NANANA | | School Year | | | | | | | | |
| 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. Indicator 5C School Year State Target State Data Number of SWD LRE Data 10dicator 5C School Year State Target State Data Number of SWD In LRE C % in LRE C Note: - - - - - - - Preschool Environments: Percent of bildren Aged 3 to 5 Attenting a Regular Early childhood Program and Releving the Majority of Special Education and Related Services in the Regular Early childhood Program Indicator 6A School Year State Target State Data Age Total Number of SWD Total in 6A Percent Receiving A NA 10dicator 6A School Year State Target Age Total Number of SWD NA NA 2022-2023 >=36.80% 35.07% 3 NA NA NA | Indicator 5B | | | | | | | LRE B | LRE Data % in LRE B | Met Target |
| 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 Indicator 5C 2022-2023 | | 2022-2023 | 14.09% | 15.21% | | | 64 | - | - | Yes |
| Indicator 5CSchool Year 2022-2023State Target 4.43%State Data 4.72%Number of SWD 64In LRE C % in LRE C *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 | Note: | | | | | | | | | |
| Indicator 5CSchool Year 2022-2023State Target 4.43%State Data 4.72%Number of SWD 64In LRE C 96Number of SWD 96LRE Data 96Note:Preschool Environments: Percent of Children Aged 3 to 5 Attending a Regular Early Childbood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childbood Program Indicator 6ASchool Year State TargetState Data 96Age 1021 Number of SWDTotal In 6A NAPercent Receiving 98Indicator 6ASchool Year 2022-2023State Target >=36.80%State Data 35.07%Age 3Total Number of SWD NANANANANANA | Percent of Chil | dren With IFPs Age | d 5 Who Are Enrolled i | n Kindergarten and | Aged 6 to 21 Served In Senarate Sc | hools Residential Facilitie | s and in Homebound/Hospital | Placements | | |
| Indicator 5CSchool YearState Target 4.43%State Data 4.72%Number of SWDIn LRE C% in LRE CNote: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 and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Related Services in the Regular Early Childhood Program and Receiving the Majority of Special Education and Re | . creent of child | and the terminal staget | | | | | o, and in nonicoound, nospital | | I RF Data | |
| 2022-20234.43%4.72%64Note: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 ProgramIndicator 6ASchool YearState TargetState DataAgeTotal Number of SWDTotal in 6APercent Receiving2022-2023>=36.80%35.07%3NANANA>=41.90%38.61%4NANANA | Indicator 5C | School Year | State Target | State Data | | | Number of SWD | | | Met Target |
| 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 Indicator 6A School Year State Target State Data Age Total Number of SWD Total in 6A Percent Receiving 2022-2023 >=36.80% 35.07% 3 NA NA NA >=41.90% 38.61% 4 NA NA NA | <u></u> | | | | | | | | | Yes |
| Indicator 6ASchool YearState TargetState DataAgeTotal Number of SWDTotal in 6APercent Receiving2022-2023>=36.80%35.07%3NANANA>=41.90%38.61%4NANANA | Note: | | | | | | | | | |
| Indicator 6ASchool YearState TargetState DataAgeTotal Number of SWDTotal in 6APercent Receiving2022-2023>=36.80%35.07%3NANANA>=41.90%38.61%4NANANA | | | | | | | | | | |
| 2022-2023 >=36.80% 35.07% 3 NA NA NA >=41.90% 38.61% 4 NA NA NA | | | • | | ar Early Childhood Program and Rec | • • • • | cial Education and Related Serv | • | | |
| >=41.90% 38.61% 4 NA NA | Indicator 6A | | State Target | | | Total Number of SWD | | | Percent Receiving | Met Targe |
| | | 2022-2023 | >=36.80% | 35.07% | | NA | | NA | NA | NA |
| >=46.00% 41.11% 5 NA NA NA | | | >=41.90% | 38.61% | | NA | | NA | NA | NA |
| | | | >=46.00% | 41.11% | 5 | NA | | NA | NA | NA |
| Note: NA = LEA did not have students ages 3-5 in a preschool program. | Note: | NA = LEA did not | have students ages 3-5 | in a preschool prog | gram. | | | | | |

