

North Carolina
Part B State Performance Plan (SPP) for 2005-2010
Revised February 1, 2008
Edited March 1, 2008
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Overview of the State Performance Plan Development:

The North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division gathered and analyzed data for the development of the State Performance Plan (SPP). Internal teams comprised of Exceptional Children Division staff were designated according to their expertise in specific monitoring priority areas. Teams within each monitoring priority area were further divided into sub-teams to respond to particular indicators. Each sub-team collected and analyzed data on their indicator and presented the information to their monitoring priority team. Members of the monitoring priority teams provided comments to the sub-teams on their indicators. All monitoring priority teams reconvened and reported the information to the entire Exceptional Children staff and the stakeholder steering committee for review. The Council on Educational Services for Exceptional Children served as the Stakeholder Steering Committee. The Special Needs Federation, representatives from the Exceptional Children's Assistance Center (ECAC) and the Association for Retarded Citizens (Arc) of North Carolina participated in the SPP review. In addition, members of the Council of Administrators of Special Education (CASE) and several local Exceptional Children Directors provided comments for the SPP. The input provided was used to make revisions to the draft before finalization.

Local education agencies (LEAs) were provided an overview of the SPP by means of staff development sessions throughout the state. In an effort to comply with the requirements of the SPP, local education agencies (LEAs) including traditional LEAs, charter schools and state-operated programs were trained on how to align their Continuous Improvement Plans (changed to Continuous Improvement Performance Plan) with the SPP to provide updates for the Annual Performance Report (APR).

An overview of the SPP was provided to the Curriculum and School Reform Services Area and the State Board of Education (SBE). The SPP was posted on the North Carolina Exceptional Children Division's website for public comment. At the conclusion of the public comment period, the SPP draft was revised and finalized for submission to the U.S. Department of Education, Office of Special Education Programs (OSEP). A copy of the SPP was officially posted on the Exceptional Children Web site in December 2005.

Because some of the baseline data from 2004-05 required in the SPP were unavailable until the fall of 2006 and the state of North Carolina has changed how it collects some of the data, the Exceptional Children Division decided to revise the SPP for the February 1, 2007 submission date. Stakeholder input has been obtained from The Council on Educational Services for Exceptional Children, staff from other divisions at the North Carolina Department of Public Instruction and LEA staff as part of their Continuous Improvement Performance Plan implementation.

North Carolina is collaborating with the National Center for Special Education Accountability Monitoring to be a pilot state in the focused monitoring process. The Exceptional Children Division held a stakeholder meeting in August, 2006 to get input in selecting the target indicators as well as needed changes to the SPP from a wide variety of stakeholders including LEAs, universities, parent organizations and other state agencies. In addition North Carolina has a task force which includes LEA staff, parents and NCDPI personnel that meets regularly to work on disproportionate representation of minorities and culturally responsive practices. The Exceptional

Children Division is partnering with The National Center for Culturally Responsive Educational Systems in this effort.

Revisions to the State Performance Plan for February 1, 2008:

For the February 1, 2008 submission of the Annual Performance Report, it was necessary to make some revisions to the State Performance Plan. Some revisions have been made utilizing the SPP template and have been submitted to the United States Department of Education, Office of Special Education Programs as an abbreviated SPP document. For other indicators, changes were made as a part of the Annual Performance Report (APR). Changes that have been made and reported utilizing the SPP templates include:

- Indicator 7: Information specific to progress data is included. The baseline data are due in 2010;
- Indicator 8: Baseline data, targets and improvement strategies are submitted. The sampling plan has been revised;
- Indicator 9: Baseline data and improvement activities have been added. The definition has been revised and all required categories of disabilities have been addressed;
- Indicator 10: Baseline data and improvement activities have been added. The definition has been revised and all required categories of disabilities have been addressed;
- Indicator 12: Changes have been made to the improvement activities; and
- Indicator 14: Indicator 14 has been revised to include baseline data, targets and improvement activities through FFY1010.

For some indicators, changes were made and submitted with the APR. Those changes will be incorporated into the SPP prior to posting on the website. The changes include:

- Indicator 1: Changes were made to baseline data and target because of the change in State's graduation calculation from an event rate to a cohort rate;
- Indicators 5, 13 and 16 revisions were made to the improvement activities; and
- Indicator 18 and 19: The targets were changed to incorporate a range.

Revisions to the SPP/APR were developed with input from stakeholders. The Council on Educational Services for Exceptional Children, the State Advisory Panel, has continued to serve as the primary stakeholder steering committee. In addition, input was gathered from Exceptional Children Program Directors from LEAs, Training/Technical Assistance Centers, early childhood specialists, transition specialists, LEA staff as part of their Continuous Improvement Performance Plan implementation, and staff at the North Carolina Department of Public Instruction.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Calculation Explanation:

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

The definition of NC graduation rate is stated in *Consolidated State Application Accountability Workbook, May 11, 2004*:

"The percentage of students who graduate from high school with a regular diploma in the standard number of years." According to final regulations, "diploma" does not include "an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a GED." State Board of Education (SBE) Policy HSP-N-004 describes the requirements for a North Carolina diploma and provides evidence that North Carolina issues only one diploma to all students, regardless of which Course of Study they successfully complete. See <http://sbepolicy.dpi.state.nc.us/> for a copy of this policy. The "standard number of years" will be defined as four years or less. Data source for 2002-03: The 2002-03 ABCs masterbuild files will be coded to reflect diploma recipients. The same files will indicate the date when students took End-of-Grade (EOG) tests in 8th grade. Calculating the elapsed time between 8th grade EOG tests and diploma receipt will ascertain the number of years. Schools will be given the capability to manually record the necessary information for students that do not have 8th grade EOG data (e.g., students who moved into the state after the 8th grade or who previously attended private schools).

Timeline for Moving to a Cohort Definition of Graduation Rate

During the 2002-03 school year, a baseline was established for membership in ninth grade. The student information management systems in North Carolina did not have the capability to track students over a four-year period anywhere in the state. Therefore, LEAs had to generate student rosters for ninth graders in 2002-03 and retain them for future reference. LEAs and/or schools recorded the transition outcomes for each student on the roster over the next four years and maintained that information so that it could be matched with the diploma recipient information collected through the 2005-06 masterbuild files (or other data collection

method). Thus the first year in which a cohort-based graduation rate could be calculated will be the 2005-06 school year, and the first year in which "progress" could be ascertained using a cohort definition for two successive graduation rates will be 2006-07.

The calculations will avoid counting a dropout as a transfer. The graduation rate will be used for Average Yearly Progress (AYP) for the school as a whole and to invoke the exception clause ("safe harbor") as appropriate for determining AYP for groups in a school. The graduation rate will be the other academic indicator for schools that have a twelfth grade and graduate seniors. Progress will be defined as at least 0.1 percentage point increase from one year to the next up to a threshold of 90%. Any fluctuations above 90% for the graduation rate will meet the requirement for progress.

Overview of Issue/Description of System or Process:

Requirements for Graduation Proficiency Before the 2005-06 School Year

1. Standardized Transcript

The NC standardized high school transcript certified a level of proficiency in high school courses through both grades and test scores, including the new higher graduation requirements of Algebra I, Biology, and an additional social studies course.

In order to inform parents and students of student progress, beginning with the 1995-96 school year, the transcript was issued to students at the end of each school year.

2. Reading and Mathematics Proficiency

Beginning with the graduating class of 1998, students who did not achieve grade-level proficiency in Reading and Mathematics at the end of the eighth grade received focused extended instructional opportunities which were different from and supplemental to regular high school course work and which were specifically designed to improve these students' performance to at least eighth-grade level proficiency.

Only students who had achieved grade level proficiency on the eighth-grade tests, in addition to meeting all other state and local requirements, were to receive diplomas.

Therefore, beginning with the 1994-95 ninth-grade class, the End-of-Grade (EOG) Grade 8 Tests in Reading and Mathematics were the North Carolina Competency Tests. Passing scores were the attainment of at least Level III on each test.

The Department of Public Instruction conducted studies to validate the eighth-grade Reading and Mathematics EOG Tests and cutscores for Level III as a requirement for high school graduation.

Requirements for Graduation Proficiency in the 2005-06 School Year

1. EOC Test Scores and Senior Project

In October 2004 the North Carolina State Board of Education approved using the five required end-of-course (EOC) assessments and a Senior project as the framework for the new high school exit standards. The five required EOC assessments are Algebra 1, Biology, English 1, Civics & Economics, and U.S. History. The Senior project will be a performance-based component that can include service-based learning or work-based learning experiences. The Senior project will be developed, monitored, and scored locally using state adopted rubrics. In addition to state standards, local school boards may set other standards for graduates.

The new exit standards will apply only to students following the Career Preparation, College Technical Preparation, or College University Preparation courses of study. Students entering the ninth grade for the first time in 2006-07 will be required to meet the new exit standards.

Students following the Occupational Course of Study are required to meet rigorous exit standards established by the State Board of Education. They must complete 20 units of study (or 22 units of study for the Occupational Course of Study), in addition to meeting local graduation requirements.

2. Other Completion Options

There are two categories of students who may complete high school, but not receive a regular diploma.

- Students who satisfy all state and local graduation requirements but who fail the required competency tests will receive a certificate of achievement and a transcript and will be allowed by the local school district to participate in graduation exercises.
- Students with disabilities who do not meet the high school diploma requirements will receive a graduation certificate and will be allowed to participate in graduation exercises if they successfully complete 20 course units by general subject area (four English, three mathematics, three science, three social studies, one health and physical education and six local electives) and complete the requirements of their individualized education program (IEP).

Baseline Data FFY 2002-2004:

The North Carolina graduation rate for the 2002-03, 2003-04 and 2004-05 school years are identified in the chart below.

GRADUATION RATE			
High School Graduates	Graduation Rate*		
Student Group	02-03 School Year	03-04 School Year	04-05 School Year
All Students	97	95.7	96.1
American Indian	95.8	93.8	95.8
Asian	96.3	95.9	95.9
Black, non-Hispanic	94.6	92.2	93.1
Hispanic	94.1	90.7	91.8
Multi-Racial	96	96.4	96.8
White, non-Hispanic	98	97.3	97.6
Students with Disabilities	93	88.7	91.6
Limited English Proficient	94.1	88.4	86.7
Economically Disadvantaged	94.6	92.7	94

***Note:** The percentage of students who graduate from high school with a regular diploma in the standard number of years.

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that are used under No Child Left Behind (NCLB).

Discussion of Baseline Data:

The graduation rate is calculated as follows: (1) based on the number of students graduating in that year (denominator); and (2) percentage of students who graduated in 4 years or less. The average yearly progress (AYP) status is determined by assessment results and the Other Academic Indicator, which is graduation rate for schools that have a twelfth grade and graduate seniors. Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.

Based on the graduation rate calculation, there was a significant decrease in the graduation rate of students with disabilities from the 2002-03 school year to the 2003-04 school year. However, there is an increase in the graduation rate for students with disabilities in the 2004-05 school year.

FFY	Measurable and Rigorous Target
2005 (2005-06)	50% of youths with IEPs graduating from high school with regular diplomas.*
2006 (2006-07)	50% of youths with IEPs graduating from high school with regular diplomas.*
2007 (2007-08)	55% of youths with IEPs graduating from high school with regular diplomas.*
2008 (2008-09)	60% of youths with IEPs graduating from high school with regular diplomas.*
2009 (2009-10)	65% of youths with IEPs graduating from high school with regular diplomas.*
2010 (2010-11)	70% of youths with IEPs graduating from high school with regular diplomas.*

* Targets for 2005-06 through 2010-11 have been revised, as recommended by the State Advisory Panel which also serves as the SPP stakeholder committee. For 2004-05 baseline data and for determining AYP in 2005-06, North Carolina used an event type graduation rate. On February 28, 2007, the Department released its first 4-Year Cohort Graduation Rate for students entering ninth grade for the first time in 2002-03. NCDPI reset the graduation target rate for AYP, based on the 4-Year Cohort Graduation rates. It was necessary to reset the SPP targets to reflect the new method for calculating graduation rates, to compare the rates to determine progress or slippage from year to year, and to reflect changes in the AYP graduation target rate.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Examine current national and LEA practices and initiatives to increase number of regular diplomas awarded to identified students with disabilities.	2005-2006	• NC State Report Card • Mid-South Regional Resource Center • Review of Student Accountability Standards
Analyze LEA data and indicate LEAs with highest numbers of regular diplomas being awarded to students with IEPs. Identify their effective practices and strategies. Examine LEA data to identify those LEAs requiring targeted technical assistance to increase the number of regular diplomas awarded to students with IEPs. Gather national data to compare to North Carolina data.	2005-2006	• Research and Evaluation Consultant • Comprehensive Exceptional Children Accountability System (CECAS) Reports
Disseminate information to LEAs identifying which systems show high numbers of regular diplomas awarded to students with IEPs and share their process and practices used in increasing the number of youth with disabilities graduating with a regular diploma.	2006-2008	• Exceptional Children Data Reports
Provide focused technical assistance to LEAs on implementing practices, procedures and strategies to increase the number of regular diplomas awarded to students with disabilities.	2007-2010	• PMA Consultants • Regional Consultants
Continue monitoring LEA data to determine increase in number of regular diplomas awarded to students with disabilities compared to regular diplomas awarded to students without an IEP.	2008-2010	• PMA Consultants • Regional Consultants
Re-design/update strategies, procedures and processes	2008-2010	• PMA Consultants • Exceptional Children Division Staff
Focused Monitoring of selected	2007-2010	• PMA Consultants

LEAs.		• Regional Consultants • Other EC Division staff • LEA staff • National and Regional Centers & resources • Funding for travel for on-site reviews & follow-up technical assistance visits
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Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth.
Explain calculation.

Overview of Issue/Description of System or Process: North Carolina Department of Public Instruction (NCDPI) will use a comparison of dropout rates for youth with IEPs compared to the dropout rate for all youth in the State. The method used in North Carolina to count dropouts is an event count. It counts the number of dropouts during a school year, beginning the first day of the academic year and ending on the last day of the subsequent summer vacation. A "dropout" is a student who:

- Was enrolled in school at some time during the reporting year;
- Was not enrolled on the Day 20 of the current year;
- Has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state/district approved educational program*,
 2. temporarily absent due to suspension or school approved illness, or
 3. death.
- Must meet state standards; therefore, a student who withdraws from high school and enrolls in a district-sponsored GED prep program or community college GED and Adult High School Diploma program is reported as a dropout.

Baseline Data for FFY 2004 (2004-2005): NC 2004-05 dropout data indicate 20,175 youth (4.74%) dropped out of school in grades 9-12. This same year, 3799 youth with IEPs (8.09%) dropped out of school in grades 9-12.

Discussion of Baseline Data: In 2003-04, 20,035 or 4.86% youth, including 3876 or 8.4% youth with IEPs, dropped out of grades 9-12 in North Carolina. In 2004-05 the number of dropouts in grades 9-12 increased by 140 youth, although the dropout rate decreased by 0.12% to 4.74% due to an increase in population in grades 9-12. The number of youth with IEPs who dropped out of grades 9-12 in 2004-05 decreased by 77 youth and 0.31%. In 2003-04, the dropout rate for youth with IEPs (8.4%) was 3.54% higher than the dropout rate for all youth (4.86%) in grades 9-12. In 2004-05, the dropout rate for youth with IEPs (8.09%) was 3.35% higher than the dropout rate for all youth (4.74%) in grades 9-12. This represents a decrease of 0.19% between the grades 9-12 dropout rate for all youth and youth with IEPs from 2003-04 to 2004-05.

113 of 115 traditional local education agencies (LEAs) (98.26%) and 8 of 28 charter schools with any grades 9 -12 (28.57%) reported at least 1 youth with an IEP as a dropout for 2004-05. 33 of the 113 traditional LEAs (28.7%) and 6 of the 8 charter schools (75.0%) reported less than 10 youth with IEPs as dropouts in 2004-05. For the 80 traditional LEAs that reported more than 10 youth with IEPs as dropouts in 2004-05, LEA dropout rates for these youth ranged from 4.00% to 20.74%. 55 of the traditional LEAs (47.8%) had a dropout rate for youth with IEPs that was less than the State dropout rate of 8.09% for youth with IEPs. 15 of the traditional LEAs (13.04%) had a dropout rate for youth with IEPs that was less than the LEA's dropout rate for all youth.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 7.50%.
2006 (2006-2007)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 7.00%.
2007 (2007-2008)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 6.50%.
2008 (2008-2009)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 6.00%.
2009 (2009-2010)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 5.50%.
2010 (2010-2011)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 4.74% or less.

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Annually review and analyze the LEAs' Continuous Improvement Performance Plans (CIPPs) to identify LEAs that are reducing dropout rates and identify their effective practices as well as those LEAs that are in need of additional and/or targeted technical assistance.	2005-2006 and annually thereafter	• NC Dropout Report • Policy, Monitoring and Audit (PMA), Research and Evaluation and Regional Consultants/Regional Team • Mid-South Regional Resource Center
Following the review and analyses of the CIPPs, DPI will conduct	Spring 2007 and annually thereafter	• PMA and Regional Consultants/Regional Teams

regional meetings with LEAs: to discuss/review findings; further analyze reasons; and provide technical assistance regarding improvement strategies.		
Review research available about why students drop out of school and intervention strategies. Disseminate information to LEAs.	2006-2007	• Exceptional Children Data Reports • NC Dropout Report • National Dropout Prevention Centers • Mid-South Regional Resource Center • Exceptional Children Division Program Consultants
Examine current practices and initiatives to determine extent of the impact.	2006-2007	• PMA Consultants • Regional Consultants
Disseminate information to LEAs about which systems and practices decrease the number of youth with disabilities who drop out of school.	2006-2010	• PMA Consultants • Regional Consultants • Exceptional Children Division Program Consultants
Develop technical assistance and training that specifically focuses on high schools and how to implement practices which will lead to decreasing the number of youth with disabilities who drop out of school.	2006-2010	• PMA Consultants • Exceptional Children Division Program Consultants

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the state's adequate yearly progress (AYP) objectives for progress for disability subgroup.
- B. Participation rate for children with individualized education programs (IEPs) in a: regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Measurement:

A. Percent = # of districts meeting the state's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the state times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100)
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100)
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100)
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100)

Account for any child included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100)
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100)

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

Determining Adequate Yearly Progress (AYP)

(Updated June 2005)

Introduction

AYP is defined as a series of performance targets that states, school districts, and schools must achieve each year to meet the requirements of No Child Left Behind (NCLB). In each public school and LEA in North Carolina, the ten student subgroups are defined as:

1. School as a whole (all students)
2. American Indian
3. Asian
4. Black
5. Hispanic
6. Multi-racial
7. White
8. Economically Disadvantaged (Free and Reduced Lunch)
9. Limited English Proficient (LEP)
10. Students with Disabilities (SWD)

In order for elementary and middle schools (including grades in the 3 to 8 grade range) to make AYP, each student subgroup in tested grades must meet the following targets:

1. 95% participation rate in reading/language arts assessment
2. 95% participation rate in mathematics assessment
3. Meet or exceed the state's annual measurable objective (AMO) for proficiency in reading/language arts
4. Meet or exceed the state's annual measurable objective (AMO) for proficiency in mathematics
5. The school as a whole must show progress on the other academic indicator (OAI): attendance for schools in grades 3 to 8.

In order for a high school (grades range 9 to 12), to make AYP, each student subgroup must meet the following target:

1. 95% 10th grade participation rate in reading/language arts assessment
2. 95% 10th grade participation rate in mathematics assessment
3. Meet or exceed the State's annual measurable objective (AMO) for 10th grade proficiency in reading/language arts
4. Meet or exceed the State's annual measurable objective (AMO) for 10th grade proficiency in mathematics
5. The school as a whole must show progress on the other academic indicator (OAI), graduation rate, unless the high school does not graduate seniors, in which case it would be attendance.

Other Academic Indicators (OAI)

If a school contains a combination of elementary/middle and high school grade ranges, all available targets will be used for determining AYP status. Progress on the OAI is defined as at least 0.1 percentage point increase from one year to the next, up to a threshold of 90%. Any fluctuation above 90% will meet the requirement for progress. For LEAs, all available targets are utilized; the OAI is graduation rate. If a school graduates seniors, then graduation rate takes precedence over attendance. A subgroup must have at least 40 students, with the exception of the school as a whole; where up to as few as 5 students will be utilized for OAI and 3 students for proficiency targets. For proficiency and attendance targets, only students in membership a full academic year (FAY) are considered. FAY is defined as 140 days in membership as of the first day of End-of-Grade (EOG) testing.

Annual Measurable Objectives (AMO's)

In grades 3 through 8, for the 2004-05 through the 2006-07 school years, the AMO targets are:

- **76.7% proficiency in reading/language arts, and**
- **81.0% in mathematics.**

For grade 10, the AMOs were recalculated during the 2004-05 school year to reflect the inclusion of Algebra I, English I, and the Grade 10 Writing Assessment in the AYP computations. The new starting points for Grade 10, for 2004-05 through 2006-07 are:

- **35.4% in reading/language arts, and**
- **70.8% in mathematics.**

Safe Harbor Provision

If a subgroup meets the 95% participation rate but does **not** meet the proficiency target, that subgroup can meet its proficiency target with a safe harbor provision, providing that: the subgroup has reduced the percent of students not proficient by 10% from the preceding year for the subject area; and the subgroup shows progress on the OAI. A safe harbor data file will be provided to the LEA Test Coordinator by DPI. This file contains the previous years' proficiency results by subgroup, with all the AYP decision rules appropriately applied, i.e., 140 days in membership and 40 students in a subgroup.

If a subgroup does not have the minimum numbers of students or scores required in the safe harbor (i.e., previous year's) file, then that subgroup's performance is determined using the current year's data, without using the safe harbor provision of NCLB. Safe harbor based on federal guidance is not a right.

Operational Procedures

The Division of Accountability Services provides software for LEAs to calculate and check their AYP results. The results for schools will be released statewide by LEAs in mid-July. These reports will include the numbers and percentages of AYP targets met by their schools. These results are subject to confirmation in August by DPI in the ABCs report submitted to the State Board of Education (SBE).

Considerations for AYP Calculations

1. For schools with fewer than 40 students in the tested grades in the entire school in the current year, whatever data are available will be used to calculate AYP. The report will note "results based on less than 40 students, and should be interpreted with caution."
2. For low population schools with a mix of grades elementary/middle and high school, rules are applied so that if one of the grade ranges (elementary/middle or high school) has a lower population than the other, only the part with higher population will be taken into consideration for determining AYP. To determine which part to keep, add the number of students with FAY in math and reading and choose the targets for the grade range with the highest sum.
3. For each AMO and OAI target, full precision is carried throughout intermediate calculations; the final result is rounded to the nearest tenth and status is based on the rounded result. For percent tested targets, the final result is rounded to the nearest whole number.
4. In K-2 schools, special education schools, hospital schools, and vocational and career centers, a school specific feeder pattern will be used to determine AYP.
 - For K-2, the elementary school that receives the largest percent of students from the K-2 school is used to determine AYP status.

- For the special education schools, vocational / career schools, and hospital schools, at least half the feeding schools must make AYP for the receiving school to be designated as having made AYP.

AYP proficiency statistics are reported for the LEA and the State, in addition to the school. With AYP calculations, proficiency data for the LEAs are based on different data than the proficiency statistics for the schools. One cannot, therefore, combine the school based AYP proficiency statistics (e.g. by using a weighted average) in order to compute the AYP proficiency statistics for the LEA.

For example, there is a federal requirement to count students who have been in the LEA for at least 140 days (full academic year), even though they may not have been in a single school within that LEA for 140 days. This means some students would be counted for AYP proficiency at the LEA level but not at the school level.

Data will be gathered for grades 3 through 8 and 10. Data will be gathered separately for mathematics and reading. Beginning in 2006-07, data will be gathered as a baseline in science and measurable and rigorous targets will be identified at the end of that school year. Presently we have reports of misadministration of test vs. absent from test for use in documenting students who are in B(a) but not in B(b), B(c), B(d) or B(e).

Baseline Data for FFY 2004 (2004-2005):

A. Adequate Yearly Progress:

12 of 124 LEAs
Rate = **9.7%**

B. Participation rates:

		a	b	c	d	e	Overall
Reading 3	#	15138	3572	9527	1515	460	15074
	%		23.6	63.0	10.0	3.0	99.6
4	#	15242	2388	10659	1721	419	15187
	%		15.7	69.9	11.3	2.7	99.6
5	#	15092	1614	10850	2025	536	15025
	%		10.7	71.9	13.4	3.6	99.6
6	#	14279	1327	10681	1703	461	14172
	%		9.3	74.8	12.0	3.2	99.3
7	#	14974	1376	11287	1653	517	14833
	%		9.2	75.4	11.0	3.5	99.1
8	#	14803	1464	11064	1483	604	14615
	%		9.9	74.7	10.0	4.1	98.7
10	#	10891	*	*	*	*	10078
	%						93%
Math 3	#	15138	3574	9841	1202	460	15077
	%		23.6	65.0	8.0	3.0	99.6

4	#	15242	2391	11028	1346	419	15184
	%		15.7	72.4	8.8	2.7	99.6
5	#	15092	1622	11190	1680	536	15028
	%		10.8	74.1	11.1	3.6	99.6
6	#	14279	1336	10837	1520	461	14154
	%		9.4	75.9	10.6	3.2	99.1
7	#	14974	1380	11443	1475	517	14815
	%		9.2	76.4	9.8	3.5	98.9
8	#	14803	1462	11151	1385	604	14602
	%		9.9	75.3	9.4	4.0	98.6
10	#	10892	*	*	*	*	10295
	%						95%

C. Proficiency Rates:

		a	b	c	d	e	Overall
Reading 3	#	15138	2942	4535	79	158	7714
	%		19.5	30.0	0.5	1.0	51.0
4	#	15242	1984	5223	107	140	7454
	%		13.0	34.3	0.7	0.9	48.9
5	#	15092	1415	6883	152	199	8649
	%		9.4	45.6	1.0	1.3	57.3
6	#	14279	1002	4953	68	176	6199
	%		7.0	34.7	0.5	1.2	43.4
7	#	14974	1090	5963	66	193	7312
	%		7.3	39.8	0.4	1.3	48.8
8	#	14803	1221	6355	90	245	7911
	%		8.2	42.9	0.6	1.7	53.4
10	#	10891	*	*	*	*	1411
	%						14.0
Math 3	#	15138	3026	6031	68	157	9282
	%		20.0	39.8	0.5	1.0	61.3
4	#	15242	2197	8323	73	127	10720
	%		14.4	54.6	0.5	0.8	70.3
5	#	15092	1424	7750	124	192	9490
	%		9.4	51.4	0.8	1.3	62.9

6	#	14279	1138	6986	57	184	8365
	%		8.0	48.9	0.4	1.3	58.6
7	#	14974	1089	6063	45	187	7384
	%		7.3	40.5	0.3	1.2	49.3
8	#	14803	1107	5709	84	250	7150
	%		7.5	38.5	0.6	1.7	48.3
10	#	10892	*	*	*	*	4489
	%						43.6

* Grade 10 proficiency rates cannot be disaggregated according to the measurement's b, c, d, and e. These rates are determined by use of several assessments that students can take when they are in grades other than grade 10.

Discussion of Baseline Data:

The Accountability Services Division of the North Carolina Department of Public Instruction (NCDPI) provided the data for the 2004-2005 school year. Only 12/124 LEAs or 9.7% met AYP in 2004-05. Eleven (11) of the twelve (12) LEAs meeting AYP were traditional school districts and one (1) was a charter school. Eight (8) additional LEAs met AYP for reading and nine (9) additional LEAs met AYP for math for the students with disabilities subgroup. Increasing the percentage of LEAs meeting AYP is a priority. Measurable and rigorous targets for the percentage of LEAs meeting AYP are based on cumulative data on all traditional school districts, charter schools and SOPs with a students with disabilities subgroup. All targets are based on the goal of achieving 95% proficiency by 2014.

Grades 3 – 8 each exceeded the AYP 95% target for students with disabilities participation in State reading and math assessments. Participation rates were highest for both reading and math assessments in grades 3 – 5 (99.6%) and slightly and gradually declined in grades 6 – 8 to 98.7% participation rate in the grade 8 reading assessments and 98.6% in the grade 8 math assessments. Participation rates for reading and math assessments were in grade 10 met the AYP 95% target for students with disabilities in math (95%) and met with safe harbor the target for reading (93%). Mis-administrations and medical exemptions can impact participation rates and will be closely monitored by NCDPI's Accountability Services Division.

Increasing the overall proficiency rates for reading and for math for students with disabilities is also a high priority. Comparative analysis of the percentage of children with IEPs proficient in each testing category and grade level to related practices and initiatives in each LEA will provide a means to assess the impact of initiatives. The baseline data indicates that a majority of students with disabilities were tested with accommodations in both reading and math at all grade levels. For grades 3 – 8, reading proficiency rates were highest in grade 5 (57.3%) and lowest in grade 6 (43.4%). For grades 3 – 8, math proficiency rates were highest in grade 4 (70.3%) and lowest in grade 8 (48.3%). The grade 10 proficiency reading proficiency rate was 14% (AYP proficiency target is 35.4%). The grade 10 math proficiency rate was 43.6% (AYP proficiency target is 70.8%). AYP targets for grades 3 – 8 and grade 10 reading and math proficiency were not met for the students with disabilities subgroup.

FFY	Measurable and Rigorous Target		
2005 (2005-2006)	A. Percentage of Districts Meeting AYP: 15.0%		
	B. Overall Participation Rate:	Grade	Reading
		Math	
		3	99.6
		4	99.6
		5	99.6
		6	99.4
		7	99.2
		8	98.9
	C. Overall Proficiency Rate:	10	95.0
		Grade	Reading
		Math	
		3	56.0
		4	53.9
		5	62.3
		6	48.4
		7	53.8
		8	58.4
		10	17.0
		47.6	
2006 (2006-2007)	A. Percentage of Districts Meeting AYP: 25.0%		
	B. Overall Participation Rate:	Grade	Reading
		Math	
		3	99.6
		4	99.6
		5	99.6

	C. Overall Proficiency Rate:	6	99.5	99.3
		7	99.3	99.1
		8	99.1	99.1
		10	95.5	95.5
		Grade	Reading	Math
		3	61.0	61.3
		4	58.9	70.3
		5	67.3	62.9
		6	53.4	58.9
		7	58.8	49.3
		8	63.4	48.3
		10	20.0	51.6
2007 (2007-2008)	A. Percentage of Districts Meeting AYP: 35.0%			
	B. Overall Participation Rate:	Grade	Reading	Math
		3	99.7	99.7
		4	99.7	99.7
		5	99.7	99.7
		6	99.6	99.4
		7	99.4	99.2
		8	99.3	99.3
		10	96.0	96.0
	C. Overall Proficiency Rate:	Grade	Reading	Math
		3	66.0	61.3
		4	63.9	70.3

		5	72.3	62.9
		6	58.4	58.9
		7	63.8	49.3
		8	68.4	48.3
		10	23.0	55.6
2008 (2008-2009)	A. Percentage of Districts Meeting AYP: 45.0%			
	B. Overall Participation Rate:	Grade	Reading	Math
		3	99.7	99.7
		4	99.7	99.7
		5	99.7	99.7
		6	99.7	99.5
		7	99.5	99.4
		8	99.4	99.4
		10	96.5	96.5
	C. Overall Proficiency Rate:	Grade	Reading	Math
		3	71.0	64.3
		4	68.9	73.3
		5	77.3	65.9
		6	63.4	61.9
		7	68.8	52.3
		8	73.4	51.3
		10	26.0	55.6
2009 (2009-2010)	A. Percentage of Districts Meeting AYP: 55.0%			

	B. Overall Participation Rate:	Grade	Reading	Math
		3	99.75	99.75
		4	99.75	99.75
		5	99.75	99.75
		6	99.75	99.6
		7	99.6	99.6
		8	99.6	99.6
		10	97.0	97.0
	C. Overall Proficiency Rate:	Grade	Reading	Math
		3	76.0	67.3
		4	73.9	76.3
		5	82.3	68.9
		6	68.4	64.9
		7	73.8	55.3
		8	78.4	54.3
		10	29.0	59.6
2010 (2010-2011)	A. Percentage of Districts Meeting AYP: 65.0%			
	B. Overall Participation Rate:	Grade	Reading	Math
		3	99.8	99.8
		4	99.8	99.8
		5	99.8	99.8
		6	99.8	99.8
		7	99.8	99.8
		8	99.8	99.8

C. Overall Proficiency Rate:	10	97.5	97.5
	Grade	Reading	Math
	3	79.0	70.3
	4	76.9	79.3
	5	85.3	71.9
	6	71.4	67.9
	7	76.8	58.3
	8	81.4	57.3
	10	35.4	63.6

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Analyze LEA data in the State Report Card to identify LEAs that need targeted technical assistance.	2006	State Report Card
Analyze LEA data in the State Report Card to identify LEAs that are achieving good results. Identify their effective practices.	2006 & 2007	Assessment Data at DPI
Analyze regular and alternate assessment data by LEA to identify problem areas in order to provide technical assistance.	2006	Data Consultants in Department
Examine current practices and initiatives to determine extent of the impact.	2006 & 2007	- LEAs with good results - Exceptional Children Division Staff
Disseminate information to LEAs about which systems and practices increase academic achievement of students with disabilities.	2007-2010	Exceptional Children Division Staff

Provide training in universal design as a foundation for effective teaching practices.	2007	• Exceptional Children Division Staff
Implement & monitor procedures through NCDPI Accountability Services to further reduce mis-administrations	2006-2010	• Accountability Services Division

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process: According to the "Annual Study of Suspensions and Expulsions, 2004-05" published in March, 2006 by the Public Schools of North Carolina, students receiving special education services are disproportionately represented among short-term suspended students but not among long-term suspended students. These data do not look at aggregate suspensions greater than 10 days in a school year. Between 2003-04 and 2004-05, the number of out-of-school short-term suspensions given to NC students in the LEAs decreased 19%--from 311,482 to 252,030. All grade, gender, and ethnic groups saw decreases. The decrease in the number of short-term suspensions for exceptional children was 22%, with students in the EC classifications with the three highest numbers of short-term suspensions (EMD, SLD, and BED) experiencing even larger decreases.

