



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

Report to the North Carolina General Assembly

Report on Educational Performance of
Children with Disabilities

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

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**North Carolina
Part B Annual Performance Report (APR) for 2011-12
February 15, 2013**

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 2011-12, the NCDPI-EC Division began an initiative regarding Results Driven Accountability (RDA). In July 2011, with assistance from the Data Accountability Center (Data), a stakeholders' meeting was held. Following an extensive review and presentation of data, it was determined that improving the graduation rate for students with disabilities would be the focus of NC's RDA effort and two LEAs were selected for participation in the initial year. Staff, along with the stakeholders' group continued to develop this process in preparation for the results portion of the U.S. Office of Special Education Programs upcoming visit to North Carolina in November 2011. The NCDPI continued to work with the two LEAs to provide technical assistance and support for local initiatives, and both LEAs have improved graduation rates for students with disabilities. In May and June of 2012, the EC Division staff met in work sessions with DAC and other national technical assistance centers regarding the NC RDA effort, continuing its extensive review of data and reestablishing its regional teams to work with LEAs on improving outcomes. EC Division staff recognized a need to provide a more structured framework for its RDA effort, in order to address the needs of additional LEAs and established a core RDA work group with representatives from each section of the Division. Beginning in 2012-13, each monthly staff meeting had/will have time devoted to structure and expansion of the RDA effort. Progress accomplished during the 2012-13 school year will be discussed in the FFY 2012 APR that will be submitted February 1, 2014.

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, as required, toward the development of the APR at the Council's quarterly meeting in December 2012.

In May of 2013, 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, 2013. The reports will be posted on the Department's website, will be sent to the LEAs, and distributed to local and regional media. The APR and LEA public reports will be posted at <http://www.nccecas.org/> and <http://ec.ncpublicschools.gov/>.

The 2011-12 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, 18, 19, and 20. States are no longer required to submit information on Indicators 16 and 17. Indicator 6, including its baseline data, targets and improvement activities for 2012-13, is included for the first time in the State Performance Plan (SPP). 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 2012. The proposed revisions to Indicators 3, 13, and 14 were made in the SPP.

NCDPI has developed its *2011-12 Annual Performance Report* with input from the stakeholders' steering committee. Additional stakeholder involvement included input from LEA Special Education

APR Template – Part B (4)

North Carolina

Administrators, Mid-South Regional Resource Center and from some other federal Training/Technical Assistance Centers, early childhood specialists, and NCDPI staff.

Documents included with the submission of the 2011-12 APR are as follows:

- Indicator 15 Worksheet
- Indicator 20 Rubric

Part B State Annual Performance Report (APR) for 2011-12

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 2010-11, or earlier, to all youths with IEPs entering ninth grade in 2007-08 for the first time.

Youths with IEPs entering ninth grade in 2007-08 & graduating with a regular diploma in 2010-11 or earlier ÷ All youths with IEPs entering ninth grade in 2007-08 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
2011-12 (using 2010-11 data)	80% of youths with IEPs graduating from high school with regular diplomas.

Actual Target Data for 2011-12 (using 2010-11 data):

Percent of youths with IEPs entering ninth grade in 2007-08 and graduating with a regular high school diploma in 2010-11 or earlier	Number of youths with IEPs entering 9 th grade in 2007-08 for the first time. (Denominator)	2007-08 entering youths with IEPs, who graduated with a regular diploma in 2010-11 or earlier (Numerator)	Change from previous year cohort graduation rate
57.2 %	10912	6246	- 0.4 percentage points

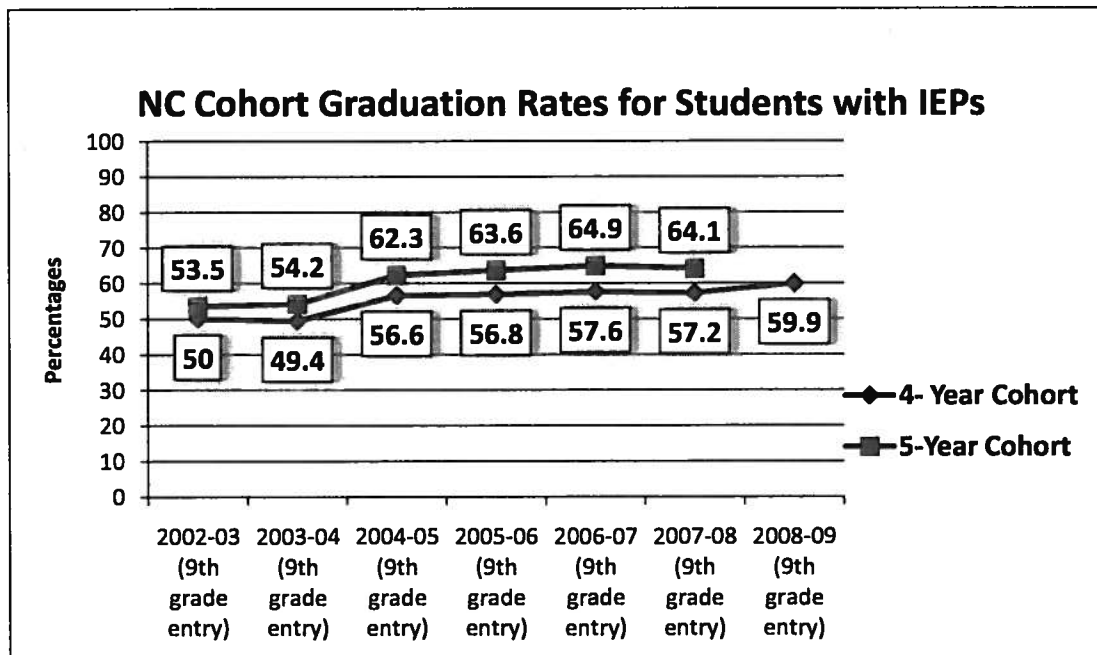
Data sources for graduates for cohort graduation rate: SIMS/NCWISE 20th day membership files for 2010-11 & for 4 years in past; the collection of student names associated with Graduation Intention Surveys, and dropout files collected historically (NCDPI\Accountability\Reporting 7/25/12 and NC's Consolidated State Performance Report 12/20/12).

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

Percent of youths with IEPs entering ninth grade in 2007-08 and graduating with a regular high school diploma in five years or earlier	Number of youths with IEPs entering 9 th grade in 2007-08 for the first time. (Denominator)	2007-08 entering youths with IEPs, who graduated with a regular diploma in five years or earlier (Numerator)	Change from previous 5-year cohort graduation rate
64.1%	10912	6995	- 0.8 percentage points

Four-Year Cohort Data for 2012-13 (using 2011-12 data):

Percent of youths with IEPs entering ninth grade in 2007-08 and graduating with a regular high school diploma in 2010-11 or earlier	Number of youths with IEPs entering 9 th grade in 2007-08 for the first time. (Denominator)	2007-08 entering youths with IEPs, who graduated with a regular diploma in 2010-11 or earlier (Numerator)	Change from previous year cohort graduation rate
59.9 %	11448	6859	+ 2.7 percentage points



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 2010-11 data:

Part B State Annual Performance Report for FFY 2011
(OMB NO: 1820-0624/Expiration Date: 7/31/2015)

Activity	Timeline	Status
Focused Monitoring of selected LEAs.	2007-2012	In 2010-11, 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 2009-10 and continuing follow-up technical assistance to 4 LEAs that received Focused Monitoring in 2008-09. 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 2010-11, research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 83 research-based reading/ writing instruction sites (an increase of 6 sites), including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 48 research-based mathematics instruction sites (an increase of 18 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 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.
Activity	Action Steps	Timeline	Status
NCDPI will create a data map of North Carolina LEAs to assist with identification of those needing intensive TA for increasing graduation rates of students with disabilities and for discussions of the data with LEA personnel.	1. Data will be compiled from multiple indicators that relate to graduation rates and an excel file map will be created. The file will be back-loaded with the data to create a link to multiple data sets for each LEA.	1. June 2011; updated annually	1. Completed for 2011-12
	2. LEAs will be identified and meetings held to discuss the data with a multi-disciplinary team of LEA central office administrators.	2. September 2011; October 2011; April 2012; on-going	2. Completed for 2011-12

NCDPI will develop and implement a plan for targeting LEAs for intensive technical assistance using the data map, other data sets, and knowledge gained from national TA provider partners.	1. Collaboration will occur with national TA providers to ensure multiple perspectives and gather expertise in multiple areas. This collaboration will occur via on-site meetings and conference calls.	1. August 2011, July 2011, August 2011, September 2011, October 2011, February 2012, March 2012	1. Completed for 2011-12
	2. State level staff will participate in data analysis and intervention specific professional development to increase knowledge to better support LEAs and develop a plan for expansion of this work.	2. May 2011 and June 2012	2. Completed for 2011-12

Explanation of Progress or Slippage:

North Carolina did not meet the target of 80% and the entering 2007-08 ninth graders 4-year cohort graduation rate of 57.2% represents a 0.4 percentage point decrease. There was an increase of fifty-five (55) students with IEPs entering ninth grade for the first time in 2007-08 (10912 students with IEPs) and an decrease of four (4) students with IEPs who graduated with a standard high school diploma in 2010-11 (6246 students with IEPs).

In 2010-11, all of the 115 traditional LEAs and twenty-eight (28) of the ninety-nine (99) public charter schools had students with IEPs entering ninth grade for the first time in 2007-08. Nine (9) of the twenty-eight (28) public charter schools had enough students (5 or more) to report graduation rates. Fourteen (14) LEAs (10 traditional and 4 public charter schools) had 4-year cohort graduation rates that met or exceeded the state target of 80%. An additional sixty-nine (69) LEAs (66 traditional and 3 public charter schools) had graduation rates that were greater than the State average of 57.2 %, but did not meet the State target of 80%. One LEA (traditional) had a graduation rate that was the same as the State average rate and forty (40) LEAs (38 traditional and 2 public charter schools) had rates below the State average rate of 57.2%.

Although North Carolina uses the 4-year cohort graduation rate as its target, 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 2007-08 was 64.1% or 6.9 percentage points higher than the 4-year cohort graduation rate for the same group of entering ninth grade students. However, this 5-year cohort graduation rate was 0.8 percentage points lower than the 5-year cohort graduation rate for students entering ninth grade for the first time in 2006-07 and graduating with a regular high school diploma in 2010-11. This 5-year cohort graduation rate is important because it includes an additional 759 students with IEPs, entering ninth grade for the first time in 2007-08, who graduated with a regular high school diploma.

Important to note, is the progress that will be reported in the February 1, 2014 submission of the Annual Performance Report for the 11,448 students with IEPs entering ninth grade for the first time in 2008-09. 6,859 of these students or 59.9% graduated with a standard high school diploma in 2011-12 or earlier. This represents an increase of 2.7 percentage points or 613 students more than included in the previous 4-year cohort graduation rate.

Although there was slight slippage in 2010-11, contributing factors to the progress made in 2011-12 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 six (6) 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 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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:

As allowed, North Carolina chose to report using the same data source and measurement that was used for its FFY 2010 APR that was submitted on February 1, 2012.

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 2010-11. 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.

FFY	Measurable and Rigorous Target
2011-12 (using 2010-11 data)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 4.7%.

Actual Target Data for 2011-12 (using 2010-11 data):

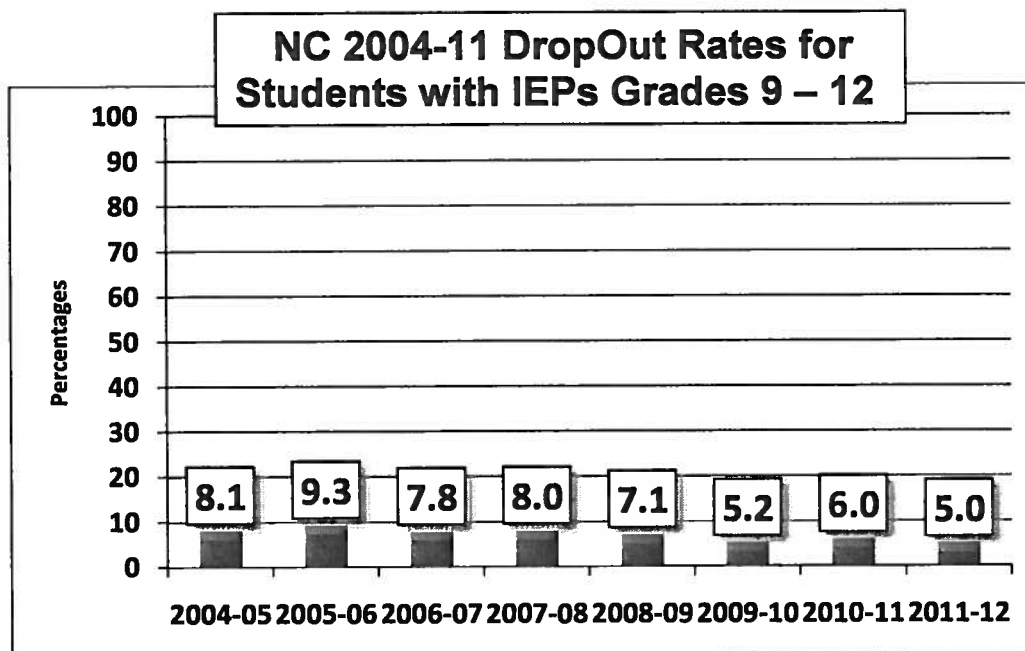
Year	# of youths with IEPs, in grades 9-12, that dropped out of school	# of youths with IEPs in grades 9-12 in calculation	Rate (Grades 9-12)	Progress or slippage from 2009-10
FFY 2011-12 (using 2010-11 data)	2942 (=Numerator in calculation below)	45713 (= Denominator 1 in calculation below)	6.0% (see calculation below)*	+ 0.8 percentage points

*The State calculation for the denominator that is used for all youths that drop out was used in 2010-11 for youths with IEPs that dropped out.

