



DEPARTMENT OF EDUCATION

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May 25, 2021

Steven Lucas, Ed.D.
Superintendent
Lake Forest School District
5423 Killens Pond Rd
Felton, DE 19943

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

Dear Dr. Lucas:

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 2019, LEAs are receiving their annual determination based on a combination of the following compliance and results indicators:

• **Results:**

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

- **Compliance:**

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

Based on a review of your LEA's data, the Department has determined your LEA Needs Assistance in implementing the requirements of the IDEA. As a result, your LEA is required to analyze related data and develop a continuous improvement plan addressing areas identified in your determinations in order to improve outcomes for students with disabilities in your LEA.

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

Your Exceptional Children Resources liaison, Susan Veenema, will be in contact with *Bernadette Maxwell*, *Supervisor of Special Programs* to provide technical assistance and discuss possible actions, including the development or revision of a Continuous Improvement Plan. In the interim, please do not hesitate to contact me by phone at (302) 735-4210, or by e-mail maryann.mieczkowski@doe.k12.de.us.

Sincerely,



Mary Ann Mieczkowski
Director, Exceptional Children Resources

MAM/js
Attachment

cc: Susan S. Bunting, Ed.D., Secretary of Education
Monica Minor Gant, Ph.D., Associate Secretary of Academic Support
Bernadette Maxwell, Supervisor of Special Programs
Pamela Bauman, Education Associate, Exceptional Children Resources
Susan Veenema, Education Associate, Exceptional Children Resources

IDEA General Supervision & Reporting Requirements

The Department's General Monitoring Duties Under the IDEA

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

The State Performance Plan and Annual Performance Reports

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

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

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

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

FFY 2019 LEA Annual Determinations

FFY 2019 determinations were made based on a combination of the following compliance and results indicators:

- **Results:**

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

- **Compliance:**

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

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

Determination	Possible Actions (Federal)	Possible Actions (State)
Meets Requirements		- Encourage continuous improvement planning
Needs Assistance	- Advice on available Technical Assistance - Use of state level funds on area of concern - Other special conditions	- Explicit plan addressing area of concern (s) - Advice on available Technical Assistance
Needs Intervention	- Use of Correction Action Plan or Improvement Plan	- Explicit plan addressing area of concern (s)

	<ul style="list-style-type: none"> - Compliance Agreement - Use of state level funds - Use of federal funds - Other enforcement actions 	
Needs Substantial Intervention	<ul style="list-style-type: none"> - Use of federal funds - Referral to Department of Justice or Inspector General 	- Explicit plan addressing area of concern (s)

Spring 2021 IDEA Annual Determination for FFY 2019

Lake Forest School District

Results Indicators	Data From: (Time Period)	SPP Target 2019	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2018-2019	68.50%	73.34%	73.91%	1	1
Indicator 2: Drop Out Rate	2018-2019	3.70%	2.07%	-	1	1
Indicator 3B: Participation Rate-ELA						
Grade 3	2019 -2020	95.00%	NA	NA	NA	NA
Grade 4		95.00%	NA	NA	NA	NA
Grade 5		95.00%	NA	NA	NA	NA
Grade 6		95.00%	NA	NA	NA	NA
Grade 7		95.00%	NA	NA	NA	NA
Grade 8		95.00%	NA	NA	NA	NA
High School		95.00%	NA	NA	NA	NA
Indicator 3B: Participation Rate-MATH						
Grade 3	2019-2020	95.00%	NA	NA	NA	NA
Grade 4		95.00%	NA	NA	NA	NA
Grade 5		95.00%	NA	NA	NA	NA
Grade 6		95.00%	NA	NA	NA	NA
Grade 7		95.00%	NA	NA	NA	NA
Grade 8		95.00%	NA	NA	NA	NA
High School		95.00%	NA	NA	NA	NA
Indicator 3C: Proficiency Rate-ELA						
Grade 3	2019-2020	27.63%	NA	NA	NA	NA
Grade 4		24.54%	NA	NA	NA	NA
Grade 5		25.58%	NA	NA	NA	NA
Grade 6		17.74%	NA	NA	NA	NA
Grade 7		18.07%	NA	NA	NA	NA
Grade 8		17.53%	NA	NA	NA	NA
High School		17.46%	NA	NA	NA	NA
Indicator 3C: Proficiency Rate-MATH						
Grade 3	2019-2020	30.82%	NA	NA	NA	NA
Grade 4		22.91%	NA	NA	NA	NA
Grade 5		16.94%	NA	NA	NA	NA
Grade 6		13.76%	NA	NA	NA	NA
Grade 7		14.43%	NA	NA	NA	NA
Grade 8		12.75%	NA	NA	NA	NA
High School		10.85%	NA	NA	NA	NA
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities	2018-2019	Rate Ratio 2.0 Cell Size 15	0.00%	Under Threshold	1	1