| Preschool Enviro | onments: Percent | of Children Aged 3 to 5 Att | ending a Separate S | pecial Education Class, Sepa | arate School, or Residential Fa | cility | | | |
|------------------|---------------------------------|---|---|-------------------------------|---------------------------------------|--|--------------------------------------|-------------------------------------|-------------------------------------|
| Indicator 6B | <u>School Year</u> 2022-2023 | <u>State Target</u> <=40.00% <=40.00% <=38.00% | <u>State Data</u> 48.61% 45.09% 45.48% | Age 3 4 5 | Total Number of SWD NA NA NA | | <u>Total in 6B</u> NA NA NA | Percent Receiving NA NA NA | <u>Met Target</u> NA NA NA |
| Note: | NA = LEA did not | have students ages 3-5 in a | a preschool program | | | | | | |
| Preschool Enviro | onments: Percent | of Children Aged 3 to 5 Re | ceiving Special Educa | tion and Related Services ir | n Home | | | | |
| Indicator 6C | <u>School Year</u> 2022-2023 | <u>State Target</u> <=1.80% | State Data | <u>Age</u> 3 | Total Number of SWD | | Total in 6C | Percent Receiving | Met Target |
| | 2022-2025 | <=1.80% <=0.80% | 0.43% 0.00% | 3 | NA NA | | NA NA | NA NA | NA NA |
| | | <=0.60% | 0.58% | 5 | NA | | NA | NA | NA |
| Note: | NA = LEA did not | have students ages 3-5 in a | a preschool program | | | | | | |
| Preschool Outco | omes: Percent of P | reschool Students Aged 3 | to 5 Who Demonstra | te Improved Skills in Positiv | ve Social/Emotional Skills | | | | |
| Indicator 7A | - | 7A1: Positive Social/Emotional Skills : ercent Increased Rate of Growth State Target | <u>State Data</u> | LEA Data | Met Target | 7A2: Positive Social/Emotional Skills : Percent Within Age Expectation State Target | State Data | LEA Data | <u>Met Target</u> |
| Indicator 7A | 2022-2023 | 87.20% | 80.19% | NA | NA | 49.32% | 46.51% | NA | NA |
| Note: | NA = LEA did not | have students ages 3-5 in a | a preschool program | | | | | | |
| Preschool Outco | omes: Percent of P | reschool Students Aged 3 | to 5 Who Demonstra | te Improved Skills in Acquis | sition and Use of Knowledge a | nd Skills | | | |
| Indicator 7B | | 1: Acquisition and Use of Knowledge and Skills: ercent Increased Rate of Growth State Target 87.49% | <u>State Data</u> 88.34% | <u>LEA Data</u> NA | <u>Met Target</u> NA | 7B2: Acquisition and Use of Knowledge and Skills: Percent Within Age Expectation State Target 47.12% | <u>State Data</u> 50.06% | <u>LEA Data</u> NA | <u>Met Target</u> NA |
| Note: | NA = LEA did not | have students ages 3-5 in a | a preschool program | | | | | | |
| Preschool Outco | omes: Percent of P | reschool Students Aged 3 | to 5 Who Demonstra | te Improved Skills in Use of | Appropriate Behaviors | | | | |
| Indicator 7C | _ | 7C1: Use of Appropriate Behaviors: Percent Increased Rate of Growth State Target 88.99% | <u>State Data</u> 85.33% | <u>LEA Data</u> NA | <u>Met Target</u> NA | <u>7C2: Use of Appropriate</u> <u>Behaviors: Percent Within</u> <u>Age Expectation State</u> <u>Target</u> 59.95% | <u>State Data</u> 58.14% | <u>LEA Data</u> NA | <u>Met Target</u> NA |
| Note: | NA = LEA did not | have students ages 3-5 in a | a preschool program | | | | | | |

| | | | | Edison (Thom | as A.) Charter School | | | | |
|------------------------------|--|--|---|-------------------------------|--|---|---|---|---------------------------|
| Percent of Pare | ents with a Child Reco | eiving Special Educatio | n Services Who Report Tha | at Schools Facilitated Pare | nt Involvement as a Means o | f Improving Services and Res | ults for Children with Di | sabilities | |
| Indicator 8 Note: | School Year 2022-2023 *LEA had 5 or less | State <u>Target</u> 91.00% surveys returned | State <u>Data</u> 92.30% | | Total Number of <u>Respondents</u> 2 | <u>Number Agree</u> 1 | <u>Number Disagree</u> 0 | LEA Data <u>% Agree</u> 50.00% | <u>Met Target?</u> No* |
| Disproportiona | te Representation of | f Racial and Ethnic Gro | ups in Special Education a | and Related Services That i | s a Result of Inappropriate Id | entification | | | |
| <u>Indicator 9</u> Note: | <u>School Year</u> 2022-2023 State data reflects | <u>State Target</u> 0.00% % of LEAs with Disprop | <u>State Data</u> 0.00% portionate Representation | as a result of inappropriate | e identification. | | <u>LEA Data Compliant</u> Yes | | <u>Met Target?</u> Yes |
| Disproportiona | te Representation of | f Racial and Ethnic Gro | ups in Specific Disability C | Categories That is a Result | of Inappropriate Identificatio | n | | | |
| <u>Indicator 10</u> Note: | <u>School Year</u> 2022-2023 State data reflect | State Target 0.00% | State Data 10.00% portionate Representation | n as a result of inappropriat | e identification. | | <u>LEA Data Compliant</u> Yes | | <u>Met Target?</u> Yes |
| Evaluations Co | nducted Within 45 So | chool Days or 90 Calend | dar Days, Whichever is Les | ss, of Receiving Parent Cor | sent for Initial Evaluation | | | | |
| <u>Indicator 11</u> Note: | <u>School Year</u> 2022-2023 | <u>State Target</u> 100.00% | <u>State Data</u> 97.39% | | <u>Total Number of Initial</u> <u>Evaluations</u> 25 | Number Within Timelines 25 | <u>Number Not Within</u> <u>Timelines</u> 0 | <u>% LEA Data Within</u> <u>Timelines</u> 100.00% | <u>Met Target?</u> Yes |
| Farly Childhoor | d Transitions: Porcon | t of Children Referred | hy Part C Prior to Age 2 W | ho Are Found Eligible for F | Part B and | | | | |
| | | nplemented by Their Th | • | | | | | | |
| Indicator 12 | <u>School Year</u> 2022-2023 | <u>State Target</u> 100.00% | <u>State Data</u> 97.03% ing from Part C to Part B. | | Number of Children Found Eligible/IEP Implemented by Age 3 NA | <u>Number of Students Refer</u> <u>and/or Parent</u> NA | | LEA Data % Who Received Services by Age 3 NA | <u>Met Target?</u> NA |
| Note: | INA = LEA dia not n | lave students transition | ing nom Part C to Part B. | | | | | | |

