



## DEPARTMENT OF EDUCATION

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April 18, 2019

Mr. Edward Emmett, Jr.  
Director  
Positive Outcomes Charter School  
3337 South Dupont Highway  
Camden, DE 19934

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

Dear Mr. Emmett:

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 2017, 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, Jalee Pernol, will be in contact with *Megan Yeager, Special Education Coordinator* 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](mailto:maryann.mieczkowski@doe.k12.de.us).

Sincerely,

Mary Ann Mieczkowski  
Director, Exceptional Children Resources

MAM/pb  
Attachment

cc: Susan S. Bunting, Ed.D., Secretary of Education  
Monica Gant, Ph.D., Associate Secretary  
Megan Yeager, Special Education Coordinator  
Pamela Bauman, Education Associate, Exceptional Children Resources  
Jalee Pernol, Education Associate, Exceptional Children Resources  
Leroy Travers, Education Associate, Charter School Office

## ***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 2017 LEA Annual Determinations

FFY 2017 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

<b>Meets Requirements</b>	<b>=</b>	≥ 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.
<b>Needs Assistance</b>	<b>=</b>	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)
<b>Needs Intervention</b>	<b>=</b>	≤ 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)

# Spring 2019 IDEA Annual Determination for FFY 2017

## Positive Outcomes Charter School

Results Indicators	Data From: (Time Period)	SPP Target 2017	State Data	LEA Data	LEA Score	Possible Points
Indicator 1: Graduation Rate	2016-2017	77.80%	67.94%	76.47%	0	1
Indicator 2: Drop Out Rate	2016-2017	4.30%	2.38%	-	1	1
Indicator 3B: Participation Rate-ELA						
Grade 3	2017-2018	95.00%	98.00%	NA	NA	NA
Grade 4		95.00%	96.17%	NA	NA	NA
Grade 5		95.00%	97.85%	NA	NA	NA
Grade 6		95.00%	97.25%	NA	NA	NA
Grade 7		95.00%	96.64%	100.00%	1	1
Grade 8		95.00%	96.80%	100.00%	1	1
Grade 11		95.00%	84.40%	94.12%	0	1
Indicator 3B: Participation Rate-MATH						
Grade 3	2017-2018	95.00%	97.64%	NA	NA	NA
Grade 4		95.00%	96.34%	NA	NA	NA
Grade 5		95.00%	97.80%	NA	NA	NA
Grade 6		95.00%	96.63%	NA	NA	NA
Grade 7		95.00%	96.24%	100.00%	1	1
Grade 8		95.00%	96.79%	100.00%	1	1
Grade 11		95.00%	83.84%	94.12%	0	1
Indicator 3C: Proficiency Rate-ELA						
Grade 3	2017-2018	39.50%	12.28%	NA	NA	NA
Grade 4		39.50%	16.88%	NA	NA	NA
Grade 5		39.50%	15.59%	NA	NA	NA
Grade 6		39.50%	11.07%	NA	NA	NA
Grade 7		39.50%	12.81%	-	0	1
Grade 8		39.50%	13.30%	-	0	1
Grade 11		39.50%	8.62%	-	0	1
Indicator 3C: Proficiency Rate-MATH						
Grade 3	2017-2018	36.30%	16.92%	NA	NA	NA
Grade 4		36.30%	16.67%	NA	NA	NA
Grade 5		36.30%	9.40%	NA	NA	NA
Grade 6		36.30%	5.70%	NA	NA	NA
Grade 7		36.30%	5.05%	-	0	1
Grade 8		36.30%	5.74%	-	0	1
Grade 11		36.30%	2.83%	-	0	1
Indicator 4A: Significant Discrepancy in the Rate of Long-Term Suspensions and Expulsions of Students with Disabilities	2016-2017	Rate Ratio 1.18 Cell Size 15	NA	Under Threshold	1	1