Spring 2021 IDEA Annual Determination for FFY 2019

Results Indicators Continued	Data From: (Time Period)	SPP Target 2019	State Data	LEA Data	LEA Score	Possible Points
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Indicator 5A: Percent of Children Aged 6 -21 Served Inside the Class 80% of the Day	2019-2020	72.00%	64.25%	68.45%	0	1
Indicator 5B: Percent of Children Aged 6 -21 Served Inside the Class Less Than 40% of the Day		14.70%	14.80%	-	1	1
Indicator 5C: Percent of Children Aged 6 -21 Served in Separate Schools, Residential Facilities and Homebound/Hospital Placements		3.50%	4.83%	-	1	1

Indicator 7A. Early Childhood Outcomes- Positive Social/Emotional Skills						
Percent Increase Rate of Growth	2019-2020	91.00%	85.99%	76.32%	0	1
Percent Within Age Expectation		60.70%	46.63%	42.55%	0	1
Indicator 7B. Early Childhood Outcomes-Acquisition and Use of Knowledge and Skills						
Percent Increase Rate of Growth	2019-2020	93.40%	86.84%	86.36%	0	1
Percent Within Age Expectation		54.80%	44.97%	40.43%	0	1
Indicator 7C. Early Childhood Outcomes- Use of Appropriate Behaviors						
Percent Increase Rate of Growth	2019-2020	92.30%	87.73%	77.78%	0	1
Percent Within Age Expectation		65.50%	59.14%	55.32%	0	1

Compliance Indicators	Data From: (Time Period)	SPP Target 2018	State Data	LEA Data	LEA Score	Possible Points
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Indicator 4B: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities by Race/Ethnicity and Noncompliant Policies, Procedures, and Practices.	2018-2019	Rate Ratio 2.0 Cell Size 10	0.00%	Compliant	1	1
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Indicator 9: Disproportionate Representation All Disabilities	2019-2020	0.00%	0.00%	Compliant	1	1
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Indicator 10: Disproportionate Representation Specific Disabilities	2019-2020	0.00%	2.63%	Compliant	1	1
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Indicator 11: Initial Evaluations Conducted Within Timeline	2019-2020	100.00%	98.47%	100.00%	1	1
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Indicator 12: Early Childhood Transition from Part C to Part B	2019-2020	100.00%	91.56%	100.00%	1	1
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Indicator 13: Secondary Transition	2019-2020	100.00%	99.89%	100.00%	1	1
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Determination Summary		Annual Determination:				
Compliance Indicators Score	6	Needs Assistance				
Possible Points:	6					
Results Indicators Score	5	Intervention Plan /Compliance Agreement: No				
Possible Points:	12					
Score Total	11					
Out of a Possible:	18					
Percentage:	61.11%					

Lake Forest School District

Graduation Rate

<u>Indicator 1</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number Eligible</u>	<u>Number Graduated</u>	<u>LEA Data % SWD Who Graduated</u>	<u>Met Target?</u>
	2018-2019	68.50%	73.34%	46	34	73.91%	Yes

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

Drop-Out Rate

<u>Indicator 2</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number Enrolled</u>	<u>Number of Drop-Outs</u>	<u>LEA Data % SWD who Dropped Out</u>	<u>Met Target?</u>
	2018-2019	3.70%	2.07%	158	-	-	Yes

Note:

Participation Rate in the State Assessment - ELA

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data Percent Tested</u>	<u>Met Target?</u>
	2019-2020	95.00%	NA	3	ELA	NA	NA	NA	NA
	2019-2020	95.00%	NA	4	ELA	NA	NA	NA	NA
	2019-2020	95.00%	NA	5	ELA	NA	NA	NA	NA
	2019-2020	95.00%	NA	6	ELA	NA	NA	NA	NA
	2019-2020	95.00%	NA	7	ELA	NA	NA	NA	NA
	2019-2020	95.00%	NA	8	ELA	NA	NA	NA	NA
	2019-2020	95.00%	NA	HS	ELA	NA	NA	NA	NA