| the Post-Secon | dary Goals | | | | | | | |
|--------------------|---------------------------------|---|---------------------------------------|---|----------------------------|--|---------------------------------|-------------------------------|
| | uury cours | | | Total Number of IEPs | Number of IEPs Meetin | g | LEA Data % Meeting | |
| ndicator 13 | School Year | State Target | State Data | Reviewed | Standard | _ | Standard | Met Target |
| | 2022-2023 | 100.00% | 97.64% | - | - | | - | Yes |
| | | | | | | | | |
| lote: | | | | | | | | |
|) oct School Ou | tramas Barcant of | Youth Who Aro No Lon | gor In Secondary School, Had IED | s in Effect at the Time They Left School, and Were: | · Group A. Enrolled in His | hor Education Within | | |
| | | | | mployed Within One Year of Leaving High School, | | | | |
| | | | | in Some Other Employment Within One Year of L | | ······································ | | |
| | | | | | | | | |
| | | | | | | | | |
| ndicator 14 | School Voor | State Terget | State Date | Total Number of Evitors | Total Number of | Crown A Bosnondonts | LEA Data % Group A | Mot Torgot |
| ndicator 14 | <u>School Year</u> 2020-2021 | State Target | <u>State Data</u> 51.09% | <u>Total Number of Exiters</u> | Respondents | | LEA Data % Group A | |
| ndicator 14 | <u>School Year</u> 2020-2021 | <u>State Target</u> 48.14% | <u>State Data</u> 51.09% | <u>Total Number of Exiters</u> NA | | <u>Group A Respondents</u> NA | <u>LEA Data % Group A</u> NA | <u>Met Target</u> NA |
| ndicator 14 | | | | | Respondents | | | |
| ndicator 14 | | | | | Respondents | NA | | NA |
| ndicator 14 | | 48.14% | 51.09% | | Respondents | NA | NA | NA |
| ndicator 14 | | 48.14% | 51.09% <u>State Data</u> | | Respondents | NA Group B Respondents | NA | NA Met Target |
| ndicator 14 | | 48.14% <u>State Target</u> 68.82% | 51.09% <u>State Data</u> 63.99% | | Respondents | NA <u>Group B Respondents</u> NA | NA LEA Data % Group B NA | NA <u>Met Target</u> NA |
| ndicator 14 | | 48.14% | 51.09% <u>State Data</u> | | Respondents | NA Group B Respondents | NA | Met Target? |



DEPARTMENT OF EDUCATION

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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: 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. 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. | 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: 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. 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. | 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 |
|--|--|---|--|
| 3C (20 U.S.C. 1416 (a)(3)(A)) | Participation and performance of children with IEPs on Statewide assessments: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. | Number of children with IEPs scoring at or above proficient against alternate 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 alternate assessment. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. 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. | 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 |
| 3D (20 U.S.C. 1416 (a)(3)(A)) | Participation and performance of children with IEPs on statewide assessments: Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards. | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards Subtracted from 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. 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. | 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. |
| 4A (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) | 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. | State Determination: 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). LEA Determination: Number of SWD Suspended or Expelled > than 10 days Divided by Number of General Ed Students Suspended or Expelled > than 10 days 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). Note: For SY 2021-2022: N Size = 15/Rate Ratio = 2.0 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 | |

| Indicator | Description | Business Rule | Note/s |
|--|--|---|--------|
| 4B (20 U.S.C. 1416(a)(3)(A); 1412(a)(22)) | Percent of districts that have: (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. | State Determination: 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). LEA Determination: 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 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 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 do not exceed rate ratio. An LEA meets the target if they do not exceed the state established "N" size and the state bar (rate ratio) and was found to be noncompliant. Note: For SY 2021-2022: Cell Size = 10/Rate Ratio =2.0 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 | |
| 5 (20 U.S.C. 1416(a)(3)(A)) | Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served: 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 schools, residential facilities, or homebound/ hospital placements. | A. 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. B. Number of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 with IEPs times 100. B. 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. C. 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 served in 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 servel 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 |
|---------------------------------------|---|---|--|
| 6 (20 U.S.C. 1416(a)(3)(A)) | Percent of children with IEPs aged 3, 4, and 5 who are enrolled in a preschool program attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program B. Separate special education class, separate school or residential facility. Receiving special education and related services in the home. | 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. 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. 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 receiving special education and related services in the home Divided by the total # of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home | NA - LEA did not have students ages 3-5. |
| 7 (20 U.S.C. 1416 (a)(3)(A)) | 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. | 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. 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. | NA - LEA did not have students ages 3-5 in a preschool program. |
| 8 (20 U.S.C. 1416(a)(3)(A)) | 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. | 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. 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. 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. | NA – LEA did not receive any survey responses. Yes* = LEA met the target with 5 or less survey responses. No* = LEA did not meet the target and had 5 or less survey responses. |

| Indicator | Description | Business Rule | Note/s |
|-----------------------------------|--|---|--|
| 9 (20 U.S.C. 1416(a)(3)(C)) | Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. | 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 LEA Determination LEA Compliant: LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 LEA did not meet or exceed the relative risk ratio of 2.0 or 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: 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 LEA Noncompliant: LEA was identified with Disproportionate Representation as a result of both conditions and Disproportionate Representation was the result of inappropriate identification: LEA was identified with Disproportionate Representation as a result of both conditions and Disproportionate Representation was the result of inappropriate identification: LEA did meet or exceed the relative risk ratio of 2.0 | State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification. |

| Indicator | Description | Business Rule | Note/s |
|------------------------------------|--|---|--|
| 10 (20 U.S.C. 1416(a)(3)(C)) | Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. | 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. LEA Determination LEA Compliant: LEA was not identified with Disproportionate Representation as a result of <u>both conditions</u>: 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 <u>one of the conditions</u>: LEA was not identified with Disproportionate Representation as a result of <u>one of the conditions</u>: LEA did not meet or exceed the relative risk ratio of 2.0 Or LEA did not meet or exceed the relative risk ratio of 2.0 Det A 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 identified with Disproportionate Representation as a result of <u>both conditions</u>, however Disproportionate Representation as a result of both conditions, however Disproportionate Representation as a result of both conditions, however Disproportionate Representation as a result of and ethnic groups in special education disability categories. LEA did meet or exceed the relative risk ratio of 2.0 LEA did meet or exceed the relative risk ratio of 2.0 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. | State data reflects % of districts with Disproportionate Representation as a result of inappropriate identification. |
| | | LEA Noncompliant: LEA was identified with Disproportionate Representation as a result of <u>both conditions</u> and Disproportionate Representation was the result of inappropriate identification: 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 | |
| 11 (20 U.S.C. 1416(a)(3)(B)) | Percent of children who were evaluated within 45 school days or 90 calendar days, whichever is less, of receiving parental consent for initial evaluation. | 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 Evaluation met the exception (a) criteria (the parent of the child | NA - no initial evaluations were reported. |
| (14 DE Admin | | repeatedly fails or refuses to produce the child for the evaluation). The initial evaluation was found to be in compliance. | |
| (14 DE Admin Code § 925.2.0) | | 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 | |

| | | 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. | |
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| 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. | A. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination B. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday C. Number of those found eligible who have an IEP developed and implemented by their third birthdays 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 E. Number of children who were referred to Part C and determined eligible for Part C less than 90 days before their third birthdays [c/(a-b-d-e)]x100 | 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. | Number of youth in grade 8 or aged 14 (and above) with IEPs that contain each of the required components for secondary transition Divided by Number of youth with IEPs in grade 8 or aged 14 (and above) | NA - LEA did not have students of transition age in grade 8 or ages 14 and above. |

| Indicator | Description | Business Rule | Note/s |
|------------------------------------|--|---|---|
| 14 (20 U.S.C. 1416(a)(3)(B)) | Percent 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. 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. | 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 or respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school 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 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 | NA - LEA did not have students with IEPs exiting secondary education. |
| Timely/ Accurate Date | Timely/accurate submission of the following data: 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) | Total points earned Divided by Total possible Point Scoring 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 | |