Rate = $100 * \text{Numerator} \div (\text{Denominator 1} + \text{Numerator})$ $100 * 2942 \div (45713 + 2942) = 6.0\%$

Numerator: Number of Dropouts

Denominator 1: $(10 \text{ Membership} - \text{FM20}/\text{initial enrollee count} + 11 \text{ Membership}) \div 2$



Source: NCDPI/Agency Operations and Management/Research and Evaluation 2005-10; 2008-09 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 2010-11 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 2010-11 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 2010-11, 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 2010-11, research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 83 research-based reading/ writing instruction sites (an increase of 6 sites), including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 48 research-based mathematics instruction sites (an increase of 18 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 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.

Explanation of Progress or Slippage:

North Carolina did not meet its 2010-11 target of 4.7%. In 2010-11, the grades 9-12 dropout rate for students with disabilities increased to 6.0%, which was slippage of 0.8 percentage points. In 2010-11, the number of youths with IEPs in grades 9-12 that dropped out increased by 19.6% or 482 students, while the overall number of youths with IEPs, in grades 9-12 increased by 410 students or 0.91%.

Of the 115 traditional LEAs that had students with IEPs in grades 9-12 in 2010-11, twenty-nine (29) LEAs or 25.2% had dropout rates that met or had lower rates than the State target of 4.7%. Although they did not meet the State target of 4.7%, an additional twenty-nine (29) traditional LEAs or 25.2% met or had lower rates than the State average rate of 6.0%. Fifty-seven (57) traditional LEAs or 49.6% had rates above the State average rate of 6.0%. Thirty-one (31) public charter schools had students with IEPs in grades 9-12, in 2010-11. Thirty-one (31) of these public charter schools or 100% met or exceeded the State target by having a rate lower than 4.7%.

Important to note, is the 2011-12 dropout rate of 5.0% that will be reported in the February 1, 2014 submission of the Annual Performance Report. In 2011-12, 544 fewer students with IEPs in grades 9-12, or an 18.5% decrease, dropped out. Contributing factors to this progress 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 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: FAPE in the LRE

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

A.1 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; or

A.2 Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO 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))

Measurement:

A. (choose either A.1 or A.2)

A.1 AYP percent = [(# 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) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

A.2 AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and 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.

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Targets				
2011-12	A.2 Percentage of Districts Meeting AMOs: 65.0%				
	B. Overall Participation Rate:		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
			Target	ESEA Waiver Target	Target
		3	71.6	44.5	88.6
		4	71.6	44.5	88.6
		5	71.6	44.5	88.6
		6	71.6	44.5	88.6
		7	71.6	44.5	88.6
		8	71.6	44.5	88.6
		10	69.3	50.9	84.2

Actual Target Data for 2011-12:**A.2 Percentage of Districts Meeting AMOs:**

# of LEAs that had a students with disabilities subgroup* for AMO determination	# of LEAs that met AMO targets for students with disabilities subgroup*	Rate	Difference from 2010-11 (AYP)
136	69	50.7%	+ 36.6 percentage points

*AMO subgroup ≥ 40 students – 110 traditional LEAs and 26 public charter schools

B. Participation Rates:**2011-12 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 2010-11
3	4055	7680	0	2937	1020	15780	15692	99.4	- 0.2
4	3251	8560	0	3603	1034	16514	16448	99.6	+/- 0
5	2643	8791	0	4122	1133	16768	16689	99.5	+/- 0
6	2234	8072	0	4080	1004	15492	15390	99.3	+/- 0
7	2225	7858	0	3732	1001	14952	14816	99.1	+/- 0
8	2295	7248	0	3391	1051	14126	13985	99.0	+/- 0
HS	2669	7246	0	0	769	11371	10684	94.0	+ 7.0

Source: EdFacts Report, Revised 2/6/13

2011-12 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	Total Children w/IEPs Denominator	Total # Assessed Numerator	Rate (%)	Difference from 2010-11
3	4456	6730	0	3492	1020	15780	15698	99.5	- 0.1
4	3654	7324	0	4434	1035	16514	16447	99.6	+/- 0
5	3086	7481	0	4991	1133	16768	16691	99.5	+/- 0
6	2573	7084	0	4732	1004	15492	15393	99.4	+ 0.1
7	2481	7061	0	4273	1002	14952	14817	99.1	+/- 0
8	2563	6642	0	3728	1051	14126	13984	99.0	+ 0.1
HS	3747	7325	0	0	0	11371	11072	97.4	+ 13.2

Source: EdFacts Report, Revised 2/6/13

C. Proficiency Rates:

2011-12 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 2010-11
3	2547	4813	0	1113	693	15692	9166	58.4	- 1.0
4	2097	5529	0	1475	659	16448	9760	59.3	- 0.2
5	1523	5041	0	1987	873	16689	9404	56.3	+ 0.2
6	1130	4076	0	2366	781	15390	8353	54.3	- 1.7
7	1113	3923	0	2163	702	14816	7901	53.3	- 0.3
8	1311	4151	0	2167	650	13985	8279	59.2	+/- 0
HS	1158	3147	0	0	499	10684	4804	45.0	- 2.9

Source: EdFacts Report, Revised 2/6/13

2011-12 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 2010-11
3	1782	2695	0	917	684	15698	6078	38.7	- 0.6
4	1558	3121	0	1387	667	16447	6733	40.9	- 1.2
5	1238	2999	0	2032	754	16691	7023	42.1	+/- 0
6	1049	2894	0	2007	701	15393	6651	43.2	- 0.4
7	803	2285	0	1850	660	14817	5598	37.8	+ 0.3
8	879	2283	0	1561	716	13984	5439	38.9	+ 0.2
HS	1977	3118	0	0	0	11072	5095	46.1	+ 21.1

Source: EdFacts Report, Revised 2/6/13

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12:

Improvement Activity	Timeline	Status
Disseminate information to LEAs about which systems and practices increase academic achievement of students with disabilities.	2007-2012	Completed for 2011-12 - Data profiles were disseminated to LEAs & then discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings. 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	Completed for 2011-12
Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	In 2011-12 , 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 2011-12, more than 1000 schools throughout the State implemented PBIS, 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.	June 1, 2011 - 2012	To be completed for 2011-12 – The reports of data regarding accommodations are being prepared for 2011-12 and will be posted on NCDPI's website at the addresses noted in the Public Reporting Section of this Indicator

Explanation of Progress or Slippage:

- A. **Percentage of LEAs meeting Annual Measurable Objectives (AMOs):** North Carolina did not meet its 2011-12 target (65%) which was based on Adequate Yearly Progress (AYP). The number of LEAs that met the AMO targets, under the State's ESEA Waiver, increased to 50.7% from the 14.1% of LEAs that met AYP targets in 2010-11. This is an increase of 36.6 percentage points. The increase is due to the use of AMOs.
- B. **Participation Rates:** North Carolina exceeded its targets (95%) for participation rates for state reading and math assessments at each grade level 3 – 8, and the high school reading assessment. Participation rates for reading and math assessments at each grade level 3 – 8 continued to be above 99%. Participation rates for reading and math assessments were maintained or increased at all grade levels, except grade 3. There was slight slippage for grade 3 participation in reading (0.1 percentage point) and math (0.2 percentage point). The participation rate for the high school reading assessment was 97.4%, which was an increase of 13.2 percentage points from the previous year. North Carolina missed its target (95%) by one percentage point for participation rate for the high school math assessment (94.0%), which was an increase of 7.0 percentage points from the previous year.

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.

In accordance with ESEA, one thousand five hundred six (1506) youth with IEPs in grades 3-8 and high school were counted as non-participants in the mathematics assessments because of medical emergencies, absences, and out-of-grade level tests. One thousand one hundred seven (1107) youth with IEPs in grades 3-8 and high school were counted as non-participants in the reading assessments because of medical emergencies, absences, and out-of-grade level tests.

Sixty-nine percent (61.4%) of the non-participants in the mathematics assessments were in high school while 48.5% of the non-participants in the reading assessments were in high school.

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 student performance and achieving AMO and proficiency targets.

- C. **Proficiency Rates:** North Carolina did not meet its targets for math and reading proficiency at grade levels 3-8 and high school. North Carolina maintained or made slight progress in math proficiency for grades 5 and 8. Slippage in math proficiency ranged from 0.2 to 2.9 percentage points in grades 3, 4, 6, 7 and high school. North Carolina maintained or made slight progress in reading proficiency for grades 5, 7 and 8 and significant progress of 21.1 percentage points at high school. Slippage in reading proficiency ranged from 0.4 to 1.2 percentage points in grades 3, 4, and 6. Using unique student identification (UIDs), NCDPI pulled all of its data from CEDARS (the Department's data warehouse). More students were assessed in 2011-12 than in previous years, particularly at the high school level, which can affect proficiency rates. NCDPI staff will further examine this data to determine root causes of the decreases and to provide LEAs with any needed technical assistance. In recent years, such work of the EC Division regional teams (focused on students with disabilities in individual districts) was 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 and EC regional staff consultants are members of their respective Regional Roundtables. In addition to the work of the Regional Roundtables, the EC Division plans to once again utilize its regional teams to improve focus on the data, root causes, and improved performance for students with disabilities in individual districts.

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 2012:

North Carolina is proposing the following revisions as a result of the State's approved waiver under ESEA:

- 1) For Indicator 3a, use of Annual Measurable Objectives (AMOs) rather than Adequate Yearly Progress (AYP); and
- 2) For Indicator 3c, revised targets for math and reading proficiency for grades 3-8 and grade 10 to match the approved targets as part of the State's ESEA waiver.

FFY	Measurable and Rigorous Targets			
2012-13	3c. Overall Proficiency	Grade	Math	Reading
		3	63.6	49.6
		4	63.6	49.6
		5	63.6	49.6
		6	63.6	49.6
		7	63.6	49.6
		8	63.6	49.6
		HS	55.5	55.3

These proposed changes have been included in the revised State Performance Plan (SPP).

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: FAPE in the LRE
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))

Measurement:

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 Exceptional Children (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
2011-12 (using 2010-11 data)	5.0% 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 2011-12 (using 2010-11 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	Slippage from 2009-10
5	217*	2.3 %	+ 0.4 percentage points

*2010-11 - 115 traditional LEAs, 99 public charter schools, 3 state-operated programs

Data source: 2010-11 Section 618 State Reported Data

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred using 2010-11 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	Completed using 2010-11 data.
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	Continued using 2010-11 data - This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) have 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 2010-11 , research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 83 research-based reading/ writing instruction sites (an increase of 6 sites), including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 48 research-based mathematics instruction sites (an increase of 18 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 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.
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Explanation of Progress/Slippage:

North Carolina's rate of 2.3% of the LEAs met the target for having $\leq 5.0\%$ 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. However, North Carolina had slippage by increasing its rate slightly by 0.4 percentage points in 2010-11. Many LEAs have implemented effective practices resulting in reduced numbers of suspensions and expulsions greater than 10 days for students with disabilities. In 2010-11, more than 1000 schools throughout the State implemented PBIS, which was more than a 10% increase from 2009-10. A six (6) 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.

Five (5) of 217 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 2010-11. The five (5) 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 2010 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).*
N/A

Actions Taken if Noncompliance Not Corrected: N/A

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

Correction of Remaining FFY 2009 Findings of Non compliance (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.

N/A

APR Template – Part B (4)

North Carolina

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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
2011-12 (using 2010-11 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 2011-12 (using 2010-11 data):

# 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	# 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, & practices that contribute to the significant discrepancy and do not comply with certain IDEA requirements	# of Districts in the State	Rate	Progress or Slippage from 2009-10
4	0	217*	0%	0%

*2009-10 - 115 traditional LEAs, 99 public charter schools, 3 state-operated programs

Data source: 2010-11 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	Completed using 2010-11 data.
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	Continued using 2010-11 data - 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 2010-11, research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Instruction Demonstration Centers; 83 research-based reading/ writing instruction sites (an increase of 6 sites), including early literacy instruction; 4 regional Mathematics Instruction Demonstration Centers; and 48 research-based mathematics instruction sites (an increase of 18 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 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.

Explanation of Progress/Slippage:

North Carolina's rate of 0% of the LEAs, with a significant discrepancy, by race or 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, including more alternative programs, resulting in reduced numbers of suspensions and expulsions greater than 10 days for students with disabilities. In 2010-11, more than 1000 schools throughout the State implemented PBIS, which was more than a 10% increase from 2009-10. A six (6) 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 217 LEAs were identified as having significant discrepancies, by race or ethnicity, in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year in 2010-11. Although the State's total LEAs increased in 2010-11 (additional public charter schools), the number of LEAs having significant discrepancies decreased by 20. Each of 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. EC Division staff reviewed the LEA self-assessments and in one (1) instance followed-up with the LEA for clarification and/or submission of additional documentation. Upon review of all documentation submitted by the 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 2010 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 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	0
2. Number of FFY 2010 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 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

For FFY 2009 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).