Note: Category of Grade 11 changed to HS in 2020 reporting

Participation Rate in the State Assessment - MATH

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data Percent Tested</u>	<u>Met Target?</u>
	2019-2020	95.00%	NA	3	MATH	NA	NA	NA	NA
	2019-2020	95.00%	NA	4	MATH	NA	NA	NA	NA
	2019-2020	95.00%	NA	5	MATH	NA	NA	NA	NA
	2019-2020	95.00%	NA	6	MATH	NA	NA	NA	NA
	2019-2020	95.00%	NA	7	MATH	NA	NA	NA	NA
	2019-2020	95.00%	NA	8	MATH	NA	NA	NA	NA
	2019-2020	95.00%	NA	HS	MATH	NA	NA	NA	NA

Note: Category of Grade 11 changed to HS in 2020 reporting

Lake Forest School District

Proficiency Rate on the State Assessment - ELA

<u>Indicator 3C</u>	<u>School Year</u>	<u>State</u>		<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>LEA Data</u>	
		<u>Target</u>	<u>Data</u>					<u>% of SWD Meeting</u>	<u>Met Target?</u>
	2019-2020	27.63%	NA	3	ELA	NA	NA	NA	NA
	2019-2020	24.54%	NA	4	ELA	NA	NA	NA	NA
	2019-2020	25.58%	NA	5	ELA	NA	NA	NA	NA
	2019-2020	17.74%	NA	6	ELA	NA	NA	NA	NA
	2019-2020	18.07%	NA	7	ELA	NA	NA	NA	NA
	2019-2020	17.53%	NA	8	ELA	NA	NA	NA	NA
	2019-2020	17.46%	NA	HS	ELA	NA	NA	NA	NA

Note: Category of Grade 11 changed to HS in 2020 reporting

Proficiency Rate on the State Assessment - MATH

<u>Indicator 3C</u>	<u>School Year</u>	<u>State</u>		<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>LEA Data</u>	
		<u>Target</u>	<u>Data</u>					<u>% of SWD Meeting</u>	<u>Met Target?</u>
	2019-2020	30.82%	NA	3	MATH	NA	NA	NA	NA
	2019-2020	22.91%	NA	4	MATH	NA	NA	NA	NA
	2019-2020	16.94%	NA	5	MATH	NA	NA	NA	NA
	2019-2020	13.76%	NA	6	MATH	NA	NA	NA	NA
	2019-2020	14.43%	NA	7	MATH	NA	NA	NA	NA
	2019-2020	12.75%	NA	8	MATH	NA	NA	NA	NA
	2019-2020	10.85%	NA	HS	MATH	NA	NA	NA	NA

Note: Category of Grade 11 changed to HS in 2020 reporting

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</u>	<u>Non-SWD Suspended</u>	<u>LEA Data (Rate Ratio)</u>	<u>Compliant?</u>
						<u>Days</u>	<u>> 10 Days</u>		
	2018-2019	40.00%	0.00%	802	3060	-	-	2.03	Yes

LEA Note

Note: Indicator 4A is based on school year 2018 - 2019 data with a Rate Ratio of > 2.0 and an N size of 15 for three consecutive years.

State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 2.0 , for three consecutive years.

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</u>	<u>Met Target?</u>	<u>LEA Data (Rate Ratio)</u>	<u>Compliant?</u>
						<u>Days</u>			
	2018-2019	0%	0.00%	Hispanic/Latino	71	-	Yes	-	Yes
	2018-2019	0%	0.00%	Native American	-	-	Yes	-	Yes
	2018-2019	0%	0.00%	African American	217	-	Yes	3.76	Yes
	2018-2019	0%	0.00%	White	454	-	Yes	0.90	Yes
	2018-2019	0%	0.00%	Asian American	-	-	Yes	-	Yes
	2018-2019	0%	0.00%	Hawaiian/Pacific Islander	-	-	Yes	-	Yes
	2018-2019	0%	0.00%	Multi-Racial	54	-	Yes	7.56	Yes

LEA Note:

Note: Indicator 4B is based on school year 2018-2019 data with a Rate Ratio of > 2.0 and an N size of 10 for three consecutive years.

State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 2.0

Lake Forest School District

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

<u>Indicator 5A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD In LRE A</u>	<u>LEA Data % in LRE A</u>	<u>Met Target?</u>
	2019-2020	72.00%	64.25%	729	499	68.45%	No

Note:

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

<u>Indicator 5B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD In LRE B</u>	<u>LRE Data % in LRE B</u>	<u>Met Target?</u>
	2019-2020	14.70%	14.80%	729	76	-	Yes

Note:

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

<u>Indicator 5C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD In LRE C</u>	<u>LRE Data % in LRE C</u>	<u>Met Target?</u>
	2019-2020	3.50%	4.83%	729	16	-	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>Number of SWD</u>	<u>Number of SWD Receiving Services in the Regular EC Program</u>	<u>LEA Data Percent Receiving Services in the Regular EC program</u>	<u>Met Target?</u>
	2019-2020	50.50%	49.37%	116	42	-	No

Note:

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

<u>Indicator 6B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number of SWD</u>	<u>Number of SWD Receiving Services in Separate Setting</u>	<u>LEA Data Percent Receiving Services in Separate Setting</u>	<u>Met Target?</u>
	2019-2020	31.00%	34.45%	116	66	-	No

Note:

Lake Forest School District

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

<u>Positive Social/Emotional Skills : Percent Increased</u>						<u>Positive Social/Emotional Skills : Percent Within Age Expectation State Target</u>				
<u>Indicator 7A</u>	<u>School Year</u>	<u>Rate of Growth</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>
	2019-2020	91.00%		85.99%	-	No	60.70%	46.63%	-	No

Note:

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

<u>Indicator 7B</u>	<u>School Year</u>	<u>Acquisition and Use of Knowledge and Skills: Percent Increased Rate of Growth</u>				<u>Acquisition and Use of Knowledge and Skills: Percent Within Age Expectation State Target</u>			
		<u>Growth 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>
	2019-2020	93.40%	86.84%	-	No	54.80%	44.97%	-	No

Note:

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

<u>Indicator 7C</u>	<u>School Year</u>	<u>Use of Appropriate Behaviors: Percent Increased Rate of Growth</u>				<u>Use of Appropriate Behaviors: Percent Within Age Expectation State Target</u>			
		<u>State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>State Target</u>	<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
	2019-2020	92.30%	87.73%	-	No	65.50%	59.14%	-	No

Note:

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

<u>Indicator 8</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of Respondents</u>	<u>Number Agree</u>	<u>Number Disagree</u>	<u>LEA Data % Agree</u>	<u>Met Target?</u>
	2019-2020	90.00%	92.33%	27	25	-	92.59%	Yes

Note:

Lake Forest School District

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>
	2019-2020	0.00%	0.00%	Yes	Yes

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

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

<u>Indicator 10</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>LEA Data Compliant</u>	<u>Met Target?</u>
	2019-2020	0.00%	2.63%	Yes	Yes

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

Evaluations Conducted Within 45 School Days or 90 Calendar Days, Whichever is 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>
	2019-2020	100.00%	98.47%	82	82	-	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>
	2019-2020	100.00%	91.56%	19	19	-	Yes

Note:

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 Reasonable Enable the Student to Meet the Post-Secondary Goals

<u>Indicator 13</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of IEPs Reviewed</u>	<u>Number of IEPs Meeting Standard</u>	<u>LEA Data % Meeting Standard</u>	<u>Met Target?</u>
	2019-2020	100.00%	99.89%	225	225	-	Yes

Note:

Lake Forest School District

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

Indicator 14	<u>School Year</u>				<u>Total Number of</u>				
		<u>State Target</u>	<u>State Data</u>		<u>Total Number of Exiters</u>	<u>Respondents</u>	<u>Group A Respondents</u>	<u>LEA Data % Group A</u>	<u>Met Target?</u>
		45.00%	53.41%		35	22	-	54.55%	Yes
		<u>State Target</u>	<u>State Data</u>				<u>Group B Respondents</u>	<u>LEA Data % Group B</u>	<u>Met Target?</u>
		76.00%	73.44%				18	81.82%	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%	87.69%				22	100.00%	Yes

Note: