



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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Report on Educational Performance of  
Children with Disabilities

*SL 2006-69, GS 115C-127.5 (HB  
1908)*

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**Date Due:** October 15, 2012  
Report # 82  
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**North Carolina  
Part B Annual Performance Report (APR) for 2010-11  
February 1, 2012  
Edited April 17, 2012**

**Overview of the Annual Performance Report Development:**

The North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division gathered and analyzed data for the development of the Annual Performance Report (APR). Throughout the year, Exceptional Children Division staff met monthly to review and analyze progress made toward the development of the APR. Following discussions, reviews and analyses at each meeting, staff provided input for use in the continuing development of the APR. In the fall of 2011, during the monthly meetings, staff continued a process of evaluating improvement activities contained in the APR. The *SPP/APR Improvement Activity Review Checklist* was used to guide and document the evaluation of improvement activities. The Exceptional Children Division plans to continue this evaluation process during 2011-12, along with using a logic model for evaluating key initiatives that are data-rich and crossover two or more Indicators. Use of the logic model for evaluation will help to identify those improvement activities that are effective in improving outcomes for students with disabilities.

The Council on Educational Services for Exceptional Children, the State Advisory Panel, serves as the Stakeholder Steering Committee. Exceptional Children Division staff members presented data and information, reviewed progress made, and solicited members' input toward the development of the APR at the Council's quarterly meeting in December 2011.

In May of 2012, the North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division will report to the public on the progress and/or slippage in meeting the measurable and rigorous targets. The APR will be posted on the NCDPI web page and distributed directly to the Local Education Agencies (LEAs). In addition, it will be made available to the media. The Exceptional Children Division will report on the performance of each LEA on the targets in the State Performance Plan by June 1, 2012. The reports will be posted on the Department's website, will be sent to the LEAs, and distributed to local and regional media.

The 2010-11 APR contains information specific to measuring progress or slippage against State targets for Indicators 1, 2, 3a-c, 4a-b, 5a-c, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20. States are not required to submit information on Indicator 6 for the 2010-11 APR. OSEP approved sampling plans were used for Indicators 8 and 14. North Carolina once again contracted with PEIDRA Services, Inc. to collect and analyze parent involvement data for Indicator 8 and the University of North Carolina at Charlotte to collect and analyze postsecondary outcome data for Indicator 14.

The APR also proposes some revisions to the State Performance Plan (SPP) for FFY 2011. The proposed revisions to Indicators 1, 4a-b, 9, 10, 13, 14, and 15, were made in the SPP.

NCDPI has developed its *2010-11 Annual Performance Report* with input from the stakeholders' steering committee. Additional stakeholder involvement included input from LEA Special Education Administrators, from some federal Training/Technical Assistance Centers, early childhood specialists, and NCDPI staff.

Documents included with the submission of the 2010-11 APR are as follows:

- SPP/APR Improvement Activity Review Checklist
- Indicator 15 Worksheet
- Indicator 20 Rubric

## SPP/APR Improvement Activity Review Checklist

Indicator #(s): \_\_\_\_\_ Improvement Activity: \_\_\_\_\_

**Category** (indicate one): ☐ Training/Professional Development ☐ Technical Assistance  
☐ Policies/Procedures ☐ Data Collection/Analyses ☐ Systems Administration/Monitoring  
☐ Collaboration/Coordination ☐ Program Development ☐ Increase/adjust FTE ☐ Evaluation

Question	Yes	No
1. Are the data, on which the improvement activity is based, timely, accurate, and likely to produce consistent results?		
2. Is the improvement activity aligned to the indicator and/or related indicators? If compliance indicator, will assist in correcting non-compliant finding?		
3. Does the improvement activity reflect state priorities regarding dedicated resources and attention?		
4. Does the improvement activity include expressed or implied action steps that make it clear what must be done to successfully implement the activity?		
5. Is the improvement activity realistic – can and will it be done?		
6. Does the improvement activity include a measure of performance – is it possible to determine and document progress?		
7. Does the improvement activity include a specific timeline?		
8. Is it clear who is responsible for implementation of the improvement activity?		
9. Are necessary resources to implement the activity identified and available?		

Improvement Activity Recommendation (Select One)
<input type="checkbox"/> Yes, continue improvement activity, as is.
<input type="checkbox"/> Yes, continue with the following revision(s):
<input type="checkbox"/> No, do not continue this activity because:

Adapted from: North Central Regional Resource Center's "SPR/APR Improvement Activity Review Form"

## SPP/APR Improvement Activity Review Checklist

Outcome Indicators 1, 2, 3, 4a, 5, 7, 14 (Circle the Indicator #)

Key Improvement Activities	A. Does this improvement activity need to be revised? If so, identify revision below.	B. Is this an activity for the selected indicator? If no, go to Column C.	C. Should this activity be added to the selected indicator?
	Yes/No	Yes/No	Yes/No
1. Increasing promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.			
2. Increasing promotion and implementation of Positive Behavioral Supports, Instructional Consultation Teams, and Responsiveness to Instruction Models.			
3. Professional Development necessary for/specific to the selected indicator.			
4. Focused Technical Assistance specific to the selected indicator.			
5. Other Improvement Activity	Is there another key improvement activity that needs to be added because it cuts across several outcome indicators?		
	Identify new improvement activity, if needed:		
Revised Improvement Activity(ies):			

Adapted from: North Central Regional Resource Center's "SPR/APR Improvement Activity Review Form"

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

1. **Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

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

**Measurement:** 4-Year Cohort Graduation Rate is the ratio of youths with IEPs graduating with a regular diploma in 2009-10, or earlier, to all youths with IEPs entering ninth grade in 2006-07 for the first time.

Youths with IEPs entering ninth grade in 2006-07 & graduating with a regular diploma in 2009-10 or earlier ÷ All youths with IEPs entering ninth grade in 2006-07 for the first time X 100 = Percent of youths with IEPs in the state graduating from high school with a regular diploma.

The 4-Year Cohort Graduation Rate used for youths with IEPs is the same graduation rate calculation and timeline used for all students in North Carolina as established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2010-11 (using 2009-10 data)	80% of youths with IEPs graduating from high school with regular diplomas.

**Actual Target Data for 2010-11 (using 2009-10 data):**

Percent of youths with IEPs entering ninth grade in 2006-07 and graduating with a regular high school diploma in 2009-10 or earlier	Number of youths with IEPs entering 9 <sup>th</sup> grade in 2006-07 for the first time. (Denominator)	2006-07 entering youths with IEPs, who graduated with a regular diploma in 2009-10 or earlier (Numerator)	Change from previous year cohort graduation rate
57.6 %*	10857	6250	+ 0.8 percentage points

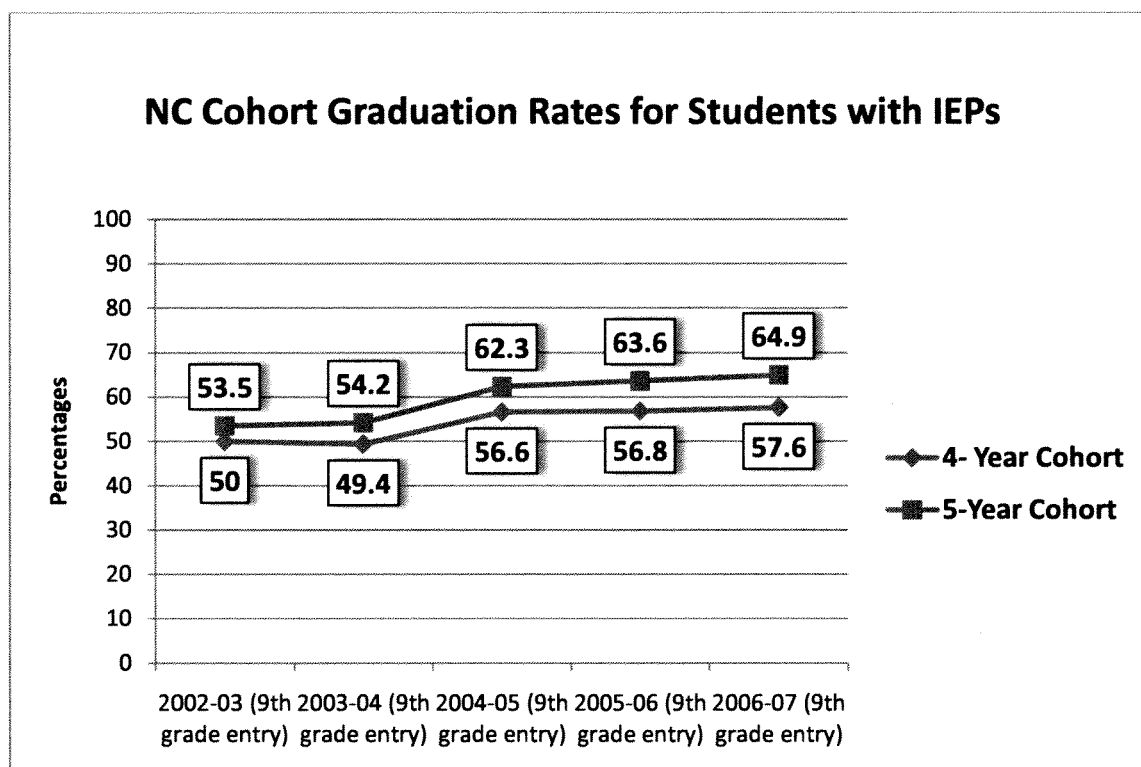
Data sources for graduates for cohort graduation rate: SIMS/NCWISE 20<sup>th</sup> day membership files for 2009-10 & for 4 years in past; the collection of student names associated with Graduation Intention Surveys, and dropout files collected historically (NCDPI Accountability Reporting 7/25/10 and NC's Consolidated State Performance Report 12/16/11).

\*Rate is 57.5665 (CSPR - reported as 57.5 & NCDPI Accountability public reports - reported as 57.6)



**Additional Data****Five-Year Cohort Data:**

Percent of youths with IEPs entering ninth grade in 2006-07 and graduating with a regular high school diploma in five years or earlier	Number of youths with IEPs entering 9 <sup>th</sup> grade in 2006-07 for the first time. (Denominator)	2006-07 entering youths with IEPs, who graduated with a regular diploma in five years or earlier (Numerator)	Change from previous 5-year cohort graduation rate
<b>64.9%</b>	<b>10857</b>	<b>7051</b>	<b>+1.3 percentage points</b>



Source: NCDPI\Accountability\Reporting and NCDPI Consolidated State Performance Reports

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for using 2009-10 data:**

Activity	Timeline	Status
Focused Monitoring of selected LEAs.	2007-2012	In 2009-10, the EC Division conducted Focused Monitoring in 4 traditional LEAs. Through on-site visits, that included record reviews, interviews and program observations, the monitoring included a thorough examination of

		issues regarding graduation, dropouts, IEP transition components and post school outcomes.
Provide focused technical assistance to LEAs on implementing practices, procedures and strategies to increase the number of regular diplomas awarded to students with disabilities.	2007-2012	The EC Division provided follow-up technical assistance to 4 traditional LEAs that received Focused Monitoring in 2008-09 and continuing follow-up technical assistance to 4 LEAs that received Focused Monitoring in 2007-08. The focus of the follow-up technical assistance was on implementing practices, procedures, and strategies to increase the number of regular diplomas awarded to students with disabilities and reducing the number of students with disabilities that drop out.
Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	In 2009-10, research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 77 research-based reading/ writing instruction sites, including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 30 research-based mathematics instruction sites, all located in LEAs.
Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.	2010 – 2012	In 2009-10, 100 of the 115 traditional LEAs had at least one school implementing PBIS, and the number of schools implementing PBIS increased by 15% to 909 schools throughout the State. Eight (8) traditional LEAs implemented Instructional Consultation Teams; and 101 LEAs were in various stages of implementation of Responsiveness to Instruction Models.

**Explanation of Progress:**

North Carolina did not meet the target of 80%; however, the entering 2006-07 ninth graders 4-year cohort graduation rate of 57.6% represents a 0.8 percentage point increase. There was an increase of 419 students with IEPs entering ninth grade for the first time in 2006-07 (10857 students with IEPs) and an increase of 321 students with IEPs who graduated with a standard high school diploma in 2009-010 (6250 students with IEPs).

Of the 114 of the 115 traditional LEAs that had students with IEPs entering ninth grade for the first time in 2006-07, ten (10) had 4-year cohort graduation rates that met or exceeded the state target of 80%. Eighty-nine (89) traditional LEAs that had students with IEPs entering ninth grade for the first time in 2006-07 had graduation rates that were greater than 50%, but did not meet the proposed state target of 80%. Fifteen (15) traditional LEAs had graduation rates that were less than 50%. Nine (9) of the twenty-eight (28) public charter schools had enough students (5 or more) with IEPs entering ninth grade for the first time in 2006-07 to report a 4-year cohort graduation rate. Four (4) of the nine (9) public charter schools had 4-year cohort graduation rates that met or exceeded the state target of 80%. Four (4) of the nine (9) had 4-year cohort graduation rates that were above 50% but below the 80% target. One (1) public charter school had a 4-year cohort graduation rate that was below 50%.

Although North Carolina uses the 4-year cohort graduation rate as a target for AYP, a 5-year cohort graduation rate for students with IEPs is also calculated. The 5-year cohort graduation rate for students entering ninth grade for the first time in 2006-07 was 64.9% or 7.3 percentage points higher than the 4-year cohort graduation rate for the same group of entering ninth grade students. This 5-year cohort graduation rate was also 1.3 percentage points higher than the 5-year cohort graduation rate for students entering ninth grade for the first time in 2005-06 and graduating with a regular high school diploma in 2009-10. This 5-year cohort graduation rate is important because it includes an additional 801 students with IEPs, entering ninth grade for the first time in 2006-07, who graduated with a regular high school diploma.

Contributing factors to the progress made on this indicator include the implementation of and scaling up of: 1) research-based reading, math and writing instructional strategies in special and general education settings; 2) Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models; and 3) Focused Monitoring and follow-up. An increase in math and reading proficiency rates for students with disabilities continued in reading/writing and math sites throughout the state; a five (5) year trend showed evidence of an increase in the fidelity of implementation of PBIS, lower rates of office referrals, and a decline in suspensions from school; and significant increases in graduation rates in some of the LEAs where focused monitoring and follow-up has occurred are evidence of the impact of the improvement activities on the progress made.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

Proposed improvement activities, regarding North Carolina's additional results work that is focused on improving graduation performance rates, have been added to the State Performance Plan for this indicator.

## Part B State Annual Performance Report (APR) for 2009-10

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

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

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

North Carolina uses the same calculation, which is an event rate calculation, for dropout rate for youths with IEPs as it does for all youth. The rate calculation is listed below the actual target data for 2009-10. The definition for dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or State- or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death, as reported in North Carolina's Consolidated State Performance Report (CSPR) Part I, December 16, 2011.

FFY	Measurable and Rigorous Target
2010-11 (using 2009-10 data)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 6.0%.

**Actual Target Data for 2010-11 (using 2009-10 data):**

Year	# of youths with IEPs, in grades 9-12, that dropped out of school	# of youths with IEPs in grades 9-12 in calculation	Rate (Grades 9-12)***	Progress or slippage from 2008-09
FFY 2010 ( using 2009-10 data)	2460* (=Numerator in calculation below)	45303 (= Denominator 1 in calculation below)	5.2 % (see calculation below)**	- 1.9 percentage points

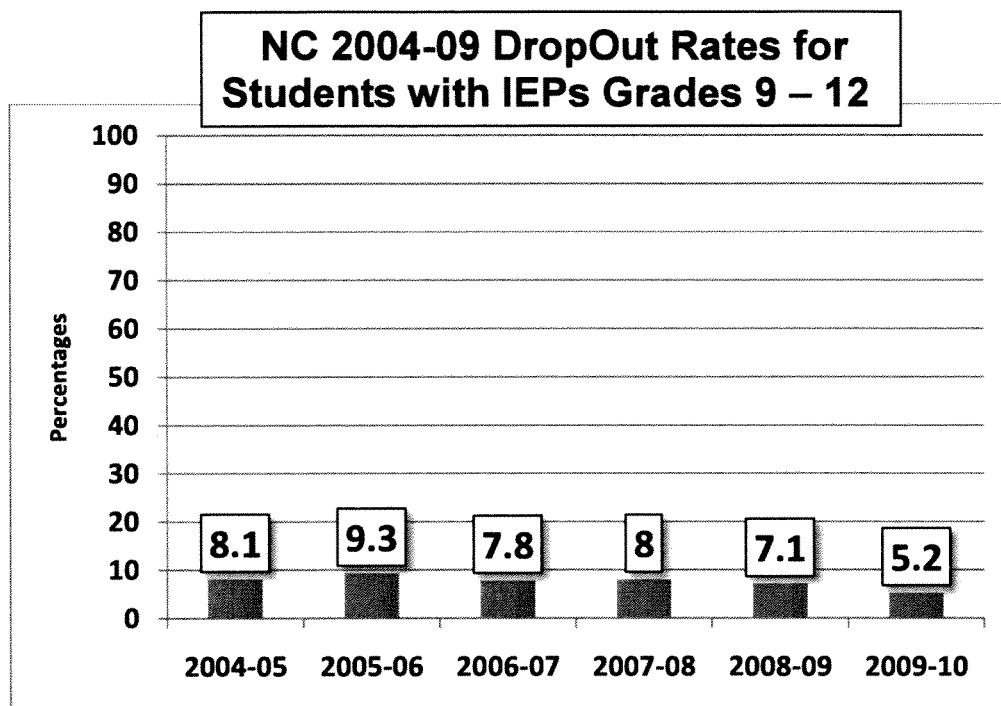
\*2009-10 was the first year the number of students with disabilities was taken from NCDPI's Master File for all students rather than EC Exit Reports. \*\*The State calculation for the denominator that is used for all youths that drop out was used in 2009-10 for youths with IEPs that dropped out.

Rate =  $100 * \text{Numerator} \div (\text{Denominator 1} + \text{Numerator})$      $100 * 2460 \div (45303 + 2460) = 5.2 \%$

Numerator: Number of Dropouts

Denominator 1:  $(09 \text{ Membership} - \text{FM20}/\text{initial enrollee count} + 10 \text{ Membership}) \div 2$

\*\*\*12/16/11 CSPR reported a grades 7-12 dropout rate of 3.4% for children with disabilities (*IDEA*) rather than a grades 9-12 rate.



Source: NCDPI/Agency Operations and Management/Research and Evaluation 2005-10; 2006-09 EC Exit Reports from CECAS. 2009-10 was the first year the number of students with disabilities was taken from NCDPI's Master File for all students rather than EC Exit Reports.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred using 2009-10 data:**

Activities	Timelines	Status
Annually review and analyze the LEAs' Continuous Improvement Performance Plans (CIPPs) and conduct regional meetings with LEAs: to discuss/review findings; further analyze reasons; and provide technical assistance regarding improvement strategies, including information about systems and practices that have decreased the number of youth with disabilities who drop out of school.	2005-06 through 20012-13	EC Division staff reviewed and analyzed each LEA's CIPP and 2009-10 data. From the review and analyses, an LEA profile was prepared for each LEA for use in the 8 regional follow-up meetings.

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.	2006-2012	Based on analyses of available data, EC Division staff continued efforts to update/revise technical assistance and training that specifically focused on high schools and effective practices.
Focused Monitoring of Selected LEAs	2007-2012	In 2009-10, the EC Division conducted Focused Monitoring in 4 traditional LEAs. Through on-site visits, that included record reviews, interviews and program observations, the monitoring included a thorough examination of issues regarding graduation, dropouts, IEP transition components and post school outcomes.
Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	In 2009-10, research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 77 research-based reading/ writing instruction sites, including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 30 research-based mathematics instruction sites, all located in LEAs.
Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.	2010 – 2012	In 2009-10, 100 of the 115 traditional LEAs had at least one school implementing PBIS, and the number of schools implementing PBIS increased by 15% to 909 schools throughout the State. Eight (8) traditional LEAs implemented Instructional Consultation Teams; and 101 LEAs were in various stages of implementation of Responsiveness to Instruction Models.

*Explanation of Progress:*

North Carolina met its 2009-10 target of 6.0%. In 2009-10, the grades 9-12 dropout rate for students with disabilities decreased to 5.2%, which was a decrease and progress of 1.9 percentage points. For the first time, the data for the numerator came from NCDPI's Master File for all students, which is the file used for other students that have dropped out, rather than CECAS's annual Exit Report, which identifies leavers at the end of the previous school year. The Master File includes students who may

have left school the previous year but returned to school the first month of the next year. In 2009-10, the number of youths with IEPs in grades 9-12 that dropped out decreased by 28.8% or 997 students. The overall number of youths with IEPs, in grades 9-12 increased by 374 students or 0.8%. If North Carolina had continued to use the annual Exit Report, the number of youth with IEPs, in grades 9-12, that dropped out in 2009-10 would have been 3057 or 400 students less than 2008-09. For this Indicator, North Carolina reports the grades 9-12 dropout rate for students with disabilities (5.2%) as compared to the grades 7-12 dropout rate of 3.4% for students with disabilities that is reported in its CSPR Part I, December 16, 2011.

Of the 115 traditional LEAs that had students with IEPs in grades 9-12 in 2009-10, ninety (90) LEAs or 78.3% had dropout rates that met or had lower rates than the State target of 6.0%. Twenty-five (25) traditional LEAs or 21.7% did not meet the State target because of rates higher than 6.0%. Thirty-one (31) public charter schools had students with IEPs in grades 9-12, in 2009-10. Twenty-eight (28) of these public charter schools or 90.3% met or exceeded the State target (lower rate). Three (3) public charter schools or 9.7% did not meet the State target (higher rate). In addition to using NCDPI's Master File to determine the numerator (number of youth with IEPs, grades 9-12, that dropped out), other contributing factors to the progress made on this indicator include the implementation of and scaling up of: 1) research-based reading, math and writing instructional strategies in special and general education settings; 2) Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models; and 3) focused monitoring. An increase in math and reading proficiency rates for students with disabilities and decreases in dropout rates in some of the LEAs where focused monitoring and follow-up have occurred are evidence of the impact on the progress made. The focused monitoring process, which includes a thorough examination of issues regarding graduation, dropouts, IEP transition components and post school outcomes, continues to be an important factor for making progress on this indicator. This is important for not only decreasing the State dropout rate, but also for increasing the number of traditional LEAs that meet or exceed the State target.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

Overview of the Annual Performance Report Development: See description in Overview Section.