N/A

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
N/A	N/A

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: FAPE in the LRE

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))

Measurement:

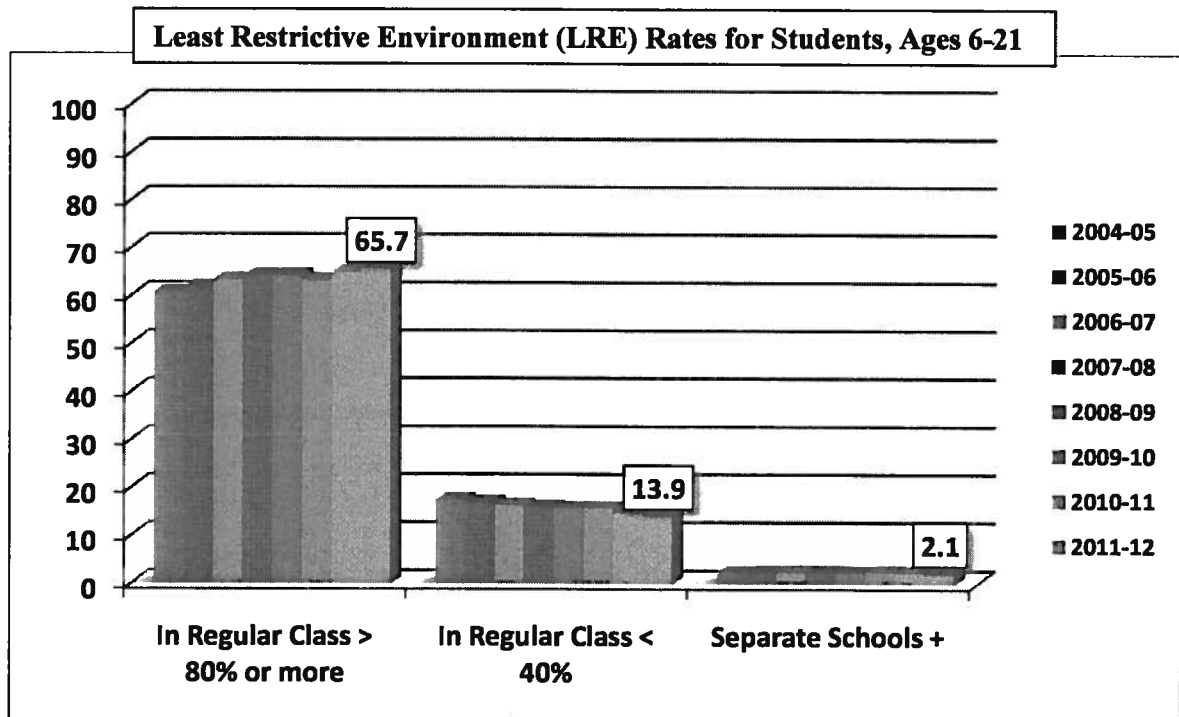
- | |
|---|
| <ul style="list-style-type: none"> A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. 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. |
|---|

FFY	Measurable and Rigorous Target
2011-12	Measurement A: 65.6% Measurement B: 15.3% Measurement C: 2.0%

Actual Target Data for 2011-12:

	# of Students in Setting (Numerator)	# of Students, 6 – 21, with IEPs (Denominator)	Rate	% Change from 2010-11/ Met Target
A. Inside the regular class 80% or more of the day	111,075	168,980	65.7%	+ 0.9/ Yes
B. Inside the regular class less than 40% of the day	23,442	168,980	13.9%	- 0.6/ Yes
C. In separate schools, residential facilities, or homebound/hospital placements	3,507	168,980	2.1%	+/- 0/ No

Source: Data used for this indicator are from the December 1, 2011 Periodic Child Count submitted as part of the 618 State-reported data requirement.



Discussion of Improvement Activities for 2011-12:

Improvement Activity	Timeline	Status
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 2011-12 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 2011-12, 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 & Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.</p>	2005-2012	<p>A. In 2011-12, 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 2011-12, more than 1000 schools throughout the State implemented PBIS. With technical assistance & 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 2011-12, 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 2011-12:

- A. North Carolina made progress by increasing the placement rate to 65.7%, which was an increase of 0.9 percentage points and met its target of 65.6% for 2011-12.
- B. North Carolina met its target of 15.3% for 2011-12 and decreased its already low placement rate to 13.9%, which was a 0.6 percentage point drop.
- C. North Carolina maintained the placement rate of 2.1%*; however, the State did not meet the target of 2.0% in 2011-12. 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 fifty-two (52) students. 197 of 219 LEAs* (90%) met or exceeded (less than) the target of 2.0%. Twenty-two (22) LEAs (10%) did not meet the target.

* 2010-11 rate = 2.14% rounded to 2.1%; 2011-12 rate = 2.08% rounded to 2.1%; actual slight progress of 0.06 percentage points.

The progress made in 2011-12 on Indicators 5a and 5b, and maintenance 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.

*2011-12 – 115 traditional LEAs, 100 public charter schools, 4 State-Operated Programs

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: FAPE in the LRE

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))

Measurement:

- | |
|---|
| <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
2011-12	N/A for 2011-12

Actual Target Data for 2011-12: See State Performance Plan

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12: N/A

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: See State Performance Plan for new proposed targets and improvement activities.

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: FAPE in the LRE

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))

Measurement:

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

Summary Statements for Each of the Three Outcomes (use for FFY 2011-2012 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 = $\frac{\# \text{ of preschool children reported in progress category (c) plus } \# \text{ of preschool children reported in category (d)}}{\# \text{ of preschool children reported in progress category (a) plus } \# \text{ of preschool children reported in category (b)}}$

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 Data for FFY 2011 (Preschool Children Exiting in 2011-12):

Summary Statements	Actual FFY 2010 (% and # children)	Actual FFY 2011 (% and # children)	Target FFY 2011 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)			
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	79.2% (4421/6239)	79.3% (4375/6087)	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	41.9% (2617/6239)	36.5% (2220/6087)	48.3%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)			
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	79.8% (4522/6239)	79.3% (4412/6087)	86.9%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program. Formula: d+e/ a+b+c+d+e	41.0% (2557/6239)	36.5% (2221/6087)	46.6%
Outcome C: Use of appropriate behaviors to meet their needs			
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: c+d/ a+b+c+d	79.0% (3950/6239)	81.0% (3980/6087)	86.1%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program. Formula: d+e/ a+b+c+d+e	54.8% (3418/6239)	53.3% (3247/6087)	60.6%

Progress Data for Preschool Children FFY 2011

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	59	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1086	18%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	2722	45%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1653	27%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	567	9%
Total	N= 6087	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	72	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1083	18%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	2711	45%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1701	28%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	520	9%
Total	N= 6087	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	60	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	874	14%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1906	31%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2074	34%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1173	19%
Total	N= 6087	100%

Discussion of Summary Statements and a-e Progress Data for FFY 2011:

In comparing last year's actual summary statement data to this year's actual summary statement data there was consistent change across all three Outcome Indicators for each of the Summary Statements. The percentages dropped. Fewer children substantially increased their rate of growth in each outcome area by the time they exited preschool and fewer children were functioning within age expectations in each outcome area by the time they exited preschool. This was not viewed as a failure to improve the functional skills for preschool children with disabilities, but rather an improvement in teachers' abilities to more accurately assess and document age appropriate functioning for preschool children. There has been an intentional focus on professional development to improve assessment using Trans-disciplinary Play Based Assessment (TPBA), and facilitating positive social behaviors in preschoolers using the Pyramid Model developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). While it may appear counterintuitive that these initiatives would have a negative effect on outcomes, the initiatives have provided teachers with a better understanding of what is "typical" for three, four and five year old children.

Similarly, in comparing this year's actual summary statement data to the summary statement targets, none of the targets were met. The targets were set using data from the Child Outcome Summary Form (COSF) collected in the years previous that included higher percentages of children with disabilities exiting the preschool program with either substantial improvements in their rates of growth or exiting with functioning estimated to be comparable to their same age peers. The COSF data for 2010-2011 was felt to be a more accurate representation of the children with disabilities who exited preschool.

The number of children with "entry" and "exit" COSF data has continued to increase. For 2009-2010, the total number was 5320 (based on the April 1, 2010 head count), and for 2010-2011, the total number was 6087 (based on the April 1, 2011 head count) that represented approximately 39% of the preschool children in North Carolina who receive special education and related services, and was a 4% increase over last year. The opportunity for children to be missed was greatly reduced in 2010-2011 by the inclusion of COSF data in the Comprehensive Exceptional Children Accountability System (CECAS) which is an online real time data system used by LEAs across North Carolina.

In reviewing the a-e progress data, the expected outcomes for the aggregate data patterns were evident with children presenting in category "a" consistently being 1% of the aggregate, and the majority of the children presenting in the middle categories of "b", "c", and "d". The data distribution for all three Outcome Indicators was negatively skewed with relatively few low values which were as expected. The shape of the distributions were as expected and reflected an accurate representation of the population served. This included the overall higher functioning on the Outcome Indicator that focused on children's abilities to appropriately meet their needs.

Discussion of Improvement Activities:*Activities to Improve Data Quality –*

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

LEA data for 2010-2011 were reviewed individually for quality assurance purposes. The following information was monitored for completeness, accuracy, and trends which might indicate scoring error:

- Dates of entry and exit for children;
- Number of children scored with a 6 or 7 upon entry and exit; and
- Negative skewing of the aggregated data for each LEA.

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

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

After reviewing individual data for APR 2011 Indicator 7, specific LEAs were provided targeted technical assistance. COSF training was modified to address the needs of speech pathologists who complete the Child Outcome Summary Form and who serve preschool children whose identified disability is speech or language impairment. The COSF training materials developed by the ECO Center that focused on the understanding of developmental trajectories for children with disabilities proved to be very useful. Speech or language impairment is the largest preschool disability category in North Carolina, and the disability most frequently found in OSEP category "e" – children who maintained functioning at a level comparable to same age peers. COSF training was also conducted in four LEAs, at their request, because of significant staff turnover. The North Carolina Office of Early Learning website contains links to the online COSF training developed by the ECO Center. In the fall 2010 and spring 2011 email was sent to the state's Preschool Coordinator listserv encouraging staff that were responsible for completing the COSF to complete the online training.

In August 2011 a New Preschool Coordinator's Orientation was conducted that included an overview of the COSF process. In addition, the Preschool Coordinator for each LEA present was given her LEA COSF data and asked to calculate the percent of children that fell into each of the five progress categories for each outcome area. They were also asked to calculate the two COSF Summary Statements for each outcome area. They could then compare their data to the state aggregate data.

Activities to Improve Child Outcomes –

A one-day Preschool Coordinator's Institute was held in conjunction with the NC DPI Exceptional Children Division Conference in November 2010. The focus of the Institute was "Understanding and Using Data for Program Improvement." Each LEA present was provided with its COSF data for 2009-2010. The objective was for LEAs to begin to understand how the COSF data could be used to inform their preschool program planning, design, and improvement. In addition, the four spring regional Preschool Coordinator webinars included a session in which COSF data was used inform program improvement using the "Evidence, Inference, Action" model.

As previously mentioned, North Carolina is currently piloting a plan to improve teacher performance in facilitating positive social behaviors in preschool classrooms using the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model. Implementation of this evidence-based model should enhance social competence and reduce challenging behaviors in preschool classrooms. Classrooms that reach fidelity to implementation of the Pyramid Model will have their COSF data compared to "control" preschool classrooms in which the Pyramid Model was not implemented. This will allow for analysis of the impact of the model.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-2012

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.

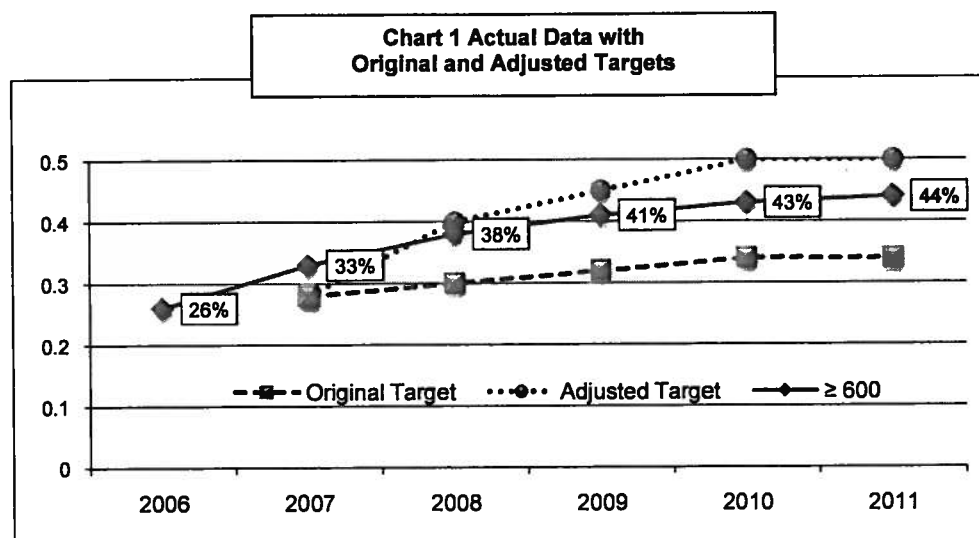
FFY 2011	Measurable and Rigorous Target
2011-12	Fifty percent (50%) of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for FFY 2011:

FFY 2011	Number of Surveys Distributed	Number and Percent Completed		Number and Percent Greater than or Equal to 600		Progress or Slippage
2011-12	23,167	2955	12.8%	1307	44.2%	+ 0.9

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Using a sampling plan (contained in the State Performance Plan), that was approved by the U.S. Office of Special Education Programs (USOSEP), the State Educational Agency (SEA) sent 23,167 parent surveys with English on the front and Spanish on the back to parents of children with disabilities in 57 traditional local educational agencies (LEAs) and charter schools across the state. The SEA sent 4,685 preschool surveys and 18,482 K-12 surveys. The percentage of parents in the annual sample, 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 the Schools' Efforts to Partner with Parents Scale (SEPPS) measure that met or exceeded the standard of 600, was **44.2%**. The percentage of preschool parents with a measure greater than or equal to 600 was 54.0%. The percentage of K-12 parents with a measure greater than or equal to 600 was 41.0%. (A detailed explanation regarding setting the standard at 600 is contained in the State Performance Plan.) Although the state did not reach the target in FFY 2011, progress was achieved with a gain of 0.9 percentage point as illustrated in Chart 1.



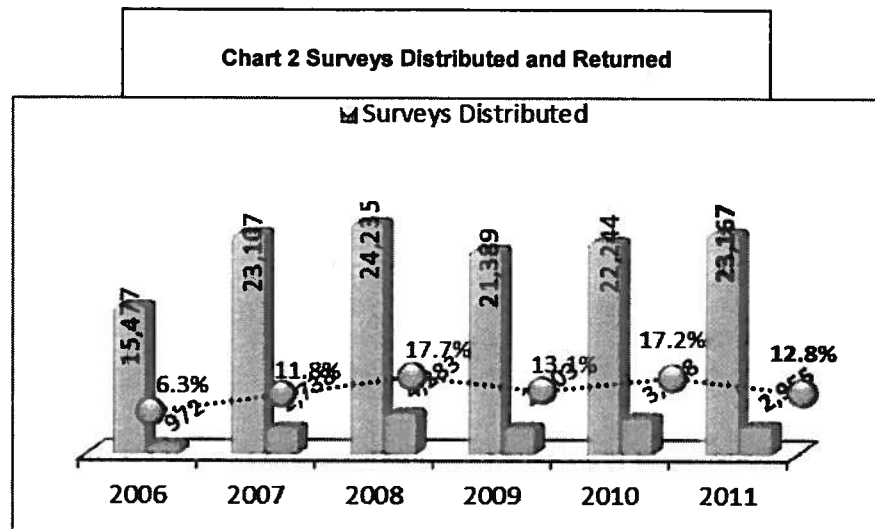
In FFY 2007, the target was twenty-eight percent (28%) and thirty-three percent (33%) of the respondents met or exceeded the standard of 600. The SEA reset the targets for FFYs 2008, 2009, and 2010 to 40%, 45%, and 50% respectively. Had the SEA been satisfied with the relatively low targets that increased 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
2011	34%	44.2%	Yes	50%	44.2%	No

The number of valid surveys completed and returned decreased by 4.4 percentage points, from 3,818 (17.2%) in FFY 2010 to 2,955 (12.8%) in FFY 2011. The surveys were once again distributed at the end of the school year, although slightly later than in FFY 2010. It is believed that earlier distribution contributed in the past to an increase in the number of completed surveys returned. The delay was the result of an error by some LEAs. LEAs were instructed to send the surveys home with students; however, a number of LEAs mailed the surveys even though the envelopes were not addressed. This resulted in hundreds of blank surveys being sent back to the SEA. The SEA re-packaged the envelopes and once again disseminated the

packages to the LEAs to send home with students. This delay resulted in the decrease in number of valid surveys completed and returned.



The mean measure, or score, for all returned surveys in FFY 2011 was 588, which is an increase from the mean measure, or score, of 585 for FFY 2010 of three (3) points. The 95% confidence interval for the true population mean for parents of students served in North Carolina lies somewhere in the range of 582.4-593.4. A 95% confidence interval means there is a 95% likelihood that the true mean falls within this range.

A mean measure, or score, of 588 indicates that schools are facilitating parent involvement in many ways. For example, 92% of parents of K-12 students receiving special education services agreed, with 63% agreeing strongly or very strongly, that teachers are available to speak with parents. For parents of preschool children, the corresponding percentages were 94% and 70%. Of parents of K-12 students, 88% agreed, with 56% 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 69%. However, only 80% of parents of K-12 students agreed, with only 47% 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 80% and 46%. Furthermore, only 56% of parents of K-12 students agreed, with only 28% 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 65% and 38%. Tables 2 and 3 illustrate the changes from FFY 2010.

Table 2 Comparison of Survey Items K-12						
Item	Agree			Agree Strongly or Very Strongly		
	FFY 2010	FFY 2011	Progress or Slippage	FFY 2010	FFY 2011	Progress or Slippage
Teachers are available to speak with parents	92%	92%		61%	63%	+2
Teachers and administrators encourage parents to participate in the decision-making process	87%	88%	+1	54%	56%	+2
The school gives parents the help they may need to play an active role in their child's	80%	80%		45%	47%	+2

Part B State Annual Performance Report for FFY 2011
(OMB NO: 1820-0624/Expiration Date: 7/31/2015)

education						
The school offers parents training about special education issues	62%	65%	+3	33%	38%	+5
Table 3 Comparison of Survey Items Preschool						
	Agree			Agree Strongly or Very Strongly		
Item	FFY 2010	FFY 2011	Progress or Slippage	FFY 2010	FFY 2011	Progress or Slippage
Teachers are available to speak with parents	96%	94%	-2	69%	70%	+1
Teachers and administrators encourage parents to participate in the decision-making process	91%	91%		66%	69%	+3
The school gives parents the help they may need to play an active role in their child's education	81%	80%	-1	46%	46%	
The school offers parents training about special education issues	62%	65%	+3	33%	38%	+5

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 in the annual sample 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 2011 data suggest that African-American students were under-represented (24.1%) while white students were over-represented (61.5%) in the survey results as compared to surveys distributed.

Table 4: Distribution by Race				
Surveys	African-American	White	Other	Missing
Distributed	30.8%	52.0%	17.2%	0.0%
Returned	24.1%	61.5%	14.3%	0.1%

- b) In FFY 2011, preschool children and children in grades K-5 were over-represented (24.6% and 41.5% respectively), while students in grades 9-12 were under-represented (15.8%) as compared to surveys distributed.

Table 5: Distribution by Grade					
Surveys	Preschool	K-5	6-8	9-12	Missing
Distributed	20.2%	38.6%	20.1%	21.1%	0.0%
Returned	24.6%	41.5%	18.1%	15.8%	0.1%

- c) In FFY 2011, students with autism and developmental delays were over-represented (10.6% and 14.8% respectively) while students with specific learning disabilities (21.9%), under-represented as compared to surveys distributed. Students with intellectual disabilities were slightly under-represented, students with other health impairments were slightly over-represented, and students with speech-language impairments were represented by the same percentage as the distribution.

Table 6: Distribution by Disability								
Surveys	Autism	Developmental Delay	Intellectual Disability	Other Health Impairment	Specific Learning Disability	Speech-Language Impairment	Other	Missing
Distributed	7.3%	12.2%	9.3%	14.1%	28.9%	21.6%	6.6%	0.0%

APR Template – Part B (4)

North Carolina

Returned	10.6%	14.8%	8.1%	15.9%	21.9%	21.7%	7.0%	0.1%
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Improvement Activities:

Activity	Timeline	Status
Make available to parents and school systems the Facilitated IEP Meeting Process.	July 2006 –June 2013	Completed for 2011-12
Conduct trainings for Parents on IDEA Federal Regulations and State Policies.	July 2007-June 2013	Completed for 2011-12
<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"> - returning the dissemination of the surveys to the Spring of the year (when the response rate was higher in previous years) - providing information about the survey, including who to contact for assistance, in ECAC's newsletter and on its website - providing information about the survey, including who to contact for assistance, on NCDPI's website -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 	<p>Spring 2011-2013</p> <p>Spring and/or Summer Quarter(s) 2011-2013</p> <p>Spring 2011-2013</p> <p>2012-2013</p>	Completed for 2011-12
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	Completed for 2011-12
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	Completed for 2011-12

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: Disproportionality
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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))

Measurement:

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

Include State's definition of "disproportionate representation."

FFY	Measurable and Rigorous Target
2011-12	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 2011-12:

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
2011-12	1	0	219*	0%

*2011-12 - 115 traditional LEAs, 100 public charter schools, 4 state-operated programs

Sources: 2011-12 First Month Race and Gender Enrollment Data Report, December 1, 2011 Periodic Child Count (618 State-reported data), and Fall 2012 LEA Self-Assessment for Disproportionate Representation data.

Definition of "Disproportionate Representation" and Methodology

In NC, disproportionate representation of racial and ethnic groups in special education is defined as a risk ratio of ≥ 3.0 .

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;

One (1) LEA had disproportionate representation in 2011-12, which is determined by a risk ratio of $\geq 3^*$. For the LEA 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 2011-12, 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 2011-12:

Activity	Timeline	Status
Train key school system staff on how to conduct a Targeted Record Review.	January 2006 - 2012	Completed for 2011-12 - 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	Completed for 2011-12 – LEAs submitted updated technical assistance/ professional development plans as part of a district's CIPP submitted in Summer of 2012.
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	Continuing - 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	Completed for 2011-12 – 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	Completed for 2011-12 - EC Division staff reviewed and analyzed each LEA's CIPP and 2011-12 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 2011-12.
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	Completed for 2011-12 – Data profiles were discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2011-12. 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>Continued in 2011-12- 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 2011-12.

In step one (1) of the determination process for this indicator, the NCDPI identified one (1) of 219 LEAs with disproportionate representation of racial and ethnic groups in special education and related services. The LEA was a small traditional school district.

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 LEA was a result of inappropriate identification. In step 2, the LEA submitted a self-assessment to NCDPI. In step 3, NCDPI staff examined the results of the self-assessment, along with other factors including: risk ratio trend data for ages 6- 21, and internal student record reviews for LEA. NCDPI staff also examined some student records in CECAS. The NCDPI determined that the disproportionate representation of racial and ethnic groups in special education in the LEA was not a result of inappropriate identification.

Correction of FFY 2010 Findings of Noncompliance (if State did not report 0%):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 0%

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: Disproportionality
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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))

Measurement:

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

Include State's definition of "disproportionate representation."

FFY	Measurable and Rigorous Target
2011-12	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 2011-12:

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
2011-12	28	0	219*	0%

*2011-12- 115 traditional LEAs, 100 public charter schools, 4 state-operated programs

Sources: 2011-12 First Month Race and Gender Enrollment Data Report, December 1, 2011 Periodic Child Count (618 State-reported data), and Fall 2012 LEA Self-Assessment for Disproportionate Representation data and/or record reviews.

Definition of “Disproportionate Representation” and Methodology

In NC, disproportionate representation of racial and ethnic groups in specific disability categories is defined as a risk ratio of ≥ 3.0 .

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;

Twenty-eight (28) LEAs had disproportionate representation in specific disability categories in 2011-12 which is determined by a risk ratio of $\geq 3^*$ of a racial/ethnic group in a specific disability category. 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.

2. 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
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) districts in 2011-12, 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 2011-12:

Activity	Timeline	Status
Train key school system staff on how to conduct a Targeted Record Review.	January 2006 - 2012	Completed for 2011-12 - 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	Completed for 2011-12 – LEAs updated technical assistance/ professional development plans as part of a district's CIPP submitted in the June of 2012.
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based	December 2006 - 2012	Continuing - Using data and information from NC's reading/writing, math and

research strategies in reading, math and writing instructional strategies in special and general education settings and Positive Behavior Intervention and Supports, Instructional Consultation Teams, and Responsiveness to Instruction Models.		Positive Behavior Intervention and Support demonstration 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	Completed for 2011-12 – 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	Completed for 2011-12 - EC Division staff reviewed and analyzed each LEA's CIPP and 2011-12 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 2011-12.
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	2007 -2012	Completed for 2011-12 – Data profiles were discussed at EC Directors' regional meetings. EC data were also shared at each of 8 Regional Roundtable meetings during 2011-12. 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.

with maintaining progress on this indicator.		
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.	2007 – 2012	Continued in 2011-12- 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.

Explanation of progress or slippage:

North Carolina met the 2011-12 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 2010-11.

In step one (1) of the determination process for this indicator, the NCDPI identified twenty-eight (28) of 219 LEAs with disproportionate representation of one or more racial and ethnic groups in one or more specific disability categories. The 28 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 28 LEAs was a result of inappropriate identification. In step 2, the 28 LEAs completed and submitted an 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 28 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 2010 Findings of Noncompliance (if State did not report 0%):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 0%

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for FFY 2012: N/A**

Part B State Annual Performance Report (APR) for 2011-12

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
2011-12	100%.

Actual Target Data for 2011-12:

# of Referrals received July 1, 2011 – June 30, 2012	# 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
41209*	38081	92.41%	3128

*Removed from this number - children who transferred in or out of the LEA, dropped out, or died within 90 days of receipt of referral (1551); children who transferred into the LEA after the 90 day timeline expired (870); and children whose parent(s) repeatedly failed or refused to produce them for the evaluation (214).

Range of days beyond 90 days –

1 – 5 days –	587
6 – 15 days –	605
16 – 25 days –	409
26 – 35 days –	271
36 – 45 days –	245
46 days or more –	1011

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

Referral paperwork not processed in a timely manner – 1064

Excessive student absences – 61

Weather delays – 2

Delay in getting parent consent for evaluation – 350

Other – 1651

The 2011-12 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 2011-12:

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 2011-12
LEAs will receive training on how to collect data through CECAS.	2007 - 12	Completed for 2011-12 - LEA training and technical assistance has occurred in regional meetings and at state conferences/ institutes. Targeted technical assistance was provided to a few LEAs

		that needed additional help in the submission process.
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 2011-12 - 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 data, 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	Completed for 2011-12 - 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	Completed for 2010-11 - Data were analyzed by region and findings are discussed in the explanation of progress below (lower compliance rates occurred more often in Regions 3 & 4 in 2011-12).
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	Completed for 2011-12 - NCDPI provided follow-up technical assistance for five (5) 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	Completed for 2011-12 – NCDPI followed up with each of the eight (8) LEAs (public charter schools) that reported having no referrals for evaluation and ensured child find policies are being implemented.
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 LEAs that have not reached 100% compliance.	2009 - 12	Completed for 2011-12 - 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 allowed LEAs, that chose to do so, 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	Completed for 2011-12 - 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 and assist with addressing needs for achieving the 90-day timeline for preschool children.

Explanation of Progress or Slippage:

North Carolina's rate of 92.41% failed to meet the 100% target by 7.59 percentage points. The rate on this Indicator represents a 1.34 percentage point increase from 2010-11, indicating progress was made. There was a 4.1 % increase (1631) in the number of referrals received in 2011-12. Overall, 15.9% of the referrals for evaluation resulted in students determined to be ineligible for special education and related services. This represents a 1.9 percentage point decrease from the previous year.

Eighty-nine (89) of 219 LEAs had rates of 100%, an additional eighty-four (84) LEAs had rates 90% or above, and thirty-eight (38) LEAs had rates below 90%. Eight (8) LEAs, all small public charter schools, reported no initial referrals for 2011-12. Sixty (60) or 49.2% of the LEAs that had findings had four (4) or fewer records that did not meet the 90-day timeline. Five LEAs (4 traditional and 1 public charter school) or 2.3% had low compliance rates/more systemic issues due to lack of/limited personnel and/or use of contracted personnel.

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 large districts). Lower compliance rates occurred more often in Regions three (3) and four (4) in 2011-12 and NCDPI has been providing additional assistance to the LEAs in those regions to address the correction of non-compliant findings.

2011-12 Compliance Findings:

For 2011-12, eighty-nine (89) LEAs exhibited 100% compliance with this indicator. One hundred twenty-two (122) LEAs were not compliant with this indicator (122 findings) in 2011-12.

The 122 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 instances of non-compliance (3128) 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 to the SEA of any changes made to improvement activities or other processes as part of correcting non-compliance. Five (5) LEAs that had low compliance rates 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 2010 Findings of Noncompliance (if State reported less than 100% compliance)
Level of compliance (actual target data) State reported for FFY 2010 for this indicator: **91.07%**

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	135
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	135
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions taken if Noncompliance Not Corrected: N/A

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent):

1) 135 of 135 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 instances of non-compliance for which 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 135 LEAs, to verify the LEAs were implementing the specific regulatory requirements. New data/student records were reviewed on-line through the Comprehensive Exceptional Children Accountability System (CECAS).

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

For FFY 2009 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 2009 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	0
• Number of remaining FFY 2009 findings the State has verified as corrected	0
• Number of remaining FFY 2009 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 2011 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. Progress was made in 2011-12, and NCDPI has been providing additional technical assistance and requiring additional actions from the few LEAs with lower compliance rates. Most LEAs that use 3 rd party vendors for reporting to CECAS have resolved any reporting issues they have had in past years. NCDPI continues to work closely with a few LEAs that use 3 rd party vendors, to build their files and avoid potential issues prior to submission.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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))

<p>Measurement:</p>

- | |
|--|
| <ul style="list-style-type: none"> 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. |
|--|

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

<p>Percent = [(c) divided by (a - b - d - e - f - g)] times 100.</p>
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FFY	Measurable and Rigorous Target
2011-12	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.

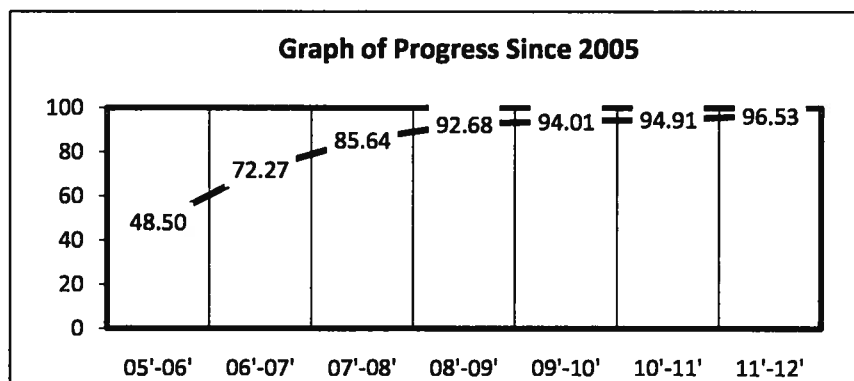
Actual Target Data for 2010-2011:

SECTION A: Timely Transition	
a: Number of children who have been served in Part C and referred to Part B for eligibility determination (referral received by LEA).	6056
b: Number of those referred determined to be not eligible by their third birthday.	792
c: Number of those found eligible who have an IEP developed and implemented by their third birthday.	2866
d: Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	1798
e: Number of children whose parents repeatedly failed or refused to produce them for the evaluation.	202
f: Number of children transferred into or out of the LEA during transition from Part C.	212
g: Number of children who were referred to Part C less than 90 days before their third birthday.	83
h: Number of children with placement delayed beyond their third birthday	103
Rate (c divided by (a-b-d-e-f-g) times 100):	96.53%
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".	
1 to 5	13
6 to 15	15
16 to 25	23
26 to 35	12
36 to 45	13
46 days or more	27
TOTAL (should equal A through H)	103

SECTION C: Number of students delayed due to the following reasons ** Section B total must match Section C total	
a. Family Circumstance: (e.g., illness/death in family, change in custody, etc.)	26
b. Child Circumstance: (e.g., Child was sick)	15
c. Part B Circumstance: (e.g., Delays relating to completion of evaluations, holding timely IEP meeting, arranging transportation, school enrollment paperwork, etc.)	42
d. Part C Circumstance: (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)	20
TOTAL (should equal A through D)	103

Data Utilized for Analysis and Verification and Assurance of Data Accuracy in 2011-12:

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 2011-12:

Explanation of Progress or Slippage

North Carolina did not meet the target of 100%, though the Department's transition data of 96.53% indicated progress of a 1.62 percentage point increase from FFY 2010. The total number of children transitioning from the Part C system (6056) was a 36% increase from FFY 2010 (4424). The number of children made eligible for services (2865) was a 5% decrease from 2010-2011 (3042). The sharp increase in the total number of children referred from the Infant Toddler Program resulted from the implementation of the local interagency agreements (Catchment Area Transition Plans) around the process and the transmission of the notification data at the local level. All children who were enrolled in the Infant Toddler Program and who were "potentially eligible" for the Part B program were listed on the notification spreadsheets. The term "potentially eligible" was defined as "all children enrolled in the Infant Toddler Program at the time of transition". Notification spreadsheets were transmitted on a prescribed schedule for all children enrolled in the Infant-Toddler Program starting at age 2 years, 3 months. Since notifications included younger children enrolled in the Infant-Toddler Program, the overall notification numbers were higher than in previous years that did not account for children who moved or exited the program prior to the 2 year 9 month age level. The percentage of children found not eligible for services dropped from 17% to 13%. In FFY 2010 children that moved during the transition process (2%) increased slightly to 3%. The number of notifications of children entering the Infant-Toddler Program after two years, nine months dropped from 2 % to 1% of the total number of transitioning children.

Ninety-eight (98) of 115 LEAs (85%) that had children who had been served in Part C and referred to Part B for eligibility determination in FFY 2011 demonstrated 100% compliance. Of the compliant LEAs, fourteen (14) raised their performance from non-compliant to compliant and eighty-four (84) maintained compliance. Seventeen (17) LEAs were non-compliant (15%). Of the non-compliant LEAs, five (5) showed improvement from the previous year's performance, ten (10) demonstrated slippage and one (1) stayed the same. Seven (7) noncompliant LEAs had a compliance rate $\geq 90\%$, ten (10) demonstrated non-compliance between $>89\%$ to $<99.9\%$.

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

In FFY 2010, there were 4425 children referred from Part C with 163 children who did not receive a timely transition (3.7%). In FFY 2011, there were 6056 children referred from Part C with 103 children who did not receive a timely transition (1.7%).

Part B Circumstances. Forty percent of reported delays (n=42) fell in the "Part B Circumstance" category. This was also the largest category for reasons for delay during FFY 2010 (n=91); however, there is a falling trend. LEAs have improved capacity to conduct entry level assessments and to develop an efficient process. Capacity building is still an area for growth.

Family Circumstances. Twenty-five percent of reported delays (n=26) fell in the "Family Circumstance" category. This was the second largest category of explained reasons in FFY 2010 (n=23). LEAs report that while they have improved capacity for conducting entry level assessments, if a family has to reschedule an appointment they have difficulty getting them back in due to over-booked appointment calendars.

Child Circumstance. Fourteen percent of reported delays (15) were attributed to child circumstance. When a cancellation for an entry level assessment occurs due to child sickness additional time must be allotted for the rescheduling process to occur.

Part C Circumstances. Twenty percent of reported reason for delay (n=20) relates to Part C failing to notify or issue transition planning meeting invitations to Part B in a timely manner when a child was in the Part C system prior to 2 years, 9 months of age. This would suggest the need to emphasize collaborative planning and tracking between both programs.

Of the one-hundred and four (103) children placed beyond the third birthday, most placements were made 41 days or more beyond the third birthday (n=27). This, too, was the largest time increment in delays for 2011-12 (n=60) however there is a downward sloping trend across the SPP/APR reporting periods.

Statewide Progress on Improvement Activities for 2011-12:

Differentiated Support and Technical Assistance for All LEAs

1. **Part C and Part B 619 Programs' Interagency Agreement-** Part C and B Coordinators and leaders have begun to revise the existing Interagency Agreement to include the information clarified in OSEP's December 2009 Transition FAQ document and September 2011 Federal Regulations for Part C. This activity is on-going.
2. **Catchment Area Transition Plans (interagency agreements):** Each lead Part C agency (n=18) and the LEAs (n=115) that work within their catchment areas met and completed local interagency agreements on the transition policies and practices for the first time in FFY 2010. Part C and B state consultants and monitors developed the template for the agreements with input from stakeholders in each system. A revision was made to the template this year to reflect changes in the Part C regulations. All 18 Catchment Area Transition Plans have now been through their first revision. State consultants and/or monitors from both Part C and B have made themselves available as facilitator, as needed. These agreements will be updated annually. Training around the Catchment Area Transition Plans is now integrated into the Preschool Coordinator's Orientation and a regional webinar was conducted to gain feedback from the field on the implementation of the plans. An impact survey will be conducted in FFY 2012 to measure effectiveness.
3. **Infant Toddler to Preschool Program Notification Spreadsheet:** A self-calculating spreadsheet was developed which assists LEAs in tracking children for whom they receive notification from Part C. The spreadsheet calculates the date in which the child will turn 2 years, 9 months of age (the last day in which a timely Transition Planning Conference (TPC) can be held). The spreadsheet 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 diagnosticians. The spreadsheet was incorporated into the local interagency agreements so that Part C lead agencies could transmit notification data to the LEAs in a consistent manner statewide. Information from the spreadsheet is now being used in the development of a results driven plan for LEAs in need of intensive support to identify trends and make hypotheses about their data to improve transition.
4. **Data Collection System:** The data collection has not been 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 their Indicator 12 data with updates to reflect current changes in the Indicator 12 measurement table. A series of statewide webinars were conducted in the September-October, 2012 to review the scoring instructions and answer individual questions about the appropriate scoring process.
5. **Preschool Coordinators' Orientation Meeting (August, 2011):** 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.

6. Preschool Exceptional Childhood Coordinator Institute (November, 2011): Full day session titled "Understanding Your Data". Eighty-seven of one hundred and fifteen coordinators were in attendance. The state consultants developed data displays for indicators 7 and 12 for each LEA. Facilitated group discussions with like "size" LEAs focused upon what the data means, what trends can be identified, and how do other same size LEAs over-come challenges to meeting compliance.

7. Regional Preschool Coordinators Meetings (Fall 2011 and Spring, 2012): Eight (8) regional meetings were held in a virtual venue during the fall of 2011. A portion of the 3 hour session was to review the data collection system for Indicator 12 and to discuss the implementation of the Catchment Area Transition Plan process at the local level. Eight (8) regional face to face meetings were held in the spring of 2012. These were full day sessions with topics on Child Find, transition, inclusion, and child outcomes.

8. State and Local Interagency Coordinating Councils: North Carolina is unique in that NC General Statute 143B states that the council shall advise the Departments of Health and Human Services and other appropriate agencies in carrying out their early intervention services and the Department of Public Instruction and other appropriate agencies in their activities related to the provision of special education services for preschoolers. The name of the Council is the North Carolina Interagency Coordinating Council for Children Ages Birth to Five with Disabilities and Their Families. 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 LICCs for the purpose of supporting child find and transition activities at the local level.

9. NC Guiding Practices in Early Childhood Transitions and Frequently Asked Questions documents: Part B and C Coordinators and program leadership conducted joint planning sessions to 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 and the new Part C regulations. This work is nearing completion and is scheduled for release in FFY 2012.

10. 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. Completion date delayed to FFY 2012 due to implementation of new part C regulations and necessary revisions to the module content.

11. Preschool Assessment Team Training: 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. Trainings have been made available to all LEA assessment teams in each of the 8 regions for:

- A. Transdisciplinary Play-Based Assessments (TPBA)
- B. Assessing Young Children with Autism
- C. Assessing Young Children with Complex Disabilities

An impact study was conducted in FFY 2011 to assess the impact of the TPBA training on the actual assessment practices of the educational teams who participated over the past three years. Six hundred (600) surveys were sent to the participants of the above mentioned TPBA trainings. One hundred-ninety four (194) participants responded from 54 of the 115 school systems (47%). Of particular interest was the change in assessment practices within these teams following the trainings. The overall results suggested that participants felt well trained and well prepared as a result of these trainings. A significant increase in TPBA practices was noted, with a parallel decrease in standardized assessment practices conducted by individuals at multiple points in time on the same child. Participants identified factors that contributed to effective and sustained implementation as such as "buy-in" by individuals and teams, and noted the need for additional training and support, and logistical factors such as time and space. This information will be used by the state to inform future activities.

Supplemental Support and Technical Assistance to Some LEAs:

1. Demonstration Assessment Teams: Eight demonstration Assessment Teams, one in each of the eight regions of the state, provide on-going technical assistance and support to their regional LEA teams. Each team acts as the host for all regional Assessment Team training. Approximately 70 on-site demonstrations were conducted with assessment team members from other LEAs who were implementing the model. Additional support has been provided by assessment team members through follow-up on-site visits and observations of teams new to the implementation of the TPBA process, and a variety of communications means.

2. State Consultation with Individual LEAs: At the invitation of 5 LEAs, state preschool consultants conducted one-day technical assistance visits to review their Indicator 12 data, established practices and processes from notification to placement, scheduling practices, etc. to provide recommendations for improvement.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance)
 Level of compliance (actual target data) State reported for FFY 2010 for this indicator: **94.91%**

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	27
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	27
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
3. Number of FFY 2010 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)

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 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 because the existing activities, along with required corrective actions, are helping to achieve progress made to ensure compliance, including State progress made in 2011-12.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12: N/A

Part B State Annual Performance Report (APR) for FFY 2011-12

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

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 = [(# 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) divided by the (# of youth with an IEP age 16 and above)] times 100.

Actual Target Data for FFY 2011:

FFY	Measurable and Rigorous Target
FFY 2011	100%

Actual Target Data for FFY 2011: 89.9% (90%)

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 2011(2011-12)	99	89	89.9% (90%)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

During the FFY 2011, there was ongoing dialog with institutions of higher education (IHE), parent groups, and LEAs regarding the compliance requirements for Indicator 13. Training has been conducted around the State through various mechanisms. Sessions on transition were conducted at the annual NCDPI-ECD conference held in November 2011, the National Secondary Transition Technical Assistance Center (NSTTAC) assisted with trainings held around the state and regional training was provided by staff at the North Carolina Division of Career Development and Transition (NCDCT) meetings.

In November 2011 an on-site Continuous Improvement Monitoring visit was conducted by the Office of Special Education Programs (OSEP) in North Carolina. In preparation for that visit, a thorough analysis of the monitoring mechanisms that were in place and how data were gathered was completed. Based on the analysis, changes were made to North Carolina's monitoring activities and data collection processes. Prior to FFY 2011, Indicator 13 data was gathered through an Internal Record Review (IRR) that was conducted by each LEA and then data collected through the IRR was submitted to NCDPI-ECD for submission in the Annual Performance Report (APR). NCDPI followed up the submission with on-site verification visits to verify the data submission. For FFY 2011, a new monitoring activity, Program Compliance Review, was piloted in five traditional LEAs and one charter school. Program Compliance Reviews are on-site visits conducted by the assigned NCDPI monitor, as well as other state EC staff. With the assistance of consultants from Mid-South Regional Resource Center, a new monitoring protocol was developed to be used when exceptional children records are reviewed. The eight areas of the Indicator 13 Checklist developed by NSTTAC were embedded in the new protocol. This tool was utilized when records were reviewed during the pilot on-site Program Compliance Reviews. In addition to gathering data through the revised monitoring process, additional records were reviewed in the four LEAs where Focused Monitoring visits had been conducted to determine ongoing compliance with the requirements of Indicator 13.

The compliance rate for Indicator 13 in 2011-12 was 89.9% (90%). This was a decrease of 4.4 percentage points from 2010-11. Only 99 records, of students 16 and above were reviewed, in 10 LEAs (6 Program Compliance Review pilots and 4 where Focused Monitoring Reviews were conducted) and of those records 10 were identified as noncompliant. The low number of records reviewed contributed to the slippage in 2011-12. Of the noncompliant records, all 10 were cited for not having appropriate measurable postsecondary goals addressing education or training/employment/ independent living. The goals did not have the wording that would imply that the goal was what the student will do after high school, the goal could have been done while still in high school. In some records the wording was what the student "wanted to do", not what they will do after high school. Following the NSTTAC guidelines, these types of statements were ruled noncompliant.

Correction of FFY 2010 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 94.3%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	43
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	43
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus	0

(2)]

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2010 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 an IEP(s) could be accessed electronically through CECAS, the NCDPI Monitoring Consultant verified correction using the electronic version of the IEP(s). NCDPI staff reviewed additional (new) for each of the LEAs and verified that all noncompliance had been systemically corrected in each LEA.

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

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 for this indicator: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	Verification of correction of non-compliant findings, as required, is described in the section: Verification of Correction (either timely or subsequent) .

If the State does not report 100% compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary.	NCDPI EC Division staff reviewed the improvement activities and proposed revisions to the State Performance Plan for FFY 2012, as noted in the section: Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

NCDPI is proposing the following addition of improvement activities due to the decrease in the compliance rate for this indicator:

Improvement Activities	Timelines	Resources
Develop and disseminate a Transition Toolkit to LEAs, Charter Schools, and SOPs. This toolkit will include information on the following: IDEA requirements, transition assessment, course of study, postsecondary goals, transition services, student information, parent information, outside agency information, and terminology.	February 2013 - June 2013	SEA Staff LEA Staff IHE Staff Voc. Rehab. Staff Other Outside Agency Staff
Conduct additional regional trainings throughout the state on the requirements of Indicator 13.	2012 - 2013	SEA Staff NSTTAC Staff

Part B State Annual Performance Report (APR) for 2011-12

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 = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] 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 = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] 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 2011:

There were 512 total respondents for FFY 2011. To calculate the three measurements, the numbers of respondents meeting the inclusion criteria were found:

Criterion 1 = **149** respondent leavers were enrolled in "higher education".

Criterion 2 = **141** respondent leavers were engaged in "competitive employment" (and not counted in 1 above).

Criterion 3 = **29** 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:

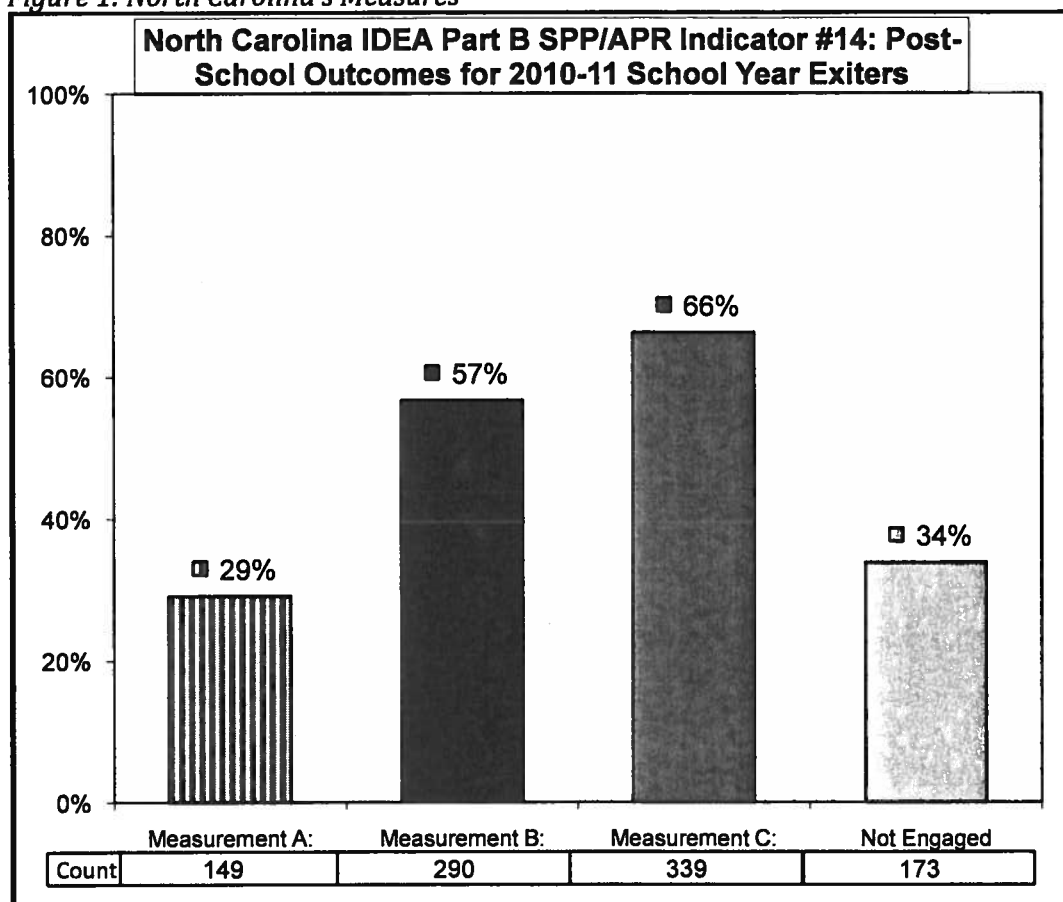
A = 149 (#1) divided by 512 (total respondents) = **29%**

B = 149 (#1) + 141 (#2) divided by 512 (total respondents) = **57%**

C = 149 (#1) + 141 (#2) + 29 (#3) + 20 (#4) divided by 512 (total respondents) = **66%**

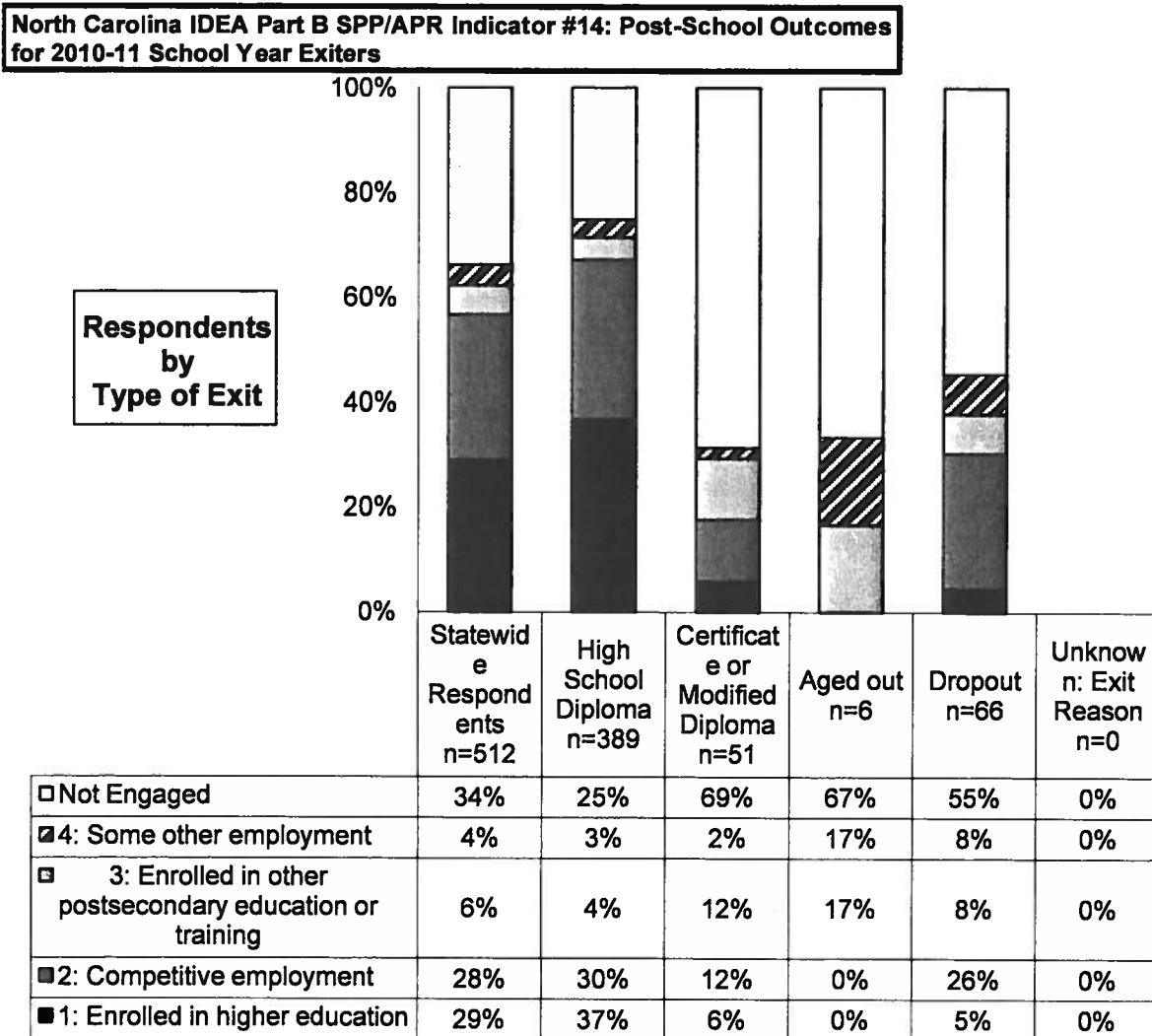
These engagement rates are shown in Figure 1. There were 29% (95% CI, 25% to 33%) of responders in higher education; 57% (95% CI, 52% to 61%) enrolled in higher education or competitively employed within one year of leaving high school; and 66% (95% CI, 62% to 70%) enrolled in higher education, or in some other postsecondary education or training program, or competitively employed or in some other employment. The percentage of students not engaged was 34% ($n=173$).

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 75% and all other manners of exiting from high school were significantly lower. Certificate or modified diploma engagement rate was 31%, aged out of school was 33%, and leavers who dropped out were engaged at 45%. 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 (31%) or aged out (33%) were more likely to be enrolled in some type of other postsecondary education or training. Students that left school with a certificate or modified diploma had the highest rate of non-engagement (69%), followed by those that aged out (67%). Students who dropped out continue to be underrepresented in the sample of respondents.

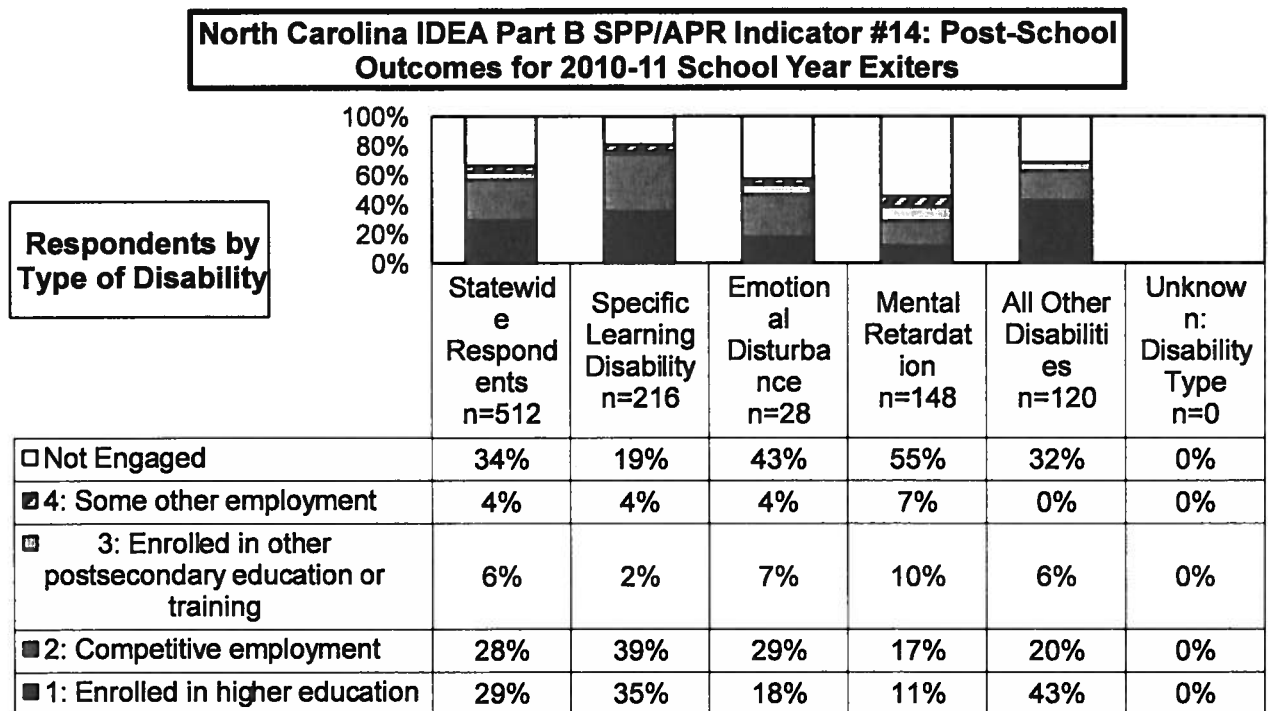
Figure 2: Engagement Rates by Type of Exit from High School



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 57%, mental retardation (referred to as intellectual disabilities in the remainder of this report) was 45%, and all other disabilities was 68%. Students identified as specific learning disability had the response rate as well as the highest engagement rate. 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 because many students identified in this category are enrolled in a course of study that leads to competitive employment. North Carolina needs to further examine the post-school outcomes data and gather additional information on which course of study students were enrolled in while in high school.

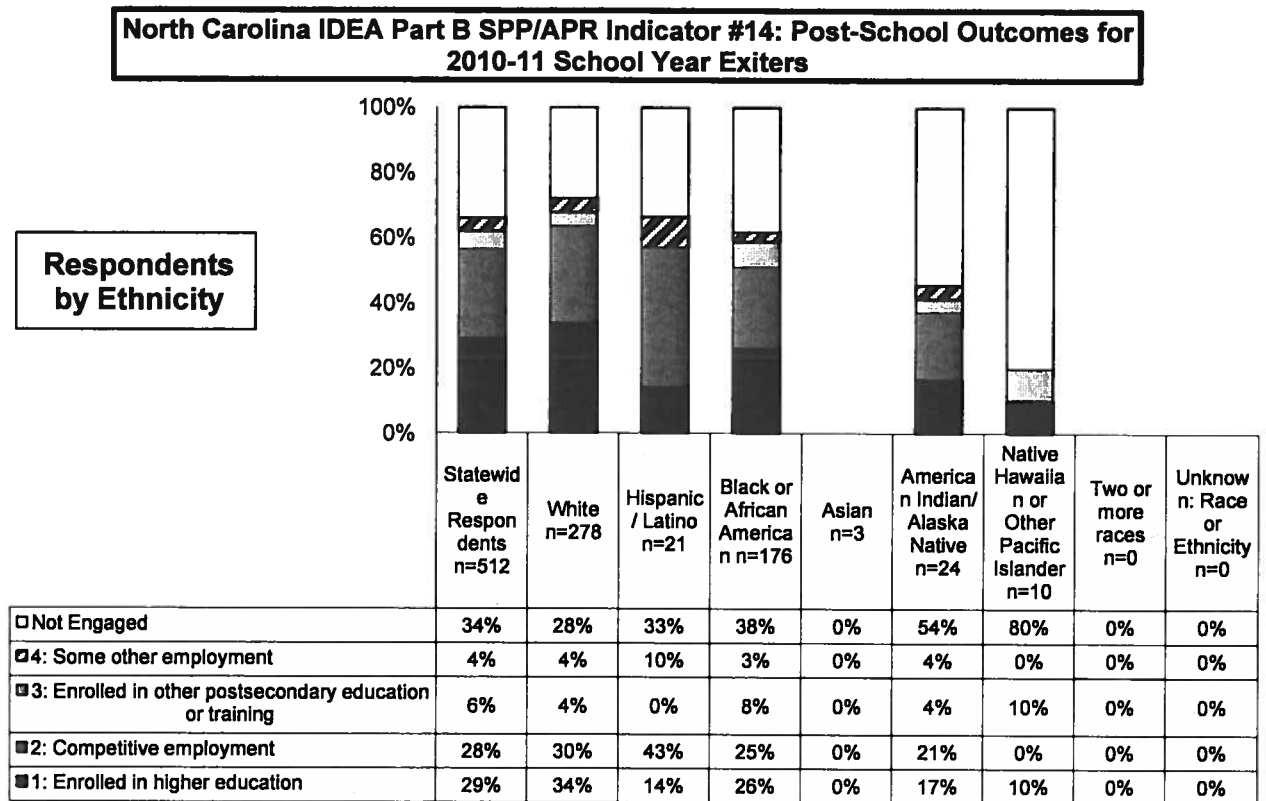
Figure 3: Engagement Rate by Type of Disability



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 72% for white respondents, 67% for Latino respondents, 62% for black respondents, 46% for American Indian or Alaska Native respondents, and 20% for Native Hawaiian/Pacific Islanders.

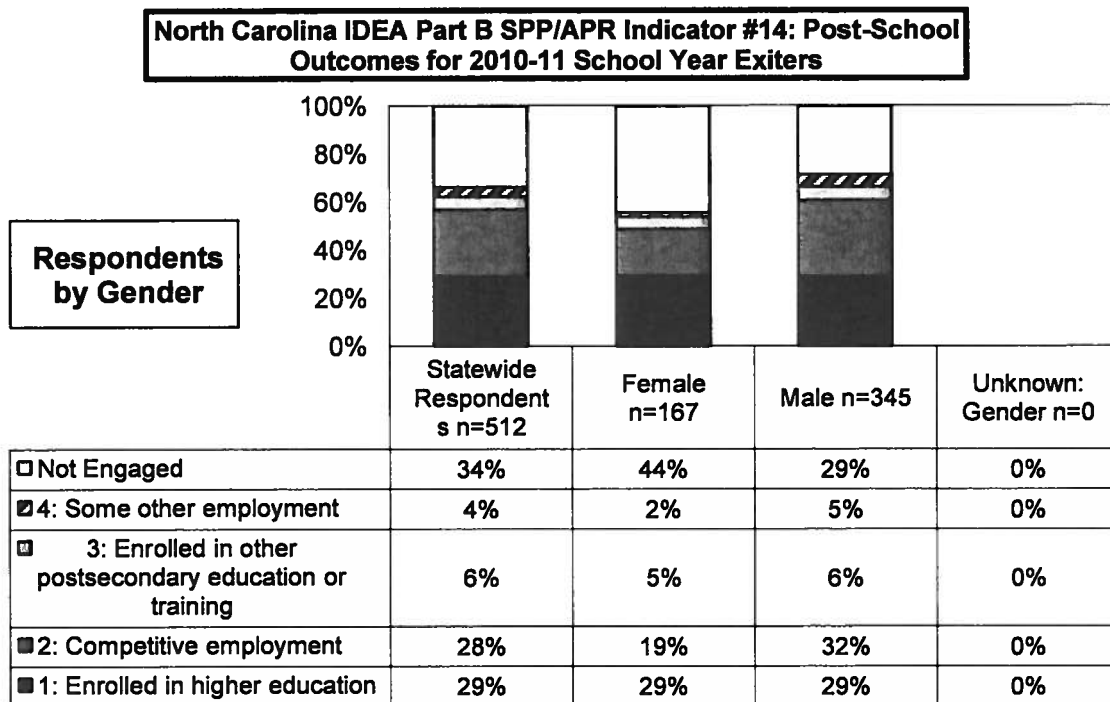
Figure 4: Engagement Rates by Ethnic Group



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 56% and males had an engagement rate of 70%. Female students were enrolled in higher education at higher rate (39%) than males. Males and females were enrolled in higher education at the same rate (29%) this year. However, females had a much higher rate of non-engagement than males, females were not engaged at 44% and males were not engaged at 29%. A higher percentage of males (32%) were competitively employed compared to females (19%).

Figure 5: Engagement Rates by Gender



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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

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 2011.

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 1828 students were reported leaving school during the 2010-2011 academic year. Of these 1828 reported school leavers, 10 were still attending high school and three were deceased, which resulted in 1815 in the survey pool. Of the 1815 leavers, 512 responded to the follow-up survey, resulting in an overall response rate of 28%. This was a much lower response rate than the previous years' response rates of 59% (2008), 53% (2009), 46% (2010), and 38% (2011). Forty-three percent of all leavers ($n=786$) could not be reached due to incorrect or unknown contact information; 18% of all leavers ($N=336$) could not be reached during the survey window, and 10% percent ($n=178$) refused to respond to the survey.

Non-response Bias

To examine potential non-response bias, a comparison of the known characteristics of all 2010-2011 leavers to the characteristics of those who completed the survey was conducted. Table 2 reports the percentages of gender, race/ethnicity, disability type, and type of exit for the total school leavers, those that completed the survey, and the difference between the total percentage and the completer columns. Differences greater than 3% suggest under or over-representation in the dataset. Based on the differences, students who graduated with a diploma and white students are over-represented and those who dropped out of school and black students are under-represented.

This potential non-response bias is similar to previous years' discrepancies between the population and sample. These data suggest that the results should be interpreted with caution. Because of this bias, it is anticipated the percent of leavers that are competitively employed, enrolled in some type of postsecondary school, or both may be higher than expected. All results should be interpreted in the context of the potential non-response bias.

Table 1: Percentages of Total School Leavers, Survey Completers, and Differences Between Percentages

School Leaver Characteristics	Total school leavers (%)	Completed survey (%)	Difference* (%)
Gender			
Female	34	33	-1
Male	66	67	1
Race/Ethnicity			
American Indian/Alaska Native	7	5	-2
Asian or Pacific Islander	1	1	0
Black (not Hispanic)	38	34	-4
Hispanic	5	4	-1
White (not Hispanic)	48	54	7
Other	2	2	0
Disability			
Specific learning disability	45	42	-3
Intellectual disability	26	29	3
Emotional disability	5	5	1
Other disabilities	24	23	-1
Type of exit			
High school diploma	67	76	9
Certification	8	10	2
Dropped out	24	13	-11
Reached maximum age	1	1	0

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

Improvement Activities Completed

North Carolina has collaborated throughout the year with the National Post-School Outcomes Center (NPSO) as an Intensive Technical Assistance State. We have regular conference calls and have met and at the OSEP Leadership Conference met to discuss the plan that has been developed.

At the March 2012 Exceptional Children Directors' Institute, the LEAs that were surveyed the previous year were invited to attend training on the NPSO Data Toolkit. The training was conducted by consultants from the National Post-school Outcomes Center. In addition to the webinar we hold with the LEAs that will be surveyed the following year, at the March Institute, we held a meeting with those LEAs discuss strategies to increase the response rate and to get a more representative sample. We emphasized the importance of having accurate contact information.

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 2012 to review and revise the plan that had been developed the previous year.

NCDPI implemented a pilot activity with one LEA that had been surveyed the previous year to determine if the response rate would increase if contact was made by someone from the local school system. The LEA that conducted the survey used staff from their LEA to call students that had exited the previous year. Thirty-eight youth were contacted of those responded, nineteen were wrong numbers, and seven failed to respond. The response rate was 32%, this rate was lower than the previous year. The same LEA is going to conduct the post-school outcomes survey again during FFY 2012-13. The LEA is implementing strategies throughout the year notifying students that exited last year that they will be contacted this summer to find out what they are doing one year after exiting.

Explanation of Progress or Slippage that occurred for FFY 2011

The targets for Measures A, B, and C were not met and there was a decrease in each area from FFY 2010 to FFY 2011. Measurement B had the largest decline going from 58% to 43% of students enrolled in higher or competitively employed within one year of leaving high school. The percentage of students not engaged increased to 34%, which is higher than the rate of 30% established last year. Figure 7 compares each measure over a three year period of time.

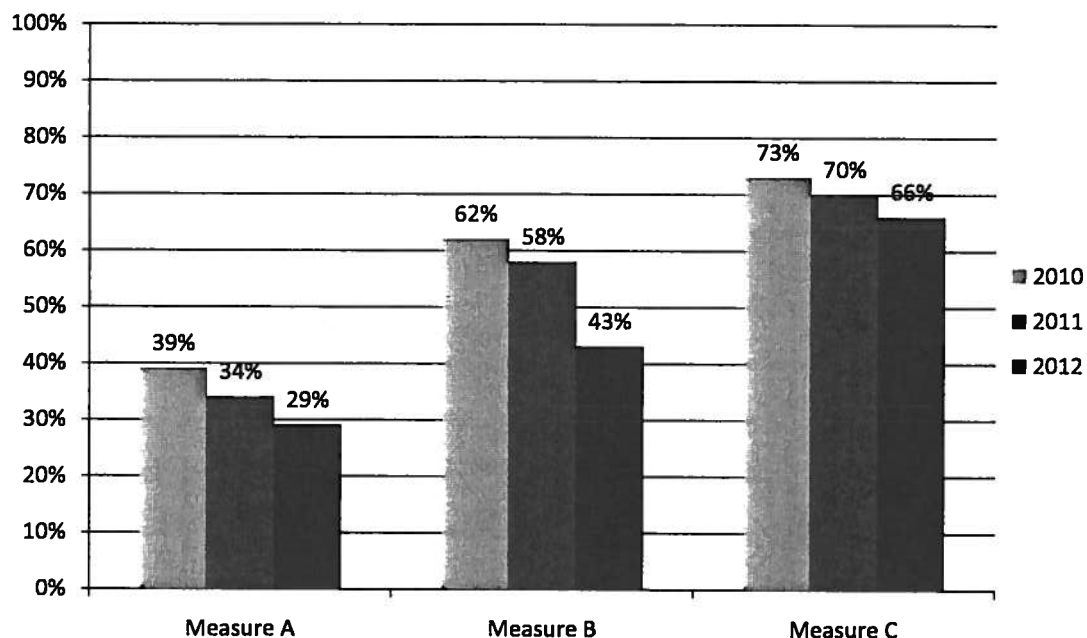
As seen in figure 7, the target for FFY 2011 Measure A was set at 39.5% and the data for this year was 29.0%. This was a slippage of 10.5% from the target. When respondents were asked why they did not enroll in postsecondary education or training the top four reasons commonly reported were (a) don't know, (b) working, (c) health or disability problems, and (d) do not want to go. 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.

The target for FFY 2011 Measure B was set at 62.5% and the data for this year was 43.0%. This was a slippage of 19.5% from the target. 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.

The target for FFY 2011 Measure C was 73.5% and the data for this year was 66.0%. This documented a 7.5% slippage 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.

Figure 7: Comparison of 2010 to 2012 Engagement Rates by Measures A, B, and C



Note. Measure A = enrolled in higher education; Measure B=enrolled in higher education or competitively employed; and Measure C= enrolled in higher education or some other postsecondary education/training or competitively employed.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

In response to the data for FFY 2011, additional activities will be added to the SPP.

Improvement Activity	Timeline	Resources
Convene a "Task Force" to investigate the reasons behind the low engagement rates for students (a) having a serious emotional disability or an intellectual disability, (b) earning a certificate of achievement/graduation, (c) aging out, or (dropping out).	March 2013	SEA Staff LEA Staff ECAC National Post-School

		Outcomes Center National Drop-out Prevention Center
Continue to work with others within NCDPI to include information needed for gathering data for Indicator 14 in the Longitudinal data system being developed in North Carolina.	August 2012 – June 2013	SEA Staff
To decrease the number of youth that do not complete the survey due to incorrect or unknown contact information the North Carolina will work with LEAs on developing a more streamlined exit data survey. A majority of student demographic information required will be gathered from the state data system, therefore shortening the workload for the staff in the LEAs. They will only need to supply additional contact information.	October 2012 February 2013 March 2013	SEA Staff LEA Staff

Part B State Annual Performance Report (APR) for 2011-12

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
FFY 2011	100%

Actual Target Data for FFY 2011:

92.1%

Describe the process for selecting LEAs for Monitoring:

During FFY 2011, North Carolina piloted a new component of its monitoring system. The Program Compliance Review process was piloted in five traditional LEAs and one charter school during Spring 2012. A revised monitoring protocol was used to review students with disabilities records. LEAs, charter schools, and State Operated Programs (SOP) have been put on a five year review cycle. If an LEA has an Average Daily Membership of 50,000 or more, they will receive an on-site review each year and certain zones in those LEAs will be monitored. There are five LEAs this fall into that category.

Each LEA, charter school, and SOP are required to submit a Continuous Improvement Performance Plan (CIPP) yearly. The CIPP has been modified to include only the outcome indicators that are in the SPP/APR.

The LEA Program Assessment is a comprehensive monitoring activity where data are collected in multiple areas to determine the effectiveness of the Exceptional Children Program. This monitoring activity will be conducted for the following:

1. Charter schools in the third year of operation, and
2. LEAs that failed to meet the targets set for student outcomes indicators over multiple years.

Our Focused Monitoring system is being revised as a part of our Results Driven Accountability work. LEAs will be chosen based on the following data: Graduation rate, dropout rates, assessment data and short term suspensions.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

Indicator 15 correction of noncompliance rate for 2011-12 is 92.1%. The rate of 92.1% demonstrated slippage of 6.2 percentage points from FFY 2010-11. Slippage occurred due to not closing out formal complaints in a timely manner. Corrective actions for twenty (20) complaints were completed, required documentation was submitted to NCDPI prior to the end of one of year, and NCDPI verified the implementation of the corrections; however NCDPI failed to notify the LEAs of verification within one year, as required. The State has subsequently verified the correction of non-compliance for all twenty (20) findings. The problem occurred with an internal process and has been corrected.

Monitoring Activities of LEAs, SOPs, and Charter Schools

In FFY 2011-12 North Carolina reviewed and revised their monitoring system. LEAs are no longer required to submit internal record reviews to NCDPI, all compliance data is gathered through various mechanisms by NCDPI staff. The specific mechanisms are outlined in the SPP. All noncompliance identified during the different monitoring activities will be followed up with the submission of documentation of correction or may be reviewed electronically. To determine if the noncompliance has systemically been corrected, additional records will be reviewed to document on-going adherence with regulations.

Each LEA that was not 100% compliant with Indicators 11 and 12 in 2010-11 was required to submit documentation that each referral that had exceeded timelines was completed unless the child was no longer under the jurisdiction of that LEA. For Indicators 11 and 12, monitors also examined new referrals, through CECAS, to determine if the LEA had correctly implementing the specific or regulatory requirement(s) with statutory/regulatory that all referrals met the timeline requirements.

In June 2011 LEAs, charter schools and SOPs submitted updated Continuous Improvement Performance Plan (CIPP) for review by NCDPI. Upon review each LEA, charter school, and SOP received a report outlining the review of progress towards meeting the state target and the activities being implemented to improve outcomes.

Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2010 (July 1, 2010 through June 30, 2011) and verified as corrected as soon as possible and in no case later than one year from identification.

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	252
2. 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)	232

3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	20
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FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	20
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	20
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

**MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then select the control key for a menu of options, and then select "update field."*

Verification of Correction for findings of noncompliance identified in FFY 2010 (either timely or subsequent):

NCDPI has instructed LEAs to submit documentation that noncompliance has been corrected. This is done by submitting copies of corrected paperwork, and for some, requiring quarterly reports. If the LEA uses CECAS for the development of IEPs, the corrections can be viewed electronically. For all compliance indicators, NCDPI monitoring consultants reviewed 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 2010 (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 provided 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 Director's 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 2010 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.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2010 APR and did not report in the FFY 2010 APR that the remaining FFY 2009 findings were subsequently corrected, provide the information below:

• Number of remaining FFY 2009 findings noted in OSEP's FFY 2010 APR response table for this indicator	2
• Number of remaining FFY 2009 findings the State has verified as corrected	2
• Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	0

The two findings of noncompliance that were not corrected in FFY 2010 were identified in one LEA, during a Focused Monitoring visit conducted in March 2010, and were from one high school in that LEA. Follow-up visits were made to the LEA to document the correction of noncompliance and the corrections have been made. The LEA was 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 students made in the general curriculum was conducted. The LEA was 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. DPI staff reviewed new records from the LEA, and in particular the high school where the 2 findings existed, and there were no findings of noncompliance.

Correction of Any Remaining Findings of Noncompliance identified in FFY 2008 or Earlier (if applicable)

NA

Additional Information Required by the OSEP FFY 2010 APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
The State must demonstrate, in the FFY 2011 APR, due February 1, 2013, that the remaining two findings of noncompliance identified in FFY 2009 that were not reported as corrected in the FFY 2010 APR were corrected. When reporting on correction of findings of noncompliance in the FFY 2011 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2009 and FFY 2010: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction	The remaining two findings of noncompliance identified in FFY 2009 that were not reported as corrected in FFY 2010 were corrected as stated above.

of the LEA, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	
In addition, in reporting on Indicator 15 in the FFY 2011 APR, the State must use the Indicator 15 Worksheet.	The Indicator 15 Worksheet is attached.
Further, in responding to Indicators 11, 12, and 13 in the FFY 2011 APR, the State must report on correction of the noncompliance described in this table under those indicators.	As required, correction of noncompliance is described in Indicators 11, 12, and 13.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable): N/A

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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 2011	Measurable and Rigorous Target
2011-12	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 2011:

No longer report on this indicator

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12:

No longer report on this indicator

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

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2011-12	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 2011-12:

No longer report on this indicator

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12:

No longer report on this indicator

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012: N/A

Part B State Annual Performance Report (APR) for 2011-12

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

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

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.
--

FFY	Measurable and Rigorous Target
2011-12	75% to 85% of the hearing requests that go to resolution sessions will result in settlement agreements.

Actual Target Data for 2011-12:

42.4% (14/33) 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	56
(3.1) Resolution meetings	33
(a) Written Settlement agreements reached through resolution meetings	14
(3.2) Hearings fully adjudicated	4
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing)	45

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12:

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

Thirty-three (33) resolution meetings were conducted within the 15-day timeline and before the close of the FFY 2011-2012 and fourteen (14) resulted in settlement agreements for a rate of 42.4%. This represents a 0.5 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 that resulted in signed settlement agreements was lower than expected because of some of the following factors:

- A parent(s) filing multiple petitions for hearings on the same issue;
- After unsuccessful resolution meetings, cases were resolved with signed mediation agreements;
- Some independent agreements were signed after the resolution period ended;
- In some instances, parents were represented by attorneys, who preferred to participate in mediation or draft independent agreements.

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 2011-12 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 2011 - 12 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for FFY 2012: N/A**

Part B State Annual Performance Report (APR) for 2011-12

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

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2011-12	Mediation resulting in agreements: 75% to 85%.

Actual Target Data for 2011-12:

75.7% (28/37) 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	59	
(2.1) Mediations held	37	
(a) Mediations held related to due process complaints	15	
(i) Mediation agreements related to due process complaints	12	80%
(b) Mediations held not related to due process complaints	22	
(i) Mediation agreements not related to due process complaints	16	72.7%
(2.2) Mediations pending	4	
(2.3) Mediations withdrawn or not held	18	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12:

There was a 21.2 percentage point increase in the number of mediations resulting in signed agreements from 2010-11 (54.5%) to 2011-12 (75.7%). North Carolina met its target range of 75 - 85% for 2011-12.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for FFY 2012: N/A**

Part B State Annual Performance Report (APR) for 2011-12

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

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- | |
|---|
| <ul style="list-style-type: none"> 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 b. Accurate, including covering the correct year and following the correct measurement. |
|---|

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
2011-12	100% of State reported data (618 and Annual Performance Report) are timely and accurate.

Actual Target Data for 2011-12: 100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-12:

North Carolina met the target of 100%, maintaining its rate from the previous year (100%). 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 1st through December 15th. The Exiting Count was collected from September 11th through September 21st. The data was provided to the Policy and Strategic Planning (PSP) Division for submission to EDEN. CECAS personnel were 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 2/6/13) 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 – 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. This year, we also did a survey to collect all of the data and compared it to our salaried personnel data. 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 prior to the February 15, 2013 due date. It included baseline data, targets, and improvement activities for Indicator 6a-b and proposed revisions to targets for Indicator 3c, and improvement activities for Indicators 13 and 14.

Annual Performance Report (APR) – North Carolina submitted the APR prior to the February 15, 2013 due date. The Indicators in the APR include the actual target data for Indicators 1, 2, 4a, and 4b using 2010-11 data and Indicators 3a-3c, 5a-5c, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, & 20, using 2011-12 data, and any proposed revisions to Indicators' 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	2006 - 2012	2011-12 – The EC Delivery Team and EC Division staff continued to work collaboratively

Education (NCWISE) and other data systems.		with NCDPI's CEDARS project that integrated 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	Completed for 2011-12
NCDPI will continue to investigate duplicate collection of special education data via EDEN.	2005 - 2012	Completed for 2011-12
Conduct On-Site Child Count Audits to ensure LEAs are reporting accurate data.	2007 - 2012	Completed for 2011-12 – 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 Program Compliance Review pilots.
Remain knowledgeable of additional EDEN submission requirements.	2006 - 2012	Completed for 2011-12 – NCDPI staff participate in meetings and conferences sponsored by OSEP, CCSO, 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	Completed for 2011-12 – 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"> 1. The EC Delivery team will provide the periodic child count data from CECAS (authoritative source) to Policy and Strategic Planning (PSP) 2. PSP will upload data in EDEN and notify the EC Delivery team/EC Division when reports are available. 3. After EDEN reports are available the EC Division will review the reports and provide the EC Delivery team & PSP with any needed revisions to address passing edit checks. 4. PSP will make any necessary revisions and resubmit data to EDEN by due date. 	<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>Completed for 2011-12 – the EC Delivery team provided the periodic child count to PSP, the data was uploaded to EDEN and preliminary reports/<i>EdFacts</i> data were posted for review. EC Division staff reviewed the reports and provided the EC Delivery team & 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"> 1. NCWISE (authoritative source for discipline data) will provide the discipline data to Policy and Strategic Planning (PSP) 2. PSP will upload data in EDEN and notify the EC Delivery team/EC Division when reports are available. 3. After EDEN reports are available, the EC Division will review the reports and provide the EC Delivery team & PSP with any needed revisions to address 	<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>Completed for 2011-12 – NCWISE provided the discipline data to PSP, the data was uploaded to EDEN and preliminary reports/<i>EdFacts</i> data were posted for review. EC Division staff reviewed the reports and provided the EC Delivery team & 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 2012: N/A