A. Baseline Data for FFY 2004 (2004-2005): 11.3 % of the traditional LEAs have significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Public Charter Schools were not included in the baseline determination because each of their students with disabilities population is less than 100 and they each reported no students with disabilities suspended or expelled for greater than 10 days

Discussion of Baseline Data: A significant discrepancy in North Carolina is defined as two times the state average rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year, which is a rate of 2.00% or greater. This was determined by dividing the number of students with disabilities suspended or expelled for greater than 10 days in the state (1944) by the number of students with disabilities in the state according to the April 1, 2005 Child Count (194,398) to find the average rate of children with disabilities suspended greater than 10 days in a school year per LEA and then multiplying that rate (1.00%) by 2.

Of the 115 traditional LEAs, 13 LEAs or 11.3% of the traditional LEAs had a rate of suspensions and expulsions of children with disabilities greater than 10 days in the school year of 2.00% or greater. 52 LEAs had no students with disabilities suspended or expelled for greater than 10 days. Of the LEAs with 2.00% or greater, the LEAs had between 3 and 580 students with suspensions greater than 10 days and varied in size from 103 students identified to 17,779 students identified in the LEA. No charter schools had students with

disabilities suspended or expelled for greater than 10 days. In reviewing the data for 2003-04 there were no charter schools with students with disabilities suspended or expelled for greater than 10 days for that school year either. The charter schools all have less than 100 students identified as having a disability. The Exceptional Children Division has decided to continue to monitor their data but to not include them in the data calculations.

FFY	A. Measurable and Rigorous Target
2005 (2005-2006)	10.2% of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in as school year that is twice the state average rate or greater.
2006 (2006-2007)	9.1% of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year that is twice the state average rate or greater.
2007 (2007-2008)	8% of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year that is twice the state average rate or greater.
2008 (2008-2009)	7% of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year that is twice the state average rate or greater.
2009 (2009-2010)	6% of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year that is twice the state average rate or greater.
2010 (2010-2011)	5% of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year that is twice the state average rate or greater.

B. Baseline Data for FFY 2005 (2005-2006):

2.6% (3) of the traditional LEAs have significant discrepancies in the rates of suspensions and expulsions of African American children with disabilities for greater than 10 days in a school year.

1.7% (2) of the traditional LEAs had significant discrepancies in the rates of suspensions and expulsions of White children with disabilities for greater than 10 days in a school year.

0.09% (1) of the traditional LEAs had a significant discrepancy in the rates of suspensions and expulsions of Hispanic children with disabilities for greater than 10 days in a school year.

0.09% (1) of the traditional LEAs had a significant discrepancy in the rates of suspensions and expulsions of Asian children with disabilities for greater than 10 days in a school year.

0.0% (0) traditional LEAs had significant discrepancies in the rates of suspensions and expulsions of Native American children with disabilities for greater than 10 days in a school year.

Discussion of Baseline Data: A significant discrepancy in North Carolina is defined as two times the state average rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year. This was determined by dividing the number of students with disabilities suspended or expelled for greater than 10 days in the state for the ethnic/racial subgroup by the number of students with disabilities in the state for the ethnic/racial subgroup according to the April 1, 2005 Child Count to find the average rate of children with disabilities suspended greater than 10 days in a school year per LEA and then multiplying that rate by 2. Subgroups with less than five (5) students with disabilities suspended or expelled greater than 10 days were not included in the determinations.

The five ethnic/racial subgroups reported above had students with disabilities suspended or expelled for greater than 10 days during the 2005-06 school year.

African American Subgroup - 3 traditional LEAs (2.6%) had rates two times or more the state average rate for African American students suspended or expelled greater than 10 days in the school year. For this subgroup, two times the state average rate is 1.2%. The LEA rates ranged from 1.6% to 4.4%.

White Subgroup - 2 traditional LEAs (1.7%) had rates two times or more the state average rate for White students suspended or expelled greater than 10 days in the school year. For this subgroup, two times the state average rate is 0.04%. The LEA rates were 0.09% and 3.8%.

Hispanic Subgroup - 1 traditional LEA (0.09%) had a rate two times or more the state average rate for Hispanic students suspended or expelled greater than 10 days in the school year. For this subgroup, two times the state average rate is 0.05%. The LEA rate was 1.3%.

Asian Subgroup - 1 traditional LEA (0.09%) had a rate a rate two times or more the state average rate for Asian students suspended or expelled greater than 10 days in the school year. For this subgroup, two times the state average rate is 0.06%. The LEA rate was 1.5%.

Native American Subgroup - 0 traditional LEA (0.0%) had a rate two times or more the state average rate for Hispanic students suspended or expelled greater than 10 days in the school year.

FFY	B. Measurable and Rigorous Target
2005 (2005-2006)	Baseline Data Collected
2006 (2006-2007)	2.6% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of African American children with disabilities greater than 10 days in a school year. 1.7% of LEAs with a rate two times the state average rate or more of

	suspensions and expulsions of White children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Hispanic children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Asian children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Native American children with disabilities greater than 10 days in a school year.
2007 (2007-2008)	2.6% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of African American children with disabilities greater than 10 days in a school year. 1.7% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of White children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Hispanic children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Asian children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Native American children with disabilities greater than 10 days in a school year.
2008 (2008-2009)	1.7% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of African American children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of White children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Hispanic children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Asian children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Native American children with disabilities greater

	than 10 days in a school year.
2009 (2009-2010)	1.7% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of African American children with disabilities greater than 10 days in a school year. 0.09% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of White children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Hispanic children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Asian children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Native American children with disabilities greater than 10 days in a school year.
2010 (2010-2011)	0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of African American children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of White children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Hispanic children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Asian children with disabilities greater than 10 days in a school year. 0.0% of LEAs with a rate two times the state average rate or more of suspensions and expulsions of Native American children with disabilities greater than 10 days in a school year.

Improvement Activities/Timelines/Resources:

Analyze LEA long-and short-term suspension data in end-of-year reports and Continuous Improvement Performance Plans (CIPPs) to identify	2006 – 07 and annually thereafter	End of year reports CIPP data and information
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Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with individualized education programs (IEPs) aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

Least restrictive environments (LREs) for children with disabilities are individually determined by IEP teams. The process used to make those determinations needs to be examined in order to give meaning to the data and insight into strategies for improvement. Within that process, the quality and quantity of supplemental aids and services need to be reviewed. The impact of some factors outside the LRE process needs to be examined, such as the block schedule at the secondary level and the implementation of the Occupational Course of Study. An analysis of the population served in the most restrictive setting is required as well.

Baseline Data for FFY 2004 (2004-2005):

Based on the December 2004 Child Count, 60.59% of students are removed from regular class less than 21% of the day, 17.27% are removed from regular class greater than 60% of the day, and 2.23% are served in public or private separate schools (648), residential placements (0), or homebound or hospital placements (1,026).

Discussion of Baseline Data:

The December child count data on settings was reviewed for years 2000 through 2004. The trends in this five year span showed a steady 2.15% increase in Measurement A, a .23% decrease in Measurement B and a slight increase of .03% in Measurement C. Again, the population in Measurement C needs to be analyzed to begin to understand the slight increase.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurement A: 60.59% Measurement B: 17.27% Measurement C: 2.23%
2006 (2006-2007)	Measurement A: 61.59% Measurement B: 16.87% Measurement C: 2.18%
2007 (2007-2008)	Measurement A: 62.59% Measurement B: 16.47% Measurement C: 2.13%
2008 (2008-2009)	Measurement A: 63.59% Measurement B: 16.07% Measurement C: 2.09%
2009 (2009-2010)	Measurement A: 64.59% Measurement B: 15.67% Measurement C: 2.04%
2010 (2010-2011)	Measurement A: 65.59% Measurement B: 15.27% Measurement C: 2.01%

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Analyze End-of-Year Report and	2005-2010 annually	• CIMS self-assessment data • Comprehensive Exceptional

Continuous Improvement Monitoring System (CIMS) self-assessment data, disaggregated by LEA, grade level and area of disability, for populations in each setting on the LRE continuum.		Children Accountability System (CECAS) • EC End-of-Year Reports • Child Count Data
Develop a process which every IEP team can utilize to determine LRE to include identifying the necessary supports and services.	2005-2006	• Exceptional Children Division
Provide statewide training and technical assistance in the implementation of the LRE determination process.	2006-2010	• State Improvement Project II
Provide parent training on LRE.	2006-2010	• Model Projects: Instructional Consultation Teams, Response to Intervention, and Positive Behavior Support • Exceptional Children Assistance Center (ECAC)
Increase the quality of supplemental aides and services by:	2005-2010	
A. Examining and reducing barriers that prevent a fluid continuum of instructional services through regular and special education (i.e., universal design).	2006-2007	• Research Documents
B. Increasing promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2005-2010	• State Improvement Project II
C. Increasing promotion and implementation of Positive Behavioral Supports, Instructional Consultation Teams, and Response to Intervention Models.	2005-2010	• State Improvement Project II
Provide targeted technical assistance, regarding LRE decision-making, to identified LEAs that have continued to fail to make progress towards the	2007-08 – 2010-11, annually	• Comprehensive Exceptional Children Accountability System (CECAS)

State targets.		• Child Count Data • The Exceptional Children Division's regional teams and other program specialist staff
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Monitoring Priority: FAPE in the LRE

Indicator # 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings)

Measurement: Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

Most of the preschool children with disabilities in NC are served in public/private child care, Head Start or in blended classes within the public school system. NC has a state-funded preschool program for four-year-olds in which half of the classrooms are located in child care facilities and half in the public schools. Title I programs for four-year-olds as well as thirteen Head Start programs are located in the public schools. Other Head Start programs are located in the community. There are also "fee for service" classes in the public schools where typical children pay the going child care rate for that community. Even Start and Smart Start (another state-funded early care and education program for children under five) classes are also located within the public schools. The Exceptional Children's Program blends funding and services with the above mentioned programs to provide inclusive classes. Of the 115 county and city school systems in the state, 87% offer blended classes.

In NC a Birth-Kindergarten license is required for all public school preschool teachers. This license is a combined special education/regular education license. When children are in blended classes, the classroom teacher is also the special education teacher, making it much easier to have special education delivered within daily class activities and routines.

When developing IEPs for preschool children, LEAs look first at providing services in the child's natural environment and may offer one of several inclusive options that best meet the needs of the child and family. If a child is enrolled in a public/private child care center or Head Start, services may be offered, if appropriate, in a public school inclusive classroom. Particularly for three-year-olds and for those children with medical conditions, services may be offered at home. Parental choice is always considered.

Training options on inclusive practices are available for all early childhood staff. Partnerships for Inclusion (PFI), which is based at Frank Porter Graham Child Development Institute and funded in part by the 619 program, offers an extensive array of technical assistance, training and resources. Other training opportunities on inclusion include workshops at the Preschool Coordinators Annual Meeting, the Exceptional Children Division's Annual Conference, the Annual National Inclusion Institute and other regionally based events.

North Carolina promotes serving preschool children with their non-disabled peers through a published Profile of Services which includes descriptions of effective inclusive practices. In fact, the Profile is dedicated to all the LEAs that provide all services in an inclusive setting. Data for the Profile is obtained from the LEA Preschool Grant applications for 619 funding. All LEAs receive specific feedback about their practices with recommendations for improvement. The Director of the Exceptional Children Division sends a letter annually to LEA superintendents about the importance of preschool inclusion to highlight inclusive options that schools have created. A listserv for preschool coordinators is used to send out the latest research and resources on preschool inclusion. At the annual Preschool Coordinators Meeting, LEAs that are demonstrating innovative practices are recognized. Additionally, there are regional early literacy model sites which are funded by the 619

Preschool Program and the More at Four Program. These sites must be inclusive and must provide outreach activities to other LEAs and early childhood programs in their region.

Baseline Data for FFY 2004-2005:

The baseline data indicates that 70% of 3-5 year olds (which includes all preschool children and those enrolled in kindergarten) receive special education and related services with their non-disabled peers.

Discussion of Baseline Data:

According to the December 1, 2004 child count, 70% (14,126 of 20,210) of the preschool children with disabilities were being served with typical children. There were 12,647 children served in regular settings, 274 in homes and 879 in part-time settings. There were 326 children served through reverse mainstreaming. Most of the children served in reverse mainstreaming were in inclusive developmental day centers. Developmental day centers are also counted as separate settings (1,819 children) except for those located in the public schools. Most of the developmental day centers are inclusive settings with many non-disabled children attending. NC also served 1,819 children through itinerant services outside the home. Most of these children were enrolled in child care and came to the local elementary school to receive speech services. The settings for preschool children will be changing for the December 1, 2005 child count, and this will affect the measurable and rigorous targets.

The new Preschool Standards incorporate inclusion throughout the document and reinforce that inclusion is the best way for all children to learn. The NC Interagency Coordinating Council has been reorganized to provide assistance to Part C and the Preschool Program on early childhood indicators. One of the committees will begin working on promoting effective practices for providing services to children in the natural environment. We will work with the Comprehensive Exceptional Children Accountability System (CECAS) to better break down the different preschool service settings through analysis of geographic location, LEA size, types of disabilities and age of children to obtain data that will identify those LEAs that need technical assistance. Based upon this analysis, a training and technical assistance plan will be developed. The plan will include workshops, distribution of resources and on-site consultation.

FFY	Measurable and Rigorous Target
2005 (2005-06)	73% of preschool children with IEPs will receive special education and related services in settings with typically developing peers
2006 (2006-07)	75% of preschool children with IEPs will receive special education and related services in settings with typically developing peers
2007 (2007-08)	77% of preschool children with IEPs will receive special education and related services in settings with typically developing peers

2008 (2008-09)	79% of preschool children with IEPs will receive special education and related services in settings with typically developing peers
2009 (2009-10)	82% of preschool children with IEPs will receive special education and related services in settings with typically developing peers
2010 (2010-11)	85% of preschool children with IEPs will receive special education and related services in settings with typically developing peers

Improvement Activities/Timelines/Resources:

Activities	Timelines	Resources
Report the breakdown of preschool service settings on the 619 application.	2005-2006	• Interagency Coordinating Council (ICC) • Least Restrictive Environment (LRE) Committee
Highlight the inclusive practices in the Profile of Services book.	2005-2006	• State Preschool Staff
Highlight those LEAs that have good inclusive models through the early literacy projects and through presentations at conferences and workshops.	2005-2006	• Research and Evaluation Consultant
Provide positive recognition at the state level for those LEAs that demonstrate a total commitment to inclusive preschool classes through letters from the Exceptional Children Division Director, dedication of the Profile of Services book, and articles in newsletters	2005-2006	• Exceptional Children Division
Provide training and workshops among other agencies working with young children so that programs will be more willing to work together toward inclusion.	2005-2006	• Exceptional Children Assistance Center (ECAC) • Family Support Network • More at Four • Public and Private Child Care • Even Start • Smart Start

		• Head Start • Title 1 • Partnerships for Inclusion • Early Literacy Projects
Work with the Birth-Kindergarten Consortium to find quality inclusive preschool classes for student teachers.	2005-2006	• B-K Consortium • Early Literacy Projects • CECAS staff
NC will continue all the activities listed above and provide more intense technical assistance for those systems having a difficult time blending funds for inclusive classes. Considering that the new preschool settings will have been in use during 2005-2006, the data should reliably reflect the current status of our state's preschool service systems.	2006-2007	• National Early Childhood Technical Assistance Center • NC Technical Assistance Project • Regional Resource Centers • Preschool Coordinator Network • Local and Regional Interagency Coordinating Councils
NC will continue all activities listed above and find new and innovative ways to reward LEAs that demonstrate best practices in the area of inclusion. Materials will be provided for parents that inform them of best practices and encourage their partnering with schools in advocating for inclusive options for their children.	2007-2008	• National Early Childhood Technical Assistance Center • NC Technical Assistance Project • Regional Resource Centers • Preschool Coordinator Network • Local and Regional Interagency Coordinating Councils
NC will continue all previous activities and work toward all early childhood partners to sit on the local interagency coordinating councils to identify inclusive options at the community level for all children.	2008-2009	• National Early Childhood Technical Assistance Center • NC Technical Assistance Project • Regional Resource Centers • Preschool Coordinator Network • Local and Regional Interagency Coordinating Councils
NC will continue all previous activities and provide funding incentives for those LEAs that offer total inclusion.	2009-2010	• National Early Childhood Technical Assistance Center • NC Technical Assistance Project

		• Regional Resource Centers • Preschool Coordinator Network • Local and Regional Interagency Coordinating Councils
NC will continue all previous activities and continue to support inclusion through additional funds.	2010-2011	• National Early Childhood Technical Assistance Center • NC Technical Assistance Project • Regional Resource Centers • Preschool Coordinator Network • Local and Regional Interagency Coordinating Councils

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Description of the outcomes measurement system for North Carolina

The outcomes measurement system for North Carolina includes:

- Policies and procedures to guide outcomes assessment and measurement practices;
- Provision of training and technical assistance supports to local education agencies (LEAs);
- Quality assurance and monitoring procedures to ensure the accuracy of outcomes data; and
- Data system elements for outcome data input and maintenance, and outcomes data analysis functions (Comprehensive Exceptional Children Accountability System, or CECAS).

Each of these elements is described below.

Policies and procedures to guide outcomes assessment and measurement practices

The policies and procedures described in the 2005-06 SPP remain the same.

Provision of training and technical assistance supports to local education agencies (LEAs)

As described in the 2005-2006 SPP, Exceptional Children staff and contractual personnel including the North Carolina Technical Assistance (NCTA) Project at the Frank Porter Graham Child Development Institute provided regional trainings for LEA personnel in August 2006. All 115 LEAs were represented at these training sessions. These were “train the trainer” sessions on completing the Child Outcomes Summary Form (COSF). Participants were provided with a training packet that described the process for completing the COSF, and a CD which included documents from the training packet and supplemental training materials.

Additional training and technical assistance (TA) were provided during 2006-2007 to ensure that LEAs were implementing the outcome measurement procedures. From January through March 2007, Exceptional Children staff and contractual personnel from NCTA had telephone contact with the Director of Exceptional Children Services for each of the 115 LEAs to gather contact information regarding who was responsible for collecting the COSF data for the LEA and ensure that COSF data were being collected. The contact was also made to see if any additional training was needed and to answer any questions the Directors may have had. As a result of these contacts individual COSF training sessions were provided to new Preschool Coordinators across the state.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcomes data

As described in the previous Indicator 7 of the SPP, the 619 Preschool Program continues to work with the Exceptional Children Division’s Policy, Monitoring and Audit Section to develop monitoring procedures related to the reporting of child outcome measures. When records are selected for record review, a review of information used for outcomes measures is included in the protocol.

LEA data for 2006-2007 were reviewed individually for quality assurance purposes. The following information was monitored for completeness, accuracy, and trends which might indicate scoring error:

- Dates of entry and exit for children;
- Number of children scored with a 7 upon entry and exit; and
- Positive or negative skewing of collective data per LEA.

The following recommended practices have been made to assure quality assurance of data:

- Each LEA should have one person reviewing COSF data to identify potential scoring errors;
- Each LEA should retrain staff at regular junctures to assure their understanding of how to use the scale;
- Each LEA should utilize recommended general education curriculum and assessment measures to assure documentation of child performance in outcome areas.

Data system elements for outcomes data input and maintenance, and outcomes data analysis functions

Although the previous Indicator 7 of the SPP described the use of an online real time data system (CECAS) for outcomes to be implemented for 2006-07, the state was not able to modify the

Comment [fpg1]: You might need to spell this out here

CECAS to include outcomes data to the required fields. As a result, an Excel spreadsheet developed by the Early Childhood Outcome Center (ECO) was modified by the EC Delivery Team (ECDT) and disseminated to all 115 LEAs to record entry and exit COSF ratings. The ECDT aggregated the data from the individual LEA for inclusion in this report. Once the outcomes data fields are included in the CECAS system the state will analyze entry and exit ratings from the data system in greater detail by comparing progress to category of disability, age, gender, ethnicity, etc.

Who was included in the measurement?

As stated in the previous SPP, the measurements include the following census data for all children who: were ages 3 and 4, and 5-year-olds who were not enrolled in or not eligible for kindergarten; exited during the 2006-07 reporting period; and had both entry and exit data and had participated in an Exceptional Children Preschool Program for at least 6 months. Data for 2006-07 was collected from all 115 LEAs in the state of North Carolina.

Comment [fpg2]: This is still true, right?

What assessment/measurement tool(s) were used for baseline data collection?

Measurement strategies for collecting outcomes data, including the use of the Child Outcomes Summary Form (COSF), remain the same as described in the previous SPP. Since NC is using the COSF, the criteria for defining "comparable to same-aged peers" is a rating of 6 or 7 on the scale.

Baseline Data for FFY 2006 (2006-2007)

The tables below show the progress data for children who exited during the 2006-07 reporting period, who had both entry and exit data and had participated in an Exceptional Children Preschool Program for at least 6 months.

	<i>Number of children</i>	<i>% of children</i>
A. Positive social-emotional skills (including social relationships):		
a. Percent of preschool children who did not improve functioning	12	1
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	118	7
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	423	27
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	497	32
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	526	33
Total	N= 1576	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):		
a. Percent of preschool children who did not improve functioning	10	1
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	156	10
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	509	32

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	503	32
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	398	25
Total	N= 1576	100%
C. Use of appropriate behaviors to meet their needs:	<i>Number of children</i>	<i>% of children</i>
a. Percent of preschool children who did not improve functioning	10	1
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	115	7
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	245	16
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	473	30
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	733	47
Total	N= 1576	*100%

*Actual total equals 101% because of rounding the sub-columns.

Discussion of Baseline Data

Progress data reported in 2010 will be considered baseline data.

For 2006-07 data were collected on 1576 children that represented approximately 7% of the preschool children in North Carolina who received special education and related services based on the April 1, 2006, child count.

In reviewing the individual data submitted by each LEA, questions were raised about the reliability and validity of the data collected. Those LEAs were targeted for additional COSF training and technical assistance in order to improve data quality.

Measurable and Rigorous Target

Targets will be set in 2010.

Improvement Activities/Timelines/Resources

The following Improvement Activities reflect efforts completed in 2006-07, as well as those that will continue through 2011. These Activities are a revision to the 2005-06 SPP.

Activity	Timelines	Resources
Professional Development. Developed training packet and distributed CD that contained training and supplemental materials for use in collecting outcomes data and supervising the outcomes data collection.	Conducted state-wide training and distribution of training materials in August, 2006	NC Stakeholders Group, ECO and NECTAC
Professional Development. Telephone contact with EC Directors to determine outcomes contact,	All 115 LEAs contacted between	NCTA

establish need for additional outcomes training, and assure outcomes data has begun. Professional Development. On-site outcomes training and TA provided to new Preschool outcomes data collection teams.	January and March 2006 January-May 2006	
Professional Development. Conduct statewide staff development needs assessment for child outcomes.	January 2008	NCTA 619 Preschool Consultants EC Preschool Listserv
Professional Development. Conduct statewide staff development needs assessment for child outcomes.	January 2008	NCTA 619 Preschool Consultants EC Preschool Listserv
Professional Development. Develop online training modules on COSF data collection and scoring, data quality including quality assurance strategies.	Modules to be developed by March 2008.	NECTAC and ECO
Professional Development. Provide statewide training for recommended general education early childhood curriculum and assessment.	July 2006 - June 2011	Office of School Readiness 619 Preschool funding
Policies and Procedures. ECO Community of Practice Work Group data analysis for setting targets.	Early Childhood Outcomes Conferences July, 2007 December, 2007 March, 2008	ECO Center NECTAC OSEP State Personnel
<u>Policies and Procedures.</u> Develop Guiding Practices document for High Quality, Inclusive Preschool Programs	June 2008 – June 2010	Office of School Readiness and 619 Preschool Staff
<u>Improve Collaboration and Coordination/Data Collection.</u> Part C and B Data Management Task Force to create a system for sharing data between two different agencies and data systems for tracking child outcomes.	June 2007 and ongoing	GSEG Grant Part C Staff Office of School Readiness Research and Evaluation Consultant and 619 Preschool Staff
<u>Data Collection.</u> Modified ECO developed Excel™ spreadsheet for LEAs to record COSF ratings. Online real time data system (CECAS) was not available for 2006-07 program year.	Spreadsheets sent to LEAs in August 2007	NC EC IT Support Team
<u>Improve Data Collection.</u> Incorporate Child Outcome data collection into on-line real time data system (CECAS) in order to complete more in-depth data analysis.	July 2008	EC Delivery Team
<u>Monitoring.</u> Develop Early Childhood Program Tool to utilize for focused monitoring purposes.	June 2008-October 2009	Office of School Readiness and EC Policy, Monitoring and Audit Section
<u>Monitoring.</u> Analyze LEA data from 2009-2010 and provide feedback about levels of performance relative to rigorous targets.	March to June, 2011	EC Policy, Monitoring and Audit Section, 619 Preschool Consultants

Monitoring Priority: FAPE in the LRE

Indicator 8: 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.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process:

The North Carolina Department of Public Instruction (NCDPI) has received parent feedback from surveys over the past six years. The parent survey, *Special Education Program Survey for Parents/Guardians*, was a part of each Local Educational Agency's (LEA's) self-assessment plan in conjunction with the Continuous Improvement Monitoring System. Parents have had an opportunity to provide input on their interactions with schools, districts, and special education services within the State of North Carolina through these processes. Data from parent calls, complaints, due process hearings and mediations are also used in the pre-staffing for districts selected for focused monitoring. Information from all of these sources is incorporated into the school district monitoring report.

Target Population:

The population of interest consists of parents of children with disabilities, ages three through 21 years who are receiving special education and related services in North Carolina (NC). The April 2005 periodic child count report indicated there were 195,460 children with disabilities receiving special education and related services in NC: 173,825 enrolled in kindergarten through the 12th grade, and 21,635 served in the preschool program. Naturally, this total number of children receiving services exceeds the number of completed surveys required for valid and reliable inferences to be drawn. A sample will be structured allowing inferences to be made about the percentages of parents reporting that schools facilitated their involvement to improve services and achievement for children with disabilities. See *Tables 1 - 3 for additional demographic data.*

Generating a Sample that is Representative of the State

The public education system within the State of North Carolina includes 115 county/city LEAs (school districts). There are 98 public non-profit charter schools and three state operated programs (effectively their own LEAs). Of the 115 county/city LEAs, five have an average enrollment of 50,000 or more. These five districts will be included in the statewide sample every year. Additionally, approximately one-fifth of the remaining districts, balanced by size and location, will be included in the sample each year in an effort to overlap slightly during the six year study and thereby have fair representation each year rather than result in a sample of "left-overs" in the sixth and final year of data collection.

The first stage of sampling occurs at the district level. A random sample of children with disabilities, stratified by disability, race/ethnicity and grade grouping (Preschool, K-5, 6-8, and 9-

12), will be selected each year within the five largest LEAs. The second stage of sampling occurs among the remaining 110 LEAs, 98 charter schools and three state operated programs.

A stratified random sample of Local Educational Agencies (LEAs) with greater than 50,000 average daily enrollment will be selected without replacement. Stratification will be based on size grouping (small, medium, large) and geographical location. For districts with an average daily enrollment larger than 3,500, a stratified random sample will be chosen. Stratification will be based on the child's disability, race/ethnicity and grade grouping (Preschool, K-5, 6-8, and 9-12).

In order to improve data collection and based on recommendations from staff, NCDPI has collapsed areas of disability that were less than 2% of the population into one category, renamed *Other*. Additionally, NC has changed the name of two categories. Behavioral-Emotional Disability is now Serious Emotional Disability and Mental Disability is now Intellectual Disability. See *Table 1*. Race/Ethnicity groupings have also been collapsed by placing those with less than 5% of the population into one category renamed *Other*. See *Table 2*.

When data from all the sampled LEAs are aggregated the results may indicate that the distribution of respondents by child's race/ethnicity, grade grouping, and primary disability does not reflect the distribution within the state as a whole. In such a case, the sample will be trimmed to fit the state parameters by a process of random sampling from within over sampled categories.

The second stage of sampling occurs within individual LEAs. Using a universally accessible (www.surveysystem.com/sscalc.htm) and generally acceptable method of determining sample sizes based on a 95% confidence interval, it was found that for most groups of children with disabilities within LEAs, a sample size of 400 surveys would more than suffice for even the largest LEAs. A total response of 300 surveys would suffice for LEAs with a target population of approximately 1,000. For LEAs with a target population of 750 or fewer, an attempt will be made to reach all parents of children receiving special education and related services (census within these LEAs).

Past statewide surveys, distributed by LEAs, have resulted in response rates ranging from 25% to 84%. The average return rate was 52%. Since the expected return rate is at least 50% based on past surveys, and given the follow-up procedures that should increase response rates with this survey, we expect that approximately 50% of surveys will be returned. Therefore, the required sample size will be multiplied by two in order to achieve the desired results in this case. For example, a district with about 1,000 children in the target population requires a return of 278 surveys to generate valid results; multiplying by a factor of two results in contacting 556 families with hopes of receiving the required 278 responses. See *Tables 4 – 5*.

For parents of children ages 5-21, North Carolina Department of Public Instruction (NCDPI) has elected to use the National Center for Special Education Accountability Monitoring (NCSEAM) 25-item survey (Part B Survey Form 2.0) that addresses family involvement. For parents of preschool children, NCDPI has elected to use the NCSEAM 25-item survey (Preschool 619 Survey). Each family selected to participate in the annual sample will receive a survey printed on an optical scan form accompanied by a cover letter explaining the importance of the survey and guaranteeing the confidentiality of the parent's responses. The packet will also include a pre-addressed, postage-prepaid envelope for the return of the survey. The survey will be provided in two languages: Spanish and English. Data from the surveys of families of children ages 3-21 will be scanned into an electronic database. The database will be sent to PEIDRA Data Services who will analyze the data and produce reports at both the state and LEA level. North Carolina will adhere to the standard recommended by NCSEAM's national stakeholder group in calculating the percentage of parents with measures at or above a level indicating their perception that schools facilitated their involvement.

As stated previously, NCDPI desires to improve the data collection process to increase the percentage of surveys completed and returned and has developed the plan to increase the

returns. The State has experienced a better return rate when surveys were distributed locally; therefore, the surveys for year three will be given directly to the LEAs. Respondents mailed the self-addressed stamped envelopes used in year two to PIEDRA Data Services in Florida. Parents are more likely to complete and return the surveys if they were mailed to the NCDPI. Therefore, the self-addressed stamped envelopes used in year three will be addressed to NCDPI. NCDPI will forward the surveys to PIEDRA Data Services for the analysis. The EC Division will collaborate with the Parent Training and Resource Center (ECAC) to follow-up with phone calls to parents.

Due to an inadvertent error of not including LEA information on the survey form, NCDPI cannot issue LEA reports from this sampling. Additionally, the small size of the sample would not yield valid results for each LEA. The LEAs that were included in the year two sampling will be redistributed over the next four years in order to provide them with individual reports. LEAs that were redistributed from FFY 2006 are underscored. Charter schools that are no longer operating have been deleted and new charter schools have been added to the plan. New charter schools are printed in italics. See Tables 6 – 7.

Table 1 Disability Category:

Children with Disabilities Enrollment 2004-2005		
Disability Category	Number	Percent
Autistic	6,691	3.42
Serious Emotional Disability	9,376	4.80
Developmental Delay	14,454	7.40
Intellectual Disability	25,525	13.03
Other Health Impairment	26,620	13.62
Specific Learning Disability	64,775	33.14
Speech-Language Impairment	41,510	21.24
Other	6,509	3.33
Total	195,460	100%

Table 2 Race and Ethnicity:

Children with Disabilities Enrollment 2004-2005		
Race/Ethnicity	Number	Percent
Black (African American)	67,944	34.76
Hispanic/Latino	11,531	5.90
White	105,854	54.16
Other	10,131	5.18
Total	195,460	100.00

Table 3 Age:

Children with Disabilities Enrollment 2004-2005		
Age	Number	Percent
3-5	21,635	11
6-11	83,877	43
12-17	80,385	41
18-21	9,563	5

Table 4 LEA Size:

LEA Size	Population of all students	Number of LEAs
Small	10,000 or less	79
Medium	10,001- 49,999	31
Large	50,000 or greater	5

Table 5 Sampling Size Projections

Number of all students	Number of surveys needed	Number of surveys to be sent
50,000	381	762
10,000	370	740
5,000	357	714
1,000	278	556
750	254	408

Table 6 Revised Sampling Plan LEAs

Year One 2006 LEAS were spread over 5 years (2007-2011).			
Year Two 2007 LEAs have been spread over the next 4 years.			
Year Three 2008	Year Four 2009	Year Five 2010	Year Six 2011
Charlotte-Mecklenburg	Charlotte-Mecklenburg	Charlotte-Mecklenburg	Charlotte-Mecklenburg
Wake	Wake	Wake	Wake
Cumberland	Cumberland	Cumberland	Cumberland
Guilford	Guilford	Guilford	Guilford
Winston-Salem-Forsyth	Winston-Salem-Forsyth	Winston-Salem-Forsyth	Winston-Salem-Forsyth
Catawba	Harnett	Nash-Rocky Mount	Robeson
Buncombe	Burke	Cabarrus	Caldwell
Craven	Davidson	Durham	Gaston
Iredell-Statesville	Johnston	Lincoln	Moore
Onslow	Chapel Hill-Carrboro	Pitt	Randolph
Alexander	Bertie	Caswell	Clay
Rowan-Salisbury	Union	Wayne	Wilkes
Anson	Ashe	Avery	Beaufort
Asheville City	Kannapolis City	Camden	Carteret
Newton-Conover City	Chatham	Cherokee	Edenton/Chowan
Whiteville City	Currituck	Dare	Lexington City
Duplin	Edgecombe	Franklin	Gates
Graham	Haywood	Jones	McDowell
Greene	Halifax	Roanoke Rapids	Weldon City
Hoke	Hyde	Mooresville City	Jackson
Lenoir	Macon	Madison	Martin
Montgomery	Northampton	Orange	Pamlico

Perquimans	Person	Polk	Asheboro City
Richmond	Stokes	Tyrell	Yancey
Sampson	Clinton City	Scotland	Stanly
Elkin City	Mount Airy City	Swain	Transylvania
Warren	Washington	Watauga	Yadkin
<u>Alamance-Burlington</u>	<u>New Hanover</u>	<u>Bladen</u>	<u>Thomasville City</u>
<u>Brunswick</u>	<u>Wilson</u>	<u>Hickory City</u>	<u>Granville</u>
<u>Cleveland</u>	<u>Rockingham</u>	<u>Columbus</u>	<u>Hertford</u>
<u>Henderson</u>	<u>Allegheny</u>	<u>Davie</u>	<u>Lee</u>
<u>Mitchell</u>	<u>Pender</u>	<u>Pasquotank</u>	<u>Rutherford</u>
<u>Surry</u>	<u>Vance</u>		

Table 7 Revised Sampling Plan Charter Schools and State Operated Programs

Year One 2006 Charter schools and State Operated Programs were spread over 5 years (2007-2011).			
Year Two 2007 Charter schools and State Operated Programs have been spread over the next 4 years.			
<u>Year Three</u> <u>2008</u>	<u>Year Four</u> <u>2009</u>	<u>Year Five</u> <u>2010</u>	<u>Year Six</u> <u>2011</u>
<u>Community Partners High</u>	<u>Lake Norman Charter School</u>	<u>Roxboro Community School</u>	Bethany Community Middle School
Arapahoe Charter School	Arts Based Elementary	Artspace Charter School	Carolina International School
Bridges	Cape Fear Center for Inquiry	Cape Lookout Marine Science School	CIS Academy
Charter Day School	Chatham Charter School	Children's Community School	Dillard Academy
Crosscreek Charter	Crossnore Academy	Crossroads Charter High	Gaston College Preparatory
Exploris Middle School	Forsyth Academies	Francie Delany New School for Children	Healthy Start Academy Charter Elementary
Greensboro Academy	Guilford Prep Academy	Haliwa-Saponi Tribal	Kestrel Heights School
Imani Institute	John H.	Kennedy	Magellan

Charter School	Baker Jr. High School	School	Charter School
Laurinburg Charter	Learning Center	Lincoln Charter	Omuteko Gwanaziima
Millennium Charter Academy	Mountain Discovery Charter	New Century School	Provisions Academy
Phoenix Academy	Piedmont Community School	PreEminent Charter School	River Mill Academy
Quest Academy	Raleigh Charter High School	Research Triangle Charter Academy	SPARC Academy
Sallie B. Howard School	Sandhills Theatre Arts Renaissance School	Socrates Academy	Sterling Montessori Academy
American Renaissance Charter School	Washington Montessori	State Operated Programs	Success Institute
American Renaissance Middle School	Evergreen Community Charter School	Metrolina Regional Scholar's Academy	The Carter G. Woodson School of Challenge
Sugar Creek Charter School	Summit Charter School	The Academy of Moore County	The Central Park School for Children
Bethel Hill Charter School	East Wake Academy	Maureen Joy Charter School	The Children's Village Academy
Brevard Academy	Gray Stone Day School	PACE Elementary	The Laurinburg Homework Center Charter School
The Community Charter School	Grandfather Academy	The Franklin Academy	The Mountain Community School
Carter Community School		Orange Charter School	The New Dimensions School
Casa Esperanza Montessori	Hope Elementary School	Queen's Grant Comm. School	Torchlight Academy
The Woods Charter School	Thomas Jefferson Classical Academy	Tiller School	Two Rivers Community School

Clover Garden	Highlands Charter Public School	Quality Education Academy	Union Academy
Vance Charter School	Kinston Charter Academy	Rocky Mount Prep School	Neuse Central
	Alpha Academy	Voyager Academy	Pine Lake Preparatory
	Charlotte Secondary	KIPP: Charlotte	Wilmington Preparatory

Baseline Data for FFY 2006 (2006-2007):

Twenty-six percent (26%) of the parent respondents, with a measure at or above the adopted standard of 600, reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. See Table 8.

Table 8: Percentage reporting that schools facilitate parent involvement:

FFY 2006	Number of Surveys	Number Completed	Percent at or above the Standard Measure of 600
Total	15,477	972	26%

Discussion of Baseline Data:

Over 17,000 surveys were prepared for distribution to parents of children with disabilities. Surveys were mailed to 14,574 parents of children with disabilities in grades K-12 and 903 parents of children with disabilities receiving preschool services. A total of 15,477 surveys were mailed to parents of children with disabilities, ages three through 21. A total of 972 surveys (6.28%) were completed (905 K-12 surveys and 67 preschool surveys). See Table 9.

Table 9: Percentage of surveys completed:

Year	Number Mailed	Number Completed	Percent Completed
FFY 2006	15,477	972	6.28%

Characteristics of the 972 survey respondents, as entered by the respondents on the survey forms, are contained in Tables 11-13. The percentages have been rounded and may not sum to exactly 100%.

Table 10: Distribution of Race/Ethnicity:

Multi-Racial	48	5%
White	826	84%
Black or African-American	235	24%
Hispanic or Latino	26	3%
Alaskan Native	26	<1%
Pacific Islander	26	<1%
Total	972	

Table 11: Distribution of Grade Level:

FFY 2006 Grade Level	Number Completed	Percent Completed
Pre-Kindergarten	67	7%
Kindergarten – Grade 5	380	39%
Grades 6 – 8	207	21%
Grades 9 –12	286	29%
Missing Information	32	3%
Total	972	

Table 12: Distribution of Primary Category of Disability:

FFY 2006 Primary Area of Disability	Number Completed	Percent Completed
Autism	88	9%
Behavioral-Emotional Disability	60	6%
Deaf-Blind	4	<1%
Developmental Delay	88	9%
Hearing Impairment	13	1%
Mental Disability	36	4%
Multiple Disabilities	46	5%
Other Health Impairment	97	10%
Orthopedic Impairment	5	<1%
Specify Learning Disability	229	24%
Speech-Language Impairment	130	13%
Traumatic Brain Injury	4	<1%
Visual Impairment, including blindness	3	<1%
More than one disability indicated	116	12%
Missing Information	53	6%
Total	972	

The survey consisted of a 25-item rating scale, the *Schools' Efforts to Partner with Parents Scale* (SEPPS), developed and validated by NCSEAM. Two versions of the scale were used: one for parents of children with disabilities in grades K-12 and one for parents of preschool children with disabilities. The items on each scale were fully equated in the development phases so that the measures on the two scales have the same meaning, the same standard applies, and measures from the two scales can be aggregated. NCDPI aggregated the measures from the two scales.

The six-categories were collapsed into three categories for statistical purposes: 1) disagree, strongly disagree, and very strongly disagree (D/SD/VSD); 2) agree (A); and 3) strongly agree and very strongly agree (SA/SVA).

Data from the rating scales were analyzed through the Rasch measurement framework. The analysis produces a measure for each survey respondent on a scale of 0 to 1,000. Each measure reflects the extent to which the parent indicated that schools facilitated that parent's involvement. The measures of all respondents were averaged to yield a mean measure reflecting the overall performance of the State of North Carolina in regard to schools' facilitation of parent involvement.

OSEP requires that each state's performance be reported as the percent of parents who report that schools facilitated their involvement. Deriving a percent from a continuous distribution requires application of a standard, or cut-score. NCDPI elected to apply the standard recommended by a nationally representative stakeholder group convened by NCSEAM. The recommended standard, established based on item content expressed in the scale, was operationalized as a measure of 600. Therefore, the percent of parents who report that schools facilitated their involvement was calculated as the percent of parents with a measure of 600 or above on the SEPPS.

Major Findings related to Indicator #8

1. North Carolina's mean measure on the SEPPS is 528, with a standard deviation of 136. The standard error of the sample mean is 4.4. The 95% confidence interval for the sample mean is 519.3 – 536.5. A mean measure of 528 indicates that schools are facilitating parent involvement in many ways. For example, approximately 91% of K-12 parents agreed that teachers are available to speak with parents (39% responded agree and 52% responded strongly or very strongly agree). For parents of preschool children with disabilities, the corresponding percentage was 94% in agreement (32% agree and 62% strongly or very strongly agree). Eighty-one percent (81%) of the parents of K-12 children agreed that teachers and administrators encourage parents to participate in the decision-making process (39% responded agree and 42% responded strongly or very strongly agree). The corresponding percentage for preschool parents was 94% (33% agree and 61% strongly or very strongly agree).

However, only 69% of the K-12 parents agreed that their child's school gives parents the help they may need to play an active role in their child's education (40% responded agree and 29% responded strongly or very strongly agree). Preschool parents corresponding percentage was 70% (32% agree and 38% strongly or very strongly agree). Furthermore, only 41% of the K-12 parents agreed that their child's school offers parents training about special education issues (24% responded agree and 17% strongly or very strongly agree). The corresponding percentage for preschool parents was 55% (22% agree and 33% strongly or very strongly agree).

2. The percent of parents who reported that schools facilitated parent involvement, calculated as the percentage of respondents with a SEPPS measure at or above the standard of 600, is 26%.

A parent with a measure at or above 600 would have a very high likelihood (95% or greater) of having agreed with the item that calibrates at 600. A parent with a measure of 600 would typically have expressed strong or very strong agreement with all the items having calibrations at or below 600, and would have expressed simple agreement with items having calibrations higher than 600. Just over one-quarter (26%) of the parents of students with disabilities that completed the survey had measures high enough to support the claim that schools facilitate parent involvement at the level deemed desirable and appropriate by DPI. Tables containing the data from each of the survey items will be distributed to each LEA, charter school and state operated programs. *Tables 13 and 14* are provided below and are illustrative of the data that will be provided to the LEAs, charter schools and State Operated Programs (SOPs) to assist them in developing plans to increase their facilitation of parent involvement.

Table 13 K-12 Disagree/Strongly Disagree/Very Strongly Disagree (D/SD/VSD), Agree (A), and Strongly Agree/Very Strongly Agree (SA/VSA)

Survey Item Number	Item Calibration	Survey item	K-12 D/SD/VSD	K-12 A	K-12 SA/VSA	K-12 Total
4	490	At the IEP meeting, we discussed accommodations and modifications that my child would need.	15%	36%	48%	100%
11	492	Teachers are available to speak with me (parent).	10%	39%	52%	100%
16	504	Teachers and administrators respect my cultural heritage.	8%	51%	41%	100%
9	505	My child's evaluation report is written in terms I understand.	12%	45%	44%	100%
10	505	Written information I receive is written in an understandable way.	10%	44%	46%	100%
1	507	I am considered an equal partner with teachers and other professionals in planning my child's program.	15%	36%	48%	100%
12	511	Teachers treat me as a team member.	17%	35%	49%	100%
5	513	All of my concerns and recommendations were documented in the IEP.	16%	37%	48%	100%
18	523	The school has a person on staff who is available to answer parents' questions.	15%	46%	39%	100%
15	526	Teachers and administrators encourage me to participate in the decision-making process.	19%	38%	42%	100%
17	528	Teachers and administrators ensure that I have fully understood the Procedural Safeguards.	24%	37%	39%	100%
14	533	Teachers and administrators show sensitivity to the needs of students with disabilities.	24%	37%	39%	100%
13	544	Teachers and administrators seek out parent input.	27%	36%	38%	100%
19	550	The school communicates regularly with me regarding my child's progress on IEP goals.	29%	35%	35%	100%
22	561	The school offers parents a variety of ways to communicate with teachers.	29%	41%	30%	100%
3	564	At the IEP meeting, we discussed how my child would participate in statewide assessments.	28%	37%	35%	100%
20	570	The school gives me choices with regard to services that address my child's needs.	33%	36%	31%	100%

6	573	Written justification was given for the extent that my child would not receive services.	27%	39%	33%	100%
23	581	The school gives parents the help they may need to play an active role in their child's education.	31%	39%	29%	100%
8	591	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39%	32%	30%	100%
25	600	The school explains what options parents have if they disagree with a decision of the school.	42%	34%	24%	100%
24	634	The school provides information on agencies that can assist my child in the transition after school.	52%	27%	20%	100%
7	647	I was given information about organizations that offer support for parents or students with disabilities.	59%	21%	20%	100%
21	653	The school offers parents training about special education issues.	59%	24%	17%	100%
2	682	I was given information about options my child will have after high school.	57%	24%	19%	100%

Table 14 Preschool Disagree/Strongly Disagree/Very Strongly Disagree (D/SD/VSD), Agree (A), and Strongly Agree/Very Strongly Agree (SA/VSA)

Survey Item Number	Item Calibration	Survey item	PS D/SD/VSD	PS A	PS SA/VSA	PS Total
25	492	People from preschool special education, including teachers and other service providers: - are available to speak to me.	6%	32%	62%	100%
29	504	People from preschool special education, including teachers and other service providers: - respect my culture.	0%	40%	60%	100%
11	505	My child's evaluation report was written using words I understand.	8%	27%	66%	100%
27	511	People from preschool special education, including teachers and other service providers: - treat me as an equal team member.	6%	39%	55%	100%
4	513	My recommendations are included on the IEP/IFSP.	12%	25%	63%	100%
2	518	I am part of the IEP/IFSP decision-making process.	12%	22%	66%	100%
30	524	People from preschool special education, including teachers and other service providers: - value my ideas.	6%	33%	61%	100%

28	526	People from preschool special education, including teachers and other service providers: - encourage me to participate in the decision-making process.	6%	33%	61%	100%
31	528	People from preschool special education, including teachers and other service providers: - ensure that I have fully understood my rights related to preschool special education.	9%	29%	62%	100%
7	530	My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	10%	33%	57%	100%
38	534	People from preschool special education, including teachers and other service providers: - give me enough information to know if my child is making progress.	9%	29%	62%	100%
12	545	The preschool special education program involves parents in evaluations of whether preschool special education is effective.	16%	33%	52%	100%
32	550	People from preschool special education, including teachers and other service providers: - communicate regularly with me regarding my child's progress on IEP/IFSP goals.	8%	30%	62%	100%
39	558	People from preschool special education, including teachers and other service providers: - give me information about the approaches they use to help my child learn.	20%	28%	52%	100%
45	561	People from preschool special education, including teachers and other service providers: - offer parents different ways of communicating with people from preschool special education (e.g. face-to-face meetings, phone calls, e-mail).	25%	28%	48%	100%
33	570	People from preschool special education, including teachers and other service providers: - give me options concerning my child's services and supports.	11%	37%	52%	100%
37	576	People from preschool special education, including teachers and other service providers: - provide me with strategies to deal with my child's behavior.	23%	42%	36%	100%
48	581	People from preschool special education, including teachers and other service providers: - give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	57%	24%	19%	100%

13	591	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	8%	30%	62%	100%
46	600	People from preschool special education, including teachers and other service providers: - explain what options parents have if they disagree with a decision made by the preschool special education program.	23%	42%	36%	100%
24	639	People from preschool special education, including teachers and other service providers: - provide me with information on how to get other services (e.g., childcare, parent support, respite care, regular preschool program, WIC, food stamps).	36%	28%	36%	100%
49	642	People from preschool special education, including teachers and other service providers: - offer supports for parents to participate in training workshops.	42%	32%	26%	100%
41	647	People from preschool special education, including teachers and other service providers: - give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, etc).	37%	27%	36%	100%
44	653	People from preschool special education, including teachers and other service providers: - offer parents training about preschool special education.	46%	22%	33%	100%
50	689	People from preschool special education, including teachers and other service providers: - connect families with one another for mutual support.	54%	19%	26%	100%

FFY	Measurable and Rigorous Target*
2005 (2005-2006)	Since this is a new indicator, measurable and rigorous targets will be provided in the Annual Performance Review (APR) due February 1, 2007.
2006 (2006-2007) Baseline	Twenty-six percent (26%) of respondents, with a measure at or above the adopted standard of 600, reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2007 (2007-2008)	Twenty-eight percent (28%) of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2008 (2008-2009)	Thirty percent (30%) of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2009 (2009-2010)	Thirty-two percent (32%) of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2010 (2010-2011)	Thirty-three percent (33%) of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**After collecting and analyzing data from FFY 2007, the state will review the targets to determine if the percentage should be increased as the NCDPI EC Division does not consider 33% a satisfactory percentage for parent involvement.*

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Employ full-time statistician	October 2007	Policy, Monitoring and Audit (PMA) Section Chief
Run random sample and ensure representation based on disability, race/ethnicity, and grade level.	January 2008	- Comprehensive Exceptional Children Accountability System (CECAS) Team - PMA Statistician
Draft cover letter to accompany survey and prepare envelopes. Include importance of LEAs, charter schools and state operated programs maintaining correct demographics in CECAS, SIMS, NCWISE and third-party programs used within each LEA.	February 2008	- Dispute Resolution Consultants - PMA Section Chief - EC Division Director and State Superintendent

Obtain at least 16,000 K-12 and preschool National Center for Special Education Accountability Monitoring (NCSEAM) surveys.	February 2008	- Dispute Resolution Consultants - PMA Section Chief
Determine if parent survey will need to be made available in languages other than English and Spanish.	March 2006	Dispute Resolution Consultant
Distribute surveys to EC Directors of LEAs, charter schools and state operated programs.	March 2008	- Dispute Resolution Consultants - PMA Section Chief
Work with Exceptional Children Assistance Center (ECAC) to ensure completion and return of surveys. Explore other means of ensuring completion and return of surveys.	March – May 2008	- Dispute Resolution Consultants - ECAC Staff
Send surveys for analysis and report.	April 2008	Dispute Resolution Consultants
Make available to parents and school systems the Facilitated IEP Process.	July 2006 – June 2011	- Dispute Resolution Consultants - PMA Section Chief
Provide to LEAs statewide training in How to Conduct <i>Effective IEP Meetings</i> .	January 2007- June 2009	Dispute Resolution Consultants
Develop web-based and DVD <i>Procedural Safeguards (Handbook of Parents' Rights)</i> .	June 2008	Dispute Resolution Consultants
Conduct trainings for Parents on IDEA Federal Regulations and State Policies (minimum of 3 each year).	July 2007-June 2011	- Dispute Resolution Consultants - Exceptional Children's Assistance Center
Redesign Website to facilitate the use of available Parent Resources.	July 2008	- Dispute Resolution Consultants - PMA webmaster - PMA Section Chief
Develop web-based training modules on the implementation of IDEA Federal Regulations and State Policies.	July 2008	Regional Consultants
Conduct trainings on IDEA Federal Regulations and State Policies.	July 2007 – June 2011	Dispute Resolution Consultants

Monitoring Priority: Disproportionate Representation – Child with a Disability

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

North Carolina Definitions

Disproportionate Representation includes both over and under representation of minorities in special education and related services. Disproportionate representation in special education occurs when:

(A) The number of students in a particular racial/ethnic group identified for special education is disproportionate to the number of that group in the school population.

(B) Membership in a given group affects the probability of being placed in a specific special education disability category.

(C) For over-representation to occur, there must be a ≥ 3 risk ratio* of a racial or ethnic group in special education and related services or in one of six specific disability categories (Indicator 10). For under-representation to occur, data is examined when there is a risk ratio of $\leq .03$ and then a determination is made.

* Risk ratios are computed for districts with a minimum of 20 students of the particular race/ethnicity enrolled in the district and at least 10 students of the particular race/ethnicity identified in the disability category. Data is reviewed separately for districts with less than the minimum enrollments specified.

Inappropriate Identification may result when the following occurs:

(A) Prior classroom-based interventions used to address the problem lack:

- (1) Evidence base for the area of concern;
- (2) Consistent and adequate implementation to effectively demonstrate academic change and or progress; and
- (3) Data-driven decision making and inter-rater reliability with regular monitoring.

Inappropriate Identification may result when the aforementioned occurs and/or when:

(B) Eligibility decisions lack:

- (1) Comprehensive data across all areas of functioning including academic, cognitive, adaptive, emotional/behavioral, language, social and motor skills;

- (2) Consideration of all data sources, including intervention data, in determining eligibility and planning for more intensive level of service;
- (3) Consideration of Limited English Proficiency;
- (4) Evidence of appropriate instruction in reading, including the essential components of reading instruction (explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies) as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) of 1965; and
- (5) Evidence of instruction in math.

To determine the number of districts with disproportionate representation that is the result of inappropriate identification, the North Carolina Department of Public Instruction:

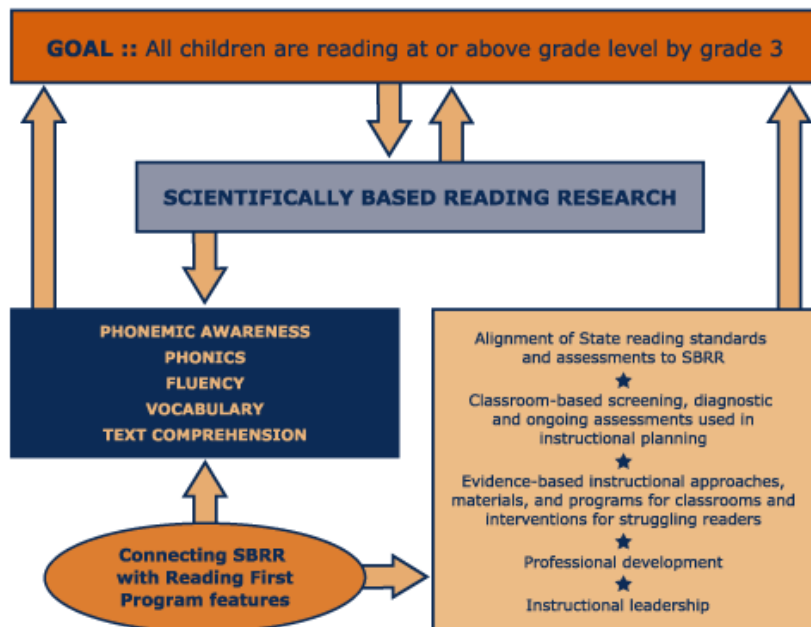
1. Identifies districts with disproportionate representation of racial and ethnic groups in special education and related services, by using the First Month Race and Gender Enrollment data and the December 1 Periodic Child Count data in Westat's Disproportionality Excel Spreadsheet Application.
2. Surveys districts with disproportionate representation, using a State-developed LEA Self-Assessment for Disproportionate Representation which is an examination of local policies, procedures and practices under 618(d); and
3. Examines the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors such as risk ratio trend data, and age and grade levels of students in the program to make a determination about whether or not the disproportionate representation is a result of inappropriate identification.

North Carolina Initiatives that Address Disproportionate Representation

- In 2000, the Commission on Raising Achievement and Closing Gaps was appointed to prepare and advise the State Board of Education, the State Superintendent, and local LEAs on ways to raise achievement for all students and close the number of gaps that exist in student achievement outcomes and student participation in the instructional process. There were 11 recommendations that evolved from research conducted across North Carolina identified in an implementation plan. The first recommendation was for the state to take steps to reduce, and then eliminate the disproportionate number of minority students assigned to special education programs.
- In 2001, North Carolina completed the Continuous Improvement Monitoring Process (CIMP), an outcomes-oriented revitalization of the monitoring responsibilities. CIMP assessed the impact and effectiveness of state and local efforts to provide a free and appropriate public education to children and youth with disabilities. CIMP focused more on accountability and introduced outcome measures in alignment with traditional compliance measures. As a result of the CIMP, the Continuous Improvement Monitoring System (CIMS) was developed as a tool for the state education agency (SEA) to monitor traditional local education agencies (LEAs), charter schools and state-operated programs. The Targeted Student Record Review, a component of the CIMS, requires State intervention as supported by the LEAs' compliance and outcome data. The Targeted Student Record Review is a process that purposefully selects priority areas to examine for compliance and/or results while not specifically examining other areas for compliance to: (a) maximize resources, (b) emphasize important variables (i.e., disproportionality), and (c) increase the probability of improved results for LEAs. It is intended to ensure compliance with procedures and regulations while addressing educational benefit through access to the general curriculum and improved performance on state

assessments. Throughout these processes, support, technical assistance and staff development are provided as needed or requested by the school system.

- In 2001, the Department of Public Instruction (DPI) established a Raising Achievement and Closing Gaps Committee. This committee, chaired by the Associate Superintendent of Curriculum and School Reform Services, appointed DPI staff to ensure that the 11 recommendations identified by the Commission were being addressed. The Exceptional Children Division was responsible for Recommendation One. The Exceptional Children Division implemented several research-based models that use data-based decision making funded through the State Improvement Grant and other initiatives that outline useful interventions for students in regular education and their teachers that may result in fewer inappropriate referrals for special education services.
- During the 2004-05 school year, SEA implemented the Reading First program. As indicated in the diagram below, the Goal of North Carolina's Reading First (NCRF) initiative is to ensure that all children learn to read well by the end of the third grade. This goal will be accomplished by applying scientifically based reading research to reading instruction in all North Carolina schools.
 - o **Phonemic Awareness**
Attentiveness to the sounds of spoken language.
 - o **Phonics**
Decoding unfamiliar words using knowledge of the alphabetic principle.
 - o **Fluency**
Grade-appropriate oral reading with appropriate speed, accuracy, and expression.
 - o **Vocabulary Development**
Knowledge of word meanings to facilitate effective spoken and written language communication.
 - o **Text Comprehension**
Use of a variety of comprehension strategies to monitor comprehension to construct meaning from print.



- In November 2004, the National Center for Culturally Responsive Educational Systems (NCCRESt) established a partnership with the DPI/Exceptional Children Division to support technical assistance activities focused on reducing disproportionality and improving outcomes for culturally and linguistically diverse students. A critical outcome of this partnership is LEAs within North Carolina will become more culturally responsive, and diverse students will achieve improved educational outcomes. NCCRESt charged North Carolina with appointing a state level Disproportionality Task Force. The North Carolina Disproportionality Task Force was appointed in January 2005 as an advisory group on the issue of disproportionality.
- The SEA will provide focused technical assistance and professional development to LEAs identified with disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. This is not just a special education issue. Professional development and technical assistance will be provided to regular and special education teachers in LEAs.
- LEAs with a Risk Ratio greater than or equal to three will complete an LEA Self-Assessment for Disproportionate Representation to help determine if disproportionate representation is occurring as a result of inappropriate identification.

Changes in Policies and Procedures:

- North Carolina Procedures Governing Programs and Services for Children with Disabilities were reviewed and rewritten as a result of receipt of the final regulations from Office of Special Education Programs (OSEP) in August, 2006.
- In North Carolina's new Policies Governing Services for Children with Disabilities instructional interventions are required for additional categories of eligibility.
- The SEA use the LEA Self-Assessment for Disproportionate Representation mechanism to evaluate school system policies, practices, and procedures.

Professional Development and Technical Assistance:

- The National Center for Culturally Responsive Educational Systems (NCCRESt), has provided technical assistance and professional development on Culture and Cultural Responsiveness as well as Culturally Responsive Practices and Pedagogy Modules to the NCDPI Raising Achievement and Closing Gaps Section, NC Disproportionality Task Force, Exceptional Children Disproportionality Community of Practice, designated LEA and community personnel and other NCDPI personnel from the Curriculum and School Reform Services Area.
- The SEA will provide technical assistance and professional development focused on data analysis, research-based initiatives/strategies, and culturally responsive educational systems. Also, training will be coordinated for LEAs by the Exceptional Children Division consultants or their designees responsible for the following statewide initiatives:
 - o During the 2001-02 school year, the More at Four Pre-kindergarten Program was established. This state-funded community-based voluntary pre-kindergarten initiative was designed to prepare at-risk four year olds in North Carolina for success in school. This program meets high quality standards, with specific curriculum that focuses on preparing children in developmentally appropriate ways for success in school (e.g., emphasis on literacy, numbers, physical/fine motor development, and problem solving/thinking).

- o In January 2006 through July 2006, training on the Responsiveness to Instruction (RtI)/Problem-Solving Model was conducted across the state. The data-based decision making of the RtI/Problem-Solving process results in the provision of research-based interventions paired with on-going progress monitoring. This structured process requires that appropriate interventions are provided with fidelity as a student's response is closely monitored (graphed) to track positive growth or to modify the intervention.
- o Positive Behavior Support (PBS) pilot sites will provide data on 53 LEAs. There have been approximately 160 school teams trained. This also includes statewide training for LEA trainers in research-based behavioral management programs and strategies to be used with all students. This includes appropriate referral and identification of students and functional behavioral assessments. In the five regions of North Carolina, there will be Regional PBS Coordinators to implement the train-the-trainer model, and provide follow-up monitoring and support to help build capacity.
- o The Instructional Consultation model has been implemented in four counties across North Carolina. Case managers and teachers engage in a Collaborative Problem-Solving process that is systematic and in which decisions are determined by the collection of specific student data. The case manager and the teacher follow the problem-solving stages of: (1) Problem Identification and Analysis, (2) Intervention Design, (3) Intervention Implementation, (4) Intervention Evaluation, and (5) Follow-Up and Closure.
- o A major continuing effort of the North Carolina State Personnel Development Grant (generally referred to as the North Carolina State Improvement Project II, or NCSIP II) is to promote the use of research-validated instructional strategies in special education programs in the public schools. The instructional strategies being used in the Reading/Writing, Math and Positive Behavior Support Best Practices Centers across North Carolina are supported by a substantial body of instructional research with students with disabilities. NCSIP II continues to work with DPI on restructuring North Carolina's teacher training programs in special education, including lateral entry programs, to assure that the instructional content of teacher education is: (a) guided by the need to assure the progress of students within the framework of accountability systems, (b) supported by the research evidence and, (c) focused to the extent that new teachers exit training programs with specific and explicit instructional skills. NCSIP II is also working with DPI to develop and provide a strategic teacher recruitment campaign. A major focus of the campaign is to address minority recruitment and retention.
- o The grant program, Project Bright Idea, will continue to be offered to teachers to nurture potential at-risk ethnic minority children in grades K-2. Project Bright Idea is the collaborative effort between the North Carolina Department of Public Instruction and Duke University. The goal of this project is to develop a process to equip elementary teachers with the talents and tools necessary for the early identification of minority and/or other students for participation in academically and/or intellectually gifted (AIG) programs.
- The SEA will provide technical assistance and support to LEAs on creating an LEA plan for disproportionate representation due to inappropriate identification. The LEA plan will, as part of the CIPP, address the following issues: (a) data, (b) projected outcomes, (c) initiatives and/or strategies, (d) expected outcomes, (e) steps to reach outcomes, (f) measuring outcomes, and (g) resources needed.

Baseline Data for FFY 2005 (2005-06):

0 % of the LEAs have disproportionate representation of racial and ethnic groups in special education and related services that is due to inappropriate identification.

Discussion of Baseline Data:

In North Carolina 0% of the LEAs had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. The risk ratio trend data was placed on the Exceptional Children Division's web-site for LEAs to annually monitor their progress and the effectiveness of scientifically-based research strategies being implemented within their LEAs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of the LEAs had . disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification
2006 (2006-2007)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-2009)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Identify LEAs with disproportionate representation based on Westat's Disproportionality Excel Spreadsheet Application.	November 2005, and annually thereafter	• Research and Evaluation Consultant • SPP Coordinator • Other Division Staff

Letter to Superintendents and Exceptional Children Directors identifying their school system for Targeted Record Review and Intensive Intervention.	November 2005 through February	• Associate Superintendent, Curriculum and School Reform Services • Exceptional Children Director
Train key school system staff on how to conduct Disability Record Reviews.	January 2006 and ongoing	• PMA Consultants • Regional Consultants
LEAs will develop a technical assistance and professional development plan within their Continuous Improvement Performance Plans. The plan will include training tailored for all stakeholders.	September 2006 and ongoing	• PMA Consultants • LEA CIPP Steering Committee
Through the utilization of all quantitative data (i.e., Targeted Record Review), identify and assist LEAs in their revision of policies, practices and procedures.	September 2006 and ongoing	• SEA Exceptional Children Division
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based research strategies.	December 2006 and ongoing	• PMA Consultants
LEAs with disproportionate representation will complete and submit an LEA Self- Assessment for Disproportionate Representation, regarding policies, practices, and procedures.	Fall 2007 and ongoing	• Disproportionality Community of Practice • LEA stakeholders • Designated School Staff
Based on an examination of the results from the LEA Self-Assessment for Disproportionate Representation, risk ratio trend data, age and grade of special education placements and other factors, the SEA will determine if each LEA's disproportionate representation is due to inappropriate identification.	Fall 2007 and ongoing	• Disproportionality Community of Practice • Policy, Monitoring & Auditing Section • Program Improvement and Professional Development Section
Publicize State and school system disproportionate representation data on the Exceptional Children Division "Data and Reports" website.	Annually	• Research and Evaluation Consultant
Staff from the Exceptional Children Division will meet with LEAs in regional meetings to review/discuss Continuous Improvement Performance Plans (CIPPs), including disproportionate	February and March 2007, annually thereafter	• PMA Consultants • Regional Consultants

representation in racial and ethnic groups in special education and related services that was the result of inappropriate identification, improvement activities that LEAs had completed and that helped to maintain progress on this indicator, those improvement activities that LEAs had not completed and/or did not help with maintaining progress on this indicator. Staff will analyze LEA data regarding disproportionate representation in racial and ethnic groups in special education and related services that was the result of inappropriate identification to determine districts that met the state target and districts, if any, that did not meet the state target in preparation for February and March regional meetings to review/discuss CIPPs, including progress/ slippage and improvement activities. The Exceptional Children Division regional teams identified and began meeting with one - two districts in each of NC's six (6) regions to provide focused technical assistance, including professional development. Districts that were in greatest need of focused technical assistance are identified based on integrated data analyses that included graduation rates, drop-out rates, proficiency rates on statewide reading and math assessments, disciplinary data, and other program improvement implementation data, including disproportionate representation of racial and ethnic groups in special education that is a result of inappropriate identification.	Fall 2007 and annually thereafter 2007-2010	• PMA Consultants • Regional Consultants • Other Division Staff • Exceptional Children Division staff as part of 6 Regional Teams
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Monitoring Priority: Disproportionate Representation – Eligibility Category

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

North Carolina Definitions

Disproportionate Representation includes both over and under representation of minorities in special education and related services. Disproportionate representation in special education occurs when:

(A) The number of students in a particular racial/ethnic group identified for special education is disproportionate to the number of that group in the school population.