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

<b>Measurement:</b>
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- |  |
|--|
| <p>A. AYP percent = <math>\left[ \frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \text{ times } 100.</math></p> <p>B. Participation rate percent = <math>\left[ \frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]</math>. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.</p> <p>C. Proficiency rate percent = <math>\left[ \frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]</math>.</p> |
|--|



FFY	Measurable and Rigorous Target			
2010-11	A. Percentage of Districts Meeting AYP: 65.0%			
	B. Overall Participation Rate:	Grade	Reading	Math
		3	95.0	95.0
		4	95.0	95.0
		5	95.0	95.0
		6	95.0	95.0
		7	95.0	95.0
		8	95.0	95.0
		10	95.0	95.0
	C. Overall Proficiency Rate:	Grade	Reading	Math
		3	71.6	88.6
		4	71.6	88.6
		5	71.6	88.6
		6	71.6	88.6
		7	71.6	88.6
		8	71.6	88.6
		10	69.3	84.2

Actual Target Data for 2010-11:

A. Percentage of Districts Meeting AYP:

# of LEAs that had a students with disabilities subgroup* for AYP determination	# of LEAs that met AYP targets for students with disabilities subgroup*	Rate	Difference from 2009-10
135	19	14.1%	- 11.1 percentage points

\*AYP subgroup ≥ 40 students – 113 traditional LEAs and 22 public charter schools

B. Participation Rates:

2010-11 Math Assessment - Participation

Gr	IEPs in regular assessments/no accommodations	IEPs in regular assessments w/ accommodations	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Total Children w/IEPs Denominator	Total # Assessed Numerator	Rate (%)	Difference from 2009-10
3	4004	6536	0	2514	999	14110	14053	99.6	- 0.2
4	3219	7710	0	3273	1029	15293	15231	99.6	- 0.2
5	2549	7774	0	3689	1016	15102	15028	99.5	- 0.2
6	2153	7653	0	3551	938	14389	14295	99.3	- 0.2
7	2164	7068	0	3358	907	13613	13497	99.1	- 0.1
8	2076	6947	0	3054	954	13162	13031	99.0	+/- 0
10	2425	6135	0	0	654	10585	9214	87.0	+ 11.4

Source: 12/16/11 NC Consolidated State Performance Report (CSPR) under Title 1 of the ESEA (EdFacts Report 1/26/12, Revised)

## 2010-11 Reading Assessment - Participation

Gr	IEPs in regular assessments/ no accommodations	IEPs in regular assessments w/ accommodations	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Denominator	Total # Assessed Numerator	Rate (%)	Difference from 2009-10
3	4297	5804	0	2949	999	14110	14049	99.6	- 0.2
4	3590	6608	0	4003	1029	15293	15230	99.6	- 0.3
5	2875	6776	0	4359	1016	15102	15026	99.5	- 0.2
6	2396	6781	0	4174	938	14389	14289	99.3	- 0.3
7	2337	6477	0	3769	907	13613	13490	99.1	- 0.2
8	2266	6489	0	3310	954	13162	13019	98.9	- 0.1
10	1094	7186	3	0	634	10585	8917	84.2	+ 7.2

Source: 12/16/11 NC Consolidated State Performance Report (CSPR) under Title 1 of the ESEA (EdFacts Report 1/26/12, Revised)

## C. Proficiency Rates:

## 2010-11 Math Assessment – Proficiency

Gr	IEPs in regular assessments/no accommodations against grade level standards	IEPs in regular assessments w/ accommodations against grade level standards	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Assessed - Denominator	Total # Proficient Numerator	Rate (%)	Difference from 2009-10
3	3218	3543	0	893	688	14053	8342	59.4	+/- 0
4	2440	4472	0	1428	720	15231	9060	59.5	- 4.7
5	1777	4165	0	1718	778	15028	8438	56.1	- 3.1
6	1390	3836	0	2048	727	14295	8001	56.0	+ 0.2
7	1177	3531	0	1858	672	13497	7238	53.6	- 0.3
8	1269	3889	0	1940	612	13031	7710	59.2	+ 0.5
10	1456	2491	0	0	462	9214	4409	47.9	- 2.1

Source: 12/16/11 NC Consolidated State Performance Report (CSPR) under Title 1 of the ESEA (EdFacts Report 1/26/12, Revised)

## 2010-11 Reading Assessment - Proficiency

Gr	IEPs in regular assessments/no accommodations against grade level standards	IEPs in regular assessments w/ accommodations against grade level standards	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Assessed - Denominator	Total # Proficient Numerator	Rate (%)	Difference from 2009-10
3	2507	1623	0	714	679	14049	5523	39.3	+/- 0
4	1986	2497	0	1205	730	15230	6418	42.1	- 7.6
5	1566	2440	0	1637	690	15026	6333	42.1	- 5.9
6	1252	2600	0	1737	638	14289	6227	43.6	- 0.6
7	902	2008	0	1490	660	13490	5060	37.5	- 1.0
8	935	2082	0	1357	668	13019	5042	38.7	- 1.4
10	526	1366	0	N/A	338	8917	2230	25.0	- 0.1

Source: 12/16/11 NC Consolidated State Performance Report (CSPR) under Title 1 of the ESEA (EdFacts Report 1/26/12, Revised)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

Improvement Activity	Timeline	Status
Disseminate information to LEAs about which systems and practices increase academic achievement of students with disabilities.	2007-2012	<b>Completed for 2010-11</b> - Data profiles were discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2010-11. Technical assistance was provided to LEAs about practices that increase academic achievement of students with disabilities through the regional meetings and statewide conferences/ institutes throughout the year.
Implement/monitor procedures through NCDPI Accountability Services to further reduce mis-administrations	2006-2012	<b>Completed for 2010-11</b>
Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	<b>In 2010-11</b> , research-based reading, math and writing instructional strategies were implemented through 83 research-based reading/ writing instruction sites/LEAS that included multiple schools and early literacy instruction; and 48 research-based mathematics instruction sites.

Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.	2010 – 2012	In 2010-11, more than 1000 schools throughout the State implemented PBIS, which was more than a 10% increase from 2009-10. With technical assistance & training support from across NCDPI divisions, LEAs also continued to implement Instructional Consultation Teams and Responsiveness to Instruction Models.
NCDPI has collected/stored the required data regarding the number of students with disabilities who were provided regular assessments with accommodations in order to participate in those assessments at the State, district and/or school levels. The data are being formatted for a report to be posted on NCDPI's website. The EC Division will notify the USOSEP when and where the report is posted.	June 1, 2011 - 2012	<b>Completed for 2010-11</b> – The reports of data have been posted on NCDPI's website at the addresses noted in the Public Reporting Section of this Indicator. NCDPI notified the USOSEP of this in a June 16, 2011 letter and then followed up with OSEP staff with regard to revised web addresses (noted below).

Explanation of Progress or Slippage:

- A. **Percentage of LEAs meeting AYP:** North Carolina did not meet its 65% target for AYP. The number of LEAs that met AYP rate decreased to 14.1% in 2010-11. This is a decrease from 25.2% of the LEAs in 2009-10 or a decrease of 11.1 percentage points. The slippage is largely related to the increase in AYP proficiency targets for math and reading in 2010-11. In previous years, several LEAs made AYP as a result of meeting at least one of the targets with the use of a confidence interval and/or use of the safe harbor provisions\*. In 2010-11, because of the increase in AYP targets, it was more difficult for LEAs to meet the target with the use of a confidence interval or the safe harbor provisions.

\*Confidence Interval Provision - For each student group, a 95 percent confidence interval is used around the percentages of students scoring proficient in reading and/or mathematics to determine whether target goals for AYP are met. This analysis is independent of the safe harbor calculations and cannot be combined with safe harbor for any one subgroup. Safe Harbor Provision - When an LEA does not meet a proficiency target, the LEA can meet the target with the safe harbor provision, if the LEA meets the 95% participation rate and the student group must show a 10% reduction in the percentage of students not proficient from the preceding year for the subject area and show progress in its attendance/graduation rate.

- B. **Participation Rates:** North Carolina exceeded its targets (95%) for participation rates for state reading and math assessments at each grade level 3 – 8. Participation rates, which slipped slightly from 2009-10, except for reading grade level 8, ranged from 98.9 to 99.6. North Carolina did not meet its target (95%) for participation rate for grade 10 math and reading assessments. The participation rate for the grade 10 math assessment was 87.0%, which was an increase of 11.4 percentage points. The participation rate for the grade 10 reading assessment was 84.2% or an increase of 7.2 percentage points. The increases in 2010-11 grade 10 math and reading participation rates were due to counting students enrolled in the Occupational Course of Study (OCS) as participants in the assessment, since they took the regular assessment with or without

accommodations. In 2009-10, OCS students took the Extend 2 alternate assessment and counted as non-participants. This decision was made after the U.S. Department of Education (USED) disallowed the use of North Carolina's OCS assessments for AYP because the link between the general curriculum and the OCS curriculum was judged to be insufficient during the Peer Review process.

Most students with disabilities were assessed on regular assessments with and without accommodations. At every grade level for math and reading, more students were assessed on regular assessments with accommodations than without accommodations. Of the students with disabilities assessed on alternate assessments, the majority of them took an assessment against modified academic achievement standards.

One thousand thirty-two (1032) youth with IEPs in grades 3-8 and grade 10 were counted as non-participants, in accordance with ESEA, in the mathematics assessments because of medical emergencies, absences, and out-of-grade level tests. Six hundred eighty-six (686) youth with IEPs in grades 3-8 and grade 10 were counted as non-participants, in accordance with ESEA, in the reading assessments because of medical emergencies, absences, and out-of-grade level tests. Sixty-nine percent (69%) of the non-participants in the mathematics assessments were in high school. Non-participation was mostly due to absences and secondly due to out-of-grade tests. Twenty-two (22%) of the non-participants in the reading assessments were in high school while another twenty-eight (28%) were in grades seven (7) and eight (8). Non-participation was mostly due to absences. NCDPI will continue to provide LEAs with data, information, and technical assistance with regard to non-participants and how they affect proficiency and achieving AYP targets.

- C. **Proficiency Rates:** North Carolina did not meet its targets for math and reading proficiency at all grade levels (3-8 & 10). Although the proficiency targets weren't met, North Carolina maintained or made slight progress in both math and reading proficiency for grade 3 and math proficiency at grades 6 and 8. There was slippage in both math and reading proficiency at all other grade levels. The slippages were slight in reading and math at most grade levels. The most significant decreases were at grade levels 4 and 5 in math and reading proficiency. Decreases in math and reading proficiency at grade levels 4 and 5 ranged from 3.1 percentage points to 7.6 percentage points. Overall, proficiency in both mathematics and reading assessments in grades 3 – 8 has been on an upward trend for the last several years. NCDPI will further examine this data to determine root causes of the decreases and to provide LEAs with any needed technical assistance. Even if there had been no slippage in proficiency scores from the previous year, North Carolina would not have met its targets because of the significant increases in AYP proficiency targets for math and reading in 2010-11.

**Public Reporting Information:**

<http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/>

and

<http://www.ncpublicschools.org/accountability/policies/accom> or  
<http://www.ncpublicschools.org/accountability/policies/tswd/>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010-11: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 4A:** Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

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

<b>Measurement:</b>
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Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Significant discrepancy is defined as  $\geq$  twice the State average rate\* of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

\*Rates are computed for LEAs with a minimum "n" size of 10 students with disabilities suspended/expelled and/or  $\leq 1\%$  of an LEA's EC population. Data are reviewed separately for LEAs with less than the minimum "n"/enrollment size to determine if a significant discrepancy exists. Since data are reviewed for all LEAs in the State and accordingly a determination is made about whether or not a significant discrepancy exists, all LEAs are included in the calculation's denominator.

FFY	Measurable and Rigorous Target
2010-11 (using 2009-10 data)	6.0% 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.

**Actual Target Data for 2010-11 (using 2009-10 data):**

# of Districts identified by the State as having significant discrepancies in the rates of greater than 10 day suspensions and expulsions of children with disabilities in a school year	# of Districts in the State	Rate	Progress or Slippage from 2008-09
4	214*	1.9 %	- 2.8 percentage points

\*2009-10 - 115 traditional LEAs, 96 public charter schools, 3 state-operated programs

Data source: 2009-10 Section 618 State Reported Data

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for using 2009-10 data:**

Activities	Timelines	Status
Analyze LEA long-and short-term suspension data in end-of-year reports and Continuous Improvement Performance Plans (CIPPs) to identify LEAs that need targeted technical assistance and those that are achieving good results.	2007-2012	<b>Completed using 2009-10 data.</b>
Develop/provide targeted technical assistance and training that specifically focuses on systems that need to decrease the number of youth with disabilities who are suspended and expelled.	2007 - 2012	<b>Continued using 2009-10 data</b> - This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) has been incorporated into the larger scope of the 8 NCDPI Regional Roundtables, which are focused on all students in individual districts in need. LEA data, including ED data, are analyzed to determine need. EC regional staff consultants are members of their respective Regional Roundtables.
Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	<b>In 2009-10</b> , research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 77 research-based reading/ writing instruction sites, including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 30 research-based mathematics instruction sites, all located in LEAs.



Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.	2010 – 2012	In 2009-10, 100 of the 115 traditional LEAs had at least one school implementing PBIS, and the number of schools implementing PBIS increased by 15% to 909 schools throughout the State. Eight (8) traditional LEAs implemented Instructional Consultation Teams; and 101 LEAs were in various stages of implementation of Responsiveness to Instruction Models.
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*Explanation of Progress/Slippage:*

North Carolina's rate of 1.9% of the LEAs exceeded the target rate for having  $\leq 6.0\%$  of the LEAs with a significant discrepancy in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year. North Carolina made progress by decreasing its rate by 2.8 percentage points in 2009-10. Many LEAs have implemented effective practices resulting in reduced numbers of suspensions and expulsions greater than 10 days for students with disabilities. In 2009-10, 100 of the 115 traditional LEAs had at least one school implementing PBIS, and the number of schools implementing PBIS increased by 15% to 909 schools throughout the State. A five (5) year trend showed evidence of an increase in the fidelity of implementation of PBIS, lower rates of office referrals, and a decline in suspensions from school in schools implementing PBIS.

Four (4) of 214 LEAs were identified as having significant discrepancies in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year in 2009-10. The four (4) LEAs were required to submit an LEA self-assessment of a review of policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Upon review, by EC Division staff, of the LEAs' self-assessments pertaining to policies, procedures and practices, no (0) LEAs were found to be non-compliant. Thus, none of the LEAs were required to make revisions to the submitted documents to ensure compliance with IDEA requirements and notify the public of those revisions.

**Correction of FFY 2009 Findings of Noncompliance** *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data	0
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:** N/A

**Verification of Correction (either timely or subsequent):** N/A

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

1. Number of remaining FFY 2008 findings (identified in July 1, 2008 – June 30, 2009 using 2007-2008 data), noted in OSEP's June 1, 2011 FFY 2009 APR response table for this indicator	0
2. Number of remaining FFY 2008 findings the State has verified as corrected	0
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (If applicable):**

*Provide information regarding correction using the same format provided above.* N/A

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):** N/A

Statement from the Response Table	State's Response
N/A	N/A

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

The NCDPI proposed to remove the following improvement activity. As a result of proposed revisions to the monitoring system, only outcome indicators will be addressed in the Continuous Improvement Performance Plan (CIPP). Indicator 4b will be addressed through the monitoring system.

Activity	Timelines	Resources
Analyze LEA long and short term suspension data in end of year reports and Continuous Improvement Performance Plans (CIPPs) to identify LEAs that need targeted technical assistance and those that are achieving good results.	2007–2012	CIPP data and information

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 4B:** Rates of suspension and expulsion:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

**Measurement:**

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Significant discrepancy is defined as  $\geq$  twice the State average rate\* of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

\*Rates are computed for LEAs with a minimum "n" size of 10 students with disabilities suspended/expelled and/or  $\leq 1\%$  of an LEA's EC population. Data are reviewed separately for LEAs with less than the minimum "n"/enrollment size to determine if a significant discrepancy exists. Since data are reviewed for all LEAs in the State and accordingly a determination is made about whether or not a significant discrepancy exists, all LEAs are included in the calculation's denominator.

FFY	Measurable and Rigorous Target
2010-11 (using 2009-10 data)	0% of LEAS that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

**Actual Target Data for 2010-11 (using 2009-10 data):**

<b># of Districts identified by the State as having significant discrepancies by race/ethnicity in the rates of greater than 10 day suspensions and expulsions of children with disabilities in a school year</b>	<b># of Districts with significant discrepancies by race/ethnicity in the rates of greater than 10 day suspensions and expulsions of children with disabilities in a school year that have policies, procedures, &amp; practices that contribute to the significant discrepancy and do not comply with certain IDEA requirements</b>	<b># of Districts in the State</b>	<b>Rate</b>	<b>Progress or Slippage from 2008-09</b>
24	0	214*	0%	0%

\*2009-10 - 115 traditional LEAs, 96 public charter schools, 3 state-operated programs

Data source: 2009-10 Section 618 State Reported Data

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for using 2009-10 data:**

<b>Activities</b>	<b>Timelines</b>	<b>Status</b>
Analyze LEA long-and short-term suspension data in end-of-year reports and Continuous Improvement Performance Plans (CIPPs) to identify LEAs that need targeted technical assistance and those that are achieving good results.	2007- 2012	<b>Completed using 2009-10 data.</b>
develop/provide targeted technical assistance and training that specifically focuses on systems that need to decrease the number of youth with disabilities who are suspended and expelled.	2007-2012	<b>Continued using 2009-10 data</b> - This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) has been incorporated into the larger scope of the 8 NCDPI Regional Roundtables, which are focused on all students in individual districts in need. LEA data, including ED data, are analyzed to determine need. EC regional staff consultants are members of their respective Regional Roundtables.

Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	In 2009-10, research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 77 research-based reading/ writing instruction sites, including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 30 research-based mathematics instruction sites, all located in LEAs.
Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.	2010 – 2012	In 2009-10, 100 of the 115 traditional LEAs had at least one school implementing PBIS, and the number of schools implementing PBIS increased by 15% to 909 schools throughout the State. Eight (8) traditional LEAs implemented Instructional Consultation Teams; and 101 LEAs were in various stages of implementation of Responsiveness to Instruction Models.

*Explanation of Progress/Slippage:*

North Carolina's rate of 0% of the LEAs, with a significant discrepancy, by race/ethnicity, in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year, meets the target of 0%. Many LEAs have implemented effective practices resulting in reduced numbers of suspensions and expulsions greater than 10 days for students with disabilities. In 2009-10, 100 of the 115 traditional LEAs had at least one school implementing PBIS, and the number of schools implementing PBIS increased by 15% to 909 schools throughout the State. A five (5) year trend showed evidence of an increase in the fidelity of implementation of PBIS, lower rates of office referrals, and a decline in suspensions from school in schools implementing PBIS.

Twenty-four (24) of 214 LEAs were identified as having significant discrepancies in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year in 2009-10. The twenty-four (24) LEAs were required to submit an LEA self-assessment of a review of policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. EC Division staff reviewed the LEA self-assessments and in five (5) instances followed-up with the LEAs for clarification and/or submission of additional documentation. Upon review of all documentation submitted by the twenty-four LEAs, none of the LEAs were found to be non-compliant. Thus, no LEA was required to make revisions to the submitted documents to ensure compliance with IDEA requirements and notify the public of those revisions.

**Correction of FFY 2009 Findings of Noncompliance** *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

4. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data	1
5. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1
6. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

7. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
8. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
9. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

N/A

**Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the LEA is correctly implementing the specific regulatory requirement(s).*

1) One (1) LEA was cited for non-compliant findings during 2009-10 for FFY 2008 and was required to implement corrective actions during 2010-11 to comply with the IDEA requirements. The LEA submitted documentation, for review and approval by NCDPI, of the implementation of corrective actions and the timely correction of specific findings, including revisions to written policies and procedures pertaining to discipline and suspension and notification to the public regarding the revisions. When the non-compliant finding for written policies and procedures was identified, NCDPI-EC staff also reviewed individual student records with regard to disciplinary actions and found no (0) non-compliant findings for the implementation of the IDEA requirements. Therefore, the LEA had no individual cases of non-compliance to correct.

2) Through the annual submission of FFY 2009 disciplinary data in 2010-11 for the LEAs, the NCDPI verified that the data indicate the LEA no longer has a significant discrepancy, by race/ethnicity, in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year.

These data are evidence that the LEA was implementing its revised policies and procedures/correctly implementing the specific regulatory requirements within a year of notification of the findings.

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
"If the State is unable to demonstrate compliance with those requirements in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance."	N/A
"OSEP will be carefully reviewing each State's methodology for identifying 'significant discrepancy' and will contact the State if there are questions and concerns."	North Carolina is revising language in the SPP to clarify that when determining significant discrepancies by race/ethnicity, it compares rates to the overall rate of suspensions/expulsions of greater than 10 days in a school year for students with IEPs. The revised language matches North Carolina's existing definition of significant discrepancy.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

1. The NCPDI is revising language in the SPP to clarify that when determining significant discrepancies by race/ethnicity, it compares rates to the overall rate of suspensions/expulsions of greater than 10 days in a school year for students with IEPs. The revised language matches North Carolina's existing definition of significant discrepancy.
2. The NCDPI proposed to remove the following improvement activity. As a result of proposed revisions to the monitoring system, only outcome indicators will be addressed in the Continuous Improvement Performance Plan (CIPP). Indicator 4b will be addressed through the monitoring system.

Activity	Timelines	Resources
Analyze LEA long and short term suspension data in end of year reports and Continuous Improvement Performance Plans (CIPPs) to identify LEAs that need targeted technical assistance and those that are achieving good results.	2007–2012	CIPP data and information



**Part B State Annual Performance Report (APR) for 2010-11**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

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

<b>Measurement:</b>
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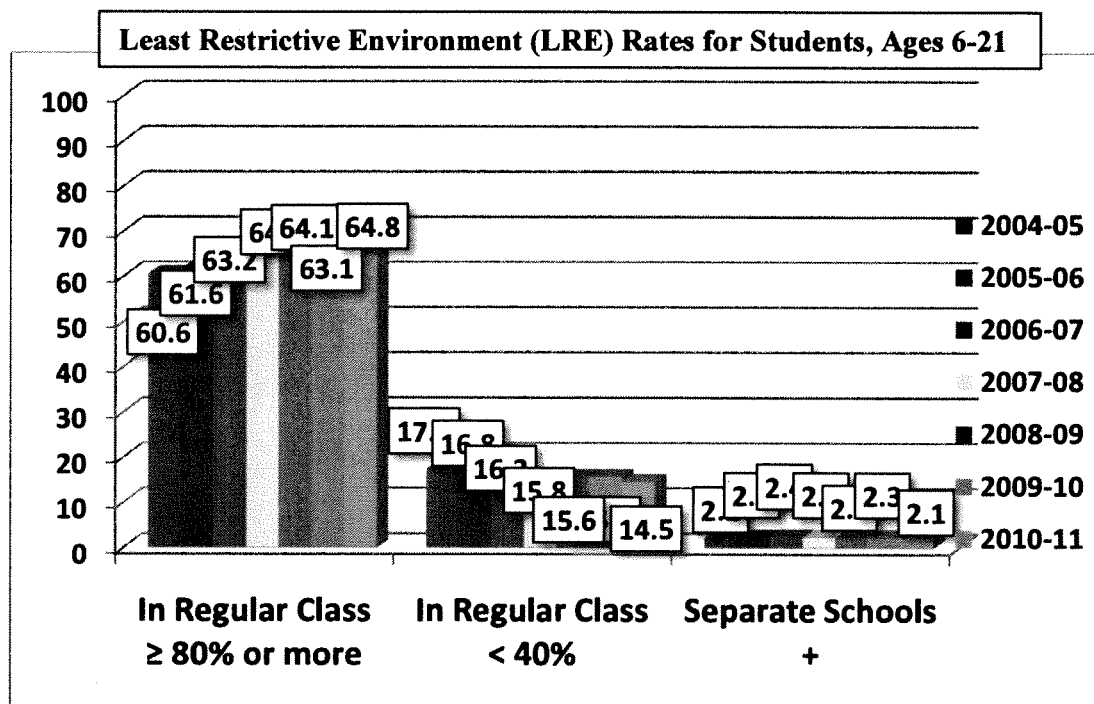
- |   |
|---|
| <ul style="list-style-type: none"> <li>A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</li> <li>B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</li> <li>C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</li> </ul> |
|---|

FFY	Measurable and Rigorous Target
2010-11	Measurement A: 65.6% Measurement B: 15.3% Measurement C: 2.0%

Actual Target Data for 2010-11:

	# of Students in Setting (Numerator)	# of Students, 6 – 21, with IEPs (Denominator)	Rate	% Change from 2009-10/ Met Target
A. Inside the regular class 80% or more of the day	108,003	166,679	64.8%	+ 2.7/ No
B. Inside the regular class less than 40% of the day	24,144	166,679	14.5%	- 1.1/ Yes
C. In separate schools, residential facilities, or homebound/hospital placements	3,559	166,679	2.1%	- 0.2/ No

Source: Data used for this indicator are from the December 1 Periodic Child Count submitted as part of the 618 State-reported data requirement.



**Discussion of Improvement Activities Completed that occurred for 2009-10:**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Analyze End-of-Year Report and 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.	2005-2012	Following the review and analyses of CIPPs, DPI staff shared data at DPI's Regional Roundtable meetings and Regional EC Directors' Meetings, including: findings/LEA data profiles prepared by NCDPI; reasons for LRE data; and the provision of technical assistance regarding improvement strategies.
Provide statewide training and technical assistance in the implementation of the LRE determination process.	2006-2012	Throughout 2010-11 NCDPI staff conducted training in each of the State's 8 regions and at state conferences regarding the LRE determination process and documenting LRE decisions in IEPs.
Provide parent training on LRE.	2006-2012	In addition to specific trainings for parents conducted by NCDPI dispute resolution/parents' rights consultants during 2010-11, parents participated in trainings throughout the year conducted in the State's 8 regions and at state conferences regarding the LRE determination process and documenting LRE decisions in IEPs.

<p>Increase the quality of supplemental aides and services by:</p> <p>A. Increase promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.</p> <p>B. Increase promotion and implementation of Positive Behavior Intervention &amp; Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.</p>	2005-2012	<p>A. In 2010-11, research-based reading, math and writing instructional strategies were implemented through 83 research-based reading/ writing instruction sites/LEAS that included multiple schools and early literacy instruction; and 48 research-based mathematics instruction sites.</p> <p>B. In 2010-11, more than 1000 schools throughout the State implemented PBIS, which was more than a 10% increase from 2009-10. With technical assistance &amp; training support from across NCDPI divisions, LEAs also continued to implement Instructional Consultation Teams and Responsiveness to Instruction Models.</p>
<p>Provide targeted technical assistance, regarding LRE decision-making, to identified LEAs that have continued to fail to make progress towards the State targets.</p>	2007 - 2012, annually	<p>In 2010-11, NCDPI staff continued to conduct training to support effective educational programming for students with mental disabilities, multiple disabilities and autism. Staff consultants have provided individual on-site technical assistance to identified LEAs regarding educational programming for students with these disabilities.</p>

**Explanation of Progress or Slippage that occurred for 2010-11:**

- A. North Carolina made progress by increasing the placement rate to 64.8%, which was an increase of 2.7 percentage points. However, the State did not meet its target of 65.6% for 2010-11. The placement rate of 64.8% remains higher than the national average rate. The number of students with IEPs, ages 6-21, inside the regular class 80% or more of the day increased from the previous year by 2800 students, a 2.7% increase. One hundred fifty-three (153) of 215 LEAs (71.2%) exceeded the target of 65.6%, which was an increase of six (6) LEAs. Sixty-two (62) LEAs (28.8%) did not meet the target.
- B. North Carolina met its target of 15.3% for 2010-11 and decreased its already low placement rate to 14.5%, which was a 1.1 percentage point drop. The number of students with IEPs, ages 6-21, inside the regular class less than 40% of the day decreased from the previous year by 1887 students, a 7.3% decrease. 174 of 215 LEAs (80.9%), an increase of eleven (11) LEAs, exceeded (were less than) the target of 15.3%. Forty-one (41) LEAs (19.1%) did not meet the

target. When the LRE data were disaggregated by disability, the data indicated that approximately 50% of students identified in each of the disability categories of mental disabilities, multiple disabilities and autism continued to be placed inside the regular class less than 40% of the day more often than students identified in other categories. In previous years, 50% or more of students with autism were placed inside the regular class less than 40% of the day. In 2009-10 only 40% of students with autism were placed inside the regular class less than 40% of the day. This is due in part to the training and technical assistance conducted by NCDPI staff about effective educational programming for students with mental disabilities, multiple disabilities and autism.

- C. North Carolina made slight progress by decreasing the placement rate to 2.1%, which was a decrease of a 0.2 percentage point. However, the State's rate of 2.1% did not meet the target of 2.0% in 2010-11. North Carolina's rate of 2.1% remained below the national average. The number of children with IEPs in separate environments, ages 6-21, decreased from the previous year by 265 students (a decrease of 71 students in homebound/hospital placements; a decrease of 165 students in separate school placements; and a decrease of 29 students in residential placements). 189 of 215 LEAs (87.9%) exceeded (less than) the target of 2.0%. Twenty-six (26) LEAs (12.1%) did not meet the target.

The progress made in 2010-11 on Indicators 5a and 5b, and slight progress on Indicator 5c, continues to demonstrate stability in the system and is attributed to North Carolina's continued promotion and implementation of state initiatives in research-based reading, math and writing instructional strategies in special and general education settings and Positive Behavior Interventions and Supports, Instructional Consultation Teams, and Responsiveness to Instruction Models. The effectiveness of these initiatives has also resulted in a decline in the overall enrollment of students with disabilities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

<b>Measurement:</b>
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- |   |
|---|
| <p>A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.</p> <p>B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.</p> |
|---|

FFY	Measurable and Rigorous Target
2010-11	N/A – Reporting not required for 2010-11

**Actual Target Data for 2010-11:** N/A – Reporting not required for 2010-11

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:** N/A – Reporting not required for 2010-11

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:** N/A

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 7:** Percent of preschool children aged 3 through 5 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))

<b>Measurement:</b>
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Outcomes:

- 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.

Progress categories for A, B and C:

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

**Summary Statements for Each of the Three Outcomes (use for FFY 2009-2010 reporting):**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported

in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Target Data and Actual Target Data for FFY 2010:**

Targets and Actual Data for Preschool Children Exiting in FFY 2010 (2010-11)

Summary Statements	Actual FFY 2009  (% and # children)	Actual FFY 2010  (% and # children)	Target FFY 2010  (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program. Formula: $c+d/a+b+c+d$	85.9%  (n= 3983)	79.2%  (n= 4421)	85.9%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program. Formula: $d+e/a+b+c+d+e$	48.3%  (n= 2574)	41.9%  (n= 2617)	48.3%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program. Formula: $c+d/a+b+c+d$	86.9%  (n= 4083)	79.8%  (n= 4522 )	86.9%



<b>2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.</b>  Formula: $d+e / a+b+c+d+e$	<b>46.6%</b>  <b>(n=2477 )</b>	<b>41.0%</b>  <b>(n= 2557)</b>	<b>46.6%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
<b>1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program. Formula: <math>c+d / a+b+c+d</math></b>	<b>86.1%</b>  <b>(n= 3559)</b>	<b>79.0%</b>  <b>(n= 3950)</b>	<b>86.1%</b>
<b>2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.</b>  Formula: $d+e / a+b+c+d+e$	<b>60.6%</b>  <b>(n=3229 )</b>	<b>54.8%</b>  <b>(n= 3418)</b>	<b>60.6%</b>

Progress Data for Preschool Children FFY 2010

<b>B. Positive social-emotional skills (including social relationships):</b>	<b>Number of children</b>	<b>% of children</b>
<b>a. Percent of children who did not improve functioning</b>	<b>46</b>	<b>0.7%</b>
<b>b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</b>	<b>1113</b>	<b>17.8%</b>
<b>c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach</b>	<b>2463</b>	<b>39.5%</b>
<b>d. Percent of children who improved functioning to reach a level comparable to same-aged peers</b>	<b>1958</b>	<b>31.4%</b>
<b>e. Percent of children who maintained functioning at a level comparable to same-aged peers</b>	<b>659</b>	<b>10.6%</b>
<b>Total</b>	<b>N= 6239</b>	<b>100%</b>
<b>C. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
<b>a. Percent of children who did not improve functioning</b>	<b>50</b>	<b>0.8%</b>
<b>b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</b>	<b>1095</b>	<b>17.6%</b>
<b>c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach</b>	<b>2537</b>	<b>40.7%</b>
<b>d. Percent of children who improved functioning to reach a level comparable to same-aged peers</b>	<b>1985</b>	<b>31.8%</b>
<b>e. Percent of children who maintained functioning at a level comparable to same-aged peers</b>	<b>572</b>	<b>9.2%</b>

<b>Total</b>	<b>N= 6239</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
<b>a. Percent of children who did not improve functioning</b>	<b>52</b>	<b>0.8%</b>
<b>b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</b>	<b>1001</b>	<b>16.0%</b>
<b>c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach</b>	<b>1768</b>	<b>28.3%</b>
<b>d. Percent of children who improved functioning to reach a level comparable to same-aged peers</b>	<b>2182</b>	<b>35.0%</b>
<b>e. Percent of children who maintained functioning at a level comparable to same-aged peers</b>	<b>1236</b>	<b>19.8%</b>
<b>Total</b>	<b>N= 6239</b>	<b>100%</b>

#### Discussion of Summary Statements and a-e Progress Data for FFY 2010:

The summary statements for 2010 for each of the three Outcome Indicators showed significant decline from those reported in 2009. The average percentage change for Summary Statement 1 was 7.0%. For Outcome A the change in Summary Statement 1 was 6.7%. The change in Summary Statement 1 for Outcomes B & C was 7.1 %. The average percentage change for Summary Statement 2 was 5.9%. For Outcome A the change in Summary Statement 2 was 6.4%, for Outcome B 5.6% and for Outcome C 5.8%. The percentage change ranged from a high of 7.1% for Summary Statement 1 in both Outcome Indicator B and Outcome Indicator C to a low of 5.6% for Summary Statement 2 in Outcome Indicator B. While these figures may not be viewed as progress towards meeting the state's projected targets for 2010, these data are believed to be a more reliable picture of the progress preschool children are making in North Carolina.

As of August 2009, the Indicator 7 Outcomes data fields have been included in the Comprehensive Exceptional Children Accountability System (CECAS), an online real time data system, available to LEAs. CECAS requirements, with regard to Indicator 7, have greatly reduced the number of children missing in the outcomes data. Once a preschool child has been entered into CECAS that child cannot be exited to kindergarten unless "entry" and "exit" COSF data have been entered into the system. The total N for Indicator 7 was 6239. This number represents 51% of all the preschool children with IEPs served based on the December 1, 2010 child count. Based on the state's April 1, 2011 child count there were 4,372 five year olds with IEPs and 6,737 four year olds

with IEPs in the preschool. Some of the 6,737 four year olds had birthdates prior to August 31, 2011, which would make them eligible to attend kindergarten. Based on these figures and the system checks in CECAS, North Carolina's Indicator 7 data appears to have accounted for the vast majority of preschool children with IEPs transitioning to kindergarten. The number of preschool children missing from the outcomes data would not be considered statistically significant.

The a-e progress data pattern for 2010 compared to 2009 is a better representation of the progress made by the preschool children with IEPs. This is particularly evident with the increase in the percentage of children in progress category b. During 2010-11, training and technical assistance were provided to LEA staff that completes the COSF by the Exceptional Children Division that focused on an understanding of developmental trajectories. This training contributed to a better understanding of the progress categories and the COSF rating scale. As a result, a greater percentage of children who made progress had stable progress category ratings. North Carolina also saw a reduction in the percentage of children who entered and exited the preschool program with functioning comparable to their same age peers (category e). The 2009 data showed that the majority of the preschool children in category e were identified as speech-language impaired (SI), and as a result targeted training for speech pathologists that complete the COSF was provided across the state. Again, the result was a lowering of the percentage of preschool children in categories d & e for all three outcomes indicators. The percentage of preschool children in category c varied by no more than one percentage point across all three outcomes indicators. The percentage of preschool children in category e for outcome indicator 3 continues to be significantly higher than for either outcome indicator 1 or 2, and at this time an adequate explanation for this discrepancy has not been identified.

#### **Discussion of Improvement Activities Completed in FFY 2010:**

COSF data collection was revised in August 2009. Prior to this date COSF data was collected on an Excel spreadsheet developed by the Early Childhood Outcome Center (ECO) modified by the EC Delivery Team (ECDT) and disseminated to all 115 LEAs to record entry and exit COSF ratings. In August 2009 an online real time data system (CECAS) for outcomes was implemented. Ninety-eight (98) of the one hundred fifteen (115) LEAs in the state used CECAS to report their SPP/APR Indicator 7 data. Those LEAs that are not on CECAS continue to use the Excel spreadsheet with their data being aggregated into the CECAS data by the EC Delivery Team. The online system, CECAS, provides better accountability for children in the preschool program. CECAS also includes expanded data fields such as unique ID, date of birth, gender, ethnicity, and disability category which allows for greater detail analysis of entry and exit COSF ratings.

A specific activity to reduce missing data for FFY 2010 involved sending an "FYI" to all Preschool Coordinators in the state, using the preschool coordinators listserv (NCPEN). The "FYI" explained that the Exceptional Children Division would be comparing the number of COSF submissions to the state's April 1 child count of pre-kindergarten 5 year olds with an IEP, and the expectation would be that the number of COSF submissions by an LEA should at a minimum exceed the number of pre-kindergarten 5 year olds with an IEP who would be transitioning to kindergarten. The process has begun to contact those LEAs in which the number of the COSFs submitted to the department did not exceed the state's April child count of pre-kindergarten five year olds, to confirm that the data are accurate, and provide technical assistance, as needed.

In 2010-11 the department provided continuing technical assistance to a specific LEA that failed to provide COSF data to the department in FFY 2009. COSF training was provided onsite to staff and a verification visit which included a complete record review was conducted in November 2010. An "entry" COSF review was completed in February 2011 and in June 2011 an "exit" COSF review was completed. In the summer 2011, the Department's Preschool Disabilities Consultant met with the LEA's Exceptional Children Director to review findings and recommendations.

In April and May 2010 webinars were conducted with assistance from NEC-TAC and ECO staff for the Preschool Coordinators across the state. Ninety-one (91) of the one hundred fifteen (115) LEAs in the state participated. A part of the webinar focused on developing a more detailed understanding of developmental trajectories and the relationship of the developmental trajectories to the COSF

progress categories a-e. Each LEA that participated in the webinars was sent a copy of its COSF data submitted in 2009-10. These data included a breakdown of the progress categories by disability category and Summary Statements 1 and 2 computed for the LEA with a comparison to the state summary statements. This allowed for individual LEA data analysis and pattern checking. At present, quality assurance (QA) is focused at the LEA level. By providing LEAs with the progress categories by disability, participants in the webinar could identify possible “red flags” in their COSF data submissions. For example, if the COSF data showed that a child who had been identified as autistic exited the preschool program as typically developing on all three outcome indicators (exit COSF scores of 6-7), then follow-up was recommended to review the documentation supporting the COSF scoring.

A training session entitled, “From Assessment- to the COSF- to the Functional IEP: Practical Hints and Suggestions.” was conducted at the NCDPI Exceptional Children 60<sup>th</sup> Conference in which the Preschool Coordinators from each of the eight Preschool Assessment Centers discussed the process of taking the information from the Trans-disciplinary Play-Based Assessment Report to completing the COSF and then writing functional IEP goals for preschoolers. A second session demonstrated high quality on-going assessment methods and portfolio development practices that could be used as the foundation for doing reliable and valid exit Child Outcome Summary ratings. Practical suggestions were provided on how to assemble, organize, and collect child data throughout the year. A third session was conducted as an introduction to the COSF, and for those who needed a “refresher” on the use of the COSF 1-7 point rating scale.

The first one day Preschool Coordinators' Institute was held after the annual Exceptional Children Conference in Greensboro. Over 85 of the 115 coordinators attended. Part of the agenda was devoted to “understanding your data” for SPP Indicator 7.

In 2009, the Office of Early Learning and the Exceptional Children Division revised the Child Outcomes brochure which had originally been adapted with permission from the Pennsylvania Department of Education and the Department of Public Welfare. The revised brochure placed an emphasis on understanding the parameters of the three child outcomes, and continued to include the decision tree and a breakdown of the 1-7 point rating scale. A documentation key for outcome ratings that was developed in 2009 by Mecklenburg County Children's Developmental Services was also shared with the Preschool Coordinators' Network. This documentation key explained the 7-point rating scale using definitive criteria (e.g., according to the documentation key a COSF rating of “5” would require, “Examples of age-appropriate functioning and examples of child's functioning that is NOT age appropriate).

The change to a real time online data collection system (CECAS) has had the greatest impact on reducing missing data. Providing onsite technical assistance to those LEAs identified through analysis of the FFY 2009 data has contributed to improving data quality and also reducing missing data. The information and Power Point presentation provided by the Early Childhood Outcomes (ECO) on developmental trajectories has also contributed to improved data quality. This information filled a gap in the understanding of how the 1-7 rating scale related to the a-e progressive categories, and led to a more representative scoring of the preschool children entering and exiting the Preschool Program.

With regard to improving child outcomes, the establishment of eight demonstration Assessment Teams in each of the eight NCDPI regions of the state helped to promote evidence-based practices and improve preschool educational services across the state. The model was developed to assist with building the state's capacity to conduct developmentally and culturally appropriate assessment on very young children.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-2011

Overview of the Annual Performance Report Development: See description in Overview Section.

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))

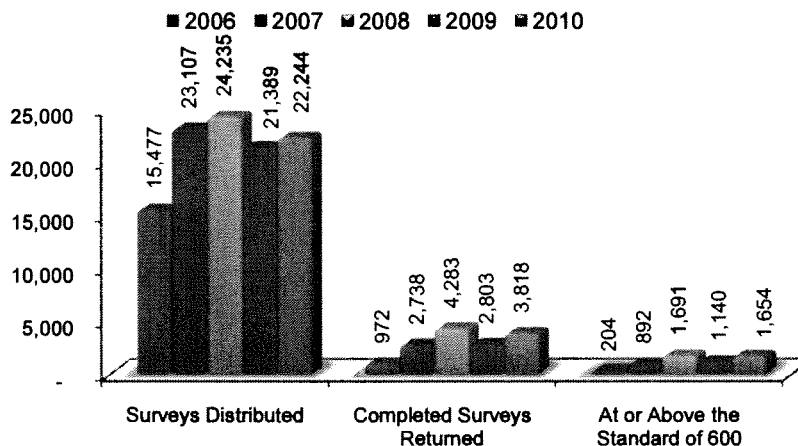
Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY 2010	Measurable and Rigorous Target
2010-11	Fifty percent (50%) 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.

## Actual Target Data for FFY 2010:

FFY 2010	Number of Surveys Distributed	Number and Percent Completed	Number and Percent Greater than or Equal to 600	Progress or Slippage
2010-11	22,244	3818 17.2%	1654 43.3%	+ 2.3

Chart 1 Historical and Current Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The State Educational Agency (SEA) sent 22,244 parent surveys with English on the front and Spanish on the back to parents of children with disabilities in fifty-six (56) traditional local educational agencies (LEAs) and charter schools across the state. The SEA sent 4,577 preschool surveys and 17,667 K-12 surveys. The percentage of parents who reported *schools facilitated parent involvement as a means of improving services and results for children with disabilities*, calculated as the percentage of respondents

with a SEPPS measure that met or exceeded the standard of 600, was **43.3%**. The percentage of preschool parents with a measure equal to or greater than 600 was fifty-two percent (52%). The percentage of K-5 parents with a measure equal to or greater than 600 was forty-three (43%). Thirty-eight percent (38%) of parents of students in grades 6-12 had a measure that met or exceeded the standard of 600. (A detailed explanation regarding setting the standard at 600 is contained in the State Performance Plan.)

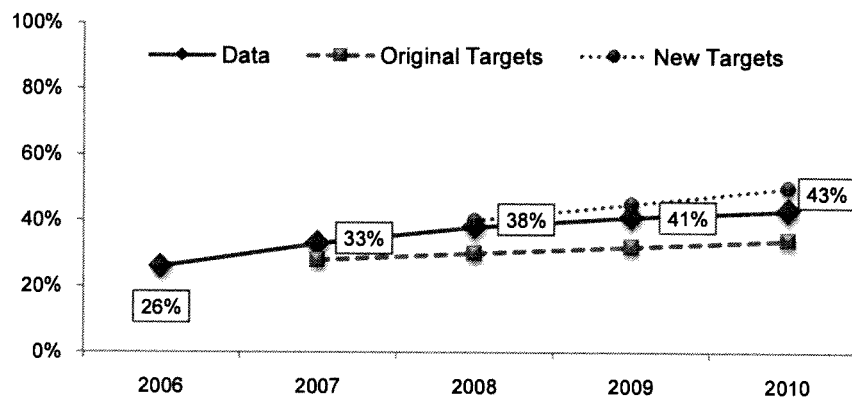
In FFY 2007, the target was twenty-eight percent (28%) and thirty-three percent (33%) of the respondents met or exceeded the standard of 600. The SEA reset the targets for FFYs 2008, 2009, and 2010 to 40%, 45%, and 50% respectively. Had the SEA been satisfied with the relatively low targets that increased in increments of two (2) from twenty-six percent (26%) to thirty-four percent (34%) then the actual data would have easily exceeded those targets in FFYs 2008, 2009 and 2010. See Table 1.

Table 1 Comparison of Original Targets, New Targets, and the Results

FFY	Original Target	Actual Data ≥ 600	Met Original Target	Targets Reset to	Actual Data ≥ 600	Met New Target?
2006	n/a	26%	n/a			
2007	28%	33%	Yes			
2008	30%	38%	Yes	40%	38%	No
2009	32%	41%	Yes	45%	41%	No
2010	34%	43.3%	Yes	50%	43.3%	No

Although the state did not reach the target in FFY 2010, progress was achieved with a gain of two percentage points (2.0) as illustrated in Chart 2.

Chart 2 Comparison of Actual Data with Original and New Targets



The number of valid surveys returned increased by 4.2 percentage points, from 2,803 (13%) in FFY 2009 to 3,818 (17.2%) in FFY 2010, as illustrated in Chart 1. In FFY 2010, the surveys were once again distributed, as planned, at the end of the school year, rather than August of the new school year as was done in FFY2009. This contributed to the increase in the number of surveys returned.

The mean measure for all returned surveys in FFY 2010 was 585, which is an increase from the mean measure of 578 for FFY 2009 or an increase of seven (7) points. The ninety-five percent (95%)

confidence interval for the true population mean for parents of students served in North Carolina lies somewhere in the range of 580.1 – 589.7. A ninety-five percent (95%) confidence interval means there is a ninety-five percent (95%) likelihood that the true mean falls within this range.

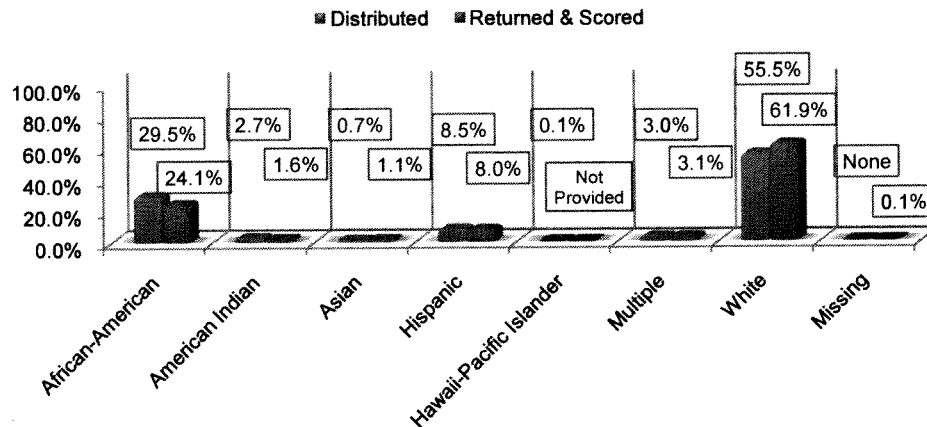
A mean measure of 585 indicates that schools are facilitating parent involvement in many ways. For example, 92% of parents of KG-12 students receiving special education services agreed, with 61% agreeing strongly or very strongly, that teachers are available to speak with parents. For parents of preschool children, the corresponding percentages were 96% and 69%. Of parents of students KG-12, 87% agreed, with 54% agreeing strongly or very strongly, that teachers and administrators encourage parents to participate in the decision-making process. The corresponding percentages for preschool parents were 91% and 66%. However, only 80% of parents of students KG-12 agreed, with only 45% agreeing strongly or very strongly, that their child's school gives parents the help they may need to play an active role in their child's education. For parents of children receiving preschool services, the corresponding percentages were 81% and 46%. Furthermore, only 57% of parents of students KG-12 agreed, with only 29% expressing strong or very strong agreement, that their child's school offers parents training about special education issues. Corresponding percentages for parents of preschool children were 62% and 33%.

One must take into account the fact that some respondents used the same rating for all 25 items. When respondents fail to make any distinction among items that are known to have different levels of agreeability, they are considered to display a response set, i.e. a uniform way of responding that makes it hard to determine whether the responses are authentic or are, in effect, a way of complying with the task.

A comparison of the respondents to the representative survey distribution, suggests that the following response groups did not match the representative sample surveyed. However to offset the underrepresentation in the response group, the NCDPI oversampled in the survey distribution.

- a) The FFY 2010 data suggest that African-American students were under-represented (24.1%) while white students were over-represented (61.9%) in the survey results as compared to surveys distributed.

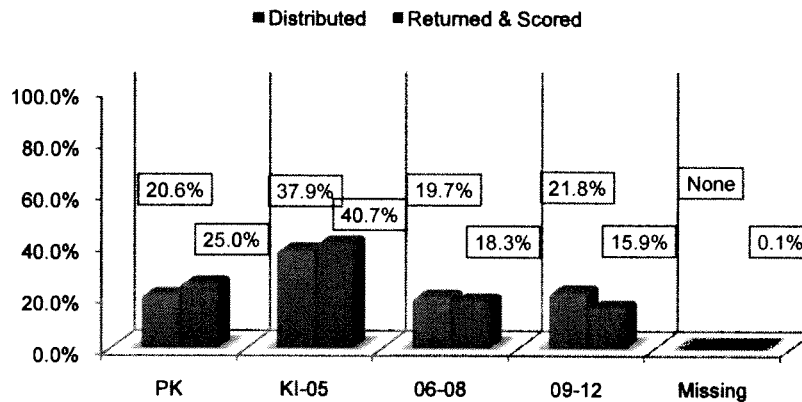
Chart 3 Survey Distribution to 22,244 Parents & Completed Surveys from 3,818 Parents





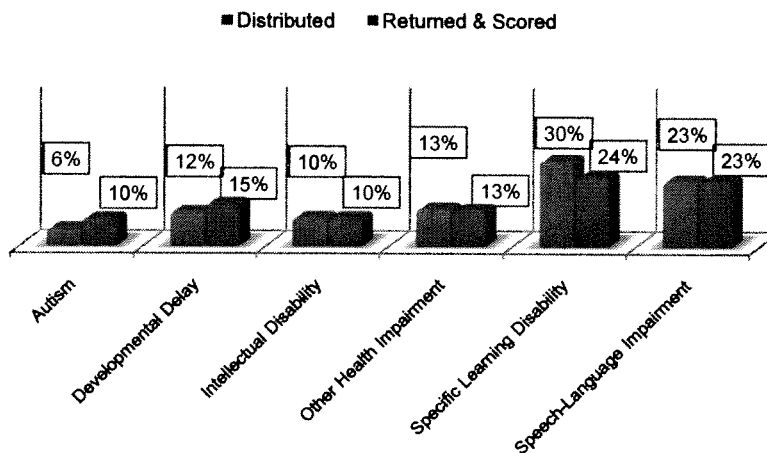
- b) In FFY 2010, preschool children and children in grades KI-05 were over-represented (25% and 40.7% respectively), while students at the high school level were under-represented (15.9%) as compared to surveys distributed.

Chart 4 Survey Distribution to 22,244 Parents & Completed Surveys from 3,818 Parents



- c) In FFY 2010, students with autism and developmental delays were over-represented (10% and 15% respectively) while students with specific learning disabilities (24%), under-represented as compared to surveys distributed. Students with intellectual disabilities, other health impairment, and speech-language impairment were represented by the same percentage as the distribution.

Chart 5 Survey Distribution to 22,244 Parents & Completed Surveys from 3,818 Parents



**Improvement Activities:**

<b>Activity</b>	<b>Timeline</b>	<b>Status</b>
Make available to parents and school systems the Facilitated IEP Meeting Process.	July 2006 –June 2013	<b>Completed for 2010-11</b>
Conduct trainings for Parents on IDEA Federal Regulations and State Policies.	July 2007-June 2013	<b>Completed for 2010-11</b>
<p>Work with Exceptional Children Assistance Center (ECAC) to ensure completion and return of surveys. Explore other means of ensuring completion and return of surveys, particularly for under-represented populations, including:</p> <ul style="list-style-type: none"> <li>- returning the dissemination of the surveys to the Spring of the year (when the response rate was higher in previous years)</li> <li>- providing information about the survey, including who to contact for assistance, in ECAC's newsletter and on its website</li> <li>- providing information about the survey, including who to contact for assistance, on NCDPI's website</li> <li>-exploring other means such as sending post card reminders to parents, contracting for follow-up with parents, reviewing the survey and its questions to ensure they are user friendly</li> </ul>	<p>Spring 2011-2013</p> <p>Spring and/or Summer Quarter(s) 2011-2013</p> <p>Spring 2011-2013</p> <p>2012-2013</p>	<b>Completed for 2010-11</b>
The EC Division provides funds for stipends for parents participating as instructors in IHE B-K programs. This support encourages parent involvement in personnel preparation.	2008 - 2013	<b>Completed for 2010-11</b>
The EC Division and ECAC co-sponsor training institutes, for parents and educators together, across the State and throughout the school year. This joint training promotes parent involvement.	2008 - 2013	<b>Completed for 2010-11</b>

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
"In the FFY 2010 APR, the State must describe the data are from a group representative of the population, and if not, the actions the state is taking to address this issue."	North Carolina will oversample under-represented populations when distributing the surveys.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: Disproportionality</b>
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**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))

<b>Measurement:</b>
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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 the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

FFY	Measurable and Rigorous Target
2010-11	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.

**Actual Target Data for 2010-11:**

Year	# of Districts with Disproportionate Representation in Special Education	# of Districts with Disproportionate Representation in Special Education that is the Result of Inappropriate Identification	# of Districts in the State	Rate
2010-11	2	0	215*	0%

\*2010-11 - 115 traditional LEAs, 97 public charter schools, 3 state-operated programs

Sources: 2010-11 First Month Race and Gender Enrollment Data Report, December 1, 2010 Periodic Child Count (618 State-reported data), and Fall 2011 LEA Self-Assessment for Disproportionate Representation data.

**Definition of "Disproportionate Representation" and Methodology**

To determine the number of LEAs 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;

Two (2) LEAs had disproportionate representation in 2010-11 by over-representation which is determined by a risk ratio of  $\geq 3^*$ . Also upon review of the data, no LEA had findings of under-representation, determined by a risk ratio of  $<.03^*$ . For the LEAs identified with disproportionate representation, the NCDPI completed steps 2 and 3.

\* Risk ratios are computed for LEAs with a minimum of 40 students (same as AYP subgroup) of the particular race/ethnicity identified in special education and related services. Data are reviewed separately for LEAs with less than the minimum enrollment/"n" size specified to determine if disproportionate representation exists. Since data are reviewed for all LEAs in the State and accordingly a determination is made about whether or not disproportionate representation exists, all LEAs are included in the calculation's denominator.

2. Surveys LEAs with disproportionate representation, using a State-developed LEA Self-Assessment for Disproportionate Representation or an updated self-assessment if previously completed, 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 student record reviews to make a determination about whether or not the disproportionate representation is a result of inappropriate identification.

Using these steps to examine the data, zero (0) LEAs in 2010-11, or 0% had disproportionate representation in racial and ethnic groups in special education and related services that was a result of inappropriate identification.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

Activity	Timeline	Status
Train key school system staff on how to conduct a Targeted Record Review.	January 2006 - 2012	<b>Completed for 2010-11</b> - EC Division consultants trained school district staff, on how to conduct targeted record reviews in LEA requested sites.
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 - 2012	<b>Completed for 2010-11</b> – LEAs submitted updated technical assistance/ professional development plans as part of a district's CIPP submitted in the Spring of 2011.
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based research strategies in reading, math and writing instructional strategies in special and general education settings and Positive Behavior Intervention and Support, Instructional Consultation Teams, and	December 2006 - 2012	<b>Continuing</b> - Using data and information from NC's reading/writing, math and Positive Behavior Intervention and Support demonstration centers and sites, the EC Division Regional teams of consultants monitored identified strategies and provided technical assistance and

Responsiveness to Instruction Models.		training to LEAs regarding scientifically-based research strategies.
Publicize State and school system disproportionate representation data on the Exceptional Children Division "Data and Reports" website.	2006 - 2012	<b>Completed for 2010-11</b> – Some information for all districts has been publicized on the EC Division website through the use of the LEA public reports. Additional data for districts with information about disproportionate representation has also been provided for LEAs that have disproportionate representation.
Staff will analyze LEA data regarding disproportionate representation in racial and ethnic groups in special education 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.	2007 - 2012	<b>Completed for 2010-11</b> - EC Division staff reviewed and analyzed each LEA's CIPP and 2009-10 data. From the review and analyses, an LEA data profile was prepared for and distributed to each LEA. discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2010-11.
Staff from the Exceptional Children Division will meet with LEAs in regional meetings to review/discuss CIPPs, including disproportionate representation in racial and ethnic groups in special education 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.	2007 - 2012	<b>Completed for 2010-11</b> – Data profiles were discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2010-11. Technical assistance was provided to LEAs about analyzing reasons for disproportionate representation of racial and ethnic groups that was a result of inappropriate identification and improvement strategies.

<p>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 were 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.</p>	<p>2007 – 2010</p>	<p><b>Continued in 2010-11-</b> This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) has been incorporated into the larger scope of the 8 NCDPI Regional Roundtables, which are focused on all students in individual districts in need. LEA data, including ED data, are analyzed to determine need. EC regional staff consultants are members of their respective Regional Roundtables.</p>
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Explanation of Progress or Slippage:

North Carolina met the target of 0%, since no districts were identified as having disproportionate representation of racial and ethnic groups in special education and related services that was a result of inappropriate identification. North Carolina maintained its progress on this indicator by continuing the rate of 0% in 2010-11.

In step one (1) of the determination process for this indicator, the NCDPI identified two (2) of 215 LEAs with disproportionate representation of racial and ethnic groups in special education and related services. The 2 LEAs included one small traditional school district and one public charter school.

Steps two (2) and three (3) of the process were conducted to determine if the disproportionate representation of racial and ethnic groups in special education and related services in the 2 LEAs was a result of inappropriate identification. In step 2, the 2 LEAs submitted self-assessments to NCDPI. In step 3, NCDPI staff examined the results of the self-assessments, along with other factors including: risk ratio trend data for ages 6- 21, grades K-6 risk ratio data, and internal student record reviews for each of the 2 LEAs. NCDPI staff also examined some student records in CECAS. In each of the 2 LEAs, the NCDPI determined that the disproportionate representation of racial and ethnic groups in special education was not a result of inappropriate identification.

**Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 0%

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

The NCDPI proposed to remove the following improvement activity. As a result of proposed revisions to the monitoring system, only outcome indicators will be addressed in the Continuous Improvement Performance Plan (CIPP). Indicator 9 will be addressed through the monitoring system.

Activity	Timeline	Resources
<del>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.</del>	September 2006–2012	PMA Consultants LEA CIPP Steering Committee



**Part B State Annual Performance Report (APR) for 2010-11**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: Disproportionality</b>
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**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))

<b>Measurement:</b>
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Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.
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Include State's definition of "disproportionate representation."
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FFY	Measurable and Rigorous Target
2010-11	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**Actual Target Data for 2010-11:**

Year	# of Districts with Disproportionate Representation	# of Districts with Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification	# of Districts in the State	Rate
2010-11	30	0	215*	0%

\*2010-11- 115 traditional LEAs, 97 public charter schools, 3 state-operated programs

Sources: 2010-11 First Month Race and Gender Enrollment Data Report, December 1, 2010 Periodic Child Count (618 State-reported data), and Fall 2011 LEA Self-Assessment for Disproportionate Representation data and/or record reviews.

**Definition of “Disproportionate Representation” and Methodology**

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;

Thirty (30) LEAs had disproportionate representation in 2009-10 by over-representation which is determined by a risk ratio of  $\geq 3^*$  of a racial/ethnic group in a specific disability category. No LEAs had disproportionate representation by under-representation, which is determined by a risk ratio of  $<.03^*$ . For the districts identified with disproportionate representation, the NCDPI completed steps 2 and 3.

\* Risk ratios are computed for LEAs with a minimum of 40 students (AYP subgroup size) of the particular race/ethnicity identified in the disability category. Data are reviewed separately for LEAs with less than the minimum enrollment specified to determine if disproportionate representation exists. Since data are reviewed for all LEAs in the State and accordingly a determination is made about whether or not disproportionate representation exists, all LEAs are included in the calculation's denominator.

Surveys LEAs with disproportionate representation, using a State-developed LEA Self-Assessment for Disproportionate Representation or an update of the self-assessment, which is an examination of local policies, procedures and practices under 618(d); and

2. Examines the results of the LEA Self-Assessment for Disproportionate Representation along with other factors such as: risk ratio trend data and student record reviews, to make a determination about whether or not the disproportionate representation is a result of inappropriate identification.

Using these steps to examine the data, zero (0) districts in 2010-11, or 0% had disproportionate representation, in racial and ethnic groups in specific disability categories, that was a result of inappropriate identification.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

Activity	Timeline	Status
Train key school system staff on how to conduct a Targeted Record Review.	January 2006 - 2012	<b>Completed for 2010-11</b> - EC Division consultants trained school district staff, on how to conduct targeted record reviews in LEA requested sites
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 - 2012	<b>Completed for 2010-11</b> – LEAs updated technical assistance/ professional development plans as part of a district's CIPP submitted in the June of 2011.
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based research strategies in reading, math and writing instructional	December 2006 - 2012	<b>Continuing</b> - Using data and information from NC's reading/writing, math and Positive Behavior Intervention and Support demonstration

strategies in special and general education settings and Positive Behavior Intervention and Supports, Instructional Consultation Teams, and Responsiveness to Instruction Models.		centers and sites, the EC Division Regional teams of consultants monitored identified strategies and provided technical assistance and training to LEAs regarding scientifically-based research strategies.
Publicize State and school system disproportionate representation data on the Exceptional Children Division "Data and Reports" website.	2006 - 2012	<b>Completed for 2010-11</b> – Some information for all districts has been publicized on the EC Division website through the use of the LEA public reports. Additional data for districts with information about disproportionate representation has also been provided for LEAs that have disproportionate representation.
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.	2007 - 2012	<b>Completed for 2010-11</b> - EC Division staff reviewed and analyzed each LEA's CIPP and 2009-10 data. From the review and analyses, an LEA data profile was prepared for and distributed to each LEA. discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2010-11.
Staff from the Exceptional Children Division will meet with LEAs in regional meetings to review/discuss 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.	2007 -2012	<b>Completed for 2010-11</b> – Data profiles were discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2010-11. Technical assistance was provided to LEAs about analyzing reasons for disproportionate representation of racial and ethnic groups that was a result of inappropriate identification and improvement strategies.

<p>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 were 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.</p>	<p>2007 – 2012</p>	<p><b>Continued in 2010-11-</b> This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) has been incorporated into the larger scope of the 8 NCDPI Regional Roundtables, which are focused on all students in individual districts in need. LEA data, including ED data, are analyzed to determine need. EC regional staff consultants are members of their respective Regional Roundtables.</p>
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*Explanation of progress or slippage:*

North Carolina met the 2010-11 target of 0% of the LEAs having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. The State maintained the 0% target from 2009-10.

In step one (1) of the determination process for this indicator, the NCDPI identified thirty (30) of 215 LEAs with disproportionate representation of racial and ethnic groups in specific disability categories. The 30 LEAs were comprised of traditional school districts.

Steps two (2) and three (3) of the process were conducted to determine if the disproportionate representation of racial and ethnic groups in specific disability categories in the 30 LEAs was a result of inappropriate identification. In step 2, the 30 LEAs completed and submitted a newly developed LEA Self-Assessment for Disproportionate Representation. In step 3, NCDPI staff examined the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors including: risk ratio trend data for ages 6- 21, grades K-6 risk ratio data, and internal student record reviews for each of the 30 LEAs. NCDPI staff also examined some student records in CECAS. In each of the 30 LEAs, the NCDPI determined that the disproportionate representation of racial and ethnic groups in specific disability categories was not a result of inappropriate identification.

During the examinations/reviews, the NCDPI noted that LEAs were implementing various practices to continue to reduce disproportionate representation of racial and ethnic groups in specific disability categories, including identifying and addressing other factors unique to LEAs that may be contributing to disproportionate representation.

**Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: **0%**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

The NCDPI proposed to remove the following improvement activity. As a result of proposed revisions to the monitoring system, only outcome indicators will be addressed in the Continuous Improvement Performance Plan (CIPP). Indicator 9 will be addressed through the monitoring system.

Activity	Timeline	Resources
<del>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.</del>	<del>September 2006–2012</del>	<del>PMA Consultants LEA CIPP Steering Committee</del>

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

**Note:** North Carolina has an established timeline (90 days) from receipt of the referral to the placement determination, as indicated in the measurement. The 90-day timeline/receipt of the referral begins before parental consent to evaluate.

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

**Measurement:**

- a. # of children for whom referral for evaluation was received.
- b. # of children 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". Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2010-11	100%.

**Actual Target Data for 2009-10:**

# of Referrals received July 1, 2010 – June 30, 2011	# of children whose referral, evaluations, eligibility and placement determinations were made within 90 days	Rate [(b) divided by (a)] times 100	# of students for whom placement determinations exceeded the 90- day timeline
39,578*	36,043	91.07%	3535

\*Removed from this number - children who transferred in or out of the LEA, dropped out, or died within 90 days of receipt of referral (592); children who transferred into the LEA after the 90 day timeline expired (2676); and children whose parent(s) repeatedly failed or refused to produce them for the evaluation (161).

**Range of days beyond 90 days –**

1 – 5 days – 641

6 – 15 days – 753

## APR Template – Part B (4)

North Carolina

16 – 25 days – 412  
26 – 35 days – 336  
36 – 45 days – 278  
46 days or more – 1115

### Reasons for delays/referrals that went beyond the 90 day timeline –

Referral paperwork not processed in a timely manner – 1286

Excessive student absences – 94

Weather delays – 227

Delay in getting parent consent for evaluation – 398

Other – 1530

The 2010-11 data were collected through the Comprehensive Exceptional Children Accountability System (CECAS). Allowable exceptions, that were removed from the number of referrals received, were included in CECAS as follows: children who transferred in or out of the LEA, dropped out, or died within 90 days of receipt of referral; children who transferred into the LEA after the 90 day timeline expired; and children whose parent(s) repeatedly failed or refused to produce them for the evaluation.

### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:

Activity	Timeline	Status
CECAS has been updated to collect and analyze the required data and will be used by the SEA and LEAs to examine new data to verify implementation of specific regulatory requirements, as well as correction of child specific findings.	2007 - 12	Completed for 2010-11
LEAs will receive training on how to collect data through CECAS.	2007 - 12	Completed for 2010-11 - LEA training and technical assistance has occurred in regional meetings and at state conferences/ institutes.
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 - 12	Completed for 2010-11 - Districts' efficient, effective processes/ systems were shared with LEAs during regional EC Directors' meetings and through

		technical assistance with individual LEAs by phone and on-site.
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.	2007 - 12	<b>Completed for 2010-11</b> - Data profiles were discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2010-11. Technical assistance was provided to LEAs to further analyze reasons for non-compliance and improvement strategies to correct non-compliances within one year.
The State Education Agency will further analyze the data by regions and determine whether or not regional interventions/improvement strategies are needed.	2007 - 12	<b>Completed for 2010-11</b> - Data were analyzed by region and findings are discussed in the explanation of progress below (no regional pattern occurred in 2010-11).
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).	2008 - 12	<b>Completed for 2010-11</b> - NCDPI provided follow-up technical assistance for six (6) LEAs that had low levels of compliance with minimal progress to verify root causes and identify strategies to correct non-compliant findings.
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.	2008 - 12	N/A
The State Education Agency (SEA) will develop a self-assessment tool to identify effective practices for school-aged and preschool-aged children. The SEA will analyze data and information collected through the use of the self-assessment and compare compliance rates to practices implemented. Effective practices and strategies will be shared with those	2009 - 12	<b>Completed for 2009-10</b> - A self-calculating spreadsheet, that was previously developed, was used by some LEAs to track children for whom they receive child find notification lists from Part C. Additional information



LEAs that have not reached 100% compliance.		allows LEAs to track the 90 day timeline for these children for Indicator 11.
The Preschool Assessment Center Initiative is a best practice model for efficient and appropriate assessments for very young preschool children. Five LEAs were selected and funded to become best practice centers for demonstration purposes. The model assists with addressing needs identified in the state for achieving the 90-day timeline requirements, for preschool children, in Indicator 11.	2009 - 2012	<b>Completed for 2010-11</b> - Eight (8) demonstration Assessment Teams, in each of the eight regions of the state, now serve as hubs for providing on-going regional professional development to LEA teams.

*Explanation of Progress or Slippage:*

North Carolina failed to meet the 100% target by 8.93 percentage points. The rate on this Indicator represents a 0.93 percentage point increase from 2009-10, indicating progress was made. There was a 7.9 % increase (3178) in the number of referrals received in 2010-11; however, there were two hundred seventeen (217) fewer child-specific findings. Overall, 17.8% of the referrals for evaluation resulted in students determined to be ineligible for special education and related services. This represents a 6.9 percentage point decrease from the previous year.

Eighty (80) LEAs had rates of 100%, an additional seventy-nine (79) LEAs had rates above 90%, and fifty-seven (57) LEAs had rates 90% or below. Sixty-three (63) or 46.7% of the LEAs that had findings had four (4) or fewer records that did not meet the 90-day timeline. Six (6) or 2.8% had more systemic issues.

Root causes contributing to the delays in completing the 90-day process in a timely manner varied among the districts. Most often, the root causes were similar to previous years and were related to personnel issues (e.g., lack of/a limited number of personnel; staff turnover; and/or use of contracted personnel to conduct evaluations in smaller, more rural districts; and individual personnel failing to complete job requirements in medium-sized to larger districts). In some instances, the number of school closure days due to inclement weather prohibited some LEAs from meeting the 90-day timeline for some students. A regional pattern of referrals not processed within the 90 day timeline did not occur in 2010-11.

**2010-11 Compliance Findings:**

For 2010-11, eighty (80) LEAs exhibited 100% compliance with this indicator. One hundred thirty-five (135) LEAs were not compliant with this indicator (135 findings) in 2010-11.

The 135 LEAs with findings of non-compliance are required to submit/update data/evidence through Comprehensive Exceptional Children Accountability System (CECAS), as soon as possible and no later than one year from notification of the non-compliant findings, that the referral, evaluation, eligibility and placement determinations have been completed for all child-specific findings (3535) for whom the 90-day timeline was not met. Additionally, LEAs are required to access the reports tool in CECAS (or another electronic data system for the few LEAs not using CECAS), at a minimum, on a quarterly basis to review new data to determine correction of non-compliance. Any LEA whose data is non-compliant in the first quarter will be reviewed on a quarterly basis or sooner, and will be required to submit data/evidence of any changes made to improvement activities or other processes as part of its CIPP in June of 2012. Six (6) LEAs that had low compliance rates as a result of more than four referrals must also submit quarterly data to NCDPI and other evidence, such as changes to policies, procedures or practices (e.g.

implementing an electronic system for monitoring the process, procedures for contract personnel, employment of personnel, etc.) to show correction of non-compliance as soon as possible but no later than one year from the notification of the non-compliant findings.

**Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance)**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: **90.14%**

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	<b>143</b>
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>143</b>
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	<b>0</b>
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Actions taken if Noncompliance Not Corrected:** N/A

**Verification of Correction of FFY 2009 noncompliance (either timely or subsequent):**

1) 143 of 143 LEAs submitted to the NCDPI, within the one year timeline, data/evidence that the referral, evaluation, eligibility and placement determinations were completed, although late, for all child-specific findings for who the 90-day timeline was not met.

2) NCDPI monitoring consultants reviewed the corrections of non-compliance, as well as new data/student records for the 143 LEAs, to verify the LEAs were implementing the specific regulatory requirements. For those LEAs using the forms option of the Comprehensive Exceptional Children Accountability System (CECAS), new data/student records were reviewed on-line. Other LEAs were required to submit data/student records for review, unless the LEA was receiving an on-site verification visit. Monitoring consultants conducted thirty (30) on-site verification visits to verify the correction of non-compliance found in compliance indicators, including Indicator 11, and found that the LEAs visited were implementing the specific regulatory requirements. During the verification visits, each LEA was also asked to discuss/show mechanisms for ensuring timelines are met for Indicator 11.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued*

**APR Template – Part B (4)**

North Carolina

*lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

• Number of remaining FFY 2008 findings noted in OSEP's June 2011 FFY 2009 APR response table for this indicator	0
• Number of remaining FFY 2008 findings the State has verified as corrected	0
• Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
"If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance."	NCDPI staff reviewed the improvement activities and determined that revisions were not needed. In 2010-11, only the 2 <sup>nd</sup> year to use CECAS to collect the data, fewer technical errors (e.g. failing to close out a form) that may have caused an LEA to be out of compliance were found. Most LEAs that use 3 <sup>rd</sup> party vendors for reporting to CECAS resolved any previous issues. NCDPI worked closely with a few LEAs, that use 3 <sup>rd</sup> party vendors, to rebuild files and these issues should be resolved for next year's submission.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**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 an IEP developed and implemented by their third birthdays.

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

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children whose parents repeatedly failed or refused to produce them for the evaluation.
- f. # of children transferred into or out of the LEA during transition from Part C.
- g. # of children who were referred to Part C less than 90 days before their third birthdays.

Exception 300.301(d) was broken into two sections (d and e) for clarification purposes.

Account for children included in a but not included in b, c, d, e, f, or g. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f - g)] times 100.

FFY	Measurable and Rigorous Target
2010-11	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.

# APR Template – Part B (4)

North Carolina

Actual Target Data for 2010-2011:

<b>SECTION A: Timely Transition</b>	
<b>a: Number of children who have been served in Part C and referred to Part B for eligibility determination (referral received by LEA).</b>	4425
<b>b: Number of those referred determined to be not eligible by their third birthday.</b>	738
<b>c: Number of those found eligible who have an IEP developed and implemented by their third birthday.</b>	3042
<b>d: Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.</b>	169
<b>e: Number of children whose parents repeatedly failed or refused to produce them for the evaluation.</b>	155
<b>f: Number of children transferred into or out of the LEA during transition from Part C.</b>	73
<b>g: Number of children who were referred to Part C less than 90 days before their third birthday.</b>	85
<b>h: Number of children with placement delayed beyond their third birthday</b>	163
<b>Rate (c divided by (a-b-d-e-f-g) times 100):</b>	<b>94.91%</b>
<b>SECTION B: Enter the number of students delayed beyond 3rd birthday the following number of days. These students are included in "a" but not in "b", "d", "e", or "f".</b>	
<b>1 to 5</b>	16
<b>6 to 15</b>	28
<b>16 to 25</b>	18
<b>26 to 35</b>	17
<b>36 to 45</b>	24
<b>46 days or more</b>	60
<b>TOTAL (should equal A through H)</b>	163

<b>SECTION C: Number of students delayed due to the following reasons</b> <b>** Section B total must match Section C total</b>	
<b>a. Family Circumstance:</b> (e.g., illness/death in family, change in custody, etc.)	38
<b>b. Child Circumstance:</b> (e.g., Child was sick)	23
<b>c. Part B Circumstance:</b> (e.g., Delays relating to completion of evaluations, holding timely IEP meeting, arranging transportation, school enrollment paperwork, etc.)	91
<b>d. Part C Circumstance:</b> ( e.g., Delays relating to Part C failing to notify or issue transition planning meeting invitation to Part B in a timely manner when child was in Part C system prior to 2 years, 9 months of age)	11
<b>TOTAL (should equal A through D)</b>	<b>163</b>

**Data Utilized for Analysis and Verification and Assurance of Data Accuracy in 2010-11:**

The data used to report on this indicator includes statewide data that are inclusive of every school district in the state that provides special education and related services to the preschool-age population. Data were not obtained by sampling. The NCDPI's EC Delivery Team created an Excel spreadsheet with the above data collection fields which automatically calculated the percentage of timely transitions. Each LEA was then required to have its Exceptional Children Director sign an assurance as to the accuracy of the data. Spreadsheets were then electronically sent to the NCDPI. The NCDPI-EC Division created an optional "Infant Toddler to Preschool Program Notification" spreadsheet to track the referral and placement dates for each student.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:***Explanation of Progress or Slippage*

North Carolina did not meet the target of 100%. The NCDPI's transition data of **94.91%** indicated progress, or a + 0.91 percentage point increase from 2009-10. The total number of children transitioning from the Part C system (4,425) was a 4% decrease from 2009-10. The number of children made eligible for services (3,042) was a 3% increase from 2009-10. While transitioning fewer children than the year before, more were eligible for services. Sixty-nine percent (69%) of all children referred received timely services by their third birthday while seventeen percent (17%) were found not eligible. Two (2%) percent of all transitioning children were referred to the Part C program less than 90 days before their third birthday. Four percent (4%) of the children were placed beyond their third birthday.

Eighty-nine (89) of 115 LEAs (77%) that had children who had been served in Part C and referred to Part B for eligibility determination in 2010-11 demonstrated 100% compliance. Of the LEAs that demonstrated compliance, twenty (20) raised their performance from non-compliant to compliant and sixty-nine (69) maintained compliance. Twenty-six (26) LEAs were non-compliant (23%). Of the non-compliant LEAs, eight (8) performed above the 95% compliance level and five (5) showed improvement from 2009-10.

Twenty (20) of the twenty-six (26) LEAs, that had non-compliant findings, demonstrated slippage from the year before.

*Reasons for Delay in Timely Transition and Number of Days beyond the Third Birthday*

Part B Circumstances. The largest number of reported delays (n=91) fell in the “Part B Circumstance” category. This was also the largest category for reasons of delay during the previous year (n=95). Fourteen (14) of the non-compliant LEAs (56%) demonstrated an increase in the number of entry level assessments they completed from the previous year. These data support the notion that LEA capacity for conducting entry level assessments is crucial to compliance for this indicator. Further, the LEAs must be aware and responsive to the current notification data from Part C to adequately respond with the appropriate number of personnel to conduct entry level assessments.

Family Circumstances. The second largest number of reported delays (n=38) fell in the “Family Circumstance” category. This was the second largest category for reasons during the previous year (n=55); however, the data trend is falling. In part, the reason for delay may be related to LEAs not employing efficient and effective practices for conducting entry level assessments and IEP meetings. For example, when a family cancels a previously scheduled entry level assessment (which would have met the timely transition goal) the LEA assessment team calendars may be too tightly booked to reschedule a timely evaluation slot. When this is so, an LEA needs to explore ways to resolve this challenge. Individual TA sessions with targeted LEAs have focused on providing guidance for developing efficient and effective scheduling and evaluation practices.

Child Circumstance. The third highest reported reason for delay (n=23) fell under “Child Circumstance”. This was a change in the data from the previous year when “Part C Circumstance” rated as the third highest reason for delay. Drill down activities suggests that the reason for delay in this category may also be related to capacity building for conducting entry level assessments. When child sickness causes a cancellation for the entry level assessment, the rescheduling process may be hampered by tightly booked assessment team schedules.

Part C Circumstances This was the lowest reason of the reported delays (n= 11) and demonstrates a significant decrease (52%) from the previous year. Much emphasis has been placed in TA and training around the notification process between Part C and B and is reflected in the data.

Of the one-hundred sixty-three (163) children placed beyond the third birthday, most placements (n=61) were made 41 days or more beyond the third birthday. This, too, was the greatest time increment in delays for 2006-07 (n=364), 2007-08 (n=202), and 2009-10 (n=71); however, there is a downward sloping trend across the SPP/APR reporting periods.

*Statewide Progress on Improvement Activities for 2010-11:*

Monitoring: Verification Visits.

The self-reported data were not received by NCDPI October 15, 2010. Twenty (20) LEAs were randomly selected and on-site verification visits were conducted in the Fall of 2010 for LEAs that reported some of the 2009-2010 transitioning children had not been placed on time. Each LEA was required to submit the “Infant Toddler to Preschool Program Notification” spreadsheet developed by the Department for all children referred from August to March 2011. Factors for random selection of the LEAs included location and size of LEAs. In addition to file reviews, verification questions included: 1) What is the mechanism for tracking data for this indicator; how are the data gathered from the schools? 2) What is the process for tracking the individual timeline for each student? 3) Who is responsible at each step? 4) Show the tracking document.

**Technical Assistance:** *Infant Toddler to Preschool Program Notification Spreadsheet*

A self-calculating spreadsheet was developed which assists LEAs in tracking children for whom they receive child find notification directory lists from Part C. The spreadsheet calculates the date in which the child will turn 2 years, 9 months of age (last day in which a timely Transition Planning Conference (TPC) can be held). It also assists LEAs in identifying children for whom they have not received an invitation to the TPC. Additional information allows LEAs to track the 90 day timeline for Indicator 11, and timely placements for Indicator 12. Drill down information is also included in which LEAs can identify trends relative to individual service coordinators, and individual diagnosticians.

This spreadsheet was then incorporated into the local interagency agreement (see, *Policies, Practices and Procedures* section of this document) so that the Part C lead agencies could transmit notification data to the LEAs in one consistent manner.

**Data Collection System**

The data collection was not incorporated into the Comprehensive Exceptional Children Accountability System (CECAS) due to the ongoing changes in the data collection procedures as guided by OSEP. An Excel spreadsheet was developed for each LEA to submit its Indicator 12 data with the updates to reflect current changes in the Indicator 12 measurement table.

**Policies, Practices, and Procedures:** *Catchment Area Transition Plans*

During the previous year, Part B and C Coordinators and program leadership conducted joint planning sessions to discuss how the programs would revise the current *NC Guiding Practices in Early Childhood Transitions* and *Frequently Asked Questions* documents to reflect updated guidance from OSEP in the newly released Transitions FAQ and Synthesis documents. Both the Part B and C Coordinators attended work sessions with the RRCs to gain technical assistance in conducting self-assessments, adjust policies around the definition of children enrolled in the Part C program who may be “potentially eligible” for the Part B program and therefore provided notification about said children for the purposes of reporting and tracking. The Part B Coordinator took part in collaborative stakeholder discussions with the Part C lead agency directors. Likewise, the Part C Coordinator and the lead Part C monitors took part in a Part B stakeholder process with LEA preschool coordinators and representatives. This planning resulted in the following:

- “*Catchment Area Transition Agreement*”. Each lead Part C agency (n=18) and the LEAs (n=115) that work within their catchment areas met and completed this local interagency agreement on the policies and practices around transition. Each of the 18 agreements is posted at <http://www.earlylearning.nc.gov/PreKindergarten/PreschoolEC/transitionInitiativeEC.asp>. These agreements will be updated annually. These meetings were facilitated by Part C and B state consultants and monitors from the Part C and B agencies. All were completed in 2010-2011.
- “*NC Guiding Practices in Early Childhood Transition*”- currently under revision with an estimated completion date for summer 2012 (delay due to issuance of new Part C regulations).
- “*NC Early Childhood Transition Training Module*”- online training module for both Part C and B staff on best practices in transition; jointly developed along with a task group from the NC Interagency Coordinating Council. The estimated completion date is summer 2012.

**Professional Development:** *State Preschool Coordinators’ Orientation Meeting (October, 2010).*

One statewide meeting was held for two days with the focus on the State Performance Plan and Annual Performance Report process, and transition policies, practices and procedures. Coordinators new to their position were invited along with each of the 8 regional preschool coordinator representatives who serve as mentors to other coordinators in their region. Staff from NCDPI and NECTAC conducted the sessions.

**Professional Development:** *Regional Preschool Coordinators’ Meetings (Fall 2010 and Spring 2011).*



Eight (8) regional meetings were held in a virtual venue during the fall of 2010 and again in the spring, 2011. A three hour meeting was developed by NCDPI staff that included information on transition practices and procedures. PowerPoint presentations, handouts, and references to online resources were provided to address issues in transition such as:

- Gain information about catchment area transition plans, the stakeholder process used to develop the plan templates and how the state developed the definition of children who are “potentially eligible” for services in the Part B program,
- Gain information about upcoming catchment area transition planning meetings,
- Understand expectations for participation in transition planning.

Additional stakeholder input was gathered through this process in the development of the “*Catchment Area Transition Plan*” in which local lead agencies agreed and committed to unified and consistent practices around transition data sharing, processes for scheduling the transition conferences, and more.

Professional Development: *Preschool Coordinators’ Institute (November, 2010)*

This first annual Institute was held after the annual NCDPI Exceptional Children Conference in Greensboro. Over 85 of the 115 coordinators attended. Part of the agenda was devoted to “understanding your data” for child find and transition.

Collaboration and Coordination: *North Carolina Coordinating Council (LICC) Child Find & Transition Activities*

North Carolina is unique in that NC General Statute 143B states that the *North Carolina Interagency Coordinating Council for Children Ages Birth to Five with Disabilities and Their Families* shall advise the Departments of Health and Human Services, Public Instruction, and other appropriate agencies in carrying out their early intervention and preschool services. The Department has been an active and participating member with multiple representatives since March 2003. The Part B, 619 program utilizes state set-aside funds to support mini-grants to the 91 Local Interagency Coordinating Councils (LICC) for the purpose of supporting child find and transition activities at the local level. A statewide reporting tool was designed to capture the frequency of five (5) listed transition activities; however, the 2010-2011 data collection was incomplete at the time of reporting. The transition topics include:

1. Discussion(s) about specific local procedures for transition between Infant Toddler or Preschool/Exceptional Children early intervention programs as indicated by state level interagency agreement.
2. Assist in the development or dissemination of a list of community resources and contacts for children who may not qualify for early intervention services.
3. Assist in the development or dissemination of a list of community resources and contacts for children enrolled in the Infant Toddler or Preschool/Exceptional Children early intervention programs.
4. Provide information on local orientation program for new professionals with information on early intervention community programs, contacts, referral procedures, and transition practices.
5. Provide information on local community forum(s) that address community transition issues and procedures between programs.

Program Development: *Preschool Assessment Center Program.*

A professional development model was developed to assist with building the states capacity to conduct developmentally and culturally appropriate assessments on very young children by school based teams. Eight demonstration Assessment Teams, in each of the eight regions of the state, now serve as hubs for providing on-going regional professional development to LEA teams. Training of these assessment teams and their administrators began in the summer, 2008 and continues. Each of the regional demonstration teams have:

- Facilitated regional trainings to diagnostic teams in:
  - Conducting trans-disciplinary play-based assessments,

- Assessing young children for autism, and
- Assessing young children with complex disabilities
- Provided follow-up on-site demonstrations of trans-disciplinary play-based assessments,
- Provided technical assistance and coaching to visiting diagnostic teams.

The model also intentionally addresses practices which are family friendly, efficient and addresses the lack of available personnel to conduct assessments in some areas of the state. The major components of the model include:

- Trans-disciplinary Play-based Assessments (Linder, 2008),
- Effective communications with families,
- Business model which includes-
  - Conducting community wide screen clinics,
  - Scheduling and report writing practices.

A statewide impact survey is under development for the over 600 participants receiving the Trans-disciplinary Play-Based Assessment Training to measure the extent to which this model is being implemented and what changes of practice have been effected. Estimated time of completion and report is summer, 2012.

#### **2010-11 Compliance Findings:**

**Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance)**  
 Level of compliance (actual target data) State reported for FFY 2009 for this indicator: **94.0%**

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	<b>27</b>
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>27</b>
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

#### **Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

1. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	<b>0</b>
2. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
3. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

#### **Actions taken if Noncompliance Not Corrected**

N/A

**Verification of Correction (either timely or subsequent)**

1) Twenty-seven (27) of twenty-seven (27) LEAs submitted, within the one year timeline, to the NCDPI data/evidence child-specific findings that children referred by Part C prior to age 3 and who are found eligible for Part B have an IEP developed and implemented, although late.

2) Twenty-seven (27) of the LEAs submitted the following documentation that they are correctly implementing the specific regulatory requirements: 1) the signed local interagency agreement "*Catchment Area Transition Plan*"; 2) *Infant Toddler to Preschool Program Notification Spreadsheet* for children referred from August to March 2011, and 3) revised improvement activities in their CIPPs; and new Indicator 12 data for the first quarter. EC Division consultants reviewed the new data and information to verify that the LEAs are correctly implementing the specific regulatory requirements.

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
"If the State is unable to demonstrate compliance in the FFY 2009 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance."	NCDPI staff have reviewed the improvement activities and determined that revisions were not necessary to ensure compliance because the existing activities, along with required corrective actions, are helping to achieve progress made to ensure compliance, including State progress made in 2010-11 and progress made on quarterly data submitted in the Fall of 2011 by LEAs that were not compliant.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2010-11: N/A**

## Part B State Annual Performance Report (APR) for FFY 2010

## Overview of the Annual Performance Report Development:

## Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

**Measurement:**

Percent =  $\left[ \frac{\text{(\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority)}}{\text{(\# of youth with an IEP age 16 and above)}} \right] \times 100$ .

## Actual Target Data for FFY 2010:

FFY	Measurable and Rigorous Target
FFY 2010	100%

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2010 (2010-11)	753	710	94.3%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:**

During the FFY 2010, there was ongoing dialog with institutions of higher education (IHEs), parent groups, and LEAs regarding the compliance requirements for Indicator 13. In February 2011, NCDPI Exceptional Children Division conducted its first Transition Capacity Building Summit. Eight (8) LEAs that had been visited or were scheduled to be visited for a Focused Monitoring on-site were selected to attend. The summit's target was student focused planning. LEAs brought teams of personnel to the summit, were provided updates from professionals in the field of transition, and then were lead by NCDPI facilitators through a process to complete an action plan for their individual LEAs utilizing the North Carolina Transition Planning Tool. Training has been conducted around the State through various mechanisms. A webinar was conducted in collaboration with the National Secondary Transition Technical Assistance Center (NSTTAC), and the North Carolina Division of Career Development and Transition (NCDCDT). Focused Monitoring on-site visits were conducted in four (4) LEAs. The areas of priority of Focused Monitoring are: graduation, dropout, transition, and post-school outcomes. In addition, 30 verification on-site visits were conducted from August through November. One aspect of the verification visits was to review student records that had been internally audited by the LEA. This review included compliance audits for Indicator 13.

The data for Indicator 13 for FFY 2009 was 94.7% and 94.3% for FFY 2010. This was a slight decrease of a 0.4 percentage point. The review of the data indicates the area of greatest noncompliance is writing measurable postsecondary goals. Goals were found to be noncompliant because they were written as high school goals rather than goals for what students would be doing after graduation. Based upon the data, the noncompliance does not appear to be systemic. Review and analysis of the data indicate that compliance is dependent on the skill level and understanding of the individual teachers responsible for developing transition components.

**Correction of FFY 2009 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 94.7%

7. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	25
8. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	24
9. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

**Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

10. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	1
11. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	1
12. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken If Noncompliance Not Corrected:** N/A

**Verification of Correction (either timely or subsequent):**

The LEAs that had identified noncompliance were required to submit copies of the individual student's IEP that documented the correction of the student specific noncompliance or if the IEP could be accessed electronically, the Monitoring Consultant verified correction in that manner. Additional (new) records were reviewed for each of the LEAs to verify that the noncompliance had been systemically corrected in each LEA.

**Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):**

*For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

• Number of remaining FFY 2007 findings noted in OSEP's June 2011 FFY 2009 APR response table for this indicator	0
• Number of remaining FFY 2007 findings the State has verified as corrected	0
• Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Verification of Correction of Remaining FFY 2007 findings:** N/A

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2007:** N/A

**Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):**  
N/A

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	NCDPI EC Division staff reviewed the improvement activities and determined that no revisions were needed at this time. The implementation of the improvement activities, many in their first year of implementation, helped to maintain a high level of compliance. The NCDPI believes that continued implementation of these improvement activities over time will result in improved compliance on this Indicator.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):**

In previous years, Indicator 13 data were gathered through an Internal Record Review conducted by LEAs. Using the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist to determine compliance, LEAs reviewed 5% of the IEPs of youth, aged 16 and above, and submitted their findings to NCDPI for review. Beginning in FFY 2011, Indicator 13 data will be gathered by NCDPI during on-site Program Reviews. A five-year cycle has been established and each LEA will be visited during that period. LEAs with an ADM of 50,000 or more will be visited each year. A set number of IEPs of students, age 16 or older, will be reviewed using the Indicator 13 Checklist developed by NSTTAC. Further explanation of the monitoring changes can be found in the State Performance Plan for Indicator 15.

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

**Measurement:**

A. Percent enrolled in higher education =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

B. Percent enrolled in higher education or competitively employed within one year of leaving high school =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

FFY	Measurable and Rigorous Target
FFY 2010	A = 39% enrolled in higher education B = 62% enrolled in higher education or competitively employed C = 73% enrolled in higher education or in some other postsecondary education or training program; competitively employed; or competitively employed or in some other employment

**Actual Target Data for FFY 2010:**

There were 625 total respondents for FFY 2010. To calculate the three measurements, the numbers of respondents meeting the inclusion criteria were found:



## APR Template – Part B (4)

North Carolina

Criterion 1 = **214** respondent leavers were enrolled in “higher education”.

Criterion 2 = **151** respondent leavers were engaged in “competitive employment” (and not counted in 1 above).

Criterion 3 = **51** of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above).

Criterion 4 = **20** of respondent leavers were engaged in “some other employment” (and not counted in 1, 2, or 3 above).

Using the values above the three measures are:

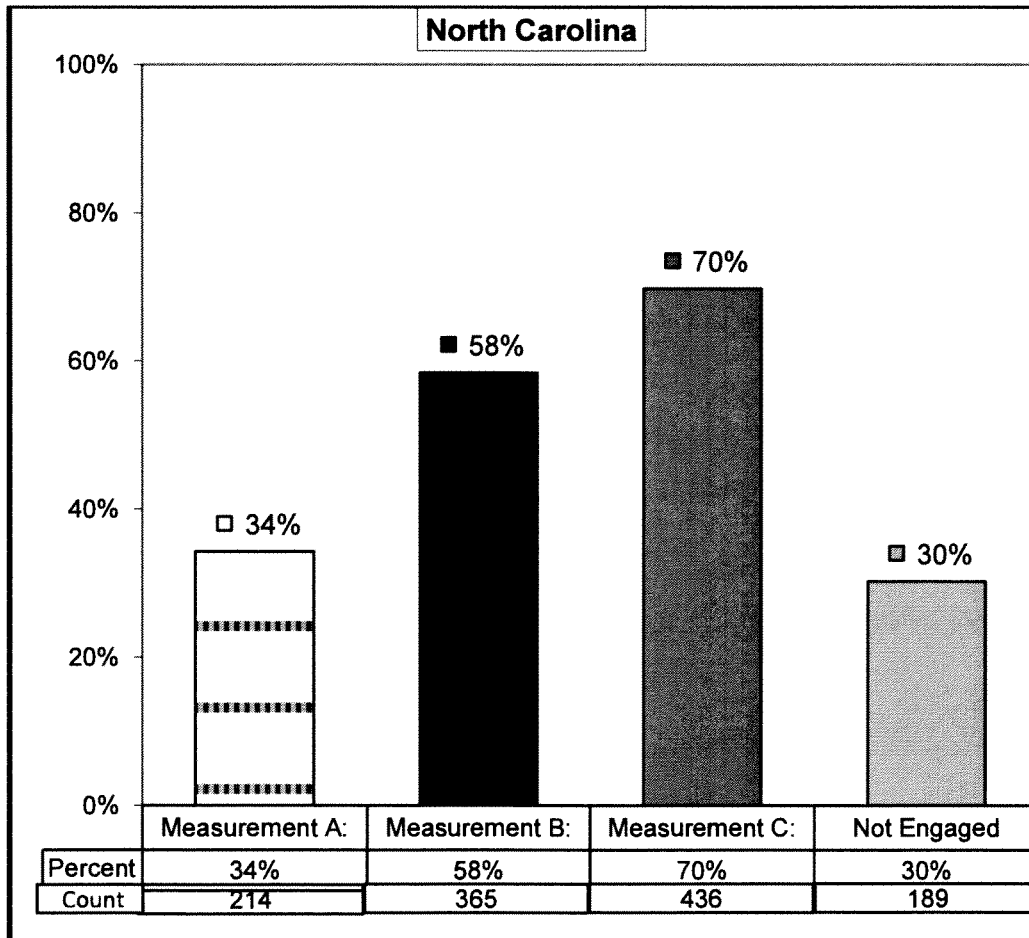
A = 214 (#1) divided by 625 (total respondents) = **34%**

B = 214 (#1) + 151 (#2) divided by 625 (total respondents) = **58%**

C = 214 (#1) + 151 (#2) + 51 (#3) + 20 (#4) divided by 625 (total respondents) = **70%**

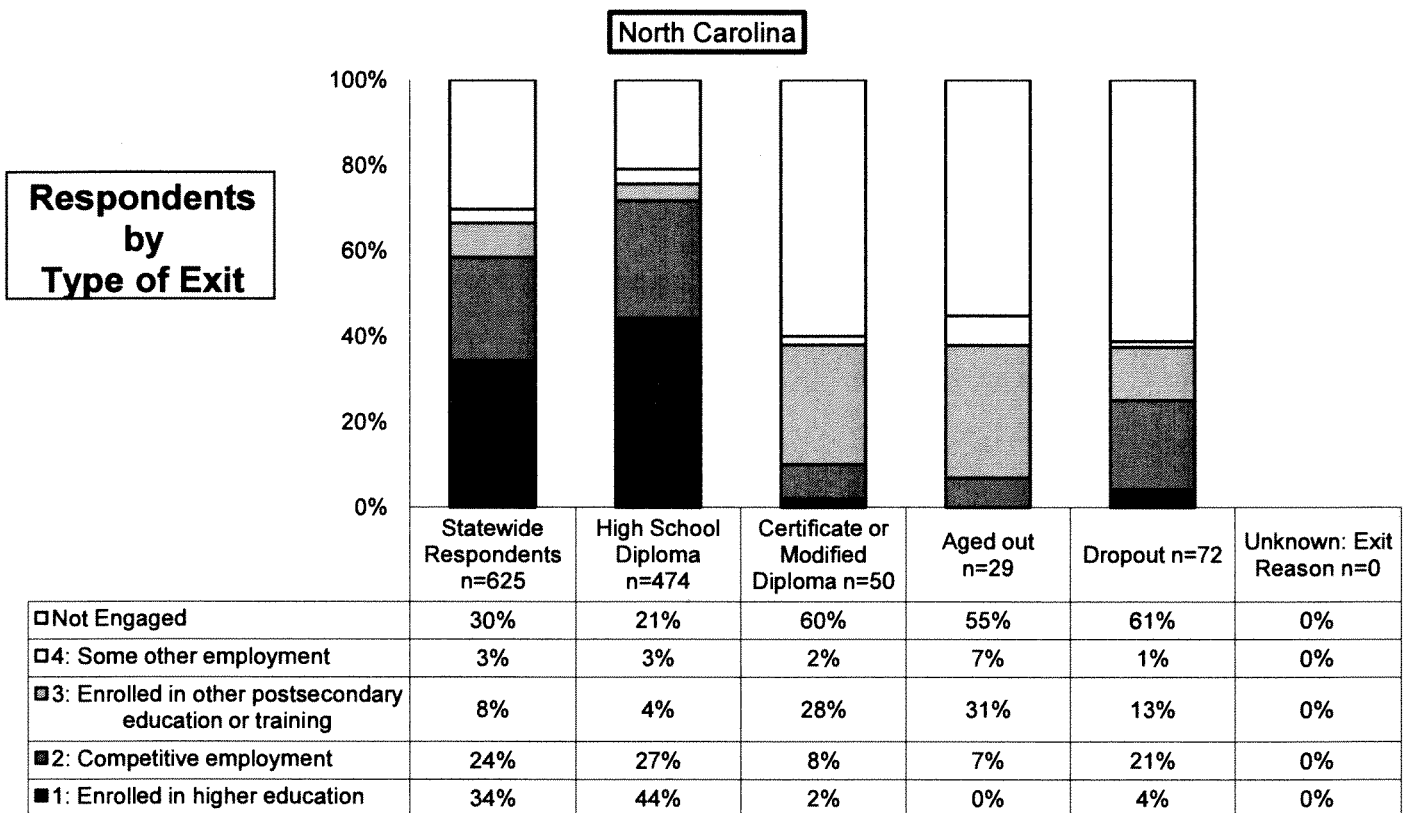
These engagement rates are shown in Figure 1. There were 34% (95% CI, 31% to 38%) of responders in higher education; 58% (95% CI, 55% to 62%) enrolled in higher education or competitively employed within one year of leaving high school; and 70% (95% CI, 66% to 73%) enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment. The percentage of students not engaged was 30% ( $n=189$ ).

*Figure 1: North Carolina's Measures*



Additional analysis of the post-school outcomes is represented in Figures 2 – 5. The engagement rates by type of exit document, disability type, ethnicity, and gender were analyzed. As seen in Figure 2, *Engagement Rates by Type of Exit*, leavers who exited from high school with a diploma were engaged at 79% and all other manners of exiting from high school were significantly lower. Certificate or modified diploma engagement rate was 40%, aged out of school was 45%, and leavers who dropped out were engaged at 39%. Those students exiting high school with a diploma were more likely to be enrolled in higher education or competitively employed. Students that received a certificate/modified diploma (28%) or aged out (31%) were more likely to be enrolled in some type of other postsecondary education or training. Students that dropped out of school had the highest rate of no engagement (61%), followed closely by students that were awarded a certificate or modified diploma (60%).

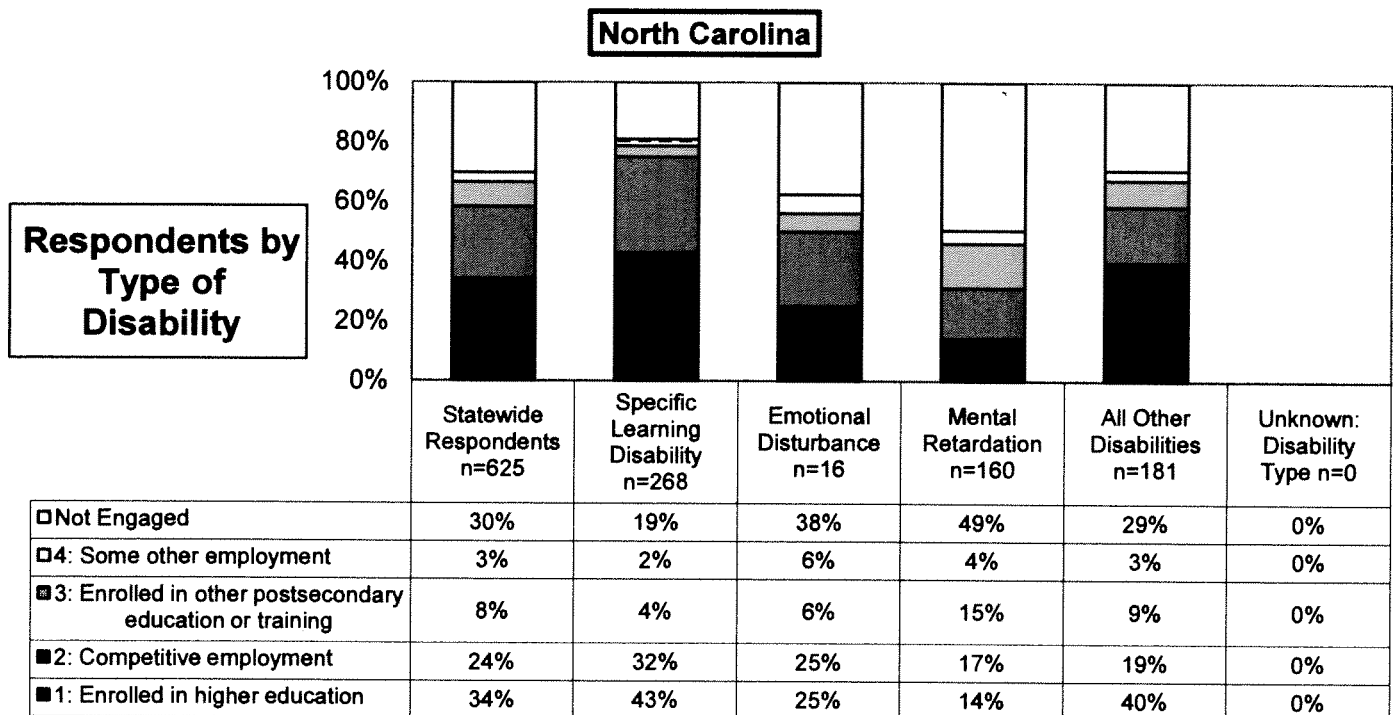
Figure 2: Engagement Rates by Type of Exit from High School



Note. Some of the percentages may not add up to 100% due to rounding off of numbers.

As seen in Figure 3, Engagement Rate by Type of Disability, the rate of engagement for students with specific learning disabilities was 81%, emotional disabilities was 62%, mental retardation (referred to as intellectual disabilities in the remainder of this report) was 51%, and all other disabilities was 71%. Further analysis of the post-school outcomes data needs to be conducted to determine why students with intellectual disabilities had the lowest rates of competitive employment.

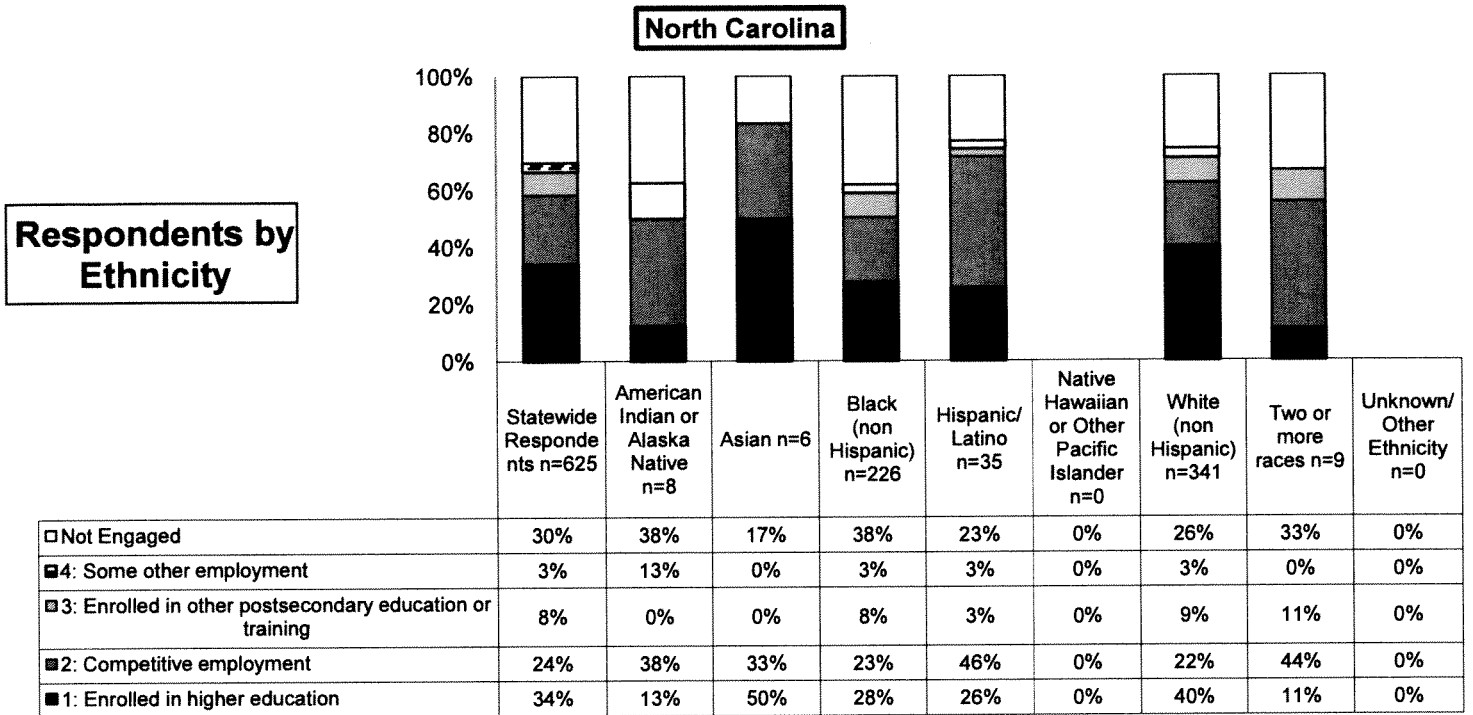
Figure 3: Engagement Rate by Type of Disability



Note. Some of the percentages may not add up to 100% due to rounding off of numbers.

As seen in Figure 4, *Engagement Rates by Ethnic Groups*, the engagement rate was 83% for Asian respondents, 77% for Latino respondents, 74% for white respondents, 67% for multiracial respondents, 62% for black respondents, and 62% for American Indian or Alaska Native leavers.

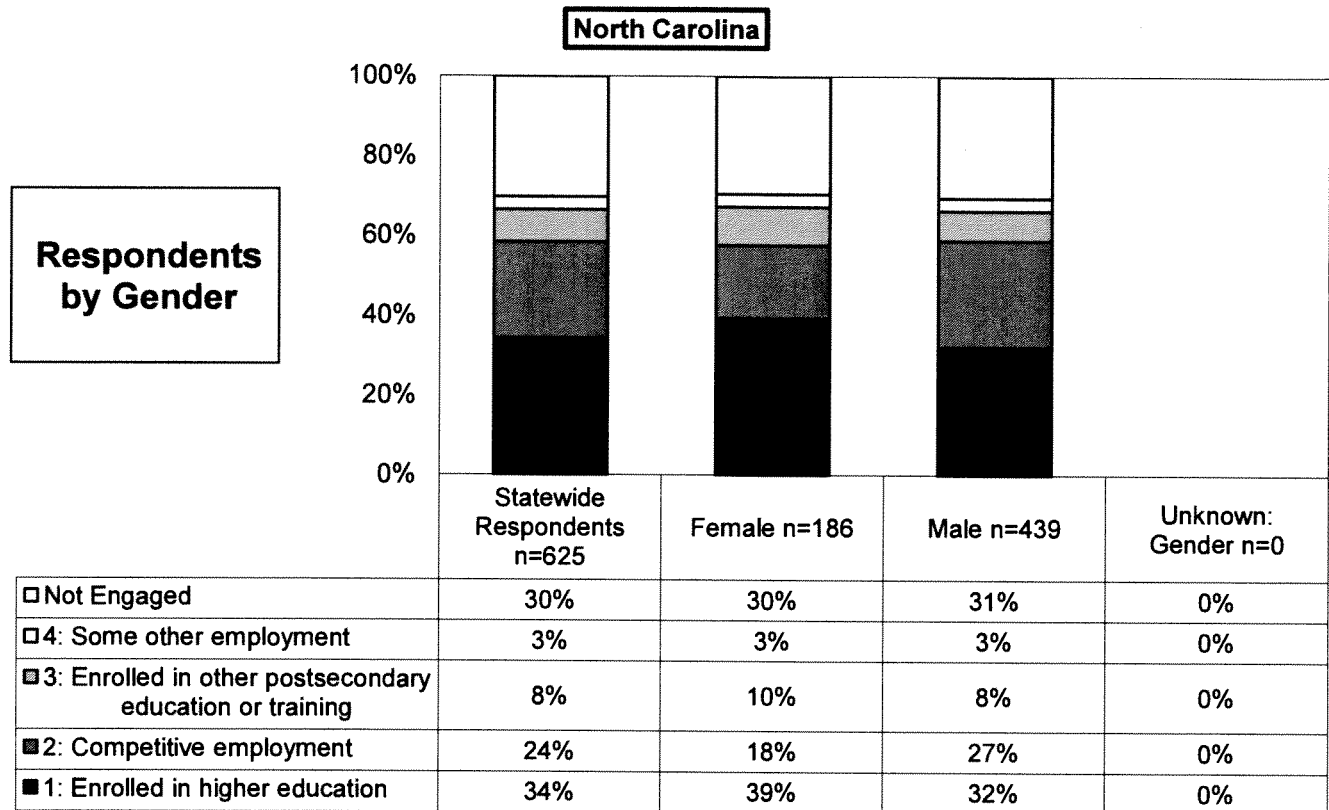
Figure 4: Engagement Rates by Ethnic Group



Note. Some of the percentages may not add up to 100% due to rounding off of numbers.

As seen in Figure 5, *Engagement Rates by Gender*, female leavers had an engagement rate of 70% and males had an engagement rate of 69%. Female students were enrolled in higher education at higher rate (39%) than males. Male students were more likely to be competitively employed (27%) than female students (18%) one year after exiting high school. The rate of no engagement was similar for both female(30%) and male(31%).

Figure 5: Engagement Rates by Gender



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

A summary of the data collection methods used and an examination of the response rate and representativeness are provided as a framework for the discussion of the improvement activities completed and an explanation of the slippage that occurred for FFY 2010.

**Data Collection Methods:** North Carolina continues to contract with the University of North Carolina – Charlotte (UNC-C) to collect the post-school outcome data for the SPP/APR. North Carolina conducted a sample of districts. A sampling calculator developed by the National Post-School Outcomes Center was used by UNC-C to establish representative samples across five years of required SPP data collection. District level information was entered into the Sampling Calculator and a five-year random sampling of

districts, based on a multi-way cluster model, was produced. Samples were equivalent for size of district, percentage of females, students with various disabilities, and minority race. All local educational agencies (LEAs) are sampled at least once during a five-year data collection cycle. The five LEAs with an Average Daily Membership (ADM) of 50,000 or more are sampled each year. Students in the sample include those who graduated with a regular diploma, aged-out, dropped out, or were expected to return but did not.

**Response Rate and Representativeness:** A total of 1651 students were included in the 2011 follow-up survey of the 2009-2010 school leavers. Of these 1651, a total of 625 surveys were completed for an overall response rate of 38%. Response rates for the districts ranged from 17% to 56%. This was a lower response rate than the previous year's survey results (46%). Of the non-responders, 633 (38%) could not be reached due to no contact or inaccurate contact information. During FFY 2010 the following activities were completed to improve the response rate. In January 2010 a webinar was held with each LEA that was to be surveyed to explain the requirements of Indicator 14. The LEAs were shown what exit data was needed, where to enter the data, and how to obtain a password to enter the secure site. The website also contains definitions for terms used, a short video clip explaining the process, and sample letters that can be given to parents and/or students explaining that they will be surveyed in a year. On April 5, 2011 interviewing to gather the post-school outcome data began. In May 2011 feedback from the call center indicated difficulty contacting students due to inaccurate contact information. To increase the response rate and account for the large number of inaccurate contact information, spreadsheets containing all of the names of students that could not be reached were sent back to the LEAs to submit new contact information, if available.

Comparison of respondents to all leavers suggested responders may not be representative of 2009-10 school leavers. Students who graduated with a diploma were over-represented (+ 8%) while those who dropped out of school were under-represented (-11%). In the baseline data black students and those who dropped out of school were under-represented. In FFY 2010 black youth were not under-represented.

Students who dropped out of school continue to be under-represented and the potential non-response bias is similar to the previous year's discrepancy between the population and the sample. This population is a difficult group to contact. NCDPI will continue to work with NPSO to develop different strategies to improve the response rate of students who dropped out.

#### Improvement Activities Completed

North Carolina collaborated with the National Post-School Outcomes Center (NPSO) as an Intensive Technical Assistance State by attending NPSO Cross Regional Meeting in February 2011. A team from North Carolina worked to develop a plan to improve data collection, data analysis, and use of post-school outcome data.

Presentations were made at the North Carolina Division on Career Development and Transition conference in April 2011. The data from the Post-School Outcomes Survey were shared with the participants. At the March 2011 Exceptional Children Directors' Institute, the LEAs that were surveyed the previous year were invited to attend training on the NPSO Data Toolkit. At that training, discussion was held with the participants on strategies to increase the response rate and to get a more representative sample.

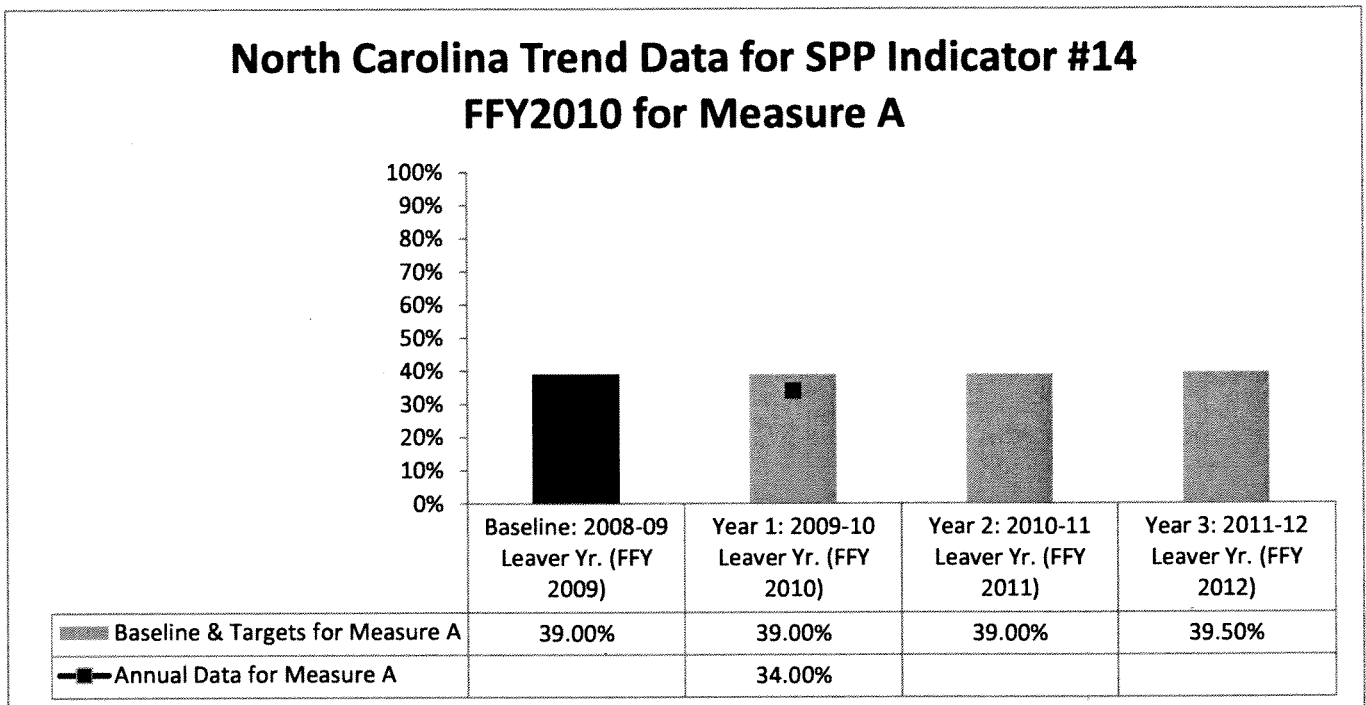
Summer Institutes were held in June 2011 and offered to LEAs throughout the State. North Carolina continues to expand the secondary transition technical assistance network which will include continued staff development, updated websites, and continued collaboration with teacher training programs.

The state level transition team met on a quarterly basis and attended the NSTTAC Transition Leadership Institute in May 2011 to review and revise the plan that had been developed the previous year.

**Explanation of Progress or Slippage that occurred for FFY 2010**

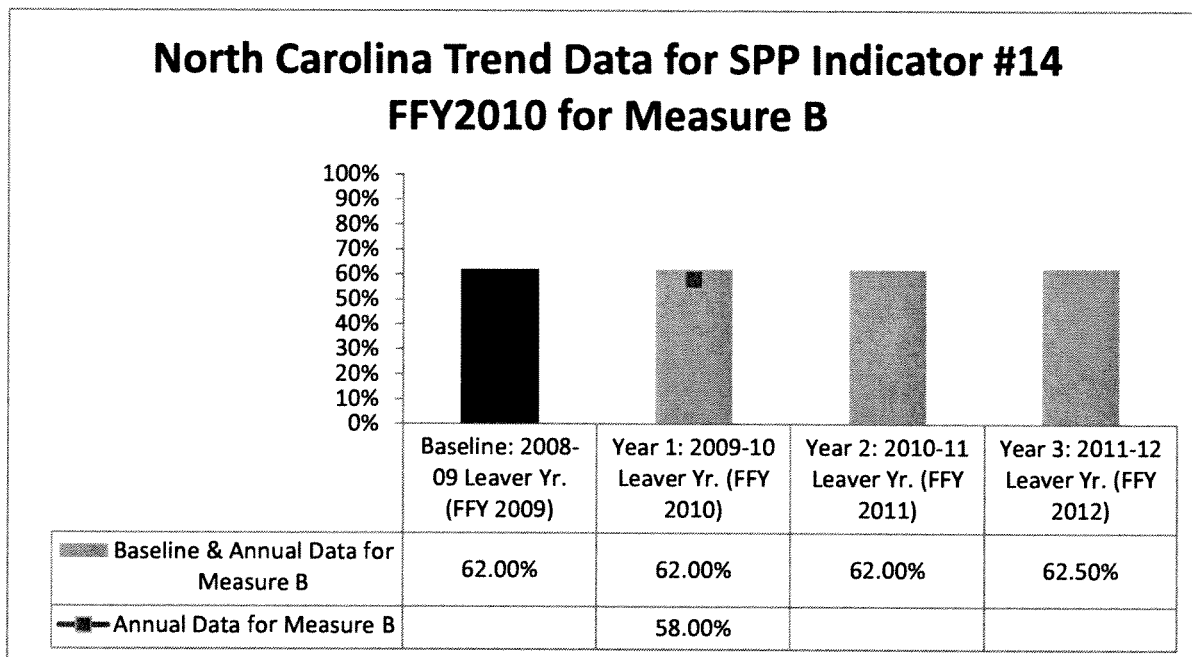
The rates for Measures A, B, and C were all lower than the baseline rates established last year. The percentage of students not engaged was 30%, which is higher than the rate of 27% established last year. Figures 6, 7, and 8 compare each measure to the baseline data and the targets that were set for FFY 2010.

Figure 6. Trend Data for Measure A



As seen in figure 6, the target for FFY 2010 Measure A was set at 39.0% and the data for this year was 34.0%. This was a slippage of 5.0 percentage points and the target was not met. When respondents were asked why they did not enroll in postsecondary education or training the top four reasons commonly reported were (a) don't know, (b) working, (c) other, and (d) health or disability problems. North Carolina is experiencing one of the highest unemployment rates in the country. More students have to work and higher education may be cost prohibitive for some families at this time.

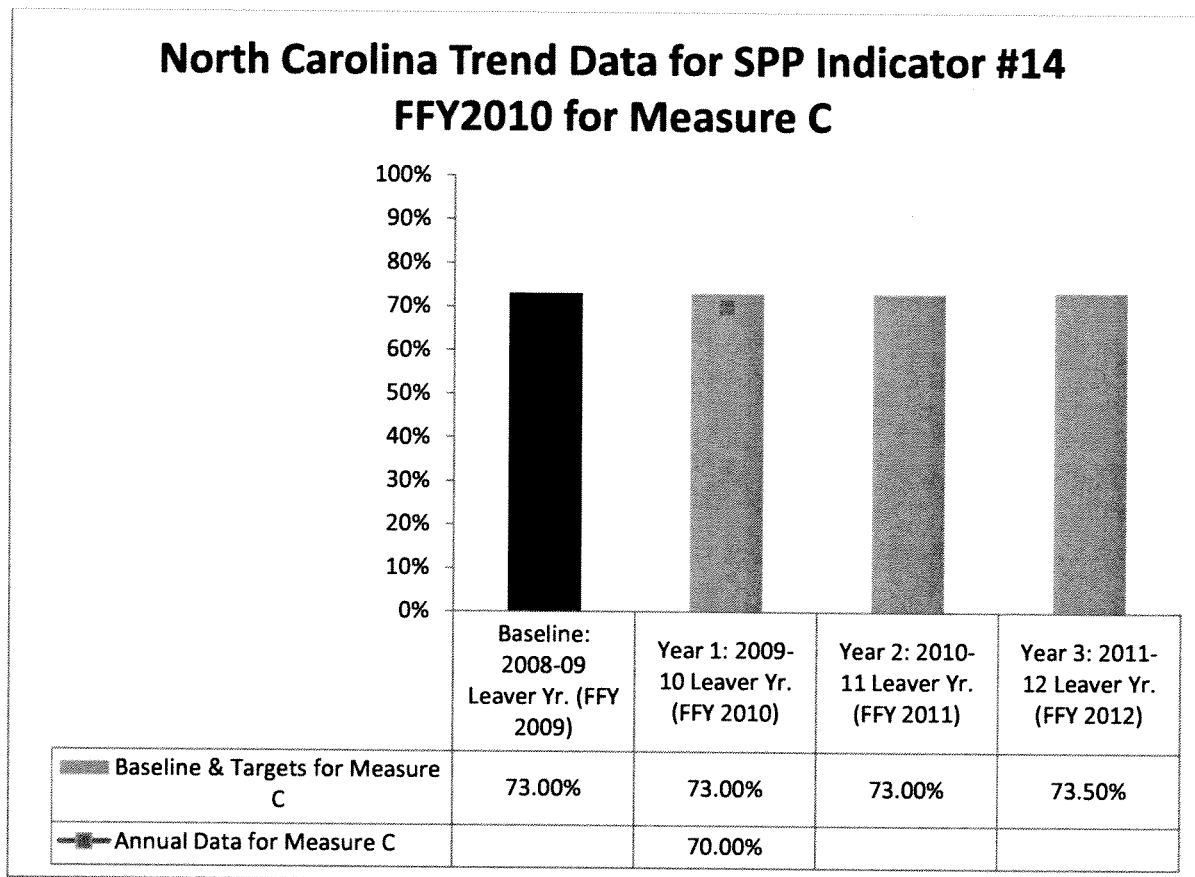
Figure 7 Trend Data for Measure B



As seen in figure 7, the target for FFY 2010 Measure B was set at 62.0% and the data for this year was 58.0%. This was a slippage of 4.0percentage points. Most of the students who were working were employed in a company, business, or service industry. When asked why they were not working most leavers reported that they did not work because they were enrolled in school (26%), did not know (21%), in poor health (19%), few jobs (13%), currently looking for a job (8%), and other reasons. Again, the economy in our state is having an impact on students finding jobs.



Figure 8 Trend Data for Measure C



As seen in Figure 8, Trend Data for Measure C, the baseline data set in FFY 2009 was 73.0% and the target for FFY 2010 was set at 73.0%. The FFY 2010 data for Measure C was 70.0%. This documented slippage of 3 percentage points below the target; therefore North Carolina did not meet the target. Again North Carolina is experiencing significant economic difficulties; this impacts the number of jobs available and the ability to pay for higher education.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:**

In response to the data for FFY 2010, an additional activity will be added to the SPP.

**New Improvement Activity**

To determine if the response rate will increase if contact is made by someone in the school system, an LEA that was surveyed last year will be provided an incentive to hire teachers to call students that exited school during 2009-10. We will then compare the response rate with the response rate from the year before.	March 2012 – July 2012	SEA Personnel  LEA Personnel  Funding for Incentive
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**Part B State Annual Performance Report (APR) for FFY 2010**

**Overview of the Annual Performance Report Development:** See description in the Overview Section

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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**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))

<p><b>Measurement:</b></p> <p>Percent of noncompliance corrected within one year of identification:</p> <ul style="list-style-type: none"> <li>a. # of findings of noncompliance.</li> <li>b. # of corrections completed as soon as possible but in no case later than one year from identification.</li> </ul> <p>Percent = [(b) divided by (a)] times 100.</p> <p><b>States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).</b></p>
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FFY	Measurable and Rigorous Target
FFY 2010	100%

**Actual Target Data for FFY 2010:**

98.3%
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**Describe the process for selecting LEAs for Monitoring:**

The North Carolina Department of Public Instruction Exceptional Children Division implements various monitoring activities. LEAs are selected for on-site monitoring utilizing multiple data points. The following is a listing of various monitoring activities that were conducted during FFY 2010 and how LEAs are selected for monitoring:

1. Focused Monitoring is conducted in four (4) LEAs each year. The LEAs are selected based on the following considerations:

A. Size of district,

- B. Graduation rates for students with disabilities,
- C. Dropout rates for students with disabilities, and
- D. Compliance rates for transition components of the IEP.

2. Verification Visits are conducted in LEAs based on a five year cycle. All LEAs, charter schools, and State Operated Programs were placed on a five year cycle. This verification cycle was done in coordination with the fiscal monitoring cycle. The cycles for the two types of monitoring are staggered, so that an LEA will not be subject to a verification visit the same year as a fiscal monitoring activity.

3. Self-assessments were completed by 13 charter schools that were recently chartered. The self-assessment included data analyses of internal record reviews for compliance, parent surveys, program observations, mediations and dispute resolutions, student outcomes on statewide assessments, demographic data, suspensions, graduation and dropouts (if applicable). A stakeholder committee reviewed the data and completed the self-assessment. An on-site follow-up visit was conducted in each charter school that submitted a self-assessment.

During FFY 2010 the monitoring activities were revised and will be piloted during FFY 2011. A complete explanation of the revision is in the State Performance Plan.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:**

Indicator 15 correction of noncompliance rate for 2010-11 is 98.3%. The rate of 98.3% demonstrated an increase of 4.8 percentage points from FFY 2009-10.

Progress was due to the successful correction of a majority of findings from formal written complaints filed during the 2009-10 and corrected during 2010-11. The SEA has worked closely with LEAs on understanding the requirements of the correction of identified noncompliance. Each year LEAs submit improvement activities for ensuring compliance with the requirements of IDEA as part of the Continuous Improvement Performance Plan (CIPP). The LEAs are to review and revise the activities as necessary to improve the data submitted to the SEA. By having LEAs do this on an annual basis, they have put mechanisms in place to identify and correct noncompliance.

The Dispute Resolution Consultants have met monthly to monitor the implementation/verification of the complaint corrective actions. The electronic data system was reviewed on a regular basis.

**Monitoring Activities of LEAs, SOPs, and Charter Schools**

In 2009-10 LEAs, charter schools, and SOPs reviewed a prescribed number of records through an Internal Record Review and submitted the data to NCDPI electronically. In addition, the LEAs were required to submit individual student deficit sheets or Indicator 13 checklists for each student with identified noncompliance in their exceptional children record. To ensure child specific noncompliance was corrected, a corrective action letter was sent to each LEA with identified noncompliance. Each LEA was directed to submit copies of students' IEPs documenting the correction of identified noncompliance. For LEAs that use the State's computer-based system, records were reviewed electronically. To verify the correction of noncompliance, the SEA reviewed new data by obtaining additional records from the LEA or by reviewing additional records in the State's computer-based system.

NCDPI conducted 30 verification visits to LEAs that were scheduled for 2010-11. During those visits a review of individual student records identified by the LEA was conducted to verify the accuracy of the data submitted for FFY 2009. During the verification visits, each LEA was asked to discuss its mechanisms for ensuring timelines are met for Indicators 11 and 12. The Continuous Improvement Performance Plan (CIPP) was reviewed with district personnel and implementation of improvement activities was discussed.

On-site visits were conducted in each of thirteen charter schools that had submitted a self-assessment. During those visits exceptional children records were reviewed for compliance, interviews with staff were held, and program observations were conducted.

Each LEA that was not 100% compliant for Indicators 11 and 12 in 2009-10 was required to submit documentation that each referral that had exceeded timelines was completed, unless the child was no longer under the jurisdiction of the LEA. For Indicator 11, the monitors also examined new referrals, through CECAS, to determine if there was a period of time where all referrals met the timeline requirements of North Carolina.

Each LEA that was not 100% compliant for Indicator 13 in 2009-10 was required to submit documentation that an IEP had been developed, that included a compliant transition component, unless the student was no longer in the LEA. Additional records were reviewed to verify that the LEA is implementing the specific regulatory requirements.

In October 2010, identified non-compliances from Internal Record Reviews were submitted electronically. Deficit sheets documenting each child specific noncompliance were forwarded to each assigned monitoring consultant. The LEAs then sent in documentation of the correction of noncompliance for individual students. Additional records were reviewed to verify that the LEA is implementing the specific regulatory requirements.

In June 2010 LEAs, charter schools, and SOPs submitted updated Continuous Improvement Performance Plan (CIPP) for review by NCDPI.

**Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2009 (July 1, 2009 through June 30, 2010) and verified as corrected as soon as possible and in no case later than one year from identification.**

**Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance):**

13. Number of findings of noncompliance the State identified in FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	411
14. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	404
15. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	7

**FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):**

16. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	7
17. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	5
18. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

**Verification of Correction for findings of noncompliance identified in FFY 2009 (either timely or subsequent):**

NCDPI has instructed LEAs to submit documentation that noncompliance has been corrected. This is done through submitting signed deficit sheets verifying the date and method of correction, sending copies of all corrected paperwork, and for some, requiring quarterly reports. For all compliance indicators NCDPI monitoring consultants reviewed the corrections of noncompliance, as well as new data to verify ongoing adherence with the specific regulatory requirements.

**Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):**

1. LEAs were required to provide a statement of assurance that the data submitted were verified and are accurate;
2. Documentation of correction of noncompliance was submitted;
3. Record review trainings, which include directions on how to correct areas of noncompliance, were held throughout the state;
4. NCDPI staff provides ongoing technical assistance through emails, phone calls and regional meetings;
5. Presentations were conducted at the NCDPI annual conference, Charter School conference, the new Charter School Administrator's Conference, the March Exceptional Children Directors' Institute, and the new Exceptional Children Directors Institute;
6. *North Carolina Policies Governing Services for Children with Disabilities* was revised and amended to clarify state and federal requirements; and Enforcement actions were addressed in complaints where noncompliance was found.

**Actions Taken if Noncompliance Not Corrected**

*For findings of noncompliance identified in FFY 2009 for which the State has not yet verified correction, explain the actions the State is undertaking to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.*

The two findings of noncompliance that have not been corrected were identified in one LEA and are from one high school in that LEA. The findings were identified during a Focused Monitoring visit conducted in March 2010. Follow-up visits have been made to the LEA to document the correction of noncompliance and in one of the two high schools where noncompliance was identified, corrections have been made. The LEA will be required to submit copies of the grades for the past semester for each student with disabilities in that high school. An analysis of the progress student's are making in the general curriculum will be conducted. The LEA will be required to submit an assurance that at each school in their system a full continuum of services will be offered and decisions about students needs will be determined on an individual basis, not on the availability of the services offered.

**Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)**

If the State reported <100% for this indicator in its FFY 2009 APR and did not report in the FFY 2009 APR that the remaining FFY 2008 findings were subsequently corrected, provide the information below:

• Number of remaining FFY 2008 findings noted in OSEP's FFY 2009 APR response table for this indicator	8
• Number of remaining FFY 2008 findings the State has verified as corrected	8
• Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

*For FFY 2008 findings for which the State has not yet verified correction (these are findings of noncompliance identified in FFY 2008 and were not reported as corrected in the FFY 2009 APR and that remain uncorrected), explain the actions the State completed to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.*

**Correction of Any Remaining Findings of Noncompliance identified in FFY 2007 or Earlier (if applicable)**

Provide information regarding correction using the same table format provided above for any remaining findings identified in FFY 2007 or earlier.

N/A

**Additional Information Required by the OSEP FFY 2009 APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
North Carolina must demonstrate in the FFY 2010 APR, due Feb. 1, 2012, that the remaining eight findings of noncompliance identified in FFY 2008 that were not reported as corrected in the FFY 2009 APR were corrected.	The eight remaining findings of noncompliance identified in FFY 2008 have been subsequently corrected. Individual student records were corrected. Updated data from additional records were reviewed to verify each LEA's correct implementation of specific regulatory requirements.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):**

The North Carolina Continuous Improvement and Focused Monitoring System has been revised. This revision was completed with technical assistance provided by Mid-South Regional Resource Center. Some aspects remain the same and others have been deleted, added, or revised. A complete explanation can be found in the State Performance Plan submitted February 1, 2012. The Program Compliance On-site Review will be piloted in 5 traditional LEAs and 1 charter school in the spring of 2012. Training will be held for all LEAs, charter schools and SOPs at the March Exceptional Children Directors' Institute.

## Part B State Annual Performance Report (APR) for 2010-11

Overview of the Annual Performance Report Development: See description in Overview Section.

**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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY 2010	Measurable and Rigorous Target
2010-11	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.

**Actual Target Data for FFY 2010:**

Year	Complaints with Reports Issued	Reports within Timelines / Extended Timelines	Rate	Progress/Slippage from 2009-10
FFY 2010 (2010-11)	44	43	98%	+/- 0.0

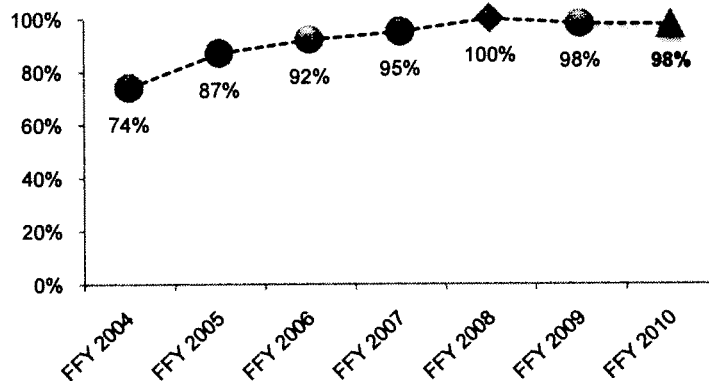
**FFY 2010 Data from Table 7:**

(1) Total number of written, signed complaints filed	75
(1.1) Complaints with reports issued	44
(a) Reports with findings of noncompliance	28
(b) Reports within timeline	38
(c) Reports within extended timelines	5
(1.2) Complaints pending	0
(a) Complaints pending a due process hearing	0
(1.3) Complaints withdrawn or dismissed	31

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

North Carolina did not meet the target of 100% of signed written complaints with reports issued being resolved within the 60-day timeline or a timeline extended for exceptional circumstances. One report was issued beyond the 60-day timeline. Although the report was completed on time, it was inadvertently mailed a couple of days after the due date. The data from FFY 2010 indicate that the rate of 98% was maintained from the previous year, and there was no progress or slippage made.

**Indicator 16 Historical and Current Data**



During FFY 2010, the SEA received seventy-five (75) complaints and investigated forty-four (44). This is the same number of complaints received the previous year and a decrease in the number investigated from FFY 2009, when the SEA received seventy-five (75) complaints and investigated fifty-one (51). Twelve (12) complaints, or 16% of the complaints filed, were resolved at the local level and withdrawn. Nineteen (19) complaints, or 25% of the complaints filed, were dismissed for insufficiency.

Activity	Timeline	Status
Analyze and evaluate the complaint system's implementation process to include:	January 30, 2006 - 2012	
1. Reviewing the responsibilities of dispute resolution consultants.		1. The SEA employed a fourth dispute resolution consultant in March 2011 to assist with complaint investigations, monitoring of corrective action plans, and other duties. This will allow the consultants to engage more in activities that are proactive including, but not limited to, administrative responsibilities and conducting trainings with LEAs, parents, advocates, and attorneys.



2. Streamlining the review of correspondence for the complaint system.		2. During the latter part of FFY 2009, the SEA made some changes in the signature process regarding letters and reports to the superintendents. This has helped with letters of insufficiency and closing letters. Dispute Resolution Consultants continued to carefully monitor timelines and issuance of complaint reports.
3. Managing the responsibilities for the other forms of dispute resolution, i.e., facilitation, mediation, resolution meetings, due process databases, and paperwork.		3. Some assistance for the consultant, that coordinates the facilitation program, was provided during the peak times of the year for facilitation requests.
4. Evaluate the effectiveness and efficiency of the early resolution process.	July 2006 - 2012	4. Information regarding the requirement that either party submit a copy of the signed resolution or mediation agreement for the complaint to be withdrawn has been posted on the agency website and is provided in the notification letters.
5. Analyze and evaluate the complaint system's implementation process to include 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.	July 2008 - 2012	5. Assigning each of the four consultants to receive all the incoming calls one day per week has been somewhat successful.
6. 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 - 2012	6. The EC Division's website is being redesigned to make it more user-friendly. The EC Division continues to work on creating web-based modules.

## APR Template – Part B (4)

North Carolina

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
"If the State is unable to demonstrate compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance."	NCDPI staff have reviewed the improvement activities and determined that revisions were not necessary to ensure compliance.

**Revisions, with Justification, to Proposed Targets / improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

<b>Measurement:</b> Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.
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FFY	Measurable and Rigorous Target
2010-11	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.

**Actual Target Data for 2010-11:**

100% of the fully adjudicated due process hearing requests were completed within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

(3) Total number of due process complaints filed	72
(3.2) Hearings fully adjudicated	4
(a) Decisions within timeline (include expedited)	1
(b) Decisions within extended timeline	3
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing)	55

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

The NCDPI met the target of 100% for 2010-11, as has been done annually since the 2006-07 school year. The data for this target is from Table 7 (see above). The NCDPI attributes the maintenance of the 100% target to the continued monitoring of timelines by EC Division staff and ongoing communication with the Office of Administrative Hearings to ensure that timelines are met. During the Verification Component of OSEP's Continuous Improvement Visit (CIV) in November 2011, OSEP found that the State did not have procedures for ensuring that the 45-day timeline for hearing decisions began on the day after the end of the resolution period. Subsequent to the CIV, OSEP accepted NCDPI's amended procedures to consistently collect data which indicate when the resolution period ends and the 45-day timeline begins. To ensure NCDPI's data are valid and

reliable, whether or not there was progress or slippage, and whether the State met the target of 100%, NCDPI staff reviewed each of the four files for which hearings were fully adjudicated. Through this review, staff members were able to determine for each file the date the resolution period ended and the date the 45-day timeline began. Staff confirmed that the 45-day timeline began on the day after the resolution meeting in three cases and the day after agreement to proceed to hearing in one case. In all cases the 45-day timeline began before the end of the 30-day [resolution] period.

*Improvement Activities:*

Activity	Timeline	Status
Develop an interagency agreement with the Office of Administrative Hearings regarding each agency's responsibilities to ensure that due process hearings are implemented according to the IDEA regulations.	June 30, 2006 - 2012	The Memorandum of Understanding, which was signed on June 30, 2006, has been reviewed annually by the Office of Administrative Hearings and the Exceptional Children Division. Both parties agreed that no changes were needed in 2010-11.
Provide training to hearing and review officers.	March 2006 - 2012	The EC Division invited all Administrative Law Judges and review officers to attend the Division's annual conference in November 2010 and EC Administrators' Institute in March 2011. In addition, annual training specifically for hearing and review officers was provided by NCDPI.
Meet regularly with the OAH to review data and procedures to enhance processes.	February 2007-2012	An Exceptional Children Division's Consultant for Dispute Resolution and an Office of Administrative Hearings' (OAH) staff member maintained regular communication about the status of due process case regarding timelines through telephone calls, meetings, and e-mail. The Consultant for Dispute Resolution called or e-mailed the ALJ and his/her clerk prior to the timeline or extended timeline of each hearing, as a reminder.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

**Part B State Annual Performance Report (APR) for 2010-11**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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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))

<b>Measurement:</b> Percent = (3.1(a) divided by 3.1) times 100.
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FFY	Measurable and Rigorous Target
2010-11	75% to 85% of the hearing requests that go to resolution sessions will result in settlement agreements.

**Actual Target Data for 2010-11:**

**42.9%** (21/49) of hearing requests that went to resolution sessions within 15 days of receipt of a due process complaint were resolved with settlement agreements.

TABLE 7

(3) Total number of due process complaints filed	72
(3.1) Resolution meetings	49
(a) Written Settlement agreements reached through resolution meetings	21
(3.2) Hearings fully adjudicated	4
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing)	55

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

The NCDPI did not meet its target range of 75% - 85% of the resolution meetings resulting in a settlement agreement.

Forty-nine (49) resolution meetings were conducted within the 15-day timeline and before the close of the FFY 2010-2011 and twenty-one (21) resulted in settlement agreements for a rate of 42.9%. This represents a 19.9 percentage point decrease in settlement agreements from the previous year.

The information provided in Table 7 did not reflect the following information about resolution meetings and settlement agreements. The number of resolution meetings and signed settlement agreements was lower than expected because of some of the following factors:

- One parent filed nine (9) petitions for hearings on the same issue, which had been decided in an earlier hearing;
- One parent filed four (4) petitions for hearings on an issue that had been decided in an earlier case;
- After unsuccessful resolution meetings, four (4) cases were resolved with signed mediation agreements;
- Ten (10) independent agreements were signed after the resolution period ended;
- The ALJ bifurcated two (2) cases because they contained multiple issues, including manifestation determinations. Only one resolution meeting was held for each.
- The LEA filed one petition, which did not require a resolution meeting;
- Eleven (11) cases could not reach a resolution agreement; and
- Parents were represented by attorneys in 15 cases. Eight of those cases participated in resolution meetings, but only one (1) signed a resolution agreement. The attorneys preferred to participate in mediation or draft independent agreements.

Upon notice that a request for a due process hearing has been filed, the consultant for dispute resolution contacts each EC director by e-mail and sends forms for reporting the resolution meeting results, guides for reaching a resolution, and the requirements for convening a meeting within 15 calendar days of receipt of a petition.

Activity	Timeline	Status
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 training centers.	Beginning October 25 - 2012	Upon notice that a request for hearing was filed, a packet of information was e-mailed to each Exceptional Children Program Director (ECPD) that, in addition to other information, contained a form to document the outcome of the resolution meeting that the LEA must complete and return to the NCDPI. The SEA also remained in regular communication with the ECPD in each LEA to encourage resolution and to request the resolution documentation if it was not submitted within the timelines.

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.	2007-2012	During the 2010-11 school year, the EC Division distributed the document, "Resolution Meetings: A Guide for Parents" to all ECPDs upon notice that a due process petition had been filed. The ECPDs were asked to send the parent a copy of the document with the invitation to the resolution meeting.
Based on a pilot, the Exceptional Children Division will revise and send a survey to LEAs and parents who participate in a resolution meeting to help the agency identify the components of a successful resolution meeting and the reasons that a resolution meeting might not result in a settlement agreement. That information will be analyzed and use to develop/refine training for LEAs, advocates, and parents.	2009 - 2012	Parents and LEAs were surveyed by phone during the 2010 - 11 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

## Part B State Annual Performance Report (APR) for 2010-11

**Overview of the Annual Performance Report Development:** See description in Overview Section.

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

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

<b>Measurement:</b>
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Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.
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FFY	Measurable and Rigorous Target
2010-11	Mediation resulting in agreements: 75% to 85%.

**Actual Target Data for 2010-11:**

**54.5%** (18/33) of the total mediations held reached agreement.

This same data is reflected on Table 7 of 618 Report and reflects all mediations held in North Carolina.

(2) Total number of mediation requests received through all dispute resolution processes	64	
(2.1) Mediations held	33	
(a) Mediations held related to due process complaints	11	
(i) Mediation agreements related to due process complaints	5	45%
(b) Mediations held not related to due process complaints	22	
(i) Mediation agreements not related to due process complaints	13	59%
(2.2) Mediations pending	5	
(2.3) Mediations withdrawn or not held	26	

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

There was a 17.5 percentage point decrease in the number of mediations resulting in signed agreements from 2009-10 (72%) to 2010-11 (54.5%). North Carolina did not meet its target range of 75 - 85% for 2010-11.



Fifty-nine percent (59%) of the mediations not associated with a due process hearing reached agreement. Only 45% of the mediations associated with a due process hearing reached agreement which is well below the range of 75 - 85%. While the mediators remain the same each year, the 2010-11 year reflects a fourteen (14) percentage point difference in the data between mediations associated with a due process hearing and mediations not associated with a hearing. The number of mediations where the parent was represented by an attorney increased. Anecdotal information suggests that efforts to resolve issues during certain mediations were undermined by an attorney, and the mediations resulted in no agreements. The NCDPI will continue to provide professional development, outreach to parents and LEAs and support for the use of mediation to resolve issues.

***Activities completed in 2010-11:***

Activity	Timeline	Status
Offer continuing professional development for mediators to improve and enhance their skill level.	May 2006 -2012	Each of the 12 mediators attended a minimum of 15 hours of mandatory continuing education (half special education law and half mediation process training). Feedback from the parties obtained after each mediation session was shared with the respective mediator. Several mediators also attended the annual EC Division Conference. Monthly, the EC Division electronically disseminated to mediators articles regarding mediation.
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 - 2012	The four Dispute Resolution Consultants conducted extensive outreach to parents, school representatives, parent attorneys and advocacy groups about the benefits of using mediation to resolve disputes. This occurred through daily phone calls from parents and school personnel; the state website; annual trainings in collaboration with the NC Parent Training and Information Center (Exceptional Children's Assistance Center); numerous trainings for LEA administrative staff; presentations at disability specific conferences; and the annual NC EC Conference.

During the next cycle of NC's new Exceptional Children Directors' Leadership Institute, the Exceptional Children Division will provide and evaluate specialized training in negotiation skills for all new LEA EC Directors.	2009 - 2012	A presentation was made at the New EC Directors' Leadership Institute regarding the mediation program and its benefits. Presentations regarding using the mediation program have been made at 8 regional EC Directors' meetings.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

**Part B State Annual Performance Report (APR) for 2010-11**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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**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))

<b>Measurement:</b>
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State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:
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- |   |
|---|
| <ul style="list-style-type: none"> <li>a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and</li> <li>b. Accurate, including covering the correct year and following the correct measurement.</li> </ul> |
|---|

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).
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FFY	Measurable and Rigorous Target
2010-11	100% of State reported data (618 and Annual Performance Report) are timely and accurate.

**Actual Target Data for 2010-11: 100%**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010-11:**

North Carolina met the target of 100% and its rate showed an increase of 4.76 percentage points from the previous year (95.24%). The improvement activities for early submission of Table 1 (child count) and Table 5 (discipline) to EDEN, in order to pass edit checks prior to the resubmission of data by the due date, were implemented successfully.

To ensure error free, consistent, valid and reliable data, various reporting systems are used to gather data throughout the state agency. Data were collected from the December 1 Child Count, September Exiting Count, Personnel Survey, Discipline (Suspensions/Expulsions), Report on the Participation and Performance of Students with Disabilities on State Assessments, State Performance Plan (SPP) and the Annual Performance Report (APR).

Child Count and Exiting Count – Data were collected through the Comprehensive Exceptional Children Accountability System (CECAS). Data reliability was ensured through validations on the data entry process and validations in the reporting process. Data entry validations ensured that users were protected from entering inconsistent data. Reporting validations utilized advanced algorithms to

ensure counts were unique and student moves (between school systems) did not result in duplicated student counts. Additionally, LEA Exceptional Children Directors were required to review the reported numbers and submit the data for NCDPI to obtain an electronic signature. If the Exceptional Children Director designated personnel to submit the data, a verification form was required from the Exceptional Children Director and mailed to NCDPI. The Child Count was collected from December 1<sup>st</sup> through December 15<sup>th</sup>. The Exiting Count was collected from September 11<sup>th</sup> through September 21<sup>st</sup>. The data was provided to the Policy and Strategic Planning (PSP) Division for submission to EDEN. CECAS personnel are available to assist LEAs with the reporting process. Information regarding the reliability and validity of CECAS can be found at <http://www.nccecas.org>.

**Report of the Participation and Performance of Students with Disabilities on State Assessments** – Assessment data were collected by the Accountability Services Division and students with disabilities data were collected through (CECAS). The data is matched and submitted to the Policy and Strategic Planning (PSP) Division for submission to EDEN. The Assessment Report was a collaborative effort between the Reporting Section in the Accountability Services Division-Data, the Policy and Strategic Planning Division; the EC Delivery Team (CECAS); and EC Division staff in Policy, Monitoring, and Audit Section. The North Carolina State Board of Education Policies and Legislative Requirements for the NC Testing Program can be found at <http://www.ncpublicschools.org/accountability/policies/general>. The Accountability Division had its own mechanisms in place to ensure that the assessment data were valid and reliable. The documents that outline the accuracy and reliability of assessment data can be found at <http://www.ncpublicschools.org/accountability/policies/shared/testsecurity>. The report was submitted by the required due date, and corrections were made and resubmitted. Data from the resubmission (EdFacts Report 1/26/12, Revised) were used for the APR.

**Discipline** – NCWISE, the authoritative source for all discipline data, provided the discipline data to the Policy and Strategic Planning (PSP) Division for submission to EDEN. Mechanisms were in place to ensure that the discipline data were valid and reliable. The document that outlines the accuracy and reliability of discipline data can be found at <http://www.ncpublicschools.org/research/discipline/reports/>.

**Personnel** – Beginning in 2010-11, salaried personnel data were collected in the salary system and contracted personnel data were collected in each LEA's IDEA, Part B (611) Grant using the federal personnel chart. The Policy and Strategic Planning (PSP) Division then submitted to EDEN. In the future, personnel data will be extracted from a new NC personnel system. Mechanisms were in place to ensure that the personnel data were valid and reliable.

**State Performance Plan (SPP)** - North Carolina submitted the SPP on February 1, 2012. It included proposed revisions to Indicators 4a-b, 9, 10, 13, 14, and 15.

**Annual Performance Report (APR)** – North Carolina submitted the APR on February 1, 2012. The Indicators in the APR include the actual target data Indicators 1, 2, & 4a, using 2009-10 data and Indicators 3a-3c, 5a-5c, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, & 20, using 2010-11 data, and any revisions to Indicators, measurements, targets and/or improvement activities that were also made in the SPP.

Activities	Timeline	Status
NCDPI will ensure that CECAS integrates with the North Carolina Window of Information on Student Education (NCWISE) and other data systems.	2006 - 2012	2010-11 – The EC Delivery Team and EC Division staff continued to work collaboratively with NCDPI's CEDARS project that will integrate all agency data into one data warehouse,

		allowing users to pull data based on a unique I.D. assigned to each student. An EC Delivery Team staff member serves on the Data Management Group that meets weekly to review agency data needs and resolve agency data issues.
Continue to provide Agency Operations and Management Division with Child Count and Exiting Data for submission through EDEN	November 2006 - 2012	<b>Completed for 2010-11</b>
NCDPI will continue to investigate duplicate collection of special education data via EDEN.	2005 - 2012	<b>Completed for 2010-11</b>
Conduct On-Site Child Count Audits to ensure LEAs are reporting accurate data.	2007 - 2012	<b>Completed for 2010-11</b> – The EC Delivery Team and EC Division staff followed up with individual districts for edit checks. Data verifications were conducted while on-site for Focused Monitoring, targeted record reviews, and other on-site reviews.
Remain knowledgeable of additional EDEN submission requirements.	2006 - 2012	<b>Completed for 2010-11</b> – NCDPI staff participate in meetings and conferences sponsored by OSEP, CCSSO, such as the Annual Leadership Conference, EIMAC meetings, and webinars/conference calls (SPP/APR; Indicator 4b, etc.) to stay abreast of submission requirements.
CECAS Trainer and Regional CECAS Trainers will conduct ongoing trainings for the Child Count and Exiting process.	2006 - 2012	<b>Completed for 2010-11</b> – Training was conducted at the annual EC statewide conference, semi-annual EC Administrators' Institutes and regional meetings.

<p>NCDPI will implement a plan for the early submission of Table 1 data to EDEN in order to pass edit checks prior to the resubmission of data by the due date.</p>	<ol style="list-style-type: none"> <li>1. The EC Delivery team will provide the periodic child count data from CECAS (authoritative source) to Policy and Strategic Planning (PSP)</li> <li>2. PSP will upload data in EDEN and notify the EC Delivery team/EC Division when reports are available.</li> <li>3. After EDEN reports are available the EC Division will review the reports and provide the EC Delivery team &amp; PSP with any needed revisions to address passing edit checks.</li> <li>4. PSP will make any necessary revisions and resubmit data to EDEN by due date.</li> </ol>	<p>Annually, by January 1, 2012-2013</p> <p>Annually, between January 10-15, 2012-2013</p> <p>Annually, by January 22, 2012-2013</p> <p>Annually, by February 1, 2012-2013</p>	<p><b>Completed for 2010-11</b> – the EC Delivery team provided the periodic child count to PSP, the data was uploaded to EDEN and preliminary reports/EdFacts data were posted for review on January 17, 2011. EC Division staff reviewed the reports and provided the EC Delivery team &amp; PSP with any needed revisions to pass edit checks. The final data was resubmitted to EDEN by the due date.</p>
<p>NCDPI will implement a plan for the early submission of Table 5 data to EDEN in order to address pass editing checks and the resubmission of data by the due date.</p>	<ol style="list-style-type: none"> <li>1. NCWISE (authoritative source for discipline data) will provide the discipline data to Policy and Strategic Planning (PSP)</li> <li>2. PSP will upload data in EDEN and notify the EC Delivery team/EC Division when reports are available.</li> <li>3. After EDEN reports are available, the EC Division will review the reports and provide the EC Delivery team &amp; PSP with any needed revisions to address</li> </ol>	<p>Annually, by September 16, 2011-2013</p> <p>Annually, by October 7, 2011-2013</p> <p>Annually, by October 17, 2012-2013</p>	<p><b>Completed for 2010-11</b> – NCWISE provided the discipline data to PSP, the data was uploaded to EDEN and preliminary reports/EdFacts data were posted for review as of September 28, 2011. EC Division staff reviewed the reports and provided the EC Delivery team &amp; PSP with any needed revisions to pass edit checks. The final data was resubmitted to EDEN by the due date.</p>

**APR Template – Part B (4)**

North Carolina

	passing edit checks.  4. PSP will make any necessary revisions and resubmit data to EDEN by due date.	Annually, by November 1, 2012-2013	
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011: N/A**