# Spring 2019 IDEA Annual Determination for FFY 2017

Results Indicators Continued	Data From: (Time Period)	SPP Target 2017	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	2017-2018	71.00%	65.74%	100.00%	1	1
Indicator 5B: Percent of Children Aged 6 -21 Served Inside the Class Less Than 40% of the Day		14.90%	14.94%	-	1	1
Indicator 5C: Percent of Children Aged 6 -21 Served in Separate Schools, Residential Facilities and Homebound/Hospital Placements		4.00%	5.22%	-	1	1

Indicator 7A. Early Childhood Outcomes- Positive Social/Emotional Skills						
Percent Increase Rate of Growth	2017-2018	89.80%	91.25%	NA	NA	NA
Percent Within Age Expectation		59.30%	51.06%	NA	NA	NA
Indicator 7B. Early Childhood Outcomes-Acquisition and Use of Knowledge and Skills						
Percent Increase Rate of Growth	2017-2018	92.20%	88.14%	NA	NA	NA
Percent Within Age Expectation		53.70%	46.86%	NA	NA	NA
Indicator 7C. Early Childhood Outcomes- Use of Appropriate Behaviors						
Percent Increase Rate of Growth	2017-2018	91.30%	89.60%	NA	NA	NA
Percent Within Age Expectation		65.40%	63.58%	NA	NA	NA

Compliance Indicators	Data From: (Time Period)	SPP Target 2017	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.	2016-2017	Rate Ratio 1.18 Cell Size 10	NA	Compliant	1	1
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Indicator 9: Disproportionate Representation All Disabilities	2017-2018	0.00%	NA	Compliant	1	1
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Indicator 10: Disproportionate Representation Specific Disabilities	2017-2018	0.00%	NA	Compliant	1	1
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Indicator 11: Initial Evaluations Conducted Within Timeline	2017-2018	100.00%	99.36%	NA	NA	NA
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Indicator 12: Early Childhood Transition from Part C to Part B	2017-2018	100.00%	89.11%	NA	NA	NA
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Indicator 13: Secondary Transition	2017-2018	100.00%	100.00%	100.00%	1	1
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Determination Summary		Annual Determination:	
Compliance Indicators Score	4	Needs Assistance	
Possible Points:	4		
Results Indicators Score	9	Intervention Plan /Compliance Agreement: <b>No</b>	
Possible Points:	18		
Score Total	13		
Out of a Possible:	22		
Percentage:	59.09%		

**Spring 2019 IDEA Annual Determination for FFY 2017  
Positive Outcomes Charter School**

**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>
	2016-2017	77.80%	67.94%	17	-	76.47%	No

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

**Drop-Out Rate**

<u>Indicator 2</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Number Enrolled</u>	<u>Number of Drop-Outs</u>	<u>LEA Data % SWD who Dropped Out</u>	<u>Met Target?</u>
	2016-2017	4.30%	2.38%	64	-	-	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>
	2017-2018	95.00%	98.00%	3	ELA	NA	NA	NA	NA
	2017-2018	95.00%	96.17%	4	ELA	NA	NA	NA	NA
	2017-2018	95.00%	97.85%	5	ELA	NA	NA	NA	NA
	2017-2018	95.00%	97.25%	6	ELA	NA	NA	NA	NA
	2017-2018	95.00%	96.64%	7	ELA	-	-	100.00%	Yes
	2017-2018	95.00%	96.80%	8	ELA	16	16	100.00%	Yes
	2017-2018	95.00%	84.40%	11	ELA	17	16	94.12%	No

**Note:**

**Participation Rate in the State Assessment - MATH**

<u>Indicator 3B</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Eligible</u>	<u>Number Tested</u>	<u>LEA Data Percent Tested</u>	<u>Met Target?</u>
	2017-2018	95.00%	97.64%	3	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.34%	4	MATH	NA	NA	NA	NA
	2017-2018	95.00%	97.80%	5	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.63%	6	MATH	NA	NA	NA	NA
	2017-2018	95.00%	96.24%	7	MATH	-	-	100.00%	Yes
	2017-2018	95.00%	96.79%	8	MATH	16	16	100.00%	Yes
	2017-2018	95.00%	83.84%	11	MATH	17	16	94.12%	No

