



Department of Education

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May 29, 2025

Maura Triebenbacher, Ed.D.
Interim President
Charter School of Wilmington
100 North Dupont Road
Wilmington, DE 19807

RE: FFY 2023 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

Dear Dr. Triebenbacher:

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 2023, 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 | Child Count Data, Exiting Data, Discipline Data, Maintenance of Effort, Excess Cost, Focused Monitoring, CEIS/CCEIS |
| • Relevant Audit Findings | Cyclical Monitoring of Special Education Records, Cyclical Fiscal Monitoring, Single Audit/Delaware Division of Accounting |

Charter School of Wilmington
FFY 2023 LEA Determination Under the Individuals With Disabilities Education Act (IDEA)

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 Assistance (Year 1)* 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 determinations in order to improve outcomes for students with disabilities in your LEA.

Your Exceptional Children Resources liaison, Barbara Mazza, will be in contact with you 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: Cynthia Marten, Secretary of Education
Monica Minor Gant, Ph.D., Associate Secretary, Academic Support
Chonnie Blair, Board Chair
Lindsay Maiorano, Special Services Coordinator
Leroy Travers, Education Associate, Charter School Office
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 2023 LEA Annual Determinations

FFY 2023 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 Child Count Data, Exiting Data, Discipline Data, Maintenance of Effort, Excess Cost, Focused Monitoring, CEIS/CCEIS
- Relevant Audit Findings Cyclical Monitoring of Special Education Records, Cyclical Fiscal Monitoring, Single Audit/Delaware Division of Accounting

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 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 is engaged in Tier I Universal Monitoring Corrective Action Plan.	and/or	LEA is engaged Tier II Focused Monitoring.		
Needs Assistance	=	60% to 79% (compliance and results combined)	and/or	LEA is engaged Tier III Targeted Monitoring Intervention Plan.	and/or	Outstanding Noncompliance beyond 1 year		
Needs Intervention	=	≤ 59% (compliance and results combined)	and/or	LEA is engaged in Tier IV Intensive Monitoring Compliance Agreement.	and/or	Outstanding Noncompliance 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 2025 IDEA Annual Determination for FFY 2023

Charter School of Wilmington

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.	2022-2023	0.00%	33.33%	Compliant	1	1
Indicator 9: Disproportionate Representation All Disabilities	2023-2024	0.00%	0.00%	Compliant	1	1
Indicator 10: Disproportionate Representation Specific Disabilities	2023-2024	0.00%	17.07%	Compliant	1	1
Indicator 11: Initial Evaluations Conducted Within Timeline	2023-2024	100.00%	98.36%	100.00%	2	2
Indicator 12: Early Childhood Transition from Part C to Part B	2023-2024	100.00%	98.39%	NA	NA	NA
Indicator 13: Secondary Transition	2023-2024	100.00%	99.59%	-	0	2
Timely / Accurate Submission:				100.00%	2	2
Additional Relevant Audit Findings				NA	NA	NA

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 2025 IDEA Annual Determination for FFY 2023

Charter School of Wilmington

Results Indicators	Data From: (Time Period)	SPP Target 2022	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2022-2023	82.12%	81.82%	NA	NA	NA
Indicator 2: Drop Out Rate	2022-2023	7.67%	10.79%	0.00%	1	1
Indicator 3A: Participation Rate for Children with IEPs - ELA						
Grade 4	2023-2024	95.00%	97.44%	NA	NA	NA
Grade 8		95.00%	93.20%	NA	NA	NA
High School		95.00%	88.35%	-	1	1
Indicator 3A: Participation Rate for Children with IEPs - MATH						
Grade 4	2023-2024	95.00%	97.16%	NA	NA	NA
Grade 8		95.00%	92.62%	NA	NA	NA
High School		95.00%	88.29%	-	1	1
Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - ELA						
Grade 4	2023-2024	28.54%	13.01%	NA	NA	NA
Grade 8		24.57%	7.81%	NA	NA	NA
High School		24.69%	8.85%	-	0	1
Indicator 3B: Proficiency Rate in Grade Level Academic Achievement Standards - MATH						
Grade 4	2023-2024	28.04%	13.98%	NA	NA	NA
Grade 8		20.85%	3.42%	NA	NA	NA
High School		20.38%	1.89%	-	0	1
Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - ELA						
Grade 4	2023-2024	33.17%	25.25%	NA	NA	NA
Grade 8		45.17%	17.48%	NA	NA	NA
High School		44.54%	9.35%	NA	NA	NA
Indicator 3C: Proficiency Rate in the Alternate Academic Achievement Standards - MATH						
Grade 4	2023-2024	37.35%	5.05%	NA	NA	NA
Grade 8		30.21%	11.65%	NA	NA	NA
High School		23.90%	14.02%	NA	NA	NA
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities	2022-2023	9.52%	9.52%	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	2023-2024	67.54%	65.11%	-	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	2023-2024	13.59%	15.07%	-	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	2023-2024	4.03%	4.53%	-	1	1

Spring 2025 IDEA Annual Determination for FFY 2023

Charter School of Wilmington

Results Indicators	Data From: (Time Period)	SPP Target 2022	State Data	LEA Data	LEA Score	Possible Points
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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	2023-2024	>=36.90%	35.41%	NA	NA	NA
Age 4		>=42.70%	42.89%	NA	NA	NA
Age 5		>=47.90%	46.15%	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

Age 3	2023-2024	<=39.50%	47.12%	NA	NA	NA
Age 4		<=39.50%	42.26%	NA	NA	NA
Age 5		<=37.10%	40.13%	NA	NA	NA

Indicator 6C: Preschool Environments: Percent of Children Aged 3 to 5 Receiving Special Education and Related Services in Home

Age 3	2023-2024	<=1.80%	0.66%	NA	NA	NA
Age 4		<=0.80%	0.16%	NA	NA	NA
Age 5		<=0.60%	0.33%	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	2023-2024	88.31%	80.40%	NA	NA	NA
Percent Within Age Expectation		50.21%	44.78%	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	2023-2024	87.72%	83.65%	NA	NA	NA
Percent Within Age Expectation		47.62%	47.29%	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	2023-2024	89.32%	83.37%	NA	NA	NA
Percent Within Age Expectation		60.25%	54.42%	NA	NA	NA

Determination Summary

LEA Compliance Indicators Points	5
Possible Compliance Indicator Points	7
LEA Timely/Accurate Data Points	2
Possible Timely/Accurate Data Points	2
Additional Relevant Audit Findings	NA
Possible Additional Relevant Audit Findings	NA
LEA Results Indicator Points	7
Possible Results Indicator Points	9
LEA Total Points	14
Possible Total Points	18
Percentage:	77.78%

Annual Determination:

Needs Assistance

Note:

Charter School of Wilmington

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>
	2022-2023	82.12%	81.82%	NA	-	NA	NA
Note: N/A = LEA had graduates but no special education graduates or LEA did not have any graduates or the LEA had no special education students eligible to graduate							

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>
	2022-2023	7.67%	10.79%	NA	-	0.00%	Yes
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>
	2023-2024	95.00%	97.44%	4	ELA	NA	NA	NA	NA
	2023-2024	95.00%	93.20%	8	ELA	NA	NA	NA	NA
	2023-2024	95.00%	88.35%	HS	ELA	-	-	-	Yes
Note: SY - 2023-2024 = FFY 2023 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>
	2023-2024	95.00%	97.16%	4	MATH	NA	NA	NA	NA
	2023-2024	95.00%	92.62%	8	MATH	NA	NA	NA	NA
	2023-2024	95.00%	88.29%	HS	MATH	-	-	-	Yes
Note: SY - 2023-2024 = FFY 2023 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>
	2023-2024	28.54%	13.01%	4	ELA	NA	NA	NA	NA
	2023-2024	24.57%	7.81%	8	ELA	NA	NA	NA	NA
	2023-2024	24.69%	8.85%	HS	ELA	-	-	-	No
Note: SY - 2023-2024 = FFY 2023 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 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>
	2023-2024	28.04%	13.98%	4	MATH	NA	NA	NA	NA
	2023-2024	20.85%	3.42%	8	MATH	NA	NA	NA	NA
	2023-2024	20.38%	1.89%	HS	MATH	-	-	-	No
Note: SY - 2023-2024 = FFY 2023 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.									

Charter School of Wilmington

Proficiency Rate in the Alternate Academic Achievement Standards - ELA

<u>Indicator 3C</u>	<u>School Year</u>	<u>State</u>	<u>State</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	LEA Data	<u>Met Target?</u>
		<u>Target</u>	<u>Data</u>					% of SWD Meeting <u>Proficiency</u>	
	2023-2024	33.17%	25.25%	4	ELA	NA	NA	NA	NA
	2023-2024	45.17%	17.48%	8	ELA	NA	NA	NA	NA
	2023-2024	44.54%	9.35%	HS	ELA	NA	NA	NA	NA

Note: SY - 2023-2024 = FFY 2023

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

<u>Indicator 3C</u>	<u>School Year</u>	<u>State</u>	<u>State</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	LEA Data	<u>Met Target?</u>
		<u>Target</u>	<u>Data</u>					% of SWD Meeting <u>Proficiency</u>	
	2023-2024	37.35%	5.05%	4	MATH	NA	NA	NA	NA
	2023-2024	30.21%	11.65%	8	MATH	NA	NA	NA	NA
	2023-2024	23.90%	14.02%	HS	MATH	NA	NA	NA	NA

Note: SY - 2023-2024 = FFY 2023

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

<u>Indicator 3D</u>	<u>School Year</u>	<u>State</u>	<u>State</u>	<u>Grade</u>	<u>Subject</u>	LEA Data	LEA Data	Proficiency	<u>Met Target?</u>
		<u>Target</u>	<u>Data</u>			% of ALL Meeting <u>Proficiency</u>	% of SWD Meeting <u>Proficiency</u>	<u>GAP</u>	
	2023-2024	27.19%	26.04%	4	ELA	NA	NA	NA	NA
	2023-2024	35.36%	32.71%	8	ELA	NA	NA	NA	NA
	2023-2024	32.69%	35.90%	HS	ELA	-	-	-	No

Note: SY - 2023-2024 = FFY 2023

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) - MATH

<u>Indicator 3D</u>	<u>School Year</u>	<u>State</u>	<u>State</u>	<u>Grade</u>	<u>Subject</u>	LEA Data	LEA Data	Proficiency	<u>Met Target?</u>
		<u>Target</u>	<u>Data</u>			% of ALL Meeting <u>Proficiency</u>	% of SWD Meeting <u>Proficiency</u>	<u>GAP</u>	
	2023-2024	28.60%	24.91%	4	MATH	NA	NA	NA	NA
	2023-2024	28.58%	21.39%	8	MATH	NA	NA	NA	NA
	2023-2024	20.68%	16.58%	HS	MATH	-	-	-	No

Note: SY - 2023-2024 = FFY 2023

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.

Charter School of Wilmington

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>
	2022-2023	9.52%	9.52%	-	-	-	-	0.00	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>
	2022-2023	0.00%	33.33%	Hispanic/Latino	-	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	Native American	-	NA	NA	NA	NA
	2022-2023	0.00%	33.33%	African American	-	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	White	-	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	Asian American	-	-	Yes	0.00	Compliant
	2022-2023	0.00%	33.33%	Native Hawaiian/Pacific Islander	-	NA	NA	NA	NA
	2022-2023	0.00%	33.33%	Multi-Racial	-	-	Yes	0.00	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>
	2023-2024	67.54%	65.11%	-	-	-	Yes

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>
	2023-2024	13.59%	15.07%	-	-	-	Yes

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>
	2023-2024	4.03%	4.53%	-	-	-	Yes

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>
	2023-2024	>=36.90%	35.41%	3	NA	NA	NA	NA
		>=42.70%	42.89%	4	NA	NA	NA	NA
		>=47.90%	46.15%	5	NA	NA	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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

<u>Indicator 6B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Age</u>	<u>Total Number of SWD</u>	<u>Total in 6B</u>	<u>Percent Receiving</u>	<u>Met Target</u>
	2023-2024	<=39.50%	47.12%	3	NA	NA	NA	NA
		<=39.50%	42.26%	4	NA	NA	NA	NA
		<=37.10%	40.13%	5	NA	NA	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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

<u>Indicator 6C</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 6C</u>	<u>Percent Receiving</u>	<u>Met Target</u>
	2023-2024	<=1.80%	0.66%	3	NA	NA	NA	NA
		<=0.80%	0.16%	4	NA	NA	NA	NA
		<=0.60%	0.33%	5	NA	NA	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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

<u>7A1: Positive Social/Emotional Skills : Percent Increased Rate of</u>					<u>7A2: Positive Social/Emotional Skills : Percent Within Age</u>				
<u>Indicator 7A</u>	<u>School Year</u>	<u>Growth State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Expectation State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
	2023-2024	88.31%	80.40%	NA	NA	50.21%	44.78%	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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

<u>7B1: Acquisition and Use of Knowledge and Skills:</u>					<u>7B2: Acquisition and Use of Knowledge and Skills:</u>				
<u>Percent Increased Rate of</u>					<u>Percent Within Age</u>				
<u>Indicator 7B</u>	<u>School Year</u>	<u>Growth State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Expectation State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
	2023-2024	87.72%	83.65%	NA	NA	47.62%	47.29%	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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

<u>7C1: Use of Appropriate Behaviors: Percent Increased Rate of Growth</u>					<u>7C2: Use of Appropriate Behaviors: Percent Within Age Expectation State</u>				
<u>Indicator 7C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
	2023-2024	89.32%	83.37%	NA	NA	60.25%	54.42%	NA	NA

Note: NA = LEA did not have students ages 3-5 in a preschool program.

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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>
	2023-2024	91.50%	81.60%	0	0	0	NA	NA
Note: NA = LEA did not receive any survey responses.								

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>
	2023-2024	0.00%	0.00%		Compliant	Compliant
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>
	2023-2024	0.00%	17.07%		Compliant	Compliant
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>
	2023-2024	100.00%	98.36%	-	-	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>
	2023-2024	100.00%	98.39%	NA	NA	NA	NA
Note: NA = LEA did not have students transitioning from Part C to Part B.							

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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 Reviewed</u>	<u>Number of IEPs Meeting Standard</u>	<u>LEA Data % Meeting Standard</u>	<u>Met Target?</u>
	2023-2024	100.00%	99.59%	-	-	-	No

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>
	2022-2023	50.14%	51.09%	-	-	-	-	Yes
		<u>State Target</u>	<u>State Data</u>			<u>Group B Respondents</u>	<u>LEA Data % Group B</u>	<u>Met Target?</u>
		70.82%	63.99%			-	-	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%			-	-	Yes

Note:

Timely and Accurate Data

<u>School Year</u>	<u>Data</u>	<u>Compliant?</u>
2023-2024	Child Count	Yes
	Exiting Data	Yes
	Discipline Data	Yes
	Maintenance of Effort	Yes
	Excess Cost	Yes
	Focused/Cyclical Monitoring	N/A
	Coordinated Early Intervening Services/Comprehensive Coordinated Early Intervening Services	Yes

Additional Relevant Audit Findings

<u>School Year</u>	<u>Audit</u>	<u>Compliant?</u>
2023-2024	Cyclical Monitoring of Special Education Records	N/A
	Cyclical Fiscal Monitoring	N/A
	Single Audit/Delaware Division of Accounting	N/A

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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>	N/A = 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 = LEA does not have students in the specified grade level, the LEA does not have students in the specified grade level eligible to take the assessment, or the LEA had students in the specified grade level eligible to take the test but 0 students participated in the assessment Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency

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Indicator	Description	Business Rule	Note(s)
3C (20 U.S.C. 1416 (a)(3)(A))	<p>Participation and performance of children with IEPs on Statewide assessments:</p> <p>Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.</p>	<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>N/A = LEA does not have students in the specified grade level, the LEA does not have students in the specified grade level eligible to take the assessment, or the LEA had students in the specified grade level eligible to take the test but 0 students participated in the assessment</p> <p>Meeting Proficiency = The LEA had students in the specified grade who were tested. 0 met proficiency.</p>
3D (20 U.S.C. 1416 (a)(3)(A))	<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>N/A = LEA does not have students in the specified grade level, the LEA does not have students in the specified grade level eligible to take the assessment, or the LEA had students in the specified grade level eligible to take the test but 0 students participated in the assessment</p> <p>* = Percent of students with disabilities meeting proficiency was greater than the percent of ALL meeting proficiency resulting in a negative proficiency gap.</p>

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Indicator	Description	Business Rule	Note(s)
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.	<p>State Determination: Number of LEAs that met the state established cell or "N" size Divided by The number of LEAs that met the state established cell or "N" size and exceeded the state bar (rate-ratio).</p> <p>LEA Determination: Number of SWD Suspended or Expelled > than 10 days Divided by 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 cell or "N" size and the state bar (rate ratio). <p><i>Note: For SY 2022-2023: N Size = 0/Rate Ratio = 3.0</i></p>	
4B (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))	<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: Number of LEAs that met the state established cell or "N" size Divided by The number of LEAs that met the state established cell or "N" size and exceeded the state bar (rate-ratio).</p> <p>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 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 cell or "N" size and the state bar (rate ratio) and was found to be noncompliant. <p><i>Note: For SY 2022-2023: Cell Size = 3/Rate Ratio = 3.0</i></p>	

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Indicator	Description	Business Rule	Note(s)
5 (20 U.S.C. 1416(a)(3)(A))	<p>A. Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 22 served:</p> <p>B. Inside the regular class 80% or more of the day</p> <p>C. Inside the regular class less than 40% of the day</p> <p>D. In separate schools, residential facilities, or homebound/hospital placements.</p>	<p>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.</p> <p>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.</p> <p>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 with IEPs times 100.</p>	
6 (20 U.S.C. 1416(a)(3)(A))	<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.</p> <p>C. 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>	NA - LEA did not have students ages 3-5.

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Indicator	Description	Business Rule	Note(s)
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.

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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.	<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 <p>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.

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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.	<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 <p>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.

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Indicator	Description	Business Rule	Note(s)
<p align="center">11 (20 U.S.C. 1416(a)(3)(B))</p> <p align="center">(14 DE Admin Code § 925.2.0)</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>Number of children for whom parental consent to evaluate was received</p> <p>Divided by</p> <p>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 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.</p>	NA - no initial evaluations were reported.
<p align="center">12 (20 U.S.C. 1416(a)(3)(B))</p>	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.

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Indicator	Description	Business Rule	Note(s)
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.

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Indicator	Description	Business Rule	Note(s)
14 (20 U.S.C. 1416(a)(3)(B))	<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. <p>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>	<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>	NA - LEA did not have students with IEPs exiting secondary education.

Delaware Department of Education
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Indicator	Description	Business Rule	Note(s)
Timely/ Accurate Data	<p>Timely/accurate submission of the following data:</p> <ul style="list-style-type: none"> • Child Count Data (2023-2024 SY) • Exiting Data (2023-2024 SY) • Discipline Data (2023-2024 SY) • Maintenance of Effort (FY 2024) • Excess Cost (FY 2024) • Focused Monitoring (2023-2024 SY) • CEIS/CCEIS Identification (2023-2024 SY) 	<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 	
Additional Relevant Audit Findings	<p>Additional Relevant Audit Findings include the following:</p> <ul style="list-style-type: none"> • Cyclical Monitoring of Special Education Records (2023-2024 SY) • Fiscal Cyclical Monitoring (2023-2024 SY) • Single Audit/Delaware Division of Accounting (2023-2024 Report) 	<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 	