(B) Membership in a given group affects the probability of being placed in a specific special education disability category.

(C) For over-representation to occur, there must be a ≥ 3 risk ratio* of a racial or ethnic group in special education and related services (Indicator 9) or in one of six specific disability categories. For under-representation to occur, data is examined when there is a risk ratio of $\leq .03$ and then a determination is made.

* Risk ratios are computed for districts with a minimum of 20 students of the particular race/ethnicity enrolled in the district and at least 10 students of the particular race/ethnicity identified in the disability category. Data is reviewed separately for districts with less than the minimum enrollments specified.

Inappropriate Identification may result when the following occurs:

(A) Prior classroom-based interventions used to address the problem lack:

- (1) Evidence base for the area of concern;
- (2) Consistent and adequate implementation to effectively demonstrate academic change and or progress; and
- (3) Data-driven decision making and inter-rater reliability with regular monitoring.

Inappropriate Identification may result when the aforementioned occurs and/or when:

(B) Eligibility decisions lack:

- (1) Comprehensive data across all areas of functioning including academic, cognitive, adaptive, emotional/behavioral, language, social and motor skills;
- (2) Consideration of all data sources, including intervention data, in determining eligibility and planning for more intensive level of service;
- (3) Consideration of Limited English Proficiency;

- (4) Evidence of appropriate instruction in reading, including the essential components of reading instruction (explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies) as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) of 1965; and
- (5) Evidence of instruction in math.

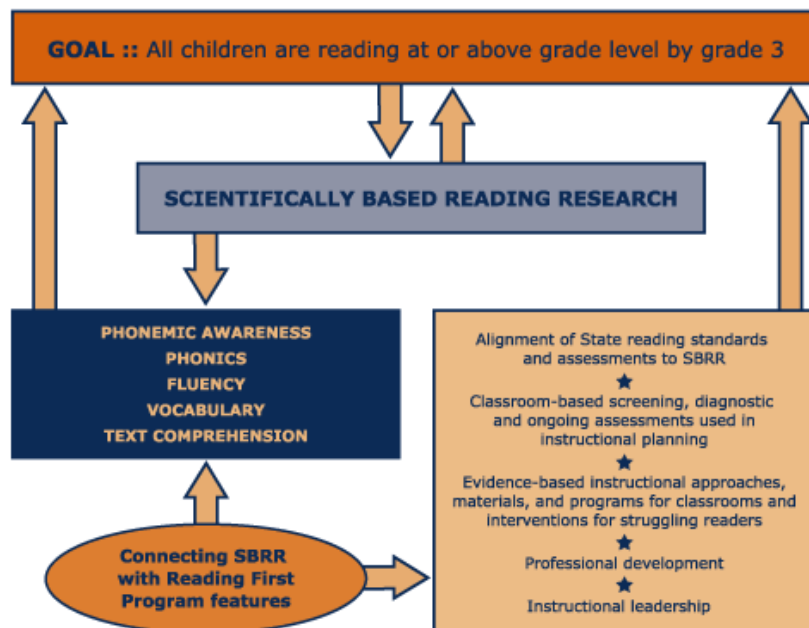
To determine the number of districts with disproportionate representation in specific disability categories that is the result of inappropriate identification, the North Carolina Department of Public Instruction:

1. Identifies districts with disproportionate representation of racial and ethnic groups in mental retardation (educable mentally disabled), specific learning disabilities, emotional disturbance (behavior and emotionally disabled), speech or language impairments, other health impairments, and autism, by using the First Month Race and Gender Enrollment data and the December 1 Periodic Child Count data in Westat's Disproportionality Excel Spreadsheet Application.
2. Surveys districts with identified disproportionate representation, using a State-developed LEA Self-Assessment for Disproportionate Representation which is an examination of local policies, procedures and practices under 618(d); and
3. Examines the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors such as risk ratio trend data, and age/and grade levels of students in the program to make a determination about whether or not the disproportionate representation is a result of inappropriate identification.

North Carolina Initiatives that Address Disproportionality

- In 2000, the Commission on Raising Achievement and Closing Gaps was appointed to prepare and advise the State Board of Education, the State Superintendent, and local LEAs on ways to raise achievement for all students and close the number of gaps that exist in student achievement outcomes and student participation in the instructional process. There were 11 recommendations that evolved from research conducted across North Carolina identified in an implementation plan. The first recommendation was for the state to take steps to reduce, and then eliminate the disproportionate number of minority students assigned to special education programs.
- In 2001, North Carolina completed the Continuous Improvement Monitoring Process (CIMP), an outcomes-oriented revitalization of the monitoring responsibilities. CIMP assessed the impact and effectiveness of state and local efforts to provide a free and appropriate education to children and youth with disabilities. CIMP focused more on accountability and introduced outcome measures in alignment with traditional compliance measures. As a result of the CIMP, the Continuous Improvement Monitoring System (CIMS) was developed as a tool for the state education agency (SEA) to monitor traditional local education agencies (LEAs), charter schools and state-operated programs. The Targeted Student Record Review, a component of the CIMS, requires State intervention as supported by the LEAs compliance and outcome data. The Targeted Student Record Review is a process that purposefully selects priority areas to examine for compliance and/or results while not specifically examining other areas for compliance to: (a) maximize resources, (b) emphasize important variables (i.e., disproportionality), and (c) increase the probability of improved results for LEAs. It is intended to ensure compliance with procedures and regulations while addressing educational benefit through access to the general curriculum and improved performance on state assessments. Throughout these processes, support, technical assistance and staff development are provided as needed or requested by the school system.

- In 2001, the Department of Public Instruction (DPI) established a Raising Achievement and Closing Gaps Committee. This committee chaired by the Associate Superintendent of Curriculum and School Reform Services, appointed DPI staff to ensure that the 11 recommendations identified by the Commission were being addressed. The Exceptional Children Division was responsible for Recommendation One. The Exceptional Children Division implemented several research-based models that use data-based decision-making funded through the State Improvement Grant and other initiatives that outline useful interventions for students in regular education and their teachers that may result in fewer inappropriate referrals for special education services.
- During the 2004-05 school year, SEA implemented the Reading First program. As indicated in the diagram below, the Goal of North Carolina's Reading First (NCRF) initiative is to ensure that all children learn to read well by the end of the third grade. This goal will be accomplished by applying scientifically based reading research to reading instruction in all North Carolina schools.
 - o **Phonemic Awareness**
Attentiveness to the sounds of spoken language.
 - o **Phonics**
Decoding unfamiliar words using knowledge of the alphabetic principle.
 - o **Fluency**
Grade-appropriate oral reading with appropriate speed, accuracy, and expression.
 - o **Vocabulary Development**
Knowledge of word meanings to facilitate effective spoken and written language communication.
 - o **Text Comprehension**
Use of a variety of comprehension strategies to monitor comprehension to construct meaning from print.



- In November 2004, the National Center for Culturally Responsive Educational Systems (NCCREST) established a partnership with the DPI/Exceptional Children Division to support technical assistance activities focused on reducing disproportionality and improving outcomes for culturally and linguistically diverse students. A critical outcome of this partnership is LEAs within North Carolina will become more culturally responsive, and diverse students will achieve improved educational outcomes. As a result of this partnership, North Carolina established a state level Disproportionality Task Force in January 2005.

Policies and Procedures:

- North Carolina Procedures Governing Programs and Services for Children with Disabilities were reviewed and rewritten as a result of receipt of the final regulations from Office of Special Education Programs (OSEP) in August, 2006.
- In North Carolina's new Policies Governing Services for Children with Disabilities instructional interventions are required for additional categories of eligibility
- Since North Carolina has a large number of African-American students identified as EMD, a Mental Disabilities Study Team was established and has examined policy and procedures for determining eligibility in this category. The study team has made recommendations for revisions to the policy and procedures to NCDPI's EC Division and the State Advisory Panel that serves as the SPP Stakeholder Steering Committee.
- LEA policies and/or revisions to existing policies governing children with disabilities are reviewed annually by DPI consultants during the VI-B grant application review/approval process for federal funds. Each grant is initially reviewed by the LEA's assigned Regional Consultant and then reviewed by DPI's VI-B Project Consultant prior to final approval and release of funds.
- The SEA will use the LEA Self-Assessment for Disproportionate Representation as a mechanism to evaluate school system policies, practices, and procedures.
- During Targeted Record Reviews, the specific disability category Record Review Form will be used to collect data to evaluate if disproportionate representation is occurring as a result of inappropriate identification.

Professional Development and Technical Assistance:

- The National Center for Culturally Responsive Educational Systems (NCCREST) has provided technical assistance and professional development on Culture and Cultural Responsiveness as well as Culturally Responsive Practices and Pedagogy Modules to the NCDPI Raising Achievement Closing Gaps Section, NC Disproportionality Task Force, Exceptional Children Disproportionality Community of Practice, designated LEA and community personnel and other NCDPI personnel from the Curriculum and School Reform Services Area.
- The SEA will provide LEAs with technical assistance and professional development focused on data analysis, research-based initiatives/strategies, and culturally responsive educational systems. Also, training will be coordinated for LEAs by the Exceptional Children Division consultants or their designees responsible for the following statewide initiatives:
 - o During the 2001-02 school year, the More at Four Pre-kindergarten Program was established. This state-funded community-based voluntary pre-kindergarten initiative was designed to prepare at-risk four year olds in North Carolina for success in school. This program meets high quality standards, with specific curriculum that focus on preparing children in developmentally appropriate ways for success in schools (e.g., emphasis on literacy, numbers, physical/fine motor development, and problem solving/thinking).

- o In January 2006 through July 2006, training on the Responsiveness to Instruction (RtI)/Problem-Solving Model was conducted across the state. The data-based decision making of the RtI/Problem-Solving process results in the provision of research-based interventions paired with on-going progress monitoring. This structured process requires that appropriate interventions are provided with fidelity as a student's response is closely monitored (graphed) to track positive growth or to modify the intervention.
- o Positive Behavior Support (PBS) pilot sites will provide data on 53 LEAs. There have been approximately 160 school teams trained. This also includes statewide training for LEA trainers in research-based behavioral management programs and strategies to be used with all students. This includes appropriate referral and identification of students and functional behavioral assessments. In the five regions of North Carolina, there will be Regional PBS Coordinators to implement the train-the-trainer model, and provide follow-up monitoring and support to help build capacity.
- o The Instructional Consultation model has been implemented in four counties across North Carolina. Case managers and teachers engage in a Collaborative Problem-Solving process that is systematic and in which decisions are determined by the collection of specific student data. The case manager and the teacher follow the problem-solving stages of: (1) Problem Identification and Analysis, (2) Intervention Design, (3) Intervention Implementation, (4) Intervention Evaluation, and (5) Follow-Up and Closure.
- o A major continuing effort of the North Carolina State Personnel Development Grant (generally referred to as the North Carolina State Improvement Project II, or NCSIP II) is to promote the use of research-validated instructional strategies in special education programs in the public schools. The instructional strategies being used in the Reading/Writing, Math and Positive Behavior Support Best Practices Centers across North Carolina are supported by a substantial body of instructional research with students with disabilities. NCSIP II continues to work with DPI on restructuring North Carolina's teacher training programs in special education, including lateral entry programs, to assure that the instructional content of teacher education is: (a) guided by the need to assure the progress of students within the framework of accountability systems, (b) supported by the research evidence and, (c) focused to the extent that new teachers exit training programs with specific and explicit instructional skills. NCSIP II is also working with DPI to develop and provide a strategic teacher recruitment campaign. A major focus of the campaign will address minority recruitment and retention.
- o The grant program, Project Bright Idea, will continue to be offered to teachers to nurture potential at-risk ethnic minority children in grades K-2. Project Bright Idea is the collaborative effort between the North Carolina Department of Public Instruction and Duke University. The goal of this project is to develop a process to equip elementary teachers with the talents and tools necessary for the early identification of minority and/or other students for participation in academically and/or intellectually gifted (AIG) programs.
- The SEA will provide technical assistance and support to LEAs on creating an LEA disproportionality plan. The LEA disproportionality plan, as part of the CIPP, will address the following issues: (a) data, (b) projected outcomes, (c) initiatives and/or strategies, (d) expected outcomes, (e) steps to reach outcomes, (f) measuring

outcomes, and (g) resources needed. The SEA will implement a “Train-the-Trainer” model so personnel can be trained at schools within the LEA.

- The Exceptional Children Division PMA consultants, with the assistance of the regional consultants, will select individuals from each of the six regions (central, northeast, northwest, southeast, southwest and western) to train key LEA staff and participate in disproportionality monitoring within LEAs. Training will be conducted on the specific disability Targeted Record Review form.

Discussion of Baseline Data:

In 2005-06 sixty-eight (68) of 217 districts or 31.3% had disproportionate representation, of racial or ethnic groups, in one or more specific disability categories, that was a result of inappropriate identification.

In the fall of 2007, the LEA Self-Assessment for Disproportionate Representation was used to survey LEAs that had disproportionate representation of racial and ethnic groups in specific disability categories in 2005-06 and 2006-07. In the late fall of 2007, Division staff examined the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors such as risk ratio trend data, and age/and grade levels of students in the program and made determinations about whether or not each LEAs disproportionate representation of racial and ethnic groups in specific disability categories was a result of inappropriate identification.

In 2005-06, North Carolina conducted targeted record reviews to determine if disproportionate representation, of racial and ethnic groups in specific disability categories, was a result of inappropriate identification.

In conducting the specific disability record reviews, the primary measure used to determine if a student was inappropriately identified was whether the IEP team had conducted all required evaluations and screenings prior to determining eligibility. Based on the EMD record review data, 89.5 percent of the records reviewed contained evidence of all required evaluations and/or screenings prior to eligibility determination. The percentage of the records that did not have all required evaluations and/or screenings prior to eligibility determination was 10.5 percent.

North Carolina has developed a definition for inappropriate identification; however, several of the data components from the definition were not available for review in EMD records. Some components were not required in the State's previous *Procedures*. Additionally, when reviewing records with the pre-referral documentation (required for BED, encouraged for EMD), it was difficult to ascertain whether or not scientific, research-based instruction in reading and math was provided as that information was not available in either the Exceptional Children or cumulative records of children

Based on the data from the targeted record reviews conducted, the additional criteria as part of the definition of inappropriate identification that could not be ascertained during the reviews, and the small number of records reviewed in many of the LEAs, it was not possible to determine any patterns or trends or otherwise make a statistically significant determination that disproportionate representation in BED and EMD categorical areas in the targeted LEAs was a result of inappropriate identification. Using the data and information gained from the targeted record reviews conducted, NCDPI revised its process for targeted intervention for the districts identified.

North Carolina Policies Governing Services for Children with Disabilities contain a requirement for interventions in the general education classroom for the category of Intellectual Disability (formerly Mental Disability which contained EMD as a subset) if there is no previous diagnosis of an intellectual disability, evidence of progress monitoring, and documentation of appropriate instruction in reading and math prior to eligibility determination.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	33.3% of the LEAs will had disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.
2006 (2006-2007)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
2007 (2007-2008)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2008 (2008-2009)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2009 (2009-2010)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
2010 (2010-2011)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Identify LEAs with disproportionate representation based on Westat's Disproportionality Excel Spreadsheet Application, updating the data annually.	On-going from November 2005	•Research and Evaluation Consultant
Annually review/approve LEA policies and/or revisions to existing <u>Disabilities</u> during the VI-B project application review/approval process for federal funds.	May 1 – September 15, 2006 and annually thereafter	•VI-B Project Consultant •Regional Consultants

Letter to Superintendents and Exceptional Children Directors identifying their school system for Targeted Record Review, Professional Development and Technical Assistance.	November 2005 through February 2006 and ongoing	•Associate Superintendent, Curriculum and School Reform Services •Exceptional Children Director
Train key school system staff on how to conduct Targeted Record Review.	January 2006 through August 2006 and ongoing	•PMA Consultants
LEAs will develop a technical assistance and professional development plan within their Continuous Improvement Performance Plan (CIPP). The plan will include training tailored for all stakeholders.	September 2006 and ongoing	•PMA Consultants •LEA CIPP Steering Committee
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based research strategies.	December 2006 and ongoing	PMA Consultants
LEAs with disproportionate representation in a specific disability category will complete and submit an LEA Self-Assessment for Disproportionate Representation regarding policies, procedures, and practices	Fall 2007 and ongoing	•Disproportionality Community of Practice •Designated School Staff •LEA stakeholders
Based on an examination of the results from the LEA Self-Assessment for Disproportionate Representation, risk ratio trend data, age and grade of special education placements and other factors the SEA will determine if each LEA's disproportionate representation is due to inappropriate identification.	April 2007 and ongoing	•Disproportionality Community of Practice •PMA Section •Program Improvement Professional Development Section
Publicize State and school system disproportionate representation data on the Exceptional Children Division "Data and Reports" website.	Annually	•Research and Evaluation Consultant

Staff from the Exceptional Children Division will meet with LEAs in regional meetings to review/discuss Continuous Improvement Performance Plans (CIPPs), including disproportionate representation in racial and ethnic groups in specific disability categories that was the result of inappropriate identification, improvement activities that LEAs had completed and that helped to maintain progress on this indicator, those improvement activities that LEAs had not completed and/or did not help with maintaining progress on this indicator.	February and March 2007, annually thereafter	• PMA Consultants • Regional Consultants
Staff will analyze LEA data regarding disproportionate representation in racial and ethnic groups in specific disability categories that was the result of inappropriate identification to determine districts that met the state target and districts, if any, that did not meet the state target in preparation for February and March regional meetings to review/discuss CIPPs, including progress/ slippage and improvement activities.	Fall 2007 and annually thereafter	• PMA Consultants • Regional Consultants • Other Division Staff
The Exceptional Children Division regional teams identified and began meeting with one - two districts in each of NC's six (6) regions to provide focused technical assistance, including professional development. Districts that were in greatest need of focused technical assistance are identified based on integrated data analyses that included graduation rates, drop-out rates, proficiency rates on statewide reading and math assessments, disciplinary data, and other program improvement implementation data, including disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.	2007-2010	• Exceptional Children Division staff as part of 6 Regional Teams

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

Note: North Carolina has an established timeline (90 days) as indicated in the measurement.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom referral for evaluation was received.
- b. # determined not eligible whose referral, evaluations, eligibility, and placement determinations were completed within 90 days (State established timeline).
- c. # determined eligible whose referral, evaluations, eligibility, and placement determinations were completed within 90 days (State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = $b + c$ divided by a times 100.

Overview of Issue/Description of System or Process:

Each local education agency (LEA) conducts an annual child find of children with disabilities, including children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, to ensure that those children are identified, located and evaluated. These children are subdivided as "identified" and "suspected." Information collected includes their age, the nature of their exceptionality, their county and city of residence, their school administrative unit residence, whether they are being provided special educational and related services, and if so, by which department or agency.

When a teacher, parent, or other involved person recognizes that a child is exhibiting developmental problems or that a child's educational needs are not being met, he/she provides in writing the reason for the referral, addressing the specific presenting problems and the child's current strengths and weaknesses or needs. When the school receives the referral, the 90-day timeline begins.

During 2007-08, the Department of Public Instruction (DPI) will be updating the Comprehensive Exceptional Children Accountability System (CECAS). CECAS is a case management and data analysis system that is offered to local education agencies (LEAs) as a means to manage and analyze exceptional student records. Through CECAS, users will indicate the date on which the referral is received and the date of placement. LEAs will also document reasons for any delay in meeting the established timeline and the number of days beyond the timeline. The data system will periodically (every 30 days) remind LEAs of the 90-day timeline due date. For the 2005-06 baseline data, the DPI developed and implemented a web-based survey for each LEA to complete with the required data. The submitted data were reviewed and analyzed by DPI staff. Staff conducted follow-up contacts with LEAs that had discrepancies in their data to correct the data. The web-based survey will be reviewed/updated as determined necessary for the 2006-07 school year.

LEAs will report through their Continuous Improvement Performance Plans (CIPP) the timeline data, reasons for any delay in meeting the established timeline, and strategies to ensure compliance with the 90-day timeline for placement as required by child find.

Baseline Data for FFY 2004 (2004-05):

- A. # of referrals for evaluations received July 1, 2005 – June 30, 2006 – **32,470**
- B. # of students determined not eligible whose determination was made within 90 days – **7,422**
- C. # of students determined eligible whose determination was made within 90 days – **20,053**

Rate (B + C divided by A times 100) – **84.62%**

of students for whom placement determinations exceeded the 90-day timeline – **4,995**

Range of days beyond 90 days –

1 to 5 days – **780**

6 to 15 days – **966**

16 to 25 days – **683**

26 to 35 days – **632**

36 to 45 days – **515**

46 days or more – **1419**

Discussion of Baseline Data:

Baseline data were gathered for FFY 2005 through a web-based survey to all local education agencies (LEAs), including traditional school districts, public charter schools and state-operated programs (SOPs). The state rate for the state established timeline of 90 days is 84.62% with LEA rates ranging from 0% for one (1) LEA – 100% for forty-six (46) LEAs. The 46 LEAs that met the 100% compliance target were 28.4% of the LEAs that had referrals for evaluations during July 1, 2005 – June 30, 2006. An additional forty-seven (47) LEAs or 29 % that had referrals for evaluations had a compliance rate of 90 – 99.4% and/or had only one (1) or two (2) referrals for evaluation that went beyond the required 90-day timeline. 107 LEAs (66%) that had referrals for evaluations during July 1, 2005 – June 30, 2006 had a compliance rate above the state average rate of 84.6%. There were forty-eight (48) LEAs (all public charter schools) that reported no referrals for evaluation during the time period.

“Referral paperwork not processed in a timely manner” was the most frequent reason given (45.8%) for referrals that went beyond the required 90-day timeline. The second most frequent reason given (35.8%) was “other”. Additional reasons given for referrals that went beyond the required 90-day timeline included: “delay in getting parent consent for evaluation” (12.4%); “excessive student absences” (4.9%); and “weather delays” (1.1%).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The level of performance is 100%
2006 (2006-2007)	The level of performance is 100%
2007 (2007-2008)	The level of performance is 100%
2008 (2008-2009)	The level of performance is 100%

2009 (2009-2010)	The level of performance is 100%
2010 (2010-2011)	The level of performance is 100%

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
The state education agency offered training to the LEAs about the data collection process through the Continuous Improvement Performance Plan (CIPP).	2005-06	• PMA Consultants
A web-based survey was used and will be used to collect and analyze the data.	2005-06; 2006-07	• CECAS Staff, PMA and Regional Consultants
CECAS will be updated to collect and analyze the required data in future years.	2007-08 and ongoing	• CECAS Staff
LEAs will receive training on how to collect data through CECAS.	2007-08 and ongoing	• CECAS Trainers
The State Education Agency will identify effective strategies from those LEAs that have reached 100% to share with those LEAs that have not reached 100% compliance.	2006-07 and ongoing	• PMA and Regional Consultants/Regional Teams
Following the review and analyses of CIPPs, DPI staff will conduct regional meetings with LEAs to: discuss findings; further analyze reasons for non-compliance; and provide technical assistance regarding improvement strategies to correct non-compliances within one year.	Spring 2007 and annually thereafter	• PMA and Regional Consultants/Regional Teams
The State Education Agency will further analyze the data by regions and determine whether or not regional interventions/improvement strategies are needed.	Spring 2007 and annually thereafter	• PMA and Regional Consultants/Regional Teams
Following the first year of implementation of improvement strategies, the State Education Agency will further analyze LEA data to determine if targeted interventions are needed for any LEAs (e.g., if any LEAs are continuing to experience high rates of non-compliance).	Spring 2008 and annually thereafter	• PMA and Regional Consultants/Regional Teams
The State Education Agency will provide further follow-up with those LEAs (public charter schools) that reported having no referrals for evaluation to ensure child find policies are being implemented.	Spring 2008 and annually thereafter	• PMA and Regional Charter School Consultant/Regional Teams

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have and IEP developed and implemented by their third birthdays.

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be not eligible by their 3rd birthdays.
- c. # of those found eligible who received services / IEP developed by their 3rd birthdays.
- d. # of children for who parent refusal to provide consent caused delays in evaluation or initial services.

Percent= [(c) divided by (a – b – d)] times 100

Overview of Issue/Description of System or Process:

Performance on this indicator prompted a revision of the original SPP with new and more focused improvement activities and timelines for monitoring, training, and further defining state and local policies and procedures. A summary of the background and current approach for assuring timely Early Childhood Transitions are presented below, followed by the progress data for 2006-2007.

Background

North Carolina's ability to fully comply with this Indicator is based on several factors: 1) each Local Education Agency (Part B) and its respective Children's Developmental Services Agency (CDSA; Part C) must develop/implement a successful transition plan in which timely information is shared and transition planning meetings are held, 2) appropriate assessments are conducted *prior to* a child's third birthday, and 3) an IEP is implemented by the child's third birthday. The Exceptional Children Division's performance has been complicated by the changing roles and responsibility of the Part C system, which historically completed all entry level assessment requirements for Part B until 2004-2005. The Part C system was part of a massive mental health re-organization in North Carolina. The Part C organizational name at the local level was changed from the Developmental Evaluation Center to the Children's Developmental Services Agency. Case service coordination responsibilities were shifted from the mental health system to the Part C Program. In addition, services were privatized at the local level. During this time, Part C experienced a sharp increase in referrals and was unable to successfully comply with its 45 day timeline for initial program entry. Therefore, Part C was forced to shift its emphasis from completing initial evaluation requirements for Part B purposes to complying with their own initial evaluation regulations. In turn, the Part B system was slow to respond in assuming the responsibilities for conducting initial evaluations for entry into the Part B system. They did not have the staff, training, or the appropriate systems in place to evaluate young preschool children. Secondly, while Part C was hiring new case service coordinators and implementing this responsibility, they did not consistently invite the Part B system to the Transition Planning Meetings; and when they did, the Part B system frequently did not have adequate staff in place to attend them. Therefore, information that was available was not shared in a manner conducive for completing timely initial IEP meetings.

Old Approach

- Collaboration and Coordination. In North Carolina the General Assembly recognized this Part C mandated council as the advisory council for both the Part C and B systems. During 2005-2006 this council reorganized itself into subcommittees which might assist both systems with Transition, Child Outcomes, Inclusion, and Professional Development. The Transition Committee assisted with the revision of the Parent Handbook on Transitions, and in the development of the core curriculum for the Transition Training Workshops conducted by the Partnership for Inclusion.
- Policies and Procedures. The North Carolina Interagency Agreement was written and finalized in June, 2006 with general guidelines for transition from Part C to Part B.
- Policies and Procedures. A draft document on Transition Procedures and Timelines was completed by a task force of both Part B and C representatives and distributed during the 2004-2005 school year.
- Staff Development. During 2005-2006, a statewide technical assistance project (Partnerships for Inclusion) piloted a Transition Training Workshop for four of the eighteen early childhood regions in North Carolina. Each of these regions consists of one Children's Developmental Services Agency and the respective LEA's it serves. The goal of each Transition Training Workshop was to bring all of the representatives from each program together to: 1) understand the differences between each program, 2) identify barriers to conducting timely transitions, and 3) develop local plans which were responsive to each individual community.
- Program Development/Increase FTE. The state released \$5,000,000 additional dollars to the LEAs to assist them in offsetting the increased costs for Preschool Assessments. This was one time funding for 2004 through 2007 which did not represent salaried positions, but did assist with funds for contracting for evaluations and other infrastructure expenses when setting up evaluation teams.

New Approach

- Collaboration and Coordination. In the summer of 2007, the Executive Council of this advisory group adopted a theme of Building a Unified Birth to Five Intervention System for both Part C and Part B. The recommendation was made to begin studying the language in describing a joint system in order to better communicate this theme at the local level. The recommendation was made and adopted to repeal the legislation requiring the existence of Regional Coordinating Councils which previously did not include representatives of all of the LEAs within each of the early childhood regions in which Part C and B collaborated. Instead, a more collaborative approach was adopted in which each region would host, at minimum annually, one Open Forum in which all Part B and Part C representative would come together for collaboration and networking. A subcommittee of the state level NC ICC was formed called the LICC support subcommittee, in which guidance and assistance will be provided to the local regions to conduct the Open Forums. In addition, the roles and responsibilities of the Local Interagency Coordinating Councils (LICC) were defined as focusing on transition and child find activities and an LICC assessment/end of year reporting tool was created to guide the LICCs with a framework for related activities.
- Policies and Procedures. A major revision of the previous guidance document was initiated in order to perpetuate the information provided in the Transition Training Workshops, and to better delineate the roles and responsibilities of Part C and B. Further guidance was given relative to the timelines and definition of notification and referral. The document was re-titled, "Guiding Practices to Transition".
- Staff Development. During 2007-2008, multiple venues for training were completed in order to bring partners from Part C and B together to identify the barriers that exist in completing timely transitions. These were conducted during Transition Training

Workshops, Exceptional Children Regional Preschool Coordinators Meetings, and a state level Exceptional Children Regional Preschool Coordinators Meetings

- Program Development. Preschool Assessment Initiative. In order to build capacity at the local level for developmentally appropriate and efficient multidisciplinary assessments, a new initiative will be undertaken. First, LEAs will be asked to apply to become Preschool Assessment Centers through a request for proposal process. Financial incentive will be provided through one time funding for establishing best practice multidisciplinary assessment centers. Extensive training will be provided to assist the staff in: 1) learning how to conduct arena style play based assessments for very young children, 2) how to work effectively with families during transition, and 3) how to implement a business plan for developing contracts with other LEAs for assisting them in contracting for assessments on children within their districts. As an extension of this program, an on-line training program will be developed for LEAs statewide on how to conduct arena style play based assessments. This will be conducted in the fall, 2008 and will be held at regional sites with support staff in attendance.
- Monitoring. Data for the 2005-2006 was analyzed and reported back to the LEAs relative to their level of performance. All LEAs were expected to complete the LEA Transition Planning Document, which consisted of a review of the state policies, local process, personnel, and capacity for completing the assessments. A valid scoring rubric is being developed to analyze this document, with the assistance of UNC-Greensboro, in order to identify trends between the higher and lower performing LEAs with the purpose of developing technical assistance plans. Data for the 2006-2007 is currently being analyzed and compared in order to identify LEAs in needs of assistance or improvement. Additional steps were taken to build monitoring capacity by: 1) Implementing a Preschool Referral Form in order to capture information on transition, 2) Piloting a Transition File Monitoring Tool for future focused monitoring purposes.
- Quality Assurance and Monitoring Procedure to Ensure Accuracy and Completeness of Transition Data. During the 2006-2007 year, data collection was conducted using an Excel spreadsheet which was developed by the state and disseminated to the LEAs. The State provided a system to report the aggregate data. A separate database at the local level for tracking and calculating this information must be maintained. This process will be refined with an update/revision on the Excel spreadsheet so that a uniform tracking system may be provided for individual and aggregate data. If possible, this will be incorporated into the CECAS system (618 child count data system).

Baseline Data for FFY 2004 (2004-2005):

Fifty-eight percent of children referred by Part C prior to age 3 and who were found eligible for Part B received special education and related services by their third birthday.

Discussion of Baseline Data:

A Zoomerang (on-line) survey was conducted at the end of the 2004-2005 school year requesting that LEAs calculate the number of children for whom a timely transition occurred. This information was gathered after the fact, and 77 out 115 LEAs (67%) responded. The result indicated that only 58% of transitioning children had an IEP in place on or before the third birthday.

Of the 42% of the children who did not have IEPs in place by their third birthday, the following reasons were given:

- Part C did not refer the child in time to determine eligibility and write the IEP by the third birthday (25%).

- Transition evaluations of 2 year old children who would be moving out of the Part C program were not completed by the CDSAs soon enough for the schools to receive the results and make eligibility determinations (21%).
- The child was referred to Part C so close to the child's third birthday that the evaluation and eligibility determination could not be made by the third birthday (18%).
- Other reasons (36%) included: 1) the LEA did not hold the IEP meeting by the third birthday even though information was received by Part C in a timely manner, 2) the parents did not show up for the evaluation, 3) the child was sick and evaluations had to be rescheduled, and 4) the Part C Program did not invite Part B to the transition meeting.

This baseline data represented a significant decrease from that reported prior to 2004-2005 and the re-organization of the Part C system, when the initial evaluations for entry into the Part B program were almost exclusively completed by Part C. Previous self-assessment data indicated successful timely transitions up to 97 %.

Data for FFY 2006 (2006-2007):

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.
2006 (2006-2007)	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.
2007 (2007-2008)	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.
2008 (2008-2009)	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.
2009 (2009-2010)	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.
2010 (2010-2011)	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
▪ <u>Policies and Procedures</u>: continue to field test Guiding Practices Document and begin studying other states documents to consider enhancements and revisions. ▪ <u>Collaboration and Coordination</u>: NC ICC Transition Committee provides input and information to Partnership for Inclusion representatives in the continued development of the Transition Training Workshops. ▪ <u>Program Development</u>: LEAs will report individual transition practices to the state via the 619 Preschool Grant which will be compiled in the publication "Profile of Services" for statewide dissemination. ▪ <u>Data Collection System</u>: investigate incorporation of data collection on transition with the Comprehensive Exceptional Children Accountability System (CECAS); create a spreadsheet system for LEAs to report data to state. ▪ <u>Program Development/Adjust FTE</u>: obtain additional funds to assist LEAs with building capacity to conducting entry level assessments for Part B program.	2005-2006	Local LEAs NC ICC Transition Committee & Partnership for Inclusion NC ICC Transition Committee 619 Preschool Grant process & State Preschool Coordinator and Consultant Exceptional Children Division Exceptional Children Division
▪ <u>Data Collection</u> – continue to refine data collection protocols and begin to aggregate data into Profile of Services. ▪ <u>Staff Development</u> – pilot/ conduct 4 Transition Training Workshops across state with Part C and B staff. ▪ <u>Program Development/Adjust FTE</u>: obtain additional funds to assist LEAs with building capacity to conducting entry level assessment.	2006-2007	Exceptional Children Division EC Preschool Coordinator and Consultant Exceptional Children Division

multidisciplinary early childhood assessments. ▪ <u>Staff Development</u> - Provide training to multidisciplinary staff to conduct arena style testing. ▪ <u>Staff Development</u> - Provide training to multidisciplinary staff for working effectively with families.		
▪ <u>Staff Development</u>- develop and conduct on-line training program for multidisciplinary team assessments; available statewide. ▪ <u>Staff Development</u> – identify best practice model for working effectively with families, train trainers for state. ▪ <u>Data Collection</u>- incorporates data into CECAS. ▪ <u>Monitoring</u> – pilot Family Transition Survey and develop a system for collecting data. ▪ <u>Monitoring</u> – develop and pilot focused LEA Transition Program Monitoring tool. ▪ <u>Preschool Assessment Initiative</u>- ❖ Obtain funding to expand initial number of Preschool Assessment Centers. ❖ Provide state wide on-line training program for multidisciplinary teams. ❖ Provide continued staff development on working effectively with families of young children.	2008-2009	Center for Development and Learning, UNC-Chapel Hill & UNC-Charlotte EC Preschool Coordinator, Office of School Readiness, and EC Monitoring and Compliance Section
▪ <u>Staff Development</u>- conduct on-line training program for multidisciplinary team assessments; available statewide. ▪ <u>Staff Development</u> – conduct statewide training for Working Effectively with Families. ▪ <u>Monitoring</u> – institute statewide implementation of Family Transition Survey.	2009-2010	EC Preschool Coordinator, Office of School Readiness, and EC Monitoring and Compliance Section

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above 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 divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

The requirements of transition services have been documented as an area of improvement in the North Carolina Continuous Improvement Focused Monitoring System. Steady progress has been made towards correcting noncompliance for not inviting students to IEPs when transition was discussed and having a transition component added to the student's IEP. An update to the status of these areas of compliance can be found in the APR Indicator 15.

To gather data on this indicator, in September and October of 2005 all local education agencies (LEAs), charter schools, and state operated programs (SOPs) received professional staff development on writing a Continuous Improvement Performance Plan (CIPP), which included the two indicators required in the SPP for transition. Each LEA, charter school and SOP will report baseline data to the SEA on 5% of youth age 16 and above 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. North Carolina is working closely with the National Secondary Transition Technical Assistance Center (NSTTAC) to develop training for SEA and LEA staff on how to effectively evaluate transition components in regards to the criteria for this measurement. The NSTTAC Indicator 13 Checklist has been disseminated to all LEAs, charter schools and SOPs throughout the state to use for the evaluation of transition components. Compliance data for this indicator will be submitted annually by the LEA to the SEA. All LEAs, SOPs, and charter schools have developed and submitted activities that are being put into action to correct noncompliance within one year.

In February 2007, the SEA will begin the implementation of the Focused Monitoring component of the North Carolina Continuous Improvement Focused Monitoring System. The focus areas are graduation rates and dropout rates with emphasis on the correlation with transition services. The focused monitoring team will use the Indicator 13 checklist developed by NSTTAC to review the transition components of students that graduated or dropped out of school. The four pilot sites were selected by size of district, as well as data about dropout and graduation rates. Data gathered from the focused reviews will help districts refine and add to the activities that they are implementing to increase graduation rates and reduce drop outs.

Data from the annual CIPP submissions, as well as data gathered during the focused monitoring process will be included in the State Performance Plan/Annual Performance Report. At the state level these data will be used for the following purposes:

- targeting LEAs for technical assistance;

- program planning;
- linking to adult services;
- designing professional staff development around transition; and
- policy development.

Baseline Data for FFY 2005 (2005-2006):

60% of youth with disabilities aged 16 and above had an IEP that included coordinated, measurable annual IEP goals and transition services that would reasonably enable the students to meet their post secondary goals.

Discussion of Baseline Data:

Data were collected by all LEAs, SOPs and charter schools with students 16 and above and was submitted in the CIPP. The checklist developed by the NSTTAC was used to review records. A total of 2,973 records were reviewed by LEAs, charter schools, and SOPs throughout the state. There were 1784 records that were compliant and 1189 that were noncompliant.

There are several reasons that may have influenced the baseline data:

1. The SEA had little time to train school personnel on how to use the Indicator 13 Checklist by the time it was officially approved. The SEA felt it was important to use the same checklist that will be implemented next year to get comparative data.
2. The transition component to the IEP being used during 2005-06 did not align with some of the questions and resulted in confusion as LEAs conducted Indicator 13 self-audits.

All LEAs, SOPs, and charter schools have developed and submitted activities that they are putting into action to correct the noncompliance within one year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Collect baseline data from school systems.
2006 (2006-2007)	The level of performance is 100 percent.
2007 (2007-2008)	The level of performance is 100 percent.
2008 (2008-2009)	The level of performance is 100 percent.
2009 (2009-2010)	The level of performance is 100 percent.
2010 (2010-2011)	The level of performance is 100 percent.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Inform LEAs, Institutions of Higher Education (IHE), and parents of the new performance indicators and reporting requirements for transition	Fall of 2005 and ongoing.	• Division on Career Development and Transition • Department of Public Instruction staff • Exceptional Children's Assistance Center • NSTTAC
Conduct a statewide focus group with transition staff on the topic of secondary transition to identify needs related to transition services.	April 2006 and each year at the annual DCDT state conference	• Division on Career Development and Transition(DCDT) • NC DPI Staff
Enhance the transition IEP component training in all six regions of the state as part of the comprehensive IEP training done annually. A train the trainer model is in the process of being developed.	January 2006 – April 2007	• Regional Consultants • NC DPI Staff
Coordinate a comprehensive training system that addresses transition needs expressed by stakeholders that address transition needs.	June 2006 and ongoing	• NC DPI Staff • Regional Consultants • Institutes of Higher Education (IHE) • Transition Stakeholders
Develop and disseminate training modules for teachers to use with students to enhance their understanding and role in the transition process.	June 2006	• NC DPI Staff • Local Transition Coordinators • IHE • Vocational Rehabilitation • National Secondary Transition Technical Assistance Center (NSTTAC)

Conduct special study institutes on comprehensive transition planning.	September 2005 – August 2006	• NC DPI staff • Contract Staff
Include transition planning in all conferences and stakeholder group meetings.	November 2005 and ongoing.	• NC DPI Conference • NC Area Health Education Centers • Division on Career Development and Transition • NC Council for Exceptional Children • NC Division of Vocational Rehabilitation Services • Arc Conference • NC Association of Rehabilitation Facilities • NC Autism Society Conference • Department of Health and Human Services • National Alliance for the Mentally Ill (NAMI) • Learning Disabilities Association
Develop a statewide Community of Practice on Secondary Transition.	July 2006 and continued each year.	• National Association of State Directors of Special Education; Louisburg College • Exceptional Children's Assistance Center • NC Division of Vocational Rehabilitation Services • NC Department of Health and Human Services-Mental Health • Department of Juvenile Justice and Delinquency Prevention • Public Health, Developmental Disabilities Council, Advocacy Groups, IHEs • Parents, Students • Division of Career Development and Transition
Collect data regarding compliance with (20 U.S.C. 1416(a)(3)(B) on IEPs	September 2005- October	• NC DPI Staff

developed after June 30, 2005.	2006	• Regional Consultants
Conduct statewide focus groups with students with disabilities to identify transition needs.	November 2006	• NC DPI Staff • Exceptional Children Assistance Center (ECAC) • Vocational Rehabilitation (VR) • Other Advocacy Groups
Report to the public	Spring 2007	• SEA
Provide technical assistance to address noncompliance identified through data gathering.	April 2006 and ongoing	• NC DPI Staff • Regional Consultants
Conduct Focused Monitoring on-site visits in four pilot sites around the state.	February 2007 – April 2007	• NC DPI Staff • National Center for Special Education Accountability Monitoring (NCSEAM) • Mid-South Regional Resource Center (MSRRC) • National Secondary Transition Technical Assistance Center (NSTTAC)
Target professional development to focus on the three areas that had the highest rate of non compliance identified through the use of the Indicator 13 Checklist in each LEA. They are transition services, measurable postschool outcome goals, and annual IEP goals.	2007-2008 and ongoing through 2010-11	• NCDPI staff • Transition trainers
Through the Focused Monitoring process, verify compliance rates and the correction of noncompliance with requirements of Indicator 13.	2007-2008 and each year through 2010-11 (4 LEAs annually).	• NCDPI Monitoring Consultants • Focused Monitoring teams • Travel expenses for team members

Meet with Institutes of Higher Education (IHE) and share data to inform them about the areas of transition programming that still require continued emphasis.	By May 2008,	• NCDPI Staff • Travel expenses for meetings
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Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had individualized education programs (IEPs), are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

North Carolina initiated a post-school outcome data collection system in 2005-06. The University of North Carolina at Charlotte (UNC-Charlotte) has been contracted to collect post-school outcome data from students with disabilities. The process involves collecting a set of exit data from students with disabilities who leave high school (graduate, age out or drop out) each year.

In North Carolina the following definitions apply to the population for which data are collected. A drop out is an individual who:

- Was enrolled in school at some time during the reporting year (2005-2006);
- Was not enrolled on day 20 of the current year; and
- Has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state/district approved educational program,
 2. temporarily absent due to suspension or school approved illness, or
 3. death.

During the 2005-06 school year the definition for graduation rate was the following: the percentage of students who graduate from high school with a regular diploma in the standard number of years. The standard number of years is four years or less.

During 2005-06 a student with disabilities aged out at age 21. In July 2006 the state statute was changed to extend the maximum age of eligibility through 21, or the child's 22nd birthday.

The exit data will provide information on the manner in which students exit school, specific course of study, and contact information for use in gathering follow-up data. The exit data will be gathered through an exit survey, completed by personnel in each Local Education Agency (LEA) and sent directly to UNC-Charlotte. The information from the survey will be entered into a data base to be used to gather follow-up data. Exit data will be collected annually in April/May. The second set of data to be

collected is follow-up data. Follow-up data will provide the information needed to complete the baseline for the State Performance Plan (SPP) required by IDEA 2004. UNC-Charlotte will contract with a call center to collect this data one year after students leave school. Students that have exited will be contacted between April and September of the year following their graduation from high school, dropping out or aging out of the program.

UNC-Charlotte will analyze and prepare a transition data report. This report will be shared with the public through the Department of Public Instruction's Web site, conference presentations, and written reports that will be mailed to stakeholders. Each LEA will be provided the information to facilitate the development of the Continuous Improvement Performance Plan (CIPP).

The data will be included in the State Performance Plan/Annual Performance Report (SPP/APR). At the state level the data will be used for the following purposes:

- targeting LEAs for technical assistance;
- program planning;
- linking to adult services;
- designing professional staff development around transition; and
- policy development.

Sampling Plan

Indicator #14 North Carolina Post-School Outcomes Surveys Plan

The purpose of this report is to describe the sampling plan used to determine post-school surveys of students with disabilities who leave public school and enter young adult roles. North Carolina Department of Public Instruction is required to collect essential information for the Part B State Performance Plan (SPP) and the Annual Performance Report (APR) for Indicator #14. Indicator #14 reads, "Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school." (20 U.S.C. 1416(a) (3) (B)).

This research will be conducted in two stages. The first stage is collecting a Student Demographic Profile (SDP) (also called exit survey) for all students with an IEP who leave secondary school during the 2005-06 academic year. These data are important to describe those students from whom the post-school data will be collected.

The second stage is the Post-School Survey (PSS). These data are to be gathered roughly one year after the student leaves high school (between April and September of the year following the student's exit). Before gathering data a sampling strategy will be developed to randomly select a representative group of students to complete the Post-School Survey. Sampling methods recommended by the National Post-School Outcome Center were used to select a sample from the estimated 11,000 students. The data source for the PSS may be the student, parent, grandparent, or another contact that was listed on the Student Demographic Profile.

Selection of Representative Sample for Exiting Students in 2005-06

North Carolina (NC) Department of Public Instruction provided a database of variables

listed in Table 1 for the 2004-2005 academic year. These data were entered into the National Post-School Outcomes Center representative sample calculator. NC did not collect information concerning the English language learners; this data was not used in the sampling plan. Four LEAs (>50,000 students) were not included in the district-level data base; schools in the four LEAs were entered in separate sampling calculator and schools within each LEA were randomly selected. Use of the National Post-School Outcomes Center representative sample calculator will provide a five-year sampling plan that is representative of the state.

Column Header Key for District Level Data Table	
District Name	District Name and/or District Number
Size	Total number of students with and without disabilities in the district (ADM)
Region	Must be either 0 or 1, where 0 = rural and 1 = urban (based on your state's definitions of "urban" and "rural")
SPED	Number of students with IEPs between ages of 14 and 21
LD	Number of students with IEPs between ages of 14 and 21 identified Specific Learning Disability
ED	Number of students with IEPs between ages of 14 and 21 identified Emotional Disturbance
MR	Number of students with IEPs between ages of 14 and 21 identified Mental Retardation
AO	Number of students with IEPs between ages of 14 and 21 identified as All Other disabilities (hearing impairment, visual impairment, orthopedic impairment, other health impairment, deaf-blindness, multiple disabilities, autism, traumatic brain injury, developmental delay [if applicable in your state], speech and language impairment)
Female	Number of students with IEPs between ages of 14 and 21 who are female
Minority	Number of students with IEPs between ages of 14 and 21 whose primary race/ethnicity is not White/non-Hispanic
ELL	Number of students with IEPs between ages of 14 and 21 who are English Language Learners
Dropout	Number of students with IEPs between ages of 14 and 21 who dropped out of school in the previous 12 months based on latest available data (based on your state's definition of "dropout")

Results of Sampling Plan

Results of the five-year sampling plan for the district that have less than 50,000 students can be found on pages 95-99. The four large LEA school sampling plans can be found on pages 98 (Charlotte Mecklenburg), 99 (Cumberland County), 100 (Guilford County), and 101 (Wake County).

Post-School Outcomes District Level Five Year Plan

In the table below, the **highlighted** cells indicate the year a district is to be sampled.

District	Sample				
	Year 1	Year 2	Year 3	Year 4	Year 5
Alamance-Burlington Schools				X	

Alexander County Schools		X			
Alleghany County Schools					X
Anson County Schools				X	
Ashe County Schools	X				
Asheboro City Schools					X
Asheville City Schools			X		
Avery County Schools	X				
Beaufort County Schools		X			
Bertie County Schools	X				
Bladen County Schools					X
Brunswick County Schools			X		
Buncombe County Schools		X			
Burke County Schools					X
Cabarrus County Schools	X				
Caldwell County Schools			X		
Camden County Schools			X		
Carteret County Public Schools				X	
Caswell County Schools		X			
Catawba County Schools		X			
Chapel Hill Carrboro Schools					X
Charter Clover Garden School				X	
Charter-Cape Lookout Marine Science High School			X		
Charter-Chatham Charter				X	
Charter-Community Partner Charter High School			X		
Charter-Crossnore Academy	X				
Charter-Crossroads Charter High	X				
Charter-East Wake Academy	X				
Charter-Franklin Academy		X			
Charter-Grandfather Academy				X	X
Charter-Graystone Day School				X	
Charter-Kennedy Charter School	X				
Charter-Lincoln Charter School		X			
Charter-New Century Charter High School					X
Charter-Pace Academy				X	
Charter-Provisions Academy					X
Charter-Raleigh Charter High School				X	

Charter-River Mill Academy		X			
Charter-Rocky Mount Preparatory School			X		
Charter-Thomas Jefferson Classical Academy		X			
Charter-Tiller School					X
Charter-Union Academy		X			
Charter-Vance Charter					X
Charter-Washington Montessori		X			
Charter-Woods Charter School			X		
Chatham County Schools	X				
Cherokee County Schools					X
Clay County Schools				X	
Cleveland County Schools			X		
Clinton City Schools		X			
Columbus County Schools	X				
Craven County Schools			X		
Currituck County Schools		X			
Dare County Schools				X	
Davidson County Schools		X			
Davie County Schools					X
Department of Corrections			X		
Department of Health and Human Services	X				
Department of Juvenile Justice	X				
Duplin County Schools	X				
Durham Public Schools					X
Edenton/Chowan Schools					X
Edgecombe County Schools			X		
Elkin City Schools				X	
Forsyth County Schools				X	
Franklin County Schools				X	
Gaston County Schools	X				
Gates County Schools					X
Graham County Schools		X			
Granville County Schools				X	
Greene County Schools		X			
Halifax County Schools					X
Harnett County Schools	X				

Haywood County Schools	X				
Henderson County Schools				X	
Hertford County Schools			X		
Hickory City Schools			X		
Hoke County Schools					X
Hyde County Schools		X			
Iredell-Statesville Schools				X	
Jackson County Schools			X		
Johnston County Schools					X
Jones County Schools			X		
Kannapolis City Schools		X			
Lee County Schools				X	
Lenoir County Public Schools	X				
Lexington City Schools		X			
Lincoln County Schools	X				
Macon County Schools	X				
Madison County Schools					X
Martin County Schools		X			
McDowell County Schools			X		
Mitchell County Schools				X	
Montgomery County Schools	X				
Moore County Schools			X		
Mooresville City Schools				X	
Mount Airy City Schools					X
Nash-Rocky Mount Schools					X
New Hanover County Schools		X			
Newton Conover City Schools					X
Northampton County Schools	X				
Onslow County Schools			X		
Orange County Schools		X			
Pamlico County Schools				X	
Pasquotank County Schools				X	
Pender County Schools		X			
Perquimans County Schools			X		
Person County Schools			X		
Pitt County Schools		X			

Polk County Schools					X
Randolph County Schools	X				
Richmond County Schools		X			
Roanoke Rapids City Schools				X	
Robeson County Schools	X				
Rockingham County Schools					X
Rowan Salisbury Schools				X	
Rutherford County Schools					X
Sampson County Schools			X		
Scotland County Schools	X				
Stanly County Schools				X	
Stokes County Schools					X
Surry County Schools	X				
Swain County Schools		X			
Thomasville City Schools			X		
Transylvania County Schools	X				
Tyrrell County Schools		X			
Union County Public Schools				X	
Vance County Schools	X				
Warren County Schools	X				
Washington County Schools				X	
Watauga County Schools				X	
Wayne County Public Schools		X			
Weldon City Schools			X		
Whiteville City Schools					X
Wilkes County Schools			X		
Wilson County Schools			X		
Yadkin County Schools			X		
Yancey County Schools				X	

The table below shows how similar each sample of Districts is to your entire state. **Highlighted** Sample cells differ from the State +/- 3%

		Sample Year				
	State	Year 1	Year 2	Year 3	Year 4	Year 5
Size	1030050	228539	195766	178893	237225	186775

SPED	20601	5279	4578	4107	5820	4005
% LD	33	31	33	32	35	34
% ED	7	8	7	7	7	7
% MR	12	14	11	13	10	13
% AO	48	47	50	48	49	46
% Female	31	31	31	30	32	31
% Minority	37	38	35	38	32	40
% ELL	0	0	0	0	0	0
% Dropout	10	11	8	11	9	10

Bottom of Form

Charlotte/Mecklenburg School Sampling Plan

In the table below, the **highlighted** cells indicate the year a district is to be sampled.

District	Sample				
	Year 1	Year 2	Year 3	Year 4	Year 5
David W Butler High	X				
E E Waddell High					X
East Mecklenburg High			X		
Garinger High		X			
Harding University High				X	
Hopewell High				X	
Independence High	X				
Metro	X			X	X
Midwood High/Tate TAPS		X	X		
Myers Park High					X
North Mecklenburg High			X		
Olympic High		X			
Phillip O Berry Academy of Tech		X			
Providence High					X
South Mecklenburg High	X				
West Charlotte High			X		
West Mecklenburg High				X	
Zebulon B Vance High				X	

Cumberland County Schools Sampling Plan

In the table below, the **highlighted** cells indicate the year a district is to be sampled.

In the table below, the **highlighted** cells indicate the year a district is to be sampled.

District	Sample				
	Year 1	Year 2	Year 3	Year 4	Year 5
Cape Fear High		X			
Douglas Byrd High	X				
E E Smith High			X		
Gray's Creek High School				X	
Jack Britt High School					X
Massey Hill Classical High	X	X	X	X	X
Pine Forest High		X			
Seventy-First High				X	
South View High					X
Terry Sanford High			X		
Westover High	X				

Guilford County Schools Sampling Plan

In the table below, the **highlighted** cells indicate the year a district is to be sampled.

District	Sample				
	Year 1	Year 2	Year 3	Year 4	Year 5
Ben L Smith High				X	
Dudley High					X
Eastern Guilford High		X			
GC Middle College High	X				
GTCC Middle College High			X		
Grimsley High		X			
High Point Central High	X				
Lucy Ragsdale High			X		
Middle College High at Bennett	X	X	X	X	X
Middle College High at NC A&T				X	
Northeast Guilford High					X
Northwest Guilford High					X
Page High		X			
Philip J Weaver Ed Center	X	X	X	X	X

Southeast Guilford High			X		
Southern Guilford High	X				
T. Wingate Andrews High				X	
Western Guilford High		X			

Wake County Schools Sampling Plan

In the table below, the **highlighted** cells indicate the year a district is to be sampled.

District	Sample				
	Year 1	Year 2	Year 3	Year 4	Year 5
Apex High				X	
Athens Drive High	X				
Cary High		X			
East Wake High			X		
Fuquay-Varina High					X
Garner High			X		
Green Hope High					X
Knightdale High School		X			
Leesville Road High	X				
Middle Creek High				X	
Millbrook High	X				
Needham Broughton High		X			
Phillips High	X	X	X	X	X
Sanderson High				X	
Southeast Raleigh High			X		
Wake Forest-Rolesville High					X
Wakefield High			X		
William G Enloe High	X				

To address problems with response rates, missing data, and selection bias the state will implement the following steps: 1. Once data are gathered in the yearly post-school data collection, the National Post-School Outcomes Center Response Calculator will be used to conduct statistical comparisons between the original representative sample and the respondent group to identify how similar or different those two groups are on the designated variables; 2. Actions will be taken to correct the problem when possible and future data collection procedures will be modified to insure representative samples.

To address the information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data were insufficient to yield statistically reliable information, NCDPI is adopting a cell size of 5. The NCDPI Accountability Division has established this cell size for each disability group within an LEA for public reporting purposes.

When data are being gathered the following definitions will apply in North Carolina:

- **Competitive employment** – Competitive employment means work (i) in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) for which an individual is compensated at or above the minimum wage, but not less than customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Rehabilitation Act, Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c))
- **Education/Training** – Education/Training includes enrollment in (a) community of technical college (2-year program), (b) college/university (4-year program), (c) compensatory education program, (d) a high school completion document or certificate class (e.g., Adult Basic Education, General Education Development (GED)), (e) short-term education or employment training program (e.g., Workforce Investment Act (WIA), Job Corps), (f) vocational technical school, which is less than a two year program. Full-time enrollment in the university system is considered if the student is enrolled for 12 semester hours or more. In the community college system, to be considered full time the student must be enrolled in sixteen hours of class, shop, or laboratory instruction per week for sixteen weeks for two semesters.

Baseline Data for FFY 2006:

75% of youth who had IEPs, and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

The follow-up survey was conducted by The Potsdam Institute for Applied Research (PIAR), located at the State University of New York Potsdam, New York from May, 2007 to July, 2007. Telephone, paper, and web surveys were used to collect the follow-up data. PIAR is a university-based research institute with the mission of helping communities, schools, and agencies with data, evaluation, survey, and reporting needs. PIAR is working on local, regional, and statewide projects to meet this mission. PIAR contracted with UNC Charlotte to conduct interviews for SPP Indicator #14 federal reporting. PIAR has a Call Center located with its other offices. The Call Center has multiple interviewers' stations. Each station is equipped with a computer and phone. PIAR uses CASES from the University of California at Berkeley to convert paper surveys into an electronic format which includes directions, questions, response codes, and survey branching. These electronic surveys can increase the accuracy of interviews by assuring that each survey is conducted as designed and programmed. The survey was available in both English and Spanish. Interviewers are trained and supervised by PIAR staff to assure that survey protocols are followed consistently, the dignity and privacy of participants are protected, and that professional survey standards are met.

Members of the survey pool were sent letters to remind them of the purpose of SPP Indicator #14, that participation was voluntary but important, and that they would be called. English and Spanish speaking interviewers were available. Interviewing started on May 15, 2007 and continued through July 30, 2007. Call Center hours included early morning through evening, seven days a week except for holidays. A maximum of 20 phone calls were made per participant. These calls were made strategically across time-of-day and day-of-week. The survey was also available on the web through a secure server. Members of the survey pool who could not be reached by phone, or any who requested it, were sent a paper version of the survey.

Response Rate

A total of 2103 students were included in the 2007 (2005-2006 leavers) follow-up survey. After deleting students who reported returning to middle or high school ($N=32$) the total was 2071. Of these 2071, a total of 1070 surveys were completed for an overall response rate of 51.7%. There were 59 (3%) refusals, 796 (38%) unreachables, and 8 (<1%) deceased or other problems. The return rate for the reachable leavers was 84%. The following Table reports the response rate by district/LEA.

Table 1: Return Rate by District

District	Sample	Response	Response Rate
Ashe County Schools	17	12	70.6
Avery County Schools	19	8	42.1
Bertie County Schools	26	10	38.5
Cabarrus County Schools	128	74	57.8
Charlotte-Mecklenburg Schools	94	42	44.7
Charter- Kennedy Charter School	2	1	50.0
Charter-Crossnore Academy	1		0.0
Chatham County	32	16	50.0
Columbus County Schools	64	36	56.3
Cumberland County Schools	72	34	47.2
DHHS/OES/NCSD	15	8	53.3
Duplin County Schools	63	32	50.8
Gaston County Schools	225	128	56.9
Guilford County Schools	57	33	57.9
Harnett County Schools	210	97	46.2
Haywood County Schools	74	43	58.1
Lenoir County Public Schools	91	39	42.9
Lincoln County Schools	46	27	58.7
Macon County	14	9	64.3
Montgomery County Schools	6	3	50.0
Northampton County Schools	28	9	32.1
Randolph County Schools	125	76	60.8
Robeson County Schools	258	117	45.3
Scotland County Schools	40	20	50.0
Lenior County Schools	2	1	50.0
Surry County Schools	84	40	47.6
Transylvania County Schools	23	16	69.6
Vance County Schools	85	27	31.8
Wake County Schools	186	104	55.9
Warren County Schools	21	8	38.1
Total	2108	1070	50.8

In the larger school districts (i.e., greater than 50,000 students), schools were randomly selected. The following Table reports the response rate at the school level in the four largest school districts in North Carolina.

Table 2: Return Rate by Schools in the Largest Districts

District	Sample	Response	Response Rate
Charlotte Mecklenburg			
David W. Butler High	17	11	64.7
Independence High	36	15	41.7
Metro	19	7	36.8
South Mecklenburg High	22	9	40.9
Cumberland County			
Douglas Byrd High	52	26	50.0
Massey Hill Classical	2	2	100.0
Westover High	18	6	33.3
Guilford County Schools			
Bennett Middle College	2	1	50.0
Greensboro Middle College	3	3	100.0
GTCC-HP Middle College	4	1	25.0
GTCC-Middle College	3	2	66.7
High Point Central	14	6	42.9
Southern Guilford High	28	19	67.9
Weaver Academy	1	1	100.0
Wake County Schools			
Athens Drive High	52	29	55.8
Leesville Road High	35	20	57.1
Millbrook High	45	19	42.2
Phillips High	9	5	55.6
William G. Enloe High	47	31	66.0

Non-response Bias

To examine potential non-response bias, a comparison of the known characteristics of all 2005-2006 leavers to the characteristics of those who completed the survey was conducted. The following table reports the percentages of gender, race/ethnicity, disability type, and type of exit for the total school leavers, those that completed the survey, and the absolute difference between the total percentage and the completer columns. Differences greater than 3% suggest under or over-representation in the dataset. Based on the differences, the following groups are not accurately represented: (a) black students are under-represented and white students are over-represented, (b) students in the other disability types are over-represented and those in specific learning disabilities are over-represented, (c) student who graduated with a diploma are over-represented and those who dropped out of school are under-represented.

These data suggest that the results should be interpreted with caution. Of particular concern is the over-representation of students who graduated and the under-representation of those that dropped out. Because of this bias, it is anticipated the percent of leavers that are competitively employed, enrolled in some type of postsecondary school, or both may be higher than expected. All results will be discussed in the context of the potential non-response bias.

Table 3: Percentages of Total School Leavers, Survey Completers, and Differences between Percentages

School Leaver Characteristics	Total school leavers (%)	Completed survey eligible respondents (%)	Difference* (%)
Gender			
Male	67	66	-1
Female	33	34	+1
Race/Ethnicity			
American Indian/Alaska Native	7	7	0
Asian or Pacific Islander	<1	<1	0
Black (not Hispanic)	34	30	-4
Hispanic	2	2	0
White (not Hispanic)	56	60	+4
Other	<1	<1	0
Disability			
Specific learning disability	43	49	+6
Intellectual disability	26	25	-1
Emotional disability	6	4	-2
Other disabilities	17	22	+5
Type of exit			
High school diploma	59	67	+8
Certificate of completion	13	15	+2
Dropped out	26	17	-9
Reached maximum age	2	2	0

*Percentage difference between the percentage of total school leavers and the percentage of respondents. Positive values (+) indicate the percent overrepresented in the sample of respondents and negative values (-) indicate the percent underrepresented in the sample of respondents. The acceptable range is typically +/-3%.

Missing Data

Another factor that could potentially bias the results is missing data. The seriousness of the problem depends on the pattern of missing data, how much is missing, and why it is missing. Missing values scattered randomly through a data matrix pose less serious problems. If only a few data points (< 5%) are missing in a random pattern, the problems are less serious and any procedure for handling missing data yield similar results. In this report, patterns of missing data and number of missing data are reported. Results are discussed in the context of the potential bias.

Social Desirability

Individual's reports of their own traits, attitudes, and behaviors often involve systematic bias that obscures measurement of content variables (Calsyn, 1999; Paulhus, 1991). Research suggest that there is a tendency among individuals to conceal truth when reporting unverifiable information (Lautenschlager & Flaherty, 1990), seeking employment (Calsyn & Klinkenberg, 1995), reporting information designed to impress others (Rosenfeld, Giacalone, & Riordan, 1995), and responding with one's anonymity being violated (Sproull & Kiesler, 1991).

The most frequently studied response bias is *social desirability responding (SDR)* (i.e., the tendency to provide answers which cause the respondent to look good) (Rosenfeld, Booth-

Kewley, Edwards, & Thomas, 1996). In this report, some SDR biased the results. Interpretation of the results should be considered in the context of this bias.

Survey Results

Respondents to the survey were former students (506, 47%), parents or guardians (475, 44%), another relative, (70, 7%) or others (8, 1%). Leavers grade at exit from school was (a) 12th grade (908, 85%), (b) 9th grade (72, 7%), (c) 10th grade (49, 5%), (d) 11th grade (35, 3%), and (e) missing information (6, 1%).

Currently Attending Middle or High School

Thirty-two respondents reported they were currently attending middle or high school. All but 1 of the 32 respondents reported they were attending in NC. There were (a) 8 12th graders, (b) 6 11th graders, (c) 10 10th graders, (d) 2 9th graders, (e) 5 GED prep, and (f) 1 I don't know. Of the 32, 24 were attending school full-time and were participating in academic classes, 9 were attending vocational classes, 7 attending occupational classes, 4 paid "on the job training", and 6 community based employment skills.

Dropouts

Leavers who were reported as dropping out of school ($N=220$) were asked for one or two reasons they dropped out. The results are reported in the following table. The most frequently reported reasons were (1) *My friends dropped out* or (2) *Other reason*.

Table 4: Reasons for Dropping Out of School

Reasons	1 st Reason (n)	2 nd Reason (n)
My friends dropped out	57	
Other	57	6
No Response	42	139
I completed high school	25	
I did not like school	17	2
I could not get along with teachers	14	2
I could not keep up with school work or was failing school	14	11
I got pregnant or became a father	12	2
I don't know	9	
I could not get along with other students	8	8
I felt that I didn't belong	6	
I was expelled	5	
I had to get a job	4	2
I was suspended too often	3	
I changed schools, and I didn't like new one	1	
I couldn't work and go to school at same time	1	
I got married	1	1
I had to care for a family member	1	1
I did not feel safe at school		
I had to support my family		2
I wanted to have a family		

I wanted to travel		
I joined Military		

These respondents were then asked what might have helped them stay in school. The results are reported in the following table. The options of *No Response*, *Other*, *Nothing*, and *More Understanding Teachers* were the most popular responses.

Table 5: Responses to What Might Help Respondents Stay in School

Responses	1 st Response (n)	2 nd Response (n)
other	54	6
no response	51	136
nothing	44	
more understanding teachers	37	6
more help with school work	12	8
classes where I felt more successful	4	5
child care	4	
better transportation	3	4
more friends/fewer problems with others	3	2
financial support	3	1
solution to my personal problem	3	2
more job training/ vocational training	2	1

Employment

The number and percentage of leavers that were currently competitively employed (currently working, earning at least minimum wage, and working 35 hours or more per week) was 456 (43%) of the 1070 total respondents. Of the 380 leavers that were not currently working but reported being employed at some point since leaving school, 79 had been competitively employed (had held a job at minimum wage working 35 hours or more per week). Combining those leavers that currently were competitively employed and those that had been competitively employed there were **536 (50%) of the 1070 leavers who were competitively employed at some time since graduation.**

Respondents were asked if they (or the student) were currently working. The following table reports the results. Most respondents ($n=682$, 64%) reported having a job (includes civilian and military), 375 (35%) reported not having a job, 5 had no answer, and 7 terminated the call before the question was asked. Of those reporting not working, 151 reported they had worked since leaving high school. Respondents were asked if they were paid at least minimum wage (see table). There were 658 (including the active military) reported being paid minimum wage, 19 reported not being at minimum wage, and 5 did not provide an answer. Caution should be used in interpreting these results because some respondents may have wanted to present themselves in the best light possible (social desirability). Of those reporting having a job, most respondents ($n=464$) reported that they work over 35 hours per week. The total number of leavers who were competitively employed (earning at least minimum wage and working 35 hours or more) was 456 (43%).

Table 6: Frequencies and Percentages of Working Status

Currently working	<i>n</i>	%
yes civilian one job	631	59.0
yes, military active duty	16	1.5
yes, military national guard or reserves	1	0.1
yes, civilian more than one job	34	3.2
no	375	35.0
Ended the call before this question/blank	8	0.7
no answer	5	0.5
<i>N</i> =	1070	
Minimum wage		
Yes	642	94.1
Military active duty	16	2.3
No	19	2.8
No response	5	0.7
<i>N</i> =	682	
35 Hours or More		
Yes	464	68.0
No	213	31.2
No response	5	0.7
<i>N</i> =	682	

Most leavers who reported being employed were working in an integrated competitive employment setting ($n=618$, 93%), while some leavers were working in the home ($n=7$, 1%), sheltered employment (where most workers have disabilities) ($n=7$, <1%), or others ($n=29$, 4%).

Of the 380 leavers that were not currently working, 147 (39%) reported working since leaving school. Of those 147 leavers, 145 reported earning minimum wage (\$6.15) and 80 reported working 35 hours or more per week.

Education

Since leaving high school, 478 (45%) reported they had continued their education and 404 (38%) were successfully enrolled in spring 2007. Most leavers who were successfully enrolled in spring 2007, respondent attended one school or program ($n=401$, 37%).

Table 7: Frequencies and Percentages of Educational Programs

Education	<i>n</i>	%
Continue Education		
Yes	478	44.7
No	577	53.9
No response	6	0.6
Missing	9	0.8
N =	1070	
Enrolled Spring 2007		
Yes	404	37.8
No	74	6.9
Kind of Educational Program		
no response	12	1.1
I don't know	5	0.5
4-year college or university-part-time	5	0.5
4-year college or university-full-time	76	7.1
2-year community or tech college-part-time	60	5.6
2-year community or tech college-full-time	195	18.2
vocational tech school less than 2 year part-time	10	0.9
Vocational tech school, less than 2 year full-time	24	2.2
GED program full-time	4	0.4
GED program part-time	7	0.7
college prep	1	0.1
Short term employment training full-time	2	0.2
other	11	1.0

Final Statewide Measurement

The following table reports the number of leavers who were competitively employed at *anytime since leaving school* crossed tabulated with the number of leavers continuing their education. There were 321 (30%) leavers who were only competitively employed, 263 (25%) leavers who only enrolled in postsecondary school, and 215 (20%) leavers who were both competitively employed and enrolled in postsecondary education at anytime since leaving school. This resulted in a **total anytime engagement rate of 75%** (95% CI = 72.1% to 77.3%).

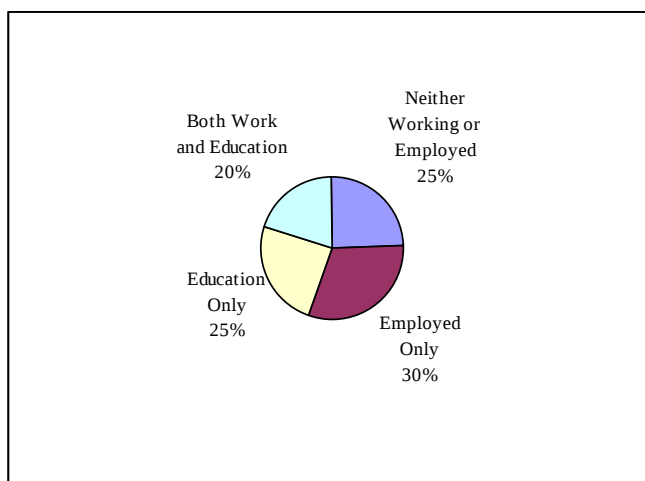
Table 8: Crosstabulations of Continued Education and Currently Competitively Employed Anytime Since Exiting

		Continue Education		Total
		No	Yes	
Competitive Employed Since Leaving	No	262 (25%)	263 (25%)	525
	Yes	321 (30%)	215 (20%)	536
		583	478	1061*

Note. *9 respondents did not complete the entire survey.

The following graph illustrates the percentage of respondents in each category.

Figure 1: Pie Graph of Competitively Employed and Continuing Education at Anytime Since Leaving School.



The following table reports the number of competitively employed leavers crossed tabulated with the number of leavers continuing their education. There were 263 (25%) leavers who were only competitively employed, 285 (27%) leavers who only enrolled in postsecondary school, and 193 (18%) leavers who were both competitively employed and enrolled in postsecondary education at anytime since leaving school. This resulted in a **total current engagement rate of 70%** (95% CI = 66.5% to 72.1%).

Table 9: Crosstabulations of Continued Education and Currently Competitively Employed

		Continue Education		Total
		No	Yes	
Currently Competitive Employed	No	320 (30%)	285 (27%)	605
	Yes	263 (25%)	193 (18%)	456
Total		583	478	1061*

Note. *9 respondents did not complete the entire survey.

The following graph illustrates the percentage of respondents in each category.

Figure 2: Pie Graph of Competitively Employed and Continuing Education.

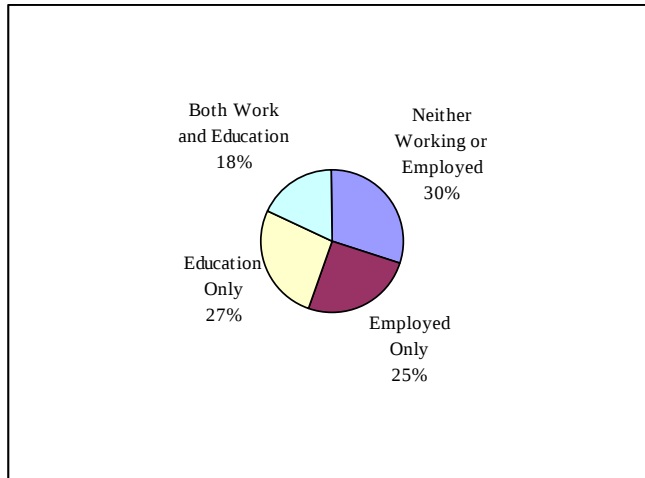


Table 10 and figures 3a – 7b provide disaggregated data by disability type, gender, race, ELL status, and type of exit for students that were surveyed. These students, within one year of leaving high school, either had been employed or enrolled in some type of postsecondary school or were currently employed and/or enrolled in some type of postsecondary school.

Table 10: Disaggregated Results by Disability Type, Gender, Race, ELL Status, and Type of Exit

	Employed Anytime After Leaving				Currently Employed			
	Postsecondary Education (%)	Competitively Employed (%)	Both (%)	Total (%)	Postsecondary Education (%)	Competitively Employed (%)	Both (%)	Total (%)
Statewide Results	25	30	20	75	27	25	18	70
Learning Disabilities (n=519)	25	33	26	84	28	29	23	80
Emotional Disabilities (n=43)	26	26	14	66	30	19	9	58
Intellectual Disabilities (n=263)	17	33	8	58	17	25	8	50
Others (n=234)	33	20	21	74	35	16	20	71
Unknown (n=11)					9	27	18	54
Females (n=355)	33	21	17	71	36	16	14	66
Males (n=705)	34	22	21	77	29	20	22	71
White (n=631)	26	31	24	81	28	26	23	77
Hispanic (n=19)	26	47	21	94	26	42	21	89
Black (n=315)	24	28	14	66	27	21	12	60
Asian or Pacific (n=6)	50	0	0	50	50	0	0	50
American Indian or Alaska Native (n=76)	17	33	9	59	18	29	8	55
Unknown (n=23)					17	22	17	56
English Language Learner (n=1045)	25	30	20	75	27	25	18	70
Non-ELL (n=12)	25	42	25	92	25	25	25	75
Unknown (n=13)	15	15	15	45	15	8	15	38
High School Diploma (n=704)	30	30	26	86	33	26	26	85
Certificate or modified (n=157)	18	25	4	47	19	18	3	40
Maximum Age (n=17)	29	18	6	53	29	12	6	47
Dropout (n=179)	9	36	12	57	9	27	12	48
Unknown (n=13)								

Figure 3a: Outcome Includes Leavers Who Were Employed **Anytime** After Exit by Type of Disability

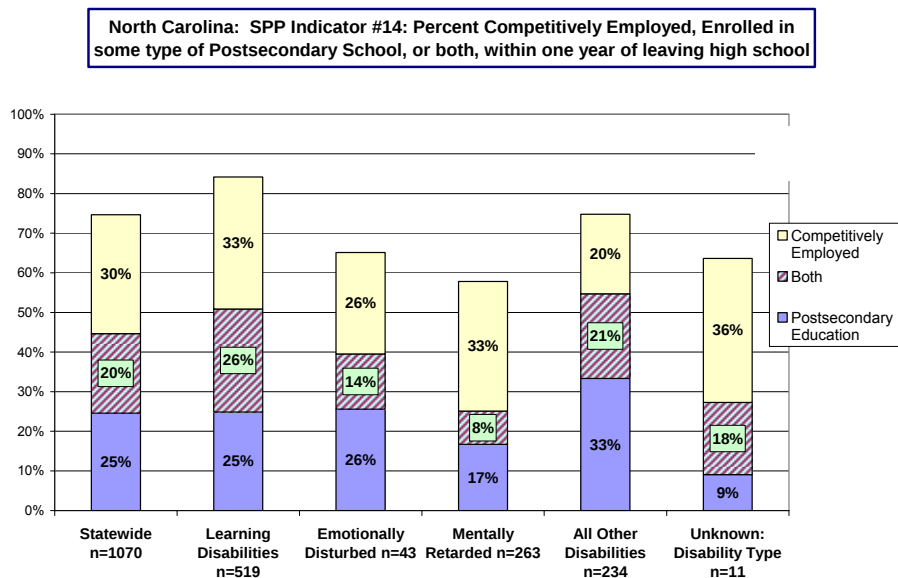


Figure 3b: Outcome Includes Leavers Who Were Employed **Currently** by Type of Disability

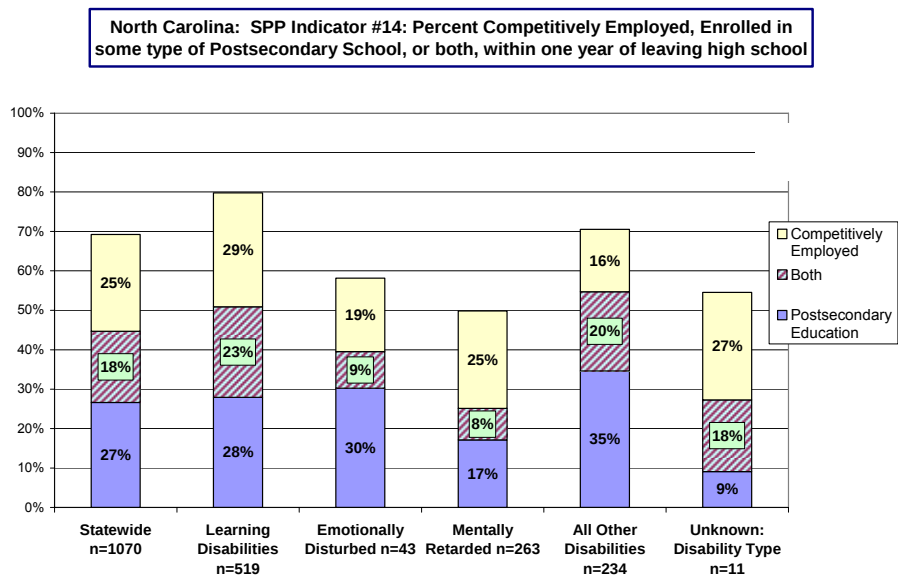


Figure 4a: Outcome Includes Leavers Who Were Employed **Anytime** After Exit by Gender

North Carolina: SPP Indicator #14: Percent Competitively Employed, Enrolled in some type of Postsecondary School, or both, within one year of leaving high school

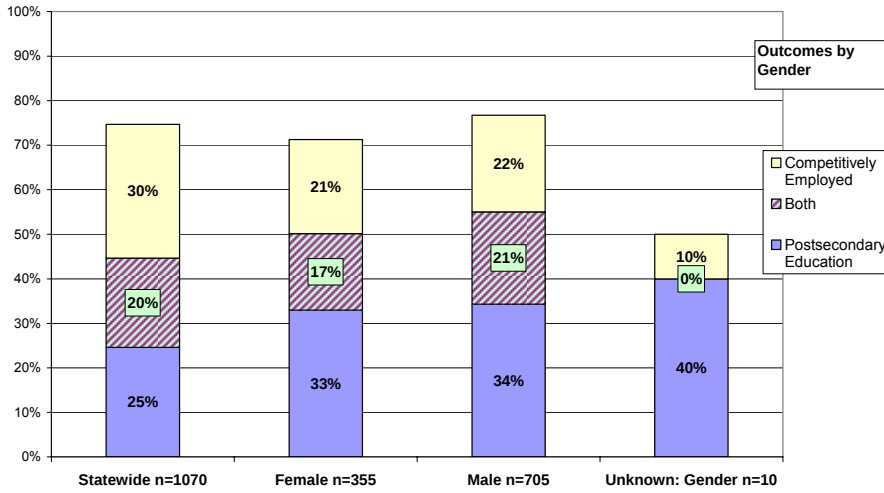


Figure 4b: Outcome Includes Leavers Who Were Employed **Currently** by Gender

North Carolina: SPP Indicator #14: Percent Competitively Employed, Enrolled in some type of Postsecondary School, or both, within one year of leaving high school

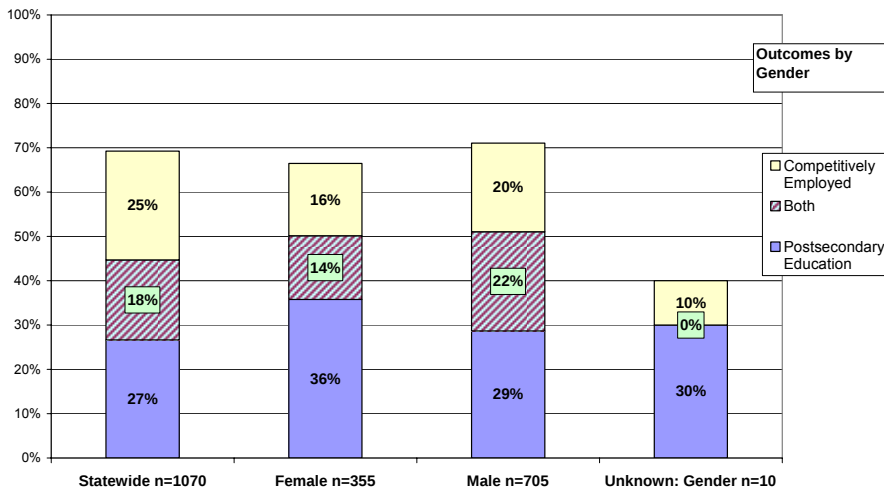


Figure 5a: Outcome Includes Leavers Who Were Employed **Anytime** After Exit by Ethnicity

North Carolina: SPP Indicator #14: Percent Competitively Employed, Enrolled in some type of Postsecondary School, or both, within one year of leaving high school

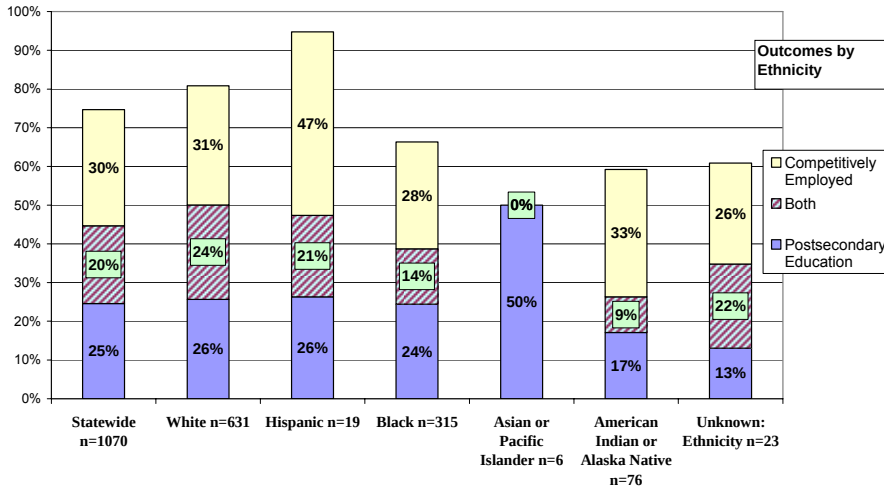


Figure 5b: Outcome Includes Leavers Who Were Employed **Currently**

North Carolina: SPP Indicator #14: Percent Competitively Employed, Enrolled in some type of Postsecondary School, or both, within one year of leaving high school

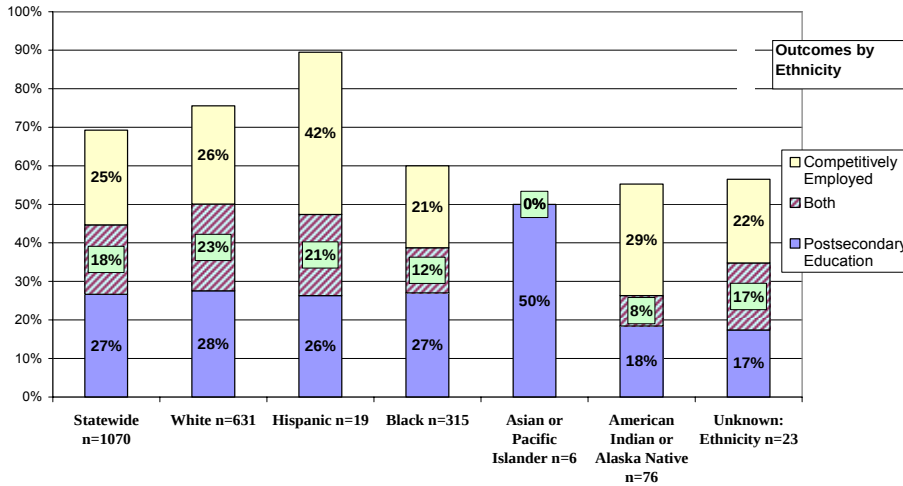


Figure 6a: Outcome Includes Leavers Who Were Employed **Anytime** After Exit English Language Learner Status (ELL/ESL)

North Carolina: SPP Indicator #14: Percent Competitively Employed, Enrolled in some type of Postsecondary School, or both, within one year of leaving high school

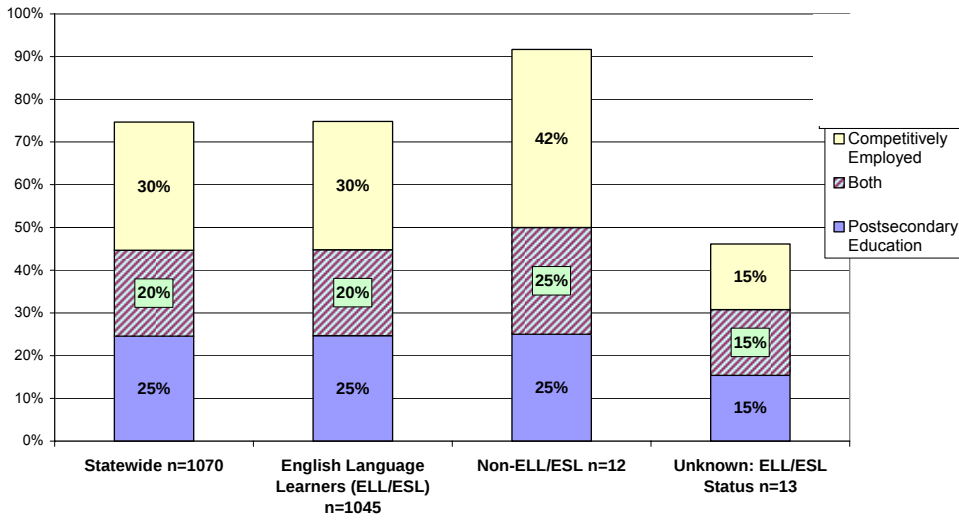


Figure 6b: Outcome Includes Leavers Who Were Employed

North Carolina: SPP Indicator #14: Percent Competitively Employed, Enrolled in some type of Postsecondary School, or both, within one year of leaving high school

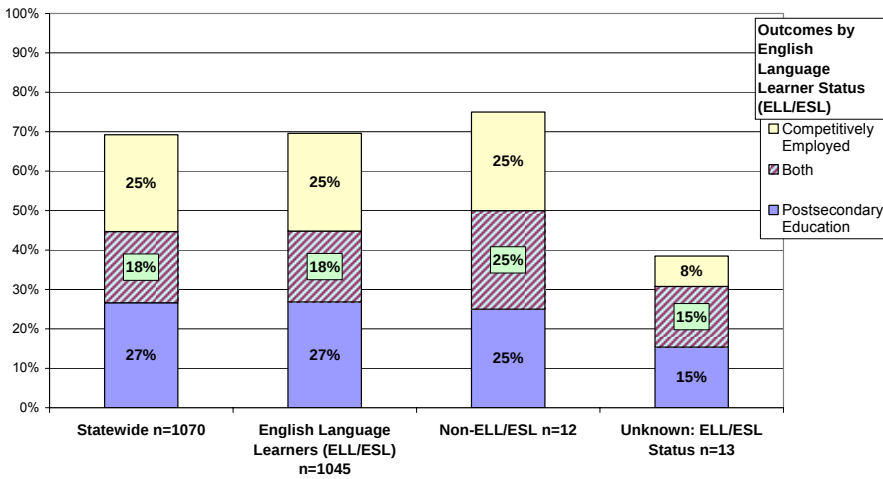


Figure 7a: Outcome Includes Leavers Who Were Employed **Anytime** After Exit by Diploma Type

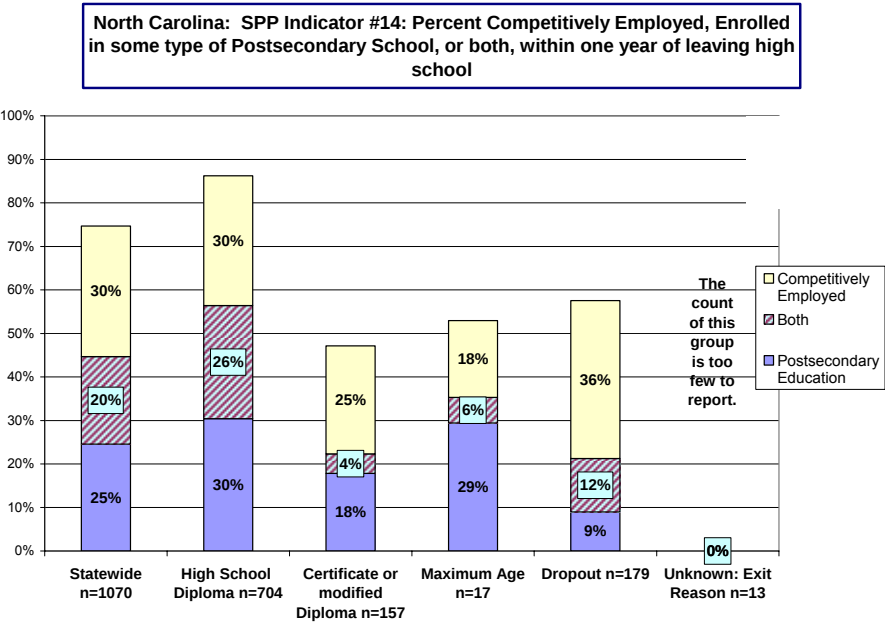
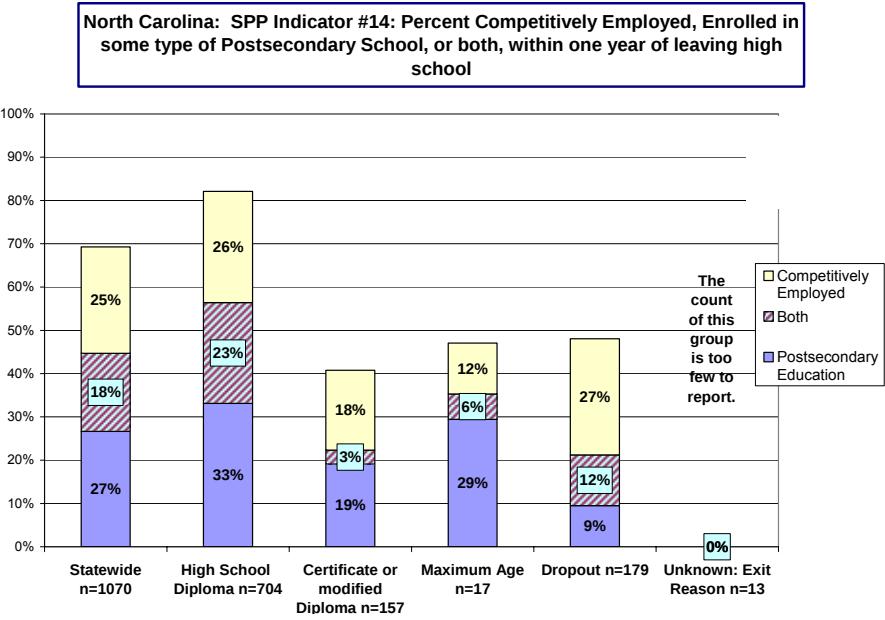


Figure 7b: Outcome Includes Leavers Who Were **Currently** Employed by Diploma Type



The data collection on post-school outcomes was the first statewide data collection conducted within recent years. The overall response rate of 51.7% (1070 out of 2071) was positive. There are concerns about non-response bias. Of particular concern is the over-representation of students who graduated and an underrepresentation of those that dropped out. In addition, there was an overrepresentation of white students and students with specific learning disabilities and an underrepresentation occurred with black students and students in other categories. Additional strategies are needed to ensure a representative sample is obtained. Thirty-eight percent of the leavers could not be reached. Many of those that were not able to be reached had inaccurate/incomplete information on the exit survey. To resolve the issue of incomplete demographic information recorded on the exit survey, the survey will be web based for 2008-09. Before the data can be submitted, all required fields must be completed. Each LEA to be surveyed will be required to designate one point person who will be contacted to provide additional information that is needed to get in contact with each person being surveyed. Greater emphasis will be given to LEAs as to the importance of having accurate information. The stakeholder group will review literature to identify additional strategies for improving response rates.

Data that were obtained through surveys documented the following:

- Since leaving high school, 536 (50%) of the 1070 leavers were competitively employed at some time during the following year;
- Since leaving high school, 478 (45%) of the leavers had continued their education;
- Students with learning disabilities had the overall highest percentage of engagement, either employed, enrolled in some type of postsecondary education or both, one year after leaving high school;
- Students labeled mentally disabled and behaviorally and emotionally disabled (BED) had a significantly lower percentage of engagement in comparison to other groups, but still had an engagement rate of over 50%. It should be noted that students identified as BED have a higher rate of attending some type of postsecondary education, but a very low competitive employment rate;
- Females tend to have a slightly lower engagement rate than males;
- Black and American Indians/Alaska Native have much lower engagement rate than Whites or Hispanics;
- Hispanics had a very high employment rate (only 19 sampled);
- Students exiting with a certificate of graduation are much less likely to be employed or attend postsecondary school and;
- Dropouts are the most likely to be competitively employed and least likely to attend postsecondary school.

When comparing the North Carolina post-school outcome data to the data in the NLTS2* the total percentage engaged in employment, postsecondary education or both, was 79%. Although the NLTS2* was gathered after students with disabilities had been out of school from a few weeks to up to two years, it indicates that the North Carolina findings are similar. The North Carolina rate was 75% while the NLTS2 was 79.90%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, no report is required.
2006 (2006-2007)	75% of youth who had IEPs, and are no longer in secondary school will be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2007 (2007-2008)	75% of youth who had IEPs, and are no longer in secondary school and will be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2008 (2008-2009)	75% of youth who had IEPs, and are no longer in secondary school and will be competitively employed, enrolled in some type of postsecondary school, or both,

	within one year of leaving high school.
2009 (2009-2010)	75.5% of youth who had IEPs, and are no longer in secondary school and will be competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school.
2010 (2010-2011)	76% of youth who had IEPs, and are no longer in secondary school and will be competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
Develop and Enhance Post-School Outcome Data Collection System: a. Develop a web-based exit survey for data input at LEA level.	Spring of 2005 and Summer 2005 and ongoing through 2009-10	• UNC-Charlotte • National Transition Technical Assistance Center (NSTTAC)
Disseminate information and provide training on the reporting requirements of post school outcomes	September/October 2005 and ongoing through 2010-11	• North Carolina Department of Public Instruction (NCDPI) EC staff • LEA Administrators • Division on Career Development and Transition
Collect and analyze data to establish baseline	Summer 2007	• UNC-Charlotte • NCDPI EC staff • LEA staff
Report data to the public	January 2008 and each year through 2010-11	• UNC-Charlotte • NCDPI EC staff • Institutions of Higher Education
Establish annual measurable and rigorous targets over a 6 year period	Before February 2008	• NCDPI NC staff • Division on Career Development and Transition • Exceptional Children's Assistance Center • Council on Educational Services for Exceptional Children (State Advisory Panel) • Vocational Rehabilitation • Exceptional Children Program Directors Advisory Group • UNC-Charlotte
Provide technical assistance to	Fall 2006 and ongoing	• NCDPI staff

LEAs in analyzing and interpreting the data as it relates to Indicators 1, 2, and 13	through 2010-2011	• UNC-Charlotte
Collaborate with the Secondary Division of NCDPI to develop the <i>North Carolina Exit Standards Manual</i> .	August 2007	• NCDPI EC Staff
Collaborate with the Secondary Division of NCDPI to develop the <i>North Carolina graduation Project Guide</i> .	September 2007	• NCDPI EC Staff
NCDPI EC staff will serve on the Dropout Prevention Committee of NCDPI	January 2007 and ongoing through 2010-2011	• NCDPI EC Staff
Revise, as necessary, the sampling plan to include any LEA that goes over 50,000 students each year until 2010.	February 2007 and ongoing through 2010-11	• UNC - Charlotte
Work with the Exceptional Children's Assistance Center (ECAC) and specific disability parent organizations to develop strategies to increase participation of parents in the underrepresented categories in responding to the Postsecondary Outcome Survey.	March 2008 and ongoing through 2010-11	• NCDPI EC Staff • Exceptional Children's Assistance Center (ECAC) • Autism Society • The Arc • Learning Disabilities Association (LDA) • Association for Persons in Supported Employment (ASPE) • AHEAD

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

North Carolina has developed an effective general supervision system that includes monitoring activities, facilitated IEP meetings, and an effective dispute resolution system.

Monitoring

North Carolina began revising its monitoring system in 1999-2000 by developing the North Carolina Self-Assessment and piloting the process with eight local education agencies. A six year cycle was begun in 2000-01 to phase a different number of local education agencies (LEAs), state operated programs (SOPs) and charter schools into the five process that focuses on student outcomes and compliance. To date all 115 traditional LEAs, SOPs and 94 charter schools have completed self-assessment and have developed a Continuous Improvement Performance Plan (CIPP).

With the reauthorization of the Individual with Disabilities Improvement Act 2004 (IDEA) and the requirements of the State Performance Plan/Annual Performance Reports (SPP/APR), the need to revise from five phases to three phases became apparent. Continuous Improvement Plans emerged as Continuous Improvement Performance Plans (CIPP) to align with the requirements of the SPP/APR. All LEAs, charter schools and SOPs have developed a CIPP which aligns with Indicators 1-15 of the SPP/APR.

Three Phase Monitoring Process:

Phase I - Self-Assessment -During the self-assessment phase, the LEA, in conjunction with a locally appointed steering committee of stakeholders, collects and analyzes internal data to determine the effectiveness of the Exceptional Children Program.

Each self-assessment includes data analysis of internal record reviews for compliance, parent surveys, program observations, mediations and dispute resolutions, student outcomes on statewide assessments, demographic data, suspensions and graduation and drop out rates, which allows for a crosswalk of data sources. The crosswalk is completed by the LEA and the SEA. Based upon these data analyses, areas of compliance and noncompliance are identified. Included in the self-assessment is the document to complete an internal compliance audit of a specified percentage of the exceptional children records. For all noncompliant areas identified, strategies to correct these areas; a timeline for correction; and persons responsible are included in the internal record review summary. It must be noted, North Carolina's compliance rate is based on 100% compliant in all areas. If one student record is called out of compliance in a certain area, then the entire system is out of compliance in that area. Throughout the self-assessment document, if noncompliance is identified, it is to be addressed in the LEA summary. The Self-Assessment Summary includes strategies to address areas of need and noncompliance. The Self-Assessment Summary is submitted to the State Education Agency. Upon submission, the Self-Assessment is reviewed by the monitor assigned to the LEA, Charter School, and SOP. When the review is completed, the SEA sends an analysis of the self-assessment to the LEA verifying the LEA's identification of areas of compliance and noncompliance and informs the LEA that all corrections are to be completed within one year of the receipt of the letter.

Phase II- Previously during Phase II, the LEA developed a Continuous Improvement Plan to address areas in need of improvement and to address areas of noncompliance. In response to the U.S. Office of Special Education Programs (OSEP) Verification Visit in July 2005, new strategies were put in place to ensure LEAs correct areas of non-compliance within one year of identification. A schedule of on-site verification visits was established for LEAs that have completed a Self-Assessment Summary and completed a Continuous Improvement Plan. The purposes of these visits were: 1) to document evidence of change outlined in the Improvement Plan, including correction of non-compliance; and 2) to conduct record reviews to verify that students were invited to IEP meetings when transition was discussed and a transition component was included as a part of the IEP.

With the revision to the process, during the 2005-06 school year, the LEA now develops a Continuous Improvement Performance Plan (CIPP). The CIPP is aligned with the indicators in the State Performance Plan. The CIPP requires a local Stakeholder/Steering Committee that assists local systems in the development of the plan. Data for Indicator 15 is gathered through the Internal Record Review of the CIPP. Each LEA, charter school and SOP annually conducts an Internal Record Review of exceptional children records. Records are selected from all disability categories served and the percentage of records reviewed is based on state requirements. The Internal Record Review documents include the compliance checklists, deficit sheets and a summary report. The summary report denotes compliance/noncompliance and includes a corrective action plan for each area of noncompliance.

For the CIPP, each LEA gathers data for Indicators 11, 12, 13 and district-wide assessments for Indicator 3 and submits them to the SEA. Data on graduation rates, drop out rates, state assessments, parent satisfaction, post-school outcomes and Least Restrictive Environment are provided to the LEAs, so that they can develop strategies for improvement. Once all data are verified and strategies developed, the CIPP is submitted to the SEA. The DPI consultants review the CIPP and crosswalk data available at the SEA in reference to formal parent complaints, due process hearings, grant applications and areas of concern expressed in parent calls.

Phase III - During Phase III, DPI Consultants meet with LEAs, charter schools and SOPs to review the CIPP. At these meetings an analysis of the LEA progress towards meeting the state targets, the areas of compliance/noncompliance, and a review of the improvement activities are discussed. Strategies for improving outcomes are devised. A written report follows within 30 days of the meeting. This written report begins the year timeline for correcting noncompliance.

Phase III is ongoing implementation and verification of the Continuous Improvement Performance Plan. During this phase there is ongoing review of the LEA Continuous Improvement Performance Plan for evidence of change. The

CIPP is submitted annually throughout the life of the SPP. Annual review of the plan includes an analysis and /or updating of the LEA's specific compliance data and dispute resolution, program quality, and student performance and outcome data. Once the CIPP is analyzed to determine progress/slippage towards the measurable and rigorous target, the SEA will determine the type of follow-up monitoring that will be required. Throughout this process, support, technical assistance and staff development are provided as needed or requested by the LEA.

During Phase III, verification visits or focused monitoring visits are conducted by the SEA. During the verification visits, LEAs will provide documentation of evidence of change, including trend data on the identified indicator(s), which the LEAs are required to report on annually in the CIPP. Documentation that all areas of noncompliance have been corrected within one year of identification are reviewed. The on-site visit may include a record review, interviews, and/or program observations. The focused monitoring visits are determined by the performance of LEAs in the areas of graduation and drop out rates. Data gathered from the focused monitoring visits will be used to help the LEAs develop improvement activities and strategies to improve their outcomes in those areas.

If the State Education Agency determines that an LEA needs assistance to implement the CIPP, the State will take one or more of the following actions: 1) advise the LEA of available sources of technical assistance to help address the areas in which the LEA needs assistance, such as: a) advice by experts to address the areas in which the LEA needs assistance with plans for addressing the area of concern within a specified period of time; b) identifying and implementing professional development, instructional strategies and methods of instruction based on scientifically based research; c) designating and using distinguished educators to provide advice, technical assistance and support; and d) devising additional approaches to providing technical assistance, including collaborating with institutions of higher education, educational service agencies, national centers of technical assistance or private providers of scientifically based technical assistance; 2) direct the use of local level funds, received through federal and state special education funding appropriations, on the area or areas in which the LEA needs assistance; and 3) identify the LEA as high-risk and impose special conditions on the LEA's federal VI-B funding grant.

Dispute Resolution System

The North Carolina Exceptional Children Division offers the formal means for dispute resolution required by federal and state law. Mediation, formal written complaints, and due process hearings are all a part of the system. In 2005, North Carolina developed a Facilitated IEP Team Meeting Program. There is a cadre of trained facilitators that can be assigned when a request has been made. This program has been very successful and has been a proactive tool for resolving differences before more formal means are needed. This program is managed and supported by the SEA.

Baseline Data for FFY 2004 (2004-2005):

There were 37 LEAs that completed the self-assessment process during 2004-05. During the self-assessment process, 1616 exceptional children records were reviewed. Table 1 documents the compliance rates for monitoring areas from the Internal Record Reviews. Attached to Table 1 is an example of the report that is completed to summarize the Internal Record Review. It provides information about the specifics of each area being referred to in Table 1. Table 2 correlates the monitoring areas of the Internal Record Review and on-site visits to areas of the related requirements provided by OSEP.

Discussion of Baseline Data: Table 1 -Thirty-seven (37) LEAs completed self-assessments during the 2004-05 school year. Each LEA and charter school reported noncompliance through an internal record review. The data for each follows:

- Referrals (3.01) – 93% compliant
- Screenings and Evaluations (4.01)– 84% compliant
- Reevaluations 4.02) – 85% compliant
- Eligibility/Placement (5.00) – 90% compliant
- IEP Development (2.02, 6.00, 6.01, 6.02, 6.04) – 68 % compliant
- IEP Implementation (6.04 a-d) – 94% compliant
- Confidentiality (6.03) – 95% compliant
- Procedural Safeguards (9.01, 9.02) – 93% compliant

- Parent Participation (6.05 a-f) – 82% compliant
- Disciplinary Suspensions (9.03) – 98% compliant

The compliance rates range from 68% in IEP Development to 98% in Disciplinary Suspensions. Each LEA was required to develop strategies to correct areas identified as noncompliant. Documentation that the noncompliance has been corrected within one year was gathered with the submission of each LEA's CIPP in December 2006.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% Identification and correction of noncompliance as soon as possible but not later than one year from identification
2006 (2006-2007)	100% Identification and correction of noncompliance as soon as possible but not later than one year from identification
2007 (2007-2008)	100% Identification and correction of noncompliance as soon as possible but not later than one year from identification
2008 (2008-2009)	100% Identification and correction of noncompliance as soon as possible but not later than one year from identification
2009 (2009-2010)	100% Identification and correction of noncompliance as soon as possible but not later than one year from identification
2010 (2010-2011)	100% Identification and correction of noncompliance as soon as possible but not later than one year from identification

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Training modules will be revised to align with the IDEA 2004 reauthorization. Technical assistance will be provided to the LEAs, charter schools, and SOPs on strategies for correcting noncompliance.	2005-2006 and ongoing	• Regional Consultants • DPI Staff
Develop training modules for general educators, principals, and superintendents explaining their responsibility in the IEP process.	2006 and ongoing	• Policy Monitoring Audit (PMA) Staff • Special Education Specialist

Policy, Monitoring, and Audit Section will continue to refine the process for reviewing/analyzing data across all systems including the revised Continuous Improvement Focused Monitoring System, i.e. reports to LEAs, matrix/crosswalk for identifying issues.	2006 and ongoing	• PMA Staff
Corrective actions issued will be restructured for complaint findings of noncompliance, so that corrective actions will be resolved in a timely manner.	2006 and ongoing	• PMA Staff
Develop and implement training for Exceptional Children Directors, Principals and school staff related to complaint findings.	Implemented and ongoing.	• PMA Staff
Conduct on-site verification reviews on a cyclical basis. The Policy, Monitoring, and Audit Section will conduct the on-site reviews.	2005-2010	• PMA Consultants
Utilize CECAS to identify systemic noncompliance.	2005-2006	• CECAS
Revise procedures/guidelines for LEAs to include how to operationally implement the requirements of IDEA 2004.	Implemented and ongoing.	• PMA Staff
SEA has begun working with the National Center for Special Education Accountability Monitoring (NCSEAM) on reviewing and analyzing the monitoring system. Emphasis will focus on the development of a comprehensive focused monitoring system.	2006-10	• PMA Staff • Regional Consultants • National Center for Special Education Accountability Monitoring(NCSEAM) • Mid-South Regional Resource Center(MSRRC)

Table 1

Indicator 15

	2004-05			
	# C	# NC	% C	Total
Referrals (3.01)	1508	110	93%	1616
Screenings/Evaluations (4.01.a-o)	1370	246	84%	1616
Reevaluations (4.02)	1384	232	85%	1616
Eligibility/Placement (5.00)	1446	170	90%	1616
IEP Development (2.02), (6.00), (6.01), (6.02), (6.04)	1121	495	68%	1616
Confidentiality (6.03)	1540	80	95%	1616
IEP Implementation (6.04 a-d)	1517	99	94%	1616
Procedural Safeguards (9.01), (9.02)	1514	102	93%	1616
Parent Participation (6.05 a-f)	1326	290	82%	1616
FAPE/LRE (7.01), (7.02), (7.03), (7.04), (7.05)	1537	79	95%	1616
Disciplinary Suspensions (9.03)	1583	33	98%	1616

Table 2 Compilation for Indicator #15

Number of Records Reviewed from 37 LEAs: FFY 2004-2005 1616

Indicator	Monitoring Mechanism	FFY 2004-2005		
		# Compliant	# Non-Compliant	% Compliant
1. Percent of youth with IEPs graduating from high school with a regular diploma. <u>Record Review Related Area:</u> IEP Development IEP Implementation Procedural Safeguards Parent Participation FAPE/LRE	Data Review: Self-Assessment and CIPP:IRR On-site Visit: Focused Monitoring:	1403 NA	213 NA	87% NA
2. Percent of youth with IEPs dropping of high school. <u>Record Review Related Area:</u> IEP Development IEP Implementation Procedural Safeguards Parent Participation FAPE/LRE	Data Review: Self-Assessment and CIPP:IRR On-site Visit: Focused Monitoring:	1403 NA	213 NA	87% NA
3. Participation and performance of children with disabilities on statewide assessments. <u>Record Review Related Area:</u> IEP Development IEP Implementation FAPE/LRE Procedural Safeguards Discipline	Data Review: Self-Assessment and CIPP:IRR On-site Visit: EMD BED Focused Monitoring:	1454 NA	162 NA	90% NA
4. Rates of suspension and expulsion <u>Record Review Related Area:</u> Eligibility/Placement FAPE/LRE IEP Development Disciplinary Suspensions IEP Implementation	Data Review: Self-Assessment and CIPP:IRR On-site Visit: Focused Monitoring:	1440 NA	176 NA	89% NA
5. Percent of children with IEPs aged 6 through 21 – educational placements	Data Review: Self-Assessment and CIPP:IRR	1396	220	86%

		FFY 2004-2005		
Indicator	Monitoring Mechanism	# Compliant	# Non-Compliant	% Compliant
<u>Record Review Related Area:</u> Referrals Screenings/Evaluations Eligibility/Placement IEP Development FAPE/LRE	On-site Visit:			
	Focused Monitoring:	NA	NA	NA
6. Percent of preschool children who received special education and related services in settings with typically developing peers <u>Record Review Related Area:</u> Referrals Screenings/Evaluations Eligibility/Placement IEP Development FAPE/LRE	Data Review: Self-Assessment and CIPP:IRR	1396	220	86%
	On-site Visit:			
	Focused Monitoring:	NA	NA	NA
7. Percent of preschool children with IEPs who demonstrated improved outcomes NEW INDICATOR NO DATA 2004-05	Data Review: Self-Assessment and CIPP:IRR			
	On-site Visit:			
	Focused Monitoring:			
8. Percent of parents with a child receiving special education services who report that schools facilitated parents' involvement <u>Record Review Related Area:</u> Evaluation/Due Process Procedural Safeguards Eligibility/Placement IEP Development NEW INDICATOR NO DATA 2004-05	Data Review: Self-Assessment and CIPP:IRR	1363	253	84%
	On-site Visit:			
	Focused Monitoring:			
9. & 10. Percent of districts with disproportionate representation of racial and ethnic groups in special education <u>Record Review Related Area:</u> Referral Eligibility/Placement Screenings/Evaluation NEW INDICATOR NO DATA 2004-05	Data Review: Self-Assessment and CIPP:IRR, VI B Grant	1441	175	89%
	On-site Visit: EMD BED			
	Focused Monitoring:			
11. Percent of children with parental consent to evaluate, evaluated within State established timelines	Data Review: Self-Assessment and CIPP:IRR	1442	174	89%
	On-site Visit:			

		FFY 2004-2005		
Indicator	Monitoring Mechanism	# Compliant	# Non-Compliant	% Compliant
<u>Record Review Related Area:</u> Screenings/Evaluation Procedural Safeguards NEW INDICATOR NO DATA 2004-05	Focused Monitoring:			
12. Percent of children referred by Part C prior to age 3 have an IEP developed and implemented by their third birthday <u>Record Review Related Area:</u> IEP Development IEP Implementation	Data Review: Self-Assessment and CIPP:IRR	1319	297	82%
	On-site Visit:			
	Focused Monitoring:	NA	NA	NA
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals NEW INDICATOR NO DATA 2004-05	Data Review: Self-Assessment and CIPP:IRR			
	On-site Visit:			
	Focused Monitoring:			
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school NEW INDICATOR NO DATA 2004-05	Data Review: Self-Assessment and CIPP:IRR			
	On-site Visit:			
	Focused Monitoring:			

**Public Schools of North Carolina
Exceptional Children Division
Continuous Improvement Performance Plan
Internal Record Review**

School Year: _____
LEA: _____

Date: _____
LEA Number: _____

Team Members

Chairperson: _____

	# Records Reviewed	Program Compliance		Audit
		# Records in Compliance	# Records in Non-Compliance CAP Required	Pay Back Issues
AU				
ED				
DB				
EM				
HI				
LD				
MU				
OH				
OI				
DD				
SI				
SP				
TB				
TM				
VI				
Total				

COMPLIANCE NUMBER/ISSUE**DOCUMENTATION/EVIDENCE**

2.02 Extended school year is considered.
IDEA 300.309

____ IEP
____ IEP Meeting Minutes
____ Other (please list)

____ Compliant

____ Non-Compliant

____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required

(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE**DOCUMENTATION/EVIDENCE**

3.00 Referral
IDEA 300.533
Procedures .1503

3.01 When a teacher or other involved person recognizes that a child's educational needs are not being met, he/she provides in writing the reason for referral, addressing the specific presenting problems and the child's strengths and weaknesses.

____ Referral Form
____ Other (please list)

Review of existing evaluation data and on the basis of the review and parent input identify what additional data are needed.

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

4.00 **Current Required Screening and Evaluation**
IDEA 300.320, 300.534, 300.535
Procedures .1505

LEA conducts a full and individual initial
evaluation prior to initial provision of
special education and related services.

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation
Procedures .1505

4.01(a) Autistic

(1)	Review of Early History	_____	Summary of Evaluations
(2)	Educational Evaluation	_____	Psychological Report
(3)	Psychological Evaluation	_____	Other (please list)
(4)	Adaptive Behavior Evaluation	_____	
(5)	Speech and Language Screening	_____	
(6)	Hearing Screening	_____	
(7)	Vision Screening	_____	

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

Evaluation

Procedures .1505

DOCUMENTATION/EVIDENCE

4.01(b) Behaviorally/Emotionally Disabled

(1)	Behavioral/Emotional Evaluation	_____	Summary of Evaluations
(2)	Educational Evaluation	_____	Observation Results
(3)	Psychological Evaluation	_____	Focus of Concern/Screening
		_____	Psychological Report(s)

- (5) Pre-referral screening procedures _____ Social History (Initial Identification Only)
 _____ Other (please list)
- (6) Vision Screening
- (7) Hearing Screening
- (8) The following eligibility criteria is assured:
- (a) Evidence that the student exhibits a behavioral/emotional disorder consistent with the definition in State Board Procedures.
- (b) Evidence that the disability is not the result of social maladjustment; a physical, sensory, or intellectual deficit; or lack of appropriate instruction or management of behavior.
- (c) Evidence that the student's own learning process is consistently and significantly disrupted.
- (d) Evidence that the patterns of behavior occur in more than one setting over an extended period of time.
- (e) Evidence of a marked deviance from the student's peer group.

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
 (Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE**DOCUMENTATION/EVIDENCE****Evaluation**Procedures .1505**4.01(c) Deaf-Blind**

- (1) Medical Evaluation
- (2) Psychological Evaluation
- (3) Educational Evaluation
- (4) Adaptive Behavior Evaluation
- (5) Motor Screening
- (6) Speech-Language Evaluation
- (7) Audiological Evaluation
- (8) Ophthalmological or Optometric Evaluation

_____ Psychological Report(s)
_____ Summary of Evaluations
_____ Other (please list)

_____ **Compliant**_____ **Non-Compliant**_____ **N/A****REASON FOR NON - COMPLIANCE**

CORRECTIVE ACTION/TIMELINES

*Corrective Action Complete (Date Reviewed _____ Monitor _____)***NOTES**

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)***FOLLOW-UP/TIMELINES**

COMPLIANCE NUMBER/ISSUE**DOCUMENTATION/EVIDENCE****Evaluation**Procedures .1505

4.01(d) Hearing Impaired

- | | | | |
|-----|--------------------------------|-------|------------------------|
| (1) | Educational Evaluation | _____ | Summary of Evaluations |
| (2) | Speech and Language Evaluation | _____ | Other (please list) |
| (3) | Audiological Evaluation | _____ | |
| (4) | Otological Evaluation | _____ | |
| (5) | Vision Screening | _____ | |

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE**Evaluation**

Procedures .1505

DOCUMENTATION/EVIDENCE**4.01(e) Developmentally Delayed (New 2000-2001)**

- | | | | |
|-----|---|-------|------------------------|
| (a) | Required screening and evaluation before placement: | _____ | Summary of Evaluations |
| (1) | Health screening, including vision | _____ | Other (please list) |
| | | _____ | |

- and hearing screening; _____
 (2) Speech-language screening; _____
 (3) Motor screening; _____
 (4) Educational evaluation _____
 (5) Psychological evaluation; including
 cognitive and social-emotional;
 (6) Adaptive behavior;
 (7) Social history;
 (8) Observation.

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
 (Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(f) Educable Mentally Disabled

- (1) Psychological Evaluation (IQ 50-69
 plus or minus one standard error of
 measurement)
 (2) Educational Evaluation
 (3) Adaptive Behavior Evaluation

_____ Psychological Report(s)
 _____ Summary of Evaluations
 _____ Other (please list)

- (Appropriate deficit documented) _____
- (4) Health Screening _____
- (5) Motor Screening _____
- (6) Speech and Language Screening _____
- (7) Hearing Screening _____
- (8) Vision Screening _____

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

Evaluation

Procedures .1505

4.01(g) Trainable Mentally Disabled

- (1) Psychological Evaluation (IQ 30-49
plus or minus one standard error of
measure)
- (2) Educational Evaluation
- (3) Adaptive Behavior Evaluation

DOCUMENTATION/EVIDENCE

_____ Psychological Report(s)

_____ Summary of Evaluations

_____ Other (please list)

- (Appropriate deficit documented) _____
- (4) Health Screening _____
- (5) Motor Screening _____
- (6) Speech and Language Screening _____
- (7) Hearing Screening _____
- (8) Vision Screening _____

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

Evaluation

Procedures .1505

DOCUMENTATION/EVIDENCE

4.01(h) Severely/Profoundly Mentally Disabled

- | | | |
|----------------------------------|-------|-------------------------|
| (1) Psychological Evaluation | _____ | Psychological Report(s) |
| (2) Educational Evaluation | _____ | Summary of Evaluations |
| (3) Adaptive Behavior Evaluation | _____ | Other (please list) |
| (4) Medical Evaluation | _____ | _____ |
| (5) Motor Evaluation | _____ | _____ |
| (6) Communication Evaluation | _____ | |
| (7) Hearing Screening | _____ | |

(8) Vision Screening

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(i) Multihandicapped

- (1) Psychological Evaluation
- (2) Educational Evaluation
- (3) Adaptive Behavior Evaluation
(Appropriate deficit documented)
- (4) Medical Evaluation
- (5) Motor Evaluation
- (6) Communication Evaluation
- (7) Hearing Screening
- (8) Vision Screening

_____ Psychological Report(s)
_____ Summary of Evaluations
_____ Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(j) Other Health Impaired

- (1) Medical Evaluation
- (2) Educational Evaluation

_____ Physician's Statement
Summary of Evaluations
Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(k) Orthopedically Impaired

- (1) Medical Evaluation
- (2) Educational Evaluation
- (3) Motor Evaluation
- (4) Vision Screening
- (5) Hearing Screening

_____	Physician's Statement
_____	Summary of Evaluations
_____	Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(l) Specific Learning Disabled

(I) Eligibility Report

- (1) Every pupil with learning disabilities has a written report.
- (2) The written report consists of the following:
 - (a) Whether the child has a specific learning disability.
 - (b) The basis for making the determination.
 - (c) The relevant behavior noted during the observation of the child.
 - (d) The relationship of that behavior to the child's academic functioning.
 - (e) The educationally relevant medical findings, if any.
 - (f) Whether there is a discrepancy between current achievement and ability which is not correctable without special education and related services.
 - (g) The determination of the team concerning the effects of the environmental, cultural, or economic disadvantage.
 - (h) The multidisciplinary team must consist of, but is not limited to:
 - Appropriate regular teacher.
 - A person qualified to conduct individual diagnostic evaluations.

 _____ Eligibility Report
 _____ Summary of Evaluations
 _____ Focus of Concern/Screening
 _____ Other (please list)

(II) Specific Learning Disabled

- (a) Psychological Evaluation
- (b) Educational Evaluation
- (c) Hearing Screening
- (d) Vision Screening

- (far and near acuity)
(e) Pre-Referral Screening Procedures (Conferences/Observation/Interventions)
(initial identification only)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION TIMELINE

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(m) Speech-Language Impaired

- (1) Speech-Language Screening
(2) Hearing Screening
(3) Speech-Language Evaluation if
Failed Screening
(4) Educational Evaluation

_____ Summary of Evaluations
_____ Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01(n) Visually Impaired

- (1) Hearing Screening
- (2) Educational Evaluation(s)
- (3) Ophthalmological or Optometric Evaluation
- (4) Braille Skills Inventory

_____ Physician's Statement
Summary of Evaluations
Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Evaluation

Procedures .1505

4.01 (o) Traumatic Brain Injured

- (1) Observation(s) in the learning environment (initial)
- (2) Conferences with parent(s) (initial)
- (3) Review of educational history and records (initial)
- (4) Review of medical records (initial)
- (5) Two interventions in the learning environment (initial)
- (6) Vision screening (initial)
- (7) Hearing screening (initial)
- (8) Speech/language screening (initial)
- (9) Psychological evaluation for traumatic brain injury
- (10) Education evaluation
- (11) Medical history (updated after initial)
- (12) Motor evaluation (screening after initial)
- (13) Evaluation of vision and hearing processes

Summary of evaluations
Other (please list)

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON-COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

IDEA 300.321, 300.533, 300.536

Procedures .1506

DOCUMENTATION/EVIDENCE

4.02 Reevaluation

Appropriate evaluations of exceptional children are completed every three years, or more frequently if conditions warrant, or if the child's parent or teacher requests an evaluation.

_____	Written Parental Consent to Reevaluate
_____	Summary of Evaluation
_____	IEP Team Approval
_____	Reevaluation Report
_____	Other (please list)

- (a) The IEP team, and other qualified professionals, as appropriate, review existing evaluation data.
- (b) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine -
- (1) Whether the child continues to have such a disability;
 - (2) The present levels of performance and educational needs of the child;
 - (3) Whether the child continues to need special education and related services; and
 - (4) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.
- (c) Results of any reevaluation are addressed

by the child's IEP team by reviewing and,
as appropriate, revising the child's IEP.

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

Eligibility/Placement

5.00 Placement
IDEA 300.344, 300.501, 300.534, 300.535, 300.540,
Procedures .1504

IEP Team

- (a) Members of the IEP Team are appropriate.
- (b) Parents are included when eligibility and placement decisions are considered.
- (c) IEP Team determines eligibility.
- (d) The IEP Team ensures that the teacher(s) of the child receives a copy of the IEP and pertinent information necessary for working with the students.
- (e) The IEP Team ensures that the parent of the child receives a copy of the IEP.
- (f) The IEP Team fulfills these responsibilities:

_____	IEP Team Signatures
_____	IEP Team Recommendation
_____	Referral Form
_____	Invitation to Conference/Prior Notice
_____	Parent Participation
_____	IEP
_____	Other (please list)

- (1) Makes all final decisions regarding placement of students in programs for exceptional children.
- (2) Confers with the appropriate Department of Health and Human Services staff for determination of the appropriate program and development of the Individualized Education Program, if it is determined by the IEP Team in a local education agency that a child should receive a free appropriate public education in a program operated by the Department of Health and Human Services.
- (3) If a child is committed to a facility of the Department of Correction, the city or county education agency provides the appropriate data upon request and confers, if needed, with the director of programs for children with Disabilities of the Department of Correction, regarding the most appropriate educational program placement for the child.

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

<u>COMPLIANCE NUMBER/ISSUE</u>		<u>DOCUMENTATION/EVIDENCE</u>
6.00	Individualized Education Program (IEP) for the disabled IDEA 300.329, 300.341 - 300.348, 300.563 <u>Procedures</u> .1507	
6.01	The following persons must be involved in developing and writing the IEP:	_____ IEP Team Signatures _____ Other (please list) _____ _____
	(a) An LEA representative, other than the child's teacher, who is qualified to provide or to supervise specifically designed instruction to meet the child's unique needs; is knowledgeable about general curriculum, and is knowledgeable about the availability of resources of the LEA.	
	(b) At least one regular education teacher, if the child is, or may be, participating in the regular education environment.	
	(c) At least one special education teacher, or where appropriate, at least one special education provider of such child.	
	(d) The parent(s) or guardian(s) of the child.	
	(e) The child, when appropriate.	
	(f) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in a-c.	
	(g) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.	
	(h) If purpose of meeting is the consideration of transition services for a student, the following shall also be invited: (1) The student. (2) Representative(s) from another agency(s) that is likely to be responsible for providing or paying for transition services.	
	(i) If the student does not attend, the LEA shall take other steps to ensure that the student's preferences and interests are considered.	
	(j) If an agency invited to send a representative to a meeting does not do so, the LEA shall take other steps to obtain the participation of the other agency in the planning of any transition services.	
_____	Compliant	_____ N/A
_____	Non-Compliant	
REASON FOR NON - COMPLIANCE		

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

6.02 The IEP includes the following components:

- (a) The IEP Team shall consider
1. the strengths of the child and the concerns of the parents for enhancing the education of their child; and
 2. the results of the initial evaluation or most recent evaluation of the child.
 3. in the case of a child whose behavior impedes his or her learning or that of others; consider, when appropriate, including positive behavioral interventions, strategies, and supports to address that behavior;
 4. in the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;
 5. in the case of a child who is blind or visually impaired, provide for

_____	IEP Components
_____	Other (please list)

- instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
6. consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs; opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 7. consider whether the child requires assistive technology devices and service.
 8. consider transfer of rights; beginning at least one year before a student reaches the age of majority under state law, the student's IEP must include a statement that the student has been informed of his or her rights, if any, that will transfer to the student on reaching the age of majority.
 - (b) A statement of the child's present levels of educational performance.
 - (c) A statement of annual goals.
 - (d) A statement of short-term instructional objectives or benchmarks.
 - (e) A statement of specific special education and related services to be provided to the child, and the amount of time and location in each.
 - (f) The extent to which children with disabilities participate with non-disabled peers as specified in the I.E.P.
 - (g) A description of the regular education program to be provided.
 - (h) The projected dates for initiation of and anticipated duration of services.
 - (i) Evaluation procedures for determining progress toward the annual goal will be measured; how and when parents will be regularly informed (at least as often as regular education).
 - (j) The extent to which progress is sufficient to enable the child to achieve the goals by the end of the year.
 - (k) If appropriate, or no later than age 16, a statement of interagency and LEA responsi-

- (l) The coordinated set of activities shall include the areas of:
 - (1) Instruction.
 - (2) Related services.
 - (3) Community experiences.
 - (4) The development of employment and other post-school adult living objectives.
 - (5) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (m) Transition services may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.
- (n) A statement of needed transition services for students beginning no later than age 14 which includes a focus on the student's course of study (when appropriate, at a younger age) and annually thereafter.
- (o) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment and if the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of
 - (1) Why that assessment is not appropriate for the child; and
 - (2) How the child will be assessed.

N/A

[illegible]

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

6.03 The LEA maintains records of the IEP,
regards it as a confidential record.
Access sign-off sheet is included with
the EC folder.

_____ EC Record Access Sign-Off Sheet
_____ Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

6.04	IEP timelines include the following:	_____	IEP Development Date
(a)	An IEP is in effect before special education and related services are provided to a disabled child.	_____	IEP Initiation Date
		_____	IEP Meeting
(b)	For a disabled child receiving special education, the IEP is revised as often as determined necessary, but at least annually.	_____	Referral Form Date
		_____	Invitation Date
		_____	Other (please list)
(c)	An IEP is developed within thirty (30) days of a determination that a disabled child is to receive special education programs or services for the first time.	_____	
(d)	An IEP is implemented as soon as possible following the IEP meeting.	_____	
(e)	After the initial referral is received by the IEP Team, placement in the appropriate special education program occurs within ninety (90) calendar days unless the parent refuses to give consent for evaluation or placement.	_____	

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

- 6.05 **Parent Participation in an IEP Meeting includes the following:**
- (a) The LEA ensures that the parent(s) or guardian(s) is present at the IEP Conference meeting or is afforded the opportunity to attend by scheduling the meeting at a mutually agreeable time and location.
- (b) The LEA notice of the IEP meeting includes:
- (1) Purpose of the meeting.
- (2) Time and date of the meeting.
- (3) Location of the meeting;
- (4) Persons who will be in attendance; (note: for transition services the notice must also indicate that:
- (i) The student will be invited.
- (ii) Other agency(s) that will be invited to send a representative.
- (5) Reasonable time for parents to respond.
- (c) If the parent(s) or guardian(s) cannot attend the meeting, the LEA uses other methods to ensure participation, such as individual or conference telephone calls.
- (d) If the LEA conducts an IEP meeting when the parent(s) or guardian(s) cannot or will not participate, records are kept of attempts to arrange a mutually agreeable time and location.
- (e) The LEA takes necessary action to ensure that that the parent(s) or guardian(s) understands the proceedings at an IEP meeting, including arranging for an interpreter for persons who are deaf or for whom the native language is other than English.
- (f) A copy of the IEP is furnished to the parent(s) or guardian(s).

_____ Parent Signature on IEP

_____ Invitation to Conference/Prior Notice

_____ IEP Minutes

_____ Documentation Log

_____ (Example: Telephone, Home Visit)

_____ Other (please list)

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

7.00 **Least Restrictive Environment**
IDEA 300.550, 300.552
Procedures .1510

7.01 To the maximum extent appropriate,
children with disabilities, including
children in public or private institutions
or other care facilities, are educated with
children who are not disabled.

IEP
Other (please list)

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

7.02 The placement of each child with special needs is based on his or her IEP.

_____	Dates of IEP Meeting
_____	IEP
_____	Other (please list)

_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required

(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

7.03	Special classes, separate schools, or removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes, even with the use of supplemental aids and services, cannot be achieved satisfactorily.		IEP Summary of Evaluations Other (please list)
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_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required

(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

7.04	In order that a child's needs can be met, a number of options are made available from a full continuum of services for the delivery of programs and services to the extent necessary to implement the IEP.		IEP (options considered) Other (please list)
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_____ Compliant _____ Non-Compliant _____ N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

7.05	Unless the individualized education program		IEP
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requires some other arrangement, the child is
educated in the school which he/she would
attend if not disabled.

Other (please list)

Compliant

Non-Compliant

N/A

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

9.00 **Procedural Safeguards**
IDEA 300.503 - 300.504

9.01 **Prior notice; written consent**

- (a) Prior written notice is given to the parents
of a child with special needs a reasonable
time before the LEA proposes or refuses to:
- (1) Initiate the identification of the child.
 - (2) Change the identification of the child.
 - (3) Initiate the evaluation of the child.
 - (4) Change the evaluation of the child

Summary of Evaluation
Prior Notice for Reevaluation
Prior Notice/Consent to Evaluate
Prior Notice/ Consent to Place
Invitation to Conference/ Prior Notice
Other (please list)

- (5) Initiate the educational placement of the child. _____
- (6) Change the educational placement of the child (including exit or a suspension or expulsion of a child with disability if the suspension or expulsion results in a change of placement).
- (b) Informed parental consent is obtained before:
 - (1) Conducting a pre-placement evaluation.
 - (2) Placing a child with special needs initially in a program providing special education and related services.
 - (3) Conducting a reevaluation that involves new testing.

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor _____)*

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

DOCUMENTATION/EVIDENCE

9.02 Content of Notice

The notice includes:

- (a) A full explanation of all of the procedural

_____ IEP

_____ Summary of Evaluations

- safeguards available to parents.
- (b) A description of the options the committee accepted and why.
- (c) A description of any options the committee rejected and why.
- (d) A description of each evaluation procedure, test, record, or report the LEA used as a basis for the proposal or refusal.
- (e) A description of any other factors which were relevant to the LEAs proposal or refusal.
- (f) A statement indicating:
- (1) To whom the parent or guardian should make a request for a hearing.
 - (2) The appropriate address for mailing purposes.
- (g) The notice must be:
- (1) Written in language understandable to the general public.
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- (h) If the native language or other mode of communication of the parent is not a written language, the State or local educational agency shall take steps to insure:
- (1) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication.
 - (2) That the parent understands the content of the notice.

IEP Team Recommendations
 Letter to Parents
 Locally Prepared/Adopted Form
 Invitation to Conference/Prior Notice
 Other (please list)

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor _____)

NOTES

Corrective Action Incomplete-Follow-up Required
 (Date Reviewed _____ Monitor _____)

FOLLOW-UP/TIMELINES

COMPLIANCE NUMBER/ISSUE

IDEA 300.519, 300.520, 300.523
 Procedures .1516

DOCUMENTATION/EVIDENCE

9.03 Disciplinary Suspension

- (a) When a suspension exceeds 10 consecutive days or there is a series of removals that constitutes a pattern because of factors such as the length of each removal, the total amount of time removed, and the proximity of the removals to one another, the IEP team meets to determine if there is a relationship between the behavior resulting in the suspension and the disability.
- (b) Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, if the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal, the agency shall convene an IEP meeting to develop an assessment plan.
 As soon as practicable after developing the plan and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions.
- (c) If a behavioral intervention plan has already been developed the IEP team shall meet to review the plan and its implementation, and modify the plan and its implementation as necessary, to address the behavior.

_____ Manifestation Determination Meeting
 _____ IEP Team Report
 _____ Listing of Suspension (In - Out of School) and/or Expulsions by School
 _____ Interview
 _____ Narrative (signed and dated)
 _____ Other (please list)
 _____ Functional Behavioral Assessment

_____ **Compliant** _____ **Non-Compliant** _____ **N/A**

REASON FOR NON - COMPLIANCE

CORRECTIVE ACTION/TIMELINES

Corrective Action Complete (Date Reviewed _____ Monitor_____)

NOTES

*Corrective Action Incomplete-Follow-up Required
(Date Reviewed _____ Monitor_____)*

FOLLOW-UP/TIMELINES

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

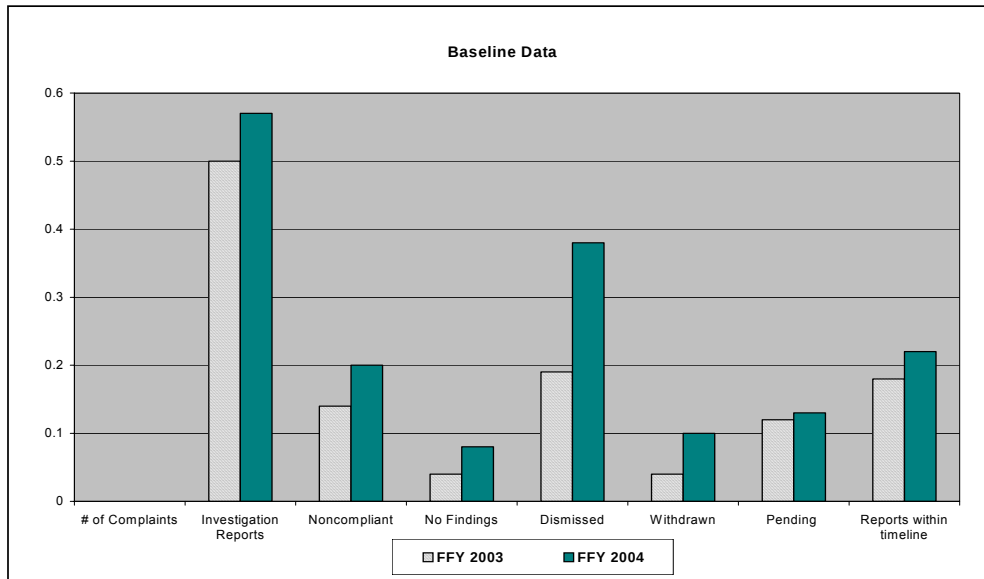
Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

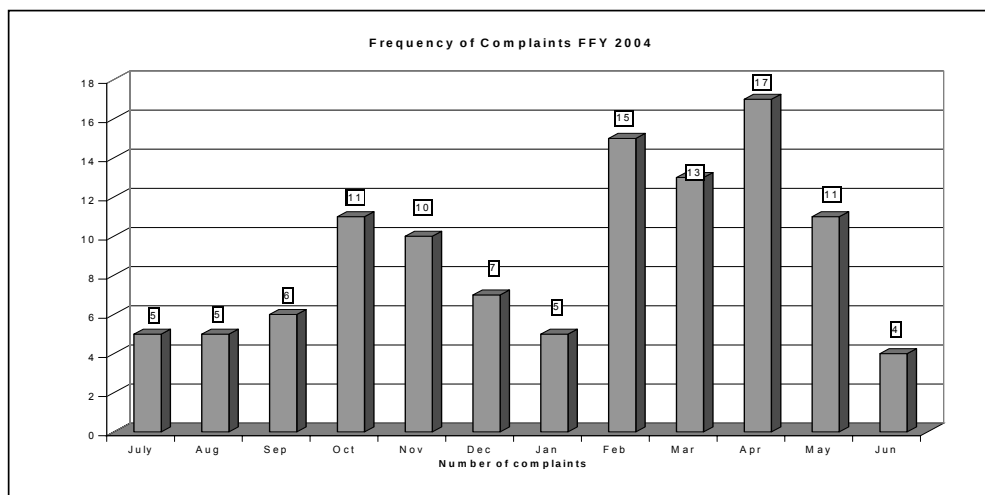
Two full-time individuals manage formal and informal complaint intake, investigations, database, and correspondence for the complaint system, with the assistance of a half-time secretary. Independent contractors are assigned formal complaints as necessary to meet timelines, based upon the volume of complaints. Regional Consultants, who are contracted through the state universities, monitor the implementation of corrective actions and assist in providing training and technical assistance to the LEAs. When the corrective actions are completed, the Regional Consultant submits a report to the SEA with a recommendation to close the case. The investigator reviews the recommendation and supporting documentation and issues a closing letter.

Baseline Data for FFY 2004 (2004-2005):



- (1) 109 letters of complaint were received.
70 percent (76 letters) met criteria as formal written complaints.
- (1.1) 47 percent (53 complaints) had reports issued by June 30, 2005.

- (a) 34 percent (38 complaints) resulted in findings of noncompliance and required corrective action.
- 14 percent (15 complaints) resulted in no findings.
- (b) 37 percent (40 investigation reports) were issued within the 60-day timeline.
- (c) 1 percent (1 investigation report) was completed within the extended timelines.
- 11 percent (12 investigation reports) were not issued within the required timelines.
- (1.2) 40 percent (44 complaints) were withdrawn or dismissed
- 32 percent (35 complaints) were informally investigated and determined to be lacking sufficient information or criteria for a formal investigation.
- 8 percent (9 complaints) were resolved early and withdrawn.
- (1.3) 11 percent (12 complaints) were pending for the following reasons:
 - (a) 0 complaints pending a due process hearing.
 - 6 percent (6 complaints) were filed again with necessary criteria and investigated.
 - 2 percent (2 parents) filed petitions for due process hearings.



Discussion of Baseline Data:

The Exceptional Children Division received 23 more formal written complaints in FFY 2004 than the previous year, for an increase of 27%. Three complaints were filed by attorneys or advocates for parents; however, most of the complaints were filed by parents. Twenty-six percent (26%) of the complaints were filed by 13 individuals, who filed multiple complaints. Complaints were filed against 52 different LEAs. The number of complaints per LEA ranged from one to ten. Nineteen LEAs received more than one complaint, and five (5) complaints were filed against charter schools (4.5%)

The frequency of complaints filed throughout the year ranged from four to seventeen. The lowest numbers of complaints were filed during each of the summer months and at the beginning of the second semester. However, the numbers increased significantly throughout the remainder of the year, as revealed in the chart above.

During the 2004-05 school year, the number of letters alleging procedural violations increased by twenty-three percent. The Exceptional Children Division received 109 complaints, which were reviewed by two full-time dispute resolution consultants, who also manage the intake process for letters of complaint. After conducting informal investigations and interviewing the complainant and a representative of the LEA, the two consultants sent letters to thirty-five complainants requesting additional information and providing guidance about ways to resolve the issues in their letter. The two full-time consultants completed seventy-six percent of the investigation reports. The timelines for complaint investigations have been impacted by the lack of adequate staff to manage the increase in formal and informal complaints, requests for due process hearings and mediation. The full-time consultants also manage the mediation process, which includes a telephone call to each Exceptional Children Program Director (ECPD) and parent requesting mediation; a call or multiple calls to contract with a mediator; preparation of the contract; sending the forms for mediation to the participants; collecting the results of the mediation sessions and logging the information on a database. One of the consultants has recruited and arranged training for the EC Division's fifty IEP facilitators. The process for setting up facilitated IEP meetings is the same as for mediations. The second full-time consultant manages the due process database, assists petitioners and ECPDs regarding the due process system, including resolution meetings. These consultants typically receive most of the incoming telephone calls from parents, advocates, and school system staff requesting assistance. Telephone calls can account for up to six hours per day of individual contact time, and emails can require an equal amount of time.

The EC Division contracts with two additional individuals (on a part-time basis) to investigate complaints when a large number of complaints with similar timelines are received; however, their responsibilities are to complete the investigation and write a final report.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of signed written complaints with reports issued will be resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2006 (2006-2007)	100% of signed written complaints with reports issued will be resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2007 (2007-2008)	100% of signed written complaints with reports issued will be resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2008 (2008-2009)	100% of signed written complaints with reports issued will be resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
2009 (2009-2010)	100% of signed written complaints with reports issued will be resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

2010 (2010-2011)	100% of signed written complaints with reports issued will be resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
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Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Analyze and evaluate the complaint system's implementation process to include: ▪ Reviewing the responsibilities of dispute resolution consultants; ▪ Streamlining the review of correspondence for the complaint system; ▪ Managing incoming telephone calls and responses; ▪ Managing the responsibilities for the other dispute resolution systems, i.e., mediation, resolution meetings, due process databases, and paperwork.	January 30, 2006 and Annually	• PMA Section Chief • Regional Consultants • Research and Evaluation Consultant
Employ adequate staff to provide information to parents, LEAs, and agency staff to ensure compliance with IDEA requirements for dispute resolution and complaint timelines.	June 30, 2006	• State EC Director • PMA Section Chief
Develop and implement a plan for the LEAs to engage in early resolution.	January 30, 2006	• PMA Section Chief • Dispute Resolution Consultants
Evaluate the effectiveness and efficiency of early resolution process.	July 2006 and ongoing	• PMA Section Chief • Dispute Resolution Consultants • Council on Educational Services for Exceptional Children
Review and revise internal operating procedures.	February-April 2007	• Dispute Resolution Consultants • PMA Section Chief
Analyze and evaluate the complaint system's implementation process to include:	July 2008 and Annually	• PMA Section Chief • Consultants for Dispute

Managing incoming telephone calls/emails, and responses by exploring other means of doing so, e.g. by employing a parent ombudsman and/or relieving each consultant from this responsibility one or more days per week.		Resolution
Utilize technology, e.g. web-based modules, distance learning, etc. to make training on the IDEA Federal Regulations, State Policies, and Dispute Resolution more readily available to stakeholders across the state.	July 2008 and Annually	- Consultants for Dispute Resolution - Regional Consultants

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $\frac{\text{Percent} = (3.2(a) + 3.2(b)) \text{ divided by } (3.2) \text{ times } 100.}{}$

Overview of Issue/Description of System or Process:

The Office of Administrative Hearings (OAH) is authorized by the North Carolina General Statutes to manage the due process hearings, including receiving petitions, scheduling hearings, granting extensions, and issuing decisions. Petitions requesting a due process hearing are submitted to the OAH, and a court clerk faxes a copy of the petition to the SEA. Decisions, court orders regarding extensions, and settlement agreements are also transmitted to the SEA by fax and courier.

Petitions are filed with the OAH and logged into their database on the date they are received. Requests for hearings that are incomplete or lack the required components are also logged into the database on the date they are received. The OAH utilizes the same rules and Administrative Law Judges (ALJs) for special education due process hearings as for any other state agency hearings. The case is scheduled on the next available date on the court docket, sometimes without verification that the Respondent received the petition, as required by the North Carolina Procedures Governing Programs and Services for Children with Disabilities. The OAH clerk faxes a copy of the petition to the Exceptional Children Division, and the information regarding the case is entered on our database.

An ALJ's decision may be appealed within thirty calendar days by filing an appeal to the State Superintendent at the North Carolina Department of Public Instruction. In the second tier, the SEA appoints a trained hearing review officer to review the decision and issue a review decision within thirty days.

Beginning on July 1, 2004, the Exceptional Children Division began offering mediation to each petitioner for a hearing. This replaced a system previously provided by the OAH, in which ALJs served as mediators for settlement conferences. In some cases the court clerks failed to forward some of the petitions for hearings to the Division; therefore, it was not possible for mediation to be offered prior to the hearing. The ALJs have ordered settlement conferences in some cases when the parties have refused mediation by the Division's mediators.

Baseline Data for FFY 2004 (2004-2005):

67 petitions for due process hearings were filed.

- 3 percent (2 cases) were fully adjudicated, 1 decision was issued within the timeline.
- 3 percent (2 decisions) were issued without hearings, based upon summary judgments.
- 0 of the adjudicated cases were expedited hearing requests.
- 0 decisions were issued within an extended timeline.

- 61 percent (41 cases) were resolved without a hearing and were withdrawn. Data was not collected regarding requests for expedited hearings.
- 33 percent (22 cases) were pending.

Discussion of Baseline Data:

During 2004-05, the Chief ALJ granted continuances at the request of either party and issued orders stating that the hearings were continued to particular dates. Prior to October 11, 2005, neither the EC Division nor the OAH was aware that extensions to the 45-day timeline required the specific date by which the written decision would be issued. Therefore, although continuances were issued, the necessary wording was not contained in the OAH orders. ALJs routinely did not grant an extension to prepare a written decision after a hearing was completed, and the additional time that elapsed frequently extended beyond 30 days. In some situations, such as when an attorney requested a continuance while a settlement was worked out, the ALJ failed to reschedule the hearing or follow up on the case in a timely manner.

The OAH employs seven administrative law judges who hear all due process cases filed by and against state agencies. During the 2003-2004 school year, the OAH received over 3000 petitions for hearings, with 60 of those related to IDEA issues.

Petitions requesting a due process hearing are submitted directly to the OAH, and a court clerk faxes a copy of the petition to the SEA. Decisions and settlement agreements are also transmitted to the SEA by fax and courier. Until July 1, 2004, the OAH offered petitioners an opportunity to meet with an ALJ for a settlement conference prior to a hearing, and a Consent Order was issued for resolutions that were reached through settlement conferences.

Twenty due process cases filed during the 2004-2005 school year remained open more than 100 days, and eight cases remained open more than 200 days. The previous year, twenty-seven had remained open. The primary reasons for the failure to resolve cases within the federal timelines were: mediation and settlement attempts were not monitored for progress; scheduling delays based upon the ALJ's and attorneys' schedules; and the ALJ's delay in writing a decision after a hearing. Hearings were typically scheduled for three days, and if additional time was necessary for testimony, the date for scheduling was determined by the ALJ's schedule. Continuances were granted at the request of either party, and such a continuance did not state the date by which the decision was to be issued. Extensions of the timeline were not issued for delays that resulted from scheduling conflicts for the hearing officer or for his/her inability to issue a written decision in a timely manner following the conclusion of the hearing. Records revealed that the parties sometimes did not receive the ALJ's decisions for several months after a hearing concluded.

Throughout the 2003-2004 school year, staff from the Exceptional Children Division met with the Chief Administrative Law Judge and his Senior Administrator to explore ways to improve timelines. The OAH has not always provided the Division with accurate and timely information about the status of due process hearings, and the EC Division has been unable to effect a change in their procedures. Six special education due process hearings were adjudicated. On July 1, 2004, the SEA assumed responsibility for mediation and removed Settlement Conferences, as provided by ALJs, from the hearing procedures. Staff members from the Policy, Monitoring, and Audit Section met with the Chief Administrative Law Judge, the Senior Administrative Law Judge, and their clerks and established new procedures to ensure the regular, routine and timely exchange of relevant information and data between the OAH and the SEA regarding due process petitions and decisions, including copies of all correspondence regarding extensions for hearings. The OAH agreed to fax copies of petitions for hearings to the SEA immediately upon their receipt, and, in most cases, they have done so. In other cases, however, the Division did not receive notification of a requested hearing until the week of the hearing. Although the OAH agreed to submit

documentation of extensions of the 45-day timeline when they occur, that information has not been provided consistently.

The SEA provides local training for the ALJs on due process procedures and IDEA by nationally recognized experts in an effort to improve the process in North Carolina.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of the fully adjudicated due process hearing requests will be completed with written decisions issued within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-2007)	100% of the fully adjudicated due process hearing requests will be completed with written decisions issued within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2007 (2007-2008)	100% of the fully adjudicated due process hearing requests will be completed with written decisions issued within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2008 (2008-2009)	100% of the fully adjudicated due process hearing requests will be completed with written decisions issued within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2009 (2009-2010)	100% of the fully adjudicated due process hearing requests will be completed with written decisions issued within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2010 (2010-2011)	100% of the fully adjudicated due process hearing requests will be completed with written decisions issued within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Review with the Chief Administrative Law Judge at the OAH the necessary procedures to ensure that extensions of timelines are granted with required language.	January 30, 2006	• PMA Staff • Parent Consultant
Develop an interagency agreement with the Office of Administrative Hearings regarding each agency's responsibilities to ensure that due process hearings are	June 30, 2006 and updated annually	• PMA Staff • Parent Consultants • Council on Educational Services for Exceptional Children

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.
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Overview of Issue/Description of System or Process:

In FFY 2005, the state education agency (SEA) will report the number of resolution sessions that were conducted in response to requests for due process hearings and the number of settlement agreements that were reached. The SEA maintains a dispute resolution database which tracks the timelines, actions, and outcomes of due process hearings, mediation, and formal written complaints.

The Exceptional Children Division provides resolution meeting forms to each local education agency (LEA) that receives a petition for due process hearings. On the day the SEA receives a petition for a due process hearing, the petition is faxed to the local ECPD with (1) a form listing the timelines for a resolution meeting and hearing, and (2) a resolution meeting form. The LEA is directed to fax the completed resolution meeting forms with a copy of the Settlement Agreement, if it is reached, to the SEA's Exceptional Children Division. That information is entered into the Division's dispute resolution database, maintained in the SEA files, and faxed to the Office of Administrative Hearings.

North Carolina Procedures Governing Programs and Services for Children with Disabilities states that a petition for a due process hearing must be filed with the Office of Administrative Hearings (OAH). The OAH sends notification of receipt of the petition to the SEA and to the LEA's Superintendent or attorney within a week of its receipt. It may take several days before the local Exceptional Children Program Director (ECPD) is aware that such a petition has been filed. With the short timelines for scheduling a resolution meeting, the SEA is developing new procedures to ensure that the local ECPD receives notification of a petition at least as soon as the SEA receives it.

Baseline Data for FFY 2005 (2005-2006):

In FFY 2005, 56 requests for due process hearings were filed, and 29 resolution sessions were convened. Settlement agreements were signed at 25 resolution sessions, representing a success rate of 86%.

Discussion of Baseline Data:

The baseline data for FFY 2005 reflects a small percentage of due process hearings requests utilizing the resolution session. Following extensive outreach from the SEA to the LEA's, it is expected (and confirmed in current data) that the number of resolution sessions per due process requests will increase significantly in the FFY 2006. With the expected increase in the number of resolution sessions being held, it is reasonable to anticipate a success rate within the range of 78-82% of the resolution sessions held.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline data gathered. 86% of hearing request that went to resolution sessions resulted in settlement agreement.
2006 (2006-2007)	86% of the hearing requests that go to resolution sessions will result in settlement agreements.
2007 (2007-2008)	75% to 85%* of the hearing requests that go to resolution sessions will result in settlement agreements.
2008 (2008-2009)	75% to 85%* of the hearing requests that go to resolution sessions will result in settlement agreements.
2009 (2009-2010)	75% to 85%* of the hearing requests that go to resolution sessions will result in settlement agreements.
2010 (2010-2011)	75% to 85%* of the hearing requests that go to resolution sessions will result in settlement agreements.

* This range is a more accurate reflection of national averages of successful resolution results, as well as the natural fluctuations in success rates in unassisted resolution processes.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Upon finalization of IDEA regulations, review forms that will document whether a resolution meeting is waived or conducted. Results of the meeting will also be included.	June 2006	- Dispute Resolution Consultants - PMA Section Chief
Upon finalization of IDEA regulations, establish the roles and responsibilities of all agencies involved in the scheduling of resolution sessions.	March 2006	- EC Division's Director's Advisory Council. - EC Director - PMA staff - Dispute Resolution Consultants - OAH representatives
The SEA will distribute information about the resolution meetings through the SEA's website, state and regional workshops for LEAs, and workshops and newsletters for parent support organizations and the parent	Beginning October 25, 2005 and ongoing	- Dispute Resolution Consultants - PMA Section Chief - Regional Consultants

training centers.		
The SEA will develop procedures regarding the LEA's responsibility for reporting the results of resolution sessions to the SEA.	2007	• Dispute Resolution Consultants • PMA Section Chief • Local EC Directors
The SEA will develop a document for parents explaining the resolution sessions and mediation to be distributed when a request for a hearing is filed.	2007-2010	• Dispute Resolution Consultants • PMA Section Chief
Collect and analyze data in developing to be used for ongoing training.	2006-2010	• Dispute Resolution Consultants • PMA Section Chief • Local EC Directors

Monitoring Priority: Effective General Supervision Part B / General Supervision
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Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $(2.1(a)(i) + 2.1(b)(i))$ divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

In North Carolina, a request for mediation is made by completing a Mediation Request Form. Upon completion of this form, it is mailed or faxed to the state education agency (SEA). An Exceptional Children Division staff person will contact the other party to the dispute to determine whether they will agree to mediate. If both parties agree, the staff person will assign a case number to the mediation and assign a mediator. The mediator will contact both parties to schedule a mutually agreeable date, time and location for the mediation. Mediation arranged by the Exceptional Children Division is free to all involved parties.

During 2004-05, the Exceptional Children Division developed and disseminated a mediation brochure and a mediation Question & Answer document. Documents were dissemination to school systems, parent organizations, advocacy organizations, and others. During this time period, 20 mediators were trained.

Baseline Data for FFY 2004 (2004-2005):

The NC Special Education Mediation Program for July 1, 2004, through June 30, 2005, had a total of 129 mediation requests, with 54 related to due process hearings and 75 not related to due process hearings. The top four issues mediated were Free Appropriate Public Education (FAPE) (52), placement (42), discipline (16) and eligibility (15).

- Total mediation requests: 129
- Mediations related to due process: 36 held
- Mediations not related to due process hearings: 40 held
- Mediations held that reached agreement: 84 percent (64 of 76 mediations held)

Discussion of Baseline Data:

Of the 36 mediations related to due process hearings that were held, there were 23 where full agreement was reached and five (5) where partial agreement was reached. There were eight (8) where no agreement was reached. In eight (8) cases mediation was declined, and in 10 cases requests were withdrawn with parties settling among themselves.

Of the 40 mediations not related to due process hearings that were held, there were 35 where full agreement was reached and one (1) where partial agreement was reached. There were four (4) where no agreement was reached. In 19 cases mediation was declined, and in 16 cases requests were withdrawn with parties settling among themselves.

FFY	Measurable and Rigorous Target
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2005 (2005-2006)	Mediation resulting in agreements: 84 percent
2006 (2006-2007)	Mediation resulting in agreements: 84 percent
2007 (2007-2008)	Mediation resulting in agreements: 75% to 85%*
2008 (2008-2009)	Mediation resulting in agreements: 75% to 85%*
2009 (2009-2010)	Mediation resulting in agreements: 75% to 85%*
2010 (2010-2011)	Mediation resulting in agreements: 75% to 85%*

* This range is a more accurate reflection of national averages of successful mediation results, as well as the natural fluctuations in success rates for highly effective mediation programs.

Improvement Activities/Timelines/Resources:

Activity	Timeline	Resources
Offer continuing professional development for mediators to improve and enhance their skill level.	May 2006 and ongoing	• Dispute Resolution Consultant responsible for mediation services.
Offer continuing outreach to parents and local education agencies regarding the benefits of mediation to (a) reduce the number of cases where mediation is declined, (b) reduce the number of state complaint investigations, and (c) reduce the number of due process hearings filed.	2005 and ongoing	• Dispute Resolution Consultant is responsible for mediation services.

Deleted: Improvement Activities¶

¶ Analyze LEA data in end of year report and Self Analysis of Data (Annual CIMS data) assessments to identify LEAs that need targeted technical assistance.¶

¶ Analyze LEA data in end of year report and Self Analysis of Data assessments to identify LEAs that are achieving good results. Identify their effective practices.¶

¶ Examine current practices and initiatives to determine extend of the impact.¶

¶ Disseminate information to LEAs about which systems and practices increase the number of youth with disabilities graduating with a diploma.¶

¶ Develop technical assistance and training that specifically focuses on high schools and how to implement practices which will lead to increasing the number of youth with disabilities graduating with a diploma.¶

/Timelines/Resources:¶

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

Comprehensive Exceptional Children Accountability System (CECAS)

In September 2004, North Carolina's mechanism to collect, analyze, use, and report data was implemented statewide. The Comprehensive Exceptional Children Accountability System (CECAS) is a case management and data analysis system that offers school systems (traditional local education agencies (LEAs), charter schools and state-operated programs) a means to manage and analyze exceptional children data. The application is a completely outsourced, Web-based system. It is North Carolina's system of record for exceptional children data management, including: (a) exceptional children student information management for teachers; (b) development and implementation of individualized education programs (IEPs), (c) compliance alerting and monitoring, (d) continuous improvement performance plan reporting, and (e) ad hoc data analysis to identify trends in successful and unsuccessful services.

CECAS began as a project in July 2003. Ongoing development includes implementation of new data collections to respond to the Continuous Improvement Focused Monitoring System (CIFMS), Positive Behavior Support services, and other data collections as needed. Also, CECAS provides the 618 data reports, compliance reports, and other requested reports. CECAS enhancements included changes to comply with IDEA 2004 reauthorization and the new 618 data requirements.

School systems were given autonomy on how they chose to implement CECAS. For example, there are two types of CECAS users, including (a) Daily Users, and (b) Reporting Users. Daily Users are school systems that use CECAS as their day-to-day special education data management system. In most cases, these school systems train teachers to enter and maintain data in CECAS. However, some school systems keep this task at the central office level, and employ data managers to maintain the data.

Reporting Users are school systems that have chosen to use third party software to manage their special education data. These school systems rely on CECAS at the central office level to satisfy the Federal and State reporting needs three times per year.

While CECAS has the ability to track both personnel and discipline data, it is not used for this purpose. State law prevents the North Carolina Department of Public Instruction (NCDPI) from duplicating data efforts. Disaggregated Discipline data are collected by the School

Deleted: Improvement Activities¶

¶ Analyze LEA data in end of year report and Self Analysis of Data (Annual CIMS data) assessments to identify LEAs that need targeted technical assistance.¶

¶ Analyze LEA data in end of year report and Self Analysis of Data assessments to identify LEAs that are achieving good results. Identify their effective practices.¶

¶ Examine current practices and initiatives to determine extend of the impact.¶

¶ Disseminate information to LEAs about which systems and practices increase the number of youth with disabilities graduating with a diploma.¶

¶ Develop technical assistance and training that specifically focuses on high schools and how to implement practices which will lead to increasing the number of youth with disabilities graduating with a diploma.¶

¶ **/Timelines/Resources:¶**

Safety and Climate Section while aggregated Personnel data are collected from school systems via spreadsheets.

CECAS imports student demographics and exports special education data to the State's legacy general education student information management system (SIMS). High level integration design has been developed with the North Carolina Window of Information on Student Education (NCWISE), the State's new general education data system. A detailed design and implementation is planned for CECAS and NCWISE to integrate.

North Carolina has a consistent, sustainable and integrated approach to data collection, data analysis, and data reporting that identifies and addresses systemic barriers that prohibit the most important outcome—improved results for all children. In 2005, CECAS integrated the Early Intervention data for qualified children ages 0 to 3 years. This integration ensures that eligible children who transition from the Infant-Toddler Program (Part C) to the Preschool Program (Part B) receive services by their third birthday. In North Carolina, Part C is delegated to the North Carolina Department of Health and Human Services. Part B and Part C have worked out an interagency agreement that provides CECAS for use by both agencies.

CECAS is managed by a team located at the NCDPI. The team is comprised of a Program Manager, Technical Architect, Trainer, Quality Assurance Analyst, and two part-time Exceptional Children Specialists. The team also includes five Regional CECAS Trainers who train school systems located in the six geographical regions of North Carolina.

Baseline Data for FFY 2004 (2004-2005):

During the 2004-05 school year, all school systems reported December 1, 2004 child count and education environment data to NCDPI. This data was reported to Westat (a research corporation serving agencies of the US government) and the Office of Special Education Programs (OSEP) on February 1, 2005. The NCDPI Exceptional Children Division's Annual Performance Report was submitted to OSEP on March 30, 2005. The Exiting, Personnel and Suspension/Expulsion data was reported to Westat and OSEP on November 1, 2005.

Discussion of Baseline Data:

North Carolina always reports data in a timely manner to Westat and OSEP. During the 2004-05 school year, several charter schools failed to submit data to NCDPI in a timely manner. The primary reasons were as follows: (a) change in personnel responsible for reporting the data; (b) letter/memorandum requesting the data was never received; (c) principal failed to pass letter/memorandum requesting the data to the exceptional children director/teacher; and (d) information was never received by the charter school.

Three charter schools failed to submit Personnel Data. In addition, two charter schools failed to complete the process for submitting Exiting data through CECAS before the count officially closed. Although there were several attempts via correspondence and telephone to obtain the data, those charter schools failed to submit their Personnel and Exiting data.

All data within CECAS is gathered in disaggregated form, and software is used to do aggregations based on the questions being asked of the data. A multi-dimensional data analysis package, ECS DTool, is used for slicing-and-dicing multidimensional data.

Other data that is required less frequently, and that is not required to be in disaggregated form (data that would be subject to multi-dimensional analysis), is collected via online survey software from the school systems. The NCDPI has a software package for this purpose.

Reliability of CECAS

CECAS hosting facilities and services, as well as business processes, ensure system reliability.

1. System availability to users. The hosting facility houses and maintains the CECAS hardware, and provides a data center with reliability that cannot be achieved within state facilities. Features such as stringent data center climate controls, fire detection and suppression systems, onsite diesel generators and fuel for emergency power generation, and completely redundant services (internet, power, cooling, etc.), all combine to provide a system that has seen no downtime.
2. Service Level Agreement (SLA) and multi-tier support strategy. Processes and management have to be in place to ensure that even the best facilities and equipment continue to operate in a reliable manner. CECAS operates under service level agreements whereby the vendor maintains the equipment with certified on-site technicians and equipment spares. System problems have to be resolved within SLA timeframes (with penalties provided back to the state if these timeframes are not met). Two levels of support (user support and technical support) track and monitor system reliability through users as well as system monitoring tools.
3. Software verifications by the CECAS Team at NCDPI. Testing by the vendor management team at the SEA ensures that the system performs as expected and can be used in a reliable and consistent manner.

Reliability and Validity of Data

Data reliability is ensured through validations on the data entry process, and validations in the reporting process. Data entry validations ensure that the users are protected from entering data that is inconsistent; for example, CECAS ensures that users cannot enter an IEP date that occurs before the student appeared in the school system. Reporting validations utilize advanced algorithms to ensure counts are unique and that students' moves (between school systems) do not result in duplicated student counts. Additionally, school system Directors are required to go through a certification process with their data whereby they indicate that they have reviewed and approve the reporting numbers. An electronic signature is required by the school system Exceptional Children Director to validate the accuracy of the 618 data.

School systems are provided data instructions for the various collections that are consistent with OSEP's data instructions. All data are examined and compared to past school system collections.

Sanctions

All school systems that fail to submit required federal and state data elements are sanctioned. The following sanctions apply to all school systems in North Carolina: (a) withholding of IDEIA funds, and/or (b) reversion of IDEIA funds. The Office of Charter Schools has implemented a fiscal sanction for charter schools that fail to comply with federal and state reporting requirements. This fiscal sanction requires the Office of Charter Schools to hold a hearing before the State Charter School Board. This fiscal sanction could result in the closure of the charter school.

If there is a discrepancy in the data, the Research and Evaluation consultant will notify the school system that their data must be corrected. Also, the Exceptional Children Division's Policy, Monitoring and Audit (PMA) consultants have identified the following types of audit findings: (1) children on the child count whose IEPs were noncompliant; (2) inappropriately constituted IEP teams during initial evaluations and reevaluations; (3) transition planning issues; (4) misclassification of students; and (5) consent for placement missing.

Professional Development, Technical Assistance and Collaboration

Currently, the Exceptional Children Division employs two personnel to provide technical assistance and professional development to charter schools. These personnel were formerly housed at a local university but currently have offices near the Office of Charter Schools at NCDPI. This collaboration between the Exceptional Children Division and the Office of Charter Schools is an effort to strengthen exceptional children programs in charter schools across North Carolina.

The Research and Evaluation Consultant provides regional trainings, on-site visits, workshops and sessions at State conferences on data and reporting requirements. Also, school systems receive ongoing technical assistance and support via telephone.

Regarding reporting in CECAS, regional CECAS trainers provide ongoing technical assistance and trainings to school systems across North Carolina.

Methods to Ensure Security of CECAS

Numerous measures are taken to ensure system security at all levels of operation and use:

- Secure Data Center. Physical security measures including hardened physical structures, biometric scanners, strict access control lists and locked equipment cabinets ensure physical access to equipment is monitored and limited to only those with permission and need.
- Data Exchange Security. Internet data exchange incorporating digital certificates and encryption.
- User level security. All users must log into the application with a password. Passwords must be changed on a periodic basis and stale user accounts are automatically deleted after a specific period of inactivity.
- Data element and student-level record security. Users can only view data elements based on their user role, and are only able to view student records for the Region/LEA/School they have been granted access to.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of State reported data (618 and Annual Performance Reports) are timely and accurate.
2006 (2006-2007)	100% of State reported data (618 and Annual Performance Reports) are timely and accurate
2007 (2007-2008)	100% of State reported data (618 and Annual Performance Reports) are timely and accurate
2008 (2008-2009)	100% of State reported data (618 and Annual Performance Report) are timely and accurate
2009 (2009-2010)	100% of State reported data (618 and Annual Performance Report) are timely and accurate

2010 (2010-2011)	100% of State reported data (618 and Annual Performance Report) are timely and accurate
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Activities	Timeline	Resources
NCDPI will ensure that CECAS integrates with the North Carolina Window of Information on Student Education (NCWISE) and other data systems.	2006 and ongoing	▪ CECAS Team
Continue to provide Agency Operations and Management Division with Exiting Data for submission through EDEN	November 2006 and ongoing	▪ CECAS Team ▪ Agency Operations and Management Division
NCDPI will continue to investigate duplicate collection of special education data via EDEN.	2005 and ongoing	▪ Agency Operations and Management Division
Provide Agency Operations and Management Division with Child Count data to submit through EDEN.	January 2007 and ongoing	▪ CECAS Team
Conduct On-Site Child Count Audits to ensure LEAs are reporting accurate data.	2007 and ongoing	▪ CECAS Team
Remain knowledgeable of additional EDEN submission requirements.	2006 and ongoing	▪ Research & Evaluation Consultant ▪ CECAS Team
CECAS Trainer and Regional CECAS Trainers will conduct ongoing trainings for the Child Count and Exiting process.	2006 and ongoing	▪ CECAS Team