**Note:**

**Spring 2019 IDEA Annual Determination for FFY 2017  
Positive Outcomes Charter School**

Proficiency Rate on the State Assessment - ELA								LEA Data	
<u>Indicator 3C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>% of SWD Meeting Proficiency</u>	<u>Met Target?</u>
	2017-2018	39.50%	12.28%	3	ELA	NA	NA	NA	NA
	2017-2018	39.50%	16.88%	4	ELA	NA	NA	NA	NA
	2017-2018	39.50%	15.59%	5	ELA	NA	NA	NA	NA
	2017-2018	39.50%	11.07%	6	ELA	NA	NA	NA	NA
	2017-2018	39.50%	12.81%	7	ELA	-	-	-	No
	2017-2018	39.50%	13.30%	8	ELA	16	-	-	No
	2017-2018	39.50%	8.62%	11	ELA	16	-	-	No

**Note:**

Proficiency Rate on the State Assessment - MATH								LEA Data	
<u>Indicator 3C</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Grade</u>	<u>Subject</u>	<u>Number Tested</u>	<u>Number Meets</u>	<u>% of SWD Meeting Proficiency</u>	<u>Met Target?</u>
	2017-2018	36.30%	16.92%	3	MATH	NA	NA	NA	NA
	2017-2018	36.30%	16.67%	4	MATH	NA	NA	NA	NA
	2017-2018	36.30%	9.40%	5	MATH	NA	NA	NA	NA
	2017-2018	36.30%	5.70%	6	MATH	NA	NA	NA	NA
	2017-2018	36.30%	5.05%	7	MATH	-	-	-	No
	2017-2018	36.30%	5.74%	8	MATH	16	-	-	No
	2017-2018	36.30%	2.83%	11	MATH	16	-	-	No

**Note:**

**Significant Discrepancy in the Rate of Long-Term Suspension and Expulsions of Students with Disabilities**

<u>Indicator 4A</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>SWD Enrollment</u>	<u>Non-SWD Enrollment</u>	<u>SWD Suspended &gt; 10 Days</u>	<u>Non-SWD Suspended &gt; 10 Days</u>	<u>LEA Data (Rate Ratio)</u>	<u>Under Threshold?</u>
	2016-2017	50.00%	100.00%	-	-	-	-	-	Yes

**Note:** Indicator 4A is based on school year 2016- 2017 data with a Rate Ratio of > 1.18 and an N size of 15.  
State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 1.18

**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 &gt; 10 Days</u>	<u>Met Target?</u>	<u>LEA Data (Rate Ratio)</u>	<u>Compliant?</u>
	2016-2017	0%	50.00%	Hispanic	-	-	Yes	-	Yes
	2016-2017	0%	50.00%	American Indian	-	-	Yes	-	Yes
	2016-2017	0%	50.00%	African American	-	-	Yes	-	Yes
	2016-2017	0%	50.00%	White	-	-	Yes	-	Yes
	2016-2017	0%	50.00%	Asian	-	-	Yes	-	Yes
	2016-2017	0%	50.00%	Haw./P.I.	-	-	Yes	-	Yes
	2016-2017	0%	50.00%	Multiple	-	-	Yes	-	Yes

**Note:** Indicator 4B is based on school year 2016-2017 data with a Rate Ratio of > 1.18 and an N size of 10.  
State data is a calculation based on the number of LEAs that met the N Size compared to the same LEAs that exceeded rate ratio of 1.18



**Spring 2019 IDEA Annual Determination for FFY 2017  
Positive Outcomes Charter School**

**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>
	2017-2018	71.00%	65.74%	87	87	100.00%	Yes

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>
	2017-2018	14.90%	14.94%	87	-	-	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>
	2017-2018	4.00%	5.22%	87	-	-	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>
	2017-2018	49.00%	49.24%	NA	NA	NA	NA

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>
	2017-2018	32.00%	34.59%	NA	NA	NA	NA

Note:

**Spring 2019 IDEA Annual Determination for FFY 2017  
Positive Outcomes Charter School**

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

<u>Indicator 7A</u>	<u>School Year</u>	<u>Positive Social/Emotional Skills : Percent Increased</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Positive Social/Emotional Skills : Percent Within Age Expectation State</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
		<u>Rate of Growth</u>	<u>State Target</u>				<u>Target</u>	<u>Expectation State</u>			
	2017-2018	89.80%		91.25%	NA	NA	59.30%		51.06%	NA	NA

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</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Acquisition and Use of Knowledge and Skills: Percent Within Age Expectation State</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
		<u>Growth</u>	<u>State Target</u>				<u>Target</u>	<u>Expectation State</u>			
	2017-2018	92.20%		88.14%	NA	NA	53.70%		46.86%	NA	NA

Note:

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

<u>Indicator 7C</u>	<u>School Year</u>	<u>Use of Appropriate Behaviors: Percent Increased Rate of Growth</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>	<u>Use of Appropriate Behaviors: Percent Within Age Expectation</u>		<u>State Data</u>	<u>LEA Data</u>	<u>Met Target</u>
		<u>State Target</u>	<u>State Target</u>				<u>State Target</u>	<u>Expectation</u>			
	2017-2018	91.30%		89.60%	NA	NA	65.40%		63.58%	NA	NA

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>
	2017-2018	89.00%	89.54%	-	-	-	100.00%	Yes

Note: NA

**Spring 2019 IDEA Annual Determination for FFY 2017**

**Positive Outcomes Charter School**

**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>
	2017-2018	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>
	2017-2018	0.00%	2.78%	Yes	Yes

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

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

<u>Indicator 11</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of Initial Evaluations</u>	<u>Number Within Timelines</u>	<u>Number Not Within Timelines</u>	<u>% LEA Data Within Timelines</u>	<u>Met Target?</u>
	2017-2018	100.00%	99.36%	-	NA	NA	NA	NA

**Note:** NA- no initial evaluations were reported.

**Early Childhood Transitions: Percent of Children Referred by Part C Prior to Age 3 Who Are Found Eligible for Part B, and Who Have an IEP Developed and Implemented by Their Third Birthday**

<u>Indicator 12</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of SWD Who Turned Age 3</u>	<u>Number of Students Referred Minus Not Eligible and/or Parent Refusals</u>	<u>LEA Data % Who Received Services by Age 3</u>	<u>Met Target?</u>
	2017-2018	100.00%	89.11%	NA	NA	NA	NA

**Note:**

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

<u>Indicator 13</u>	<u>School Year</u>	<u>State Target</u>	<u>State Data</u>	<u>Total Number of IEPs Reviewed</u>	<u>Number of IEPs Meeting Standard</u>	<u>LEA Data % Meeting Standard</u>	<u>Met Target?</u>
	2017-2018	100.00%	100.00%	82	82	100%	Yes

**Note:**

Spring 2019 IDEA Annual Determination for FFY 2017

Positive Outcomes Charter School

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	School Year	State Target	State Data	Total Number of Exiters	Total Number of Respondents	Group A Respondents	LEA Data % Group A	Met Target?
	2016-2017	37.00%	41.39%	-	-	-	-	Yes
		<u>State Target</u>	<u>State Data</u>			<u>Group B Respondents</u>	<u>LEA Data % Group B</u>	<u>Met Target?</u>
		68.00%	62.16%			-	-	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%	81.56%			-	-	No

Note: