



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

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# Report to the North Carolina General Assembly

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Report on Educational Performance of  
Children with Disabilities

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

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**Date Due:** October 15, 2014  
Report # 71  
DPI Chronological Schedule, 2013-2014

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**North Carolina**  
**Part B Annual Performance Report (APR) for 2012-13**  
**February 3, 2014**

**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 periodically 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 time devoted to the structure and expansion of the RDA effort. The EC Division's strategic plan and a tiered system of support for LEAs are being finalized and will guide the RDA effort.

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 2013.

By June 1, 2014, 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 also report on the performance of each LEA on the targets in the State Performance Plan by June 1, 2014. 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 the APR will also be posted at <http://ec.ncpublicschools.gov/>.

The 2012-13 APR contains information specific to measuring progress or slippage against State targets for Indicators 1, 2, 3a-c, 4a-b, 5a-c, 6, 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. 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 are to Indicator 3c, and were made in the SPP.

NCDPI has developed its *2012-13 Annual Performance Report* with input from the stakeholders' steering committee. Additional stakeholder involvement included input from LEA Special Education 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 2012-13 APR are as follows:

- Indicator 15 Worksheet
- Indicator 20 Rubric

Part B State Annual Performance Report (APR) for 2012-13

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

**Monitoring Priority: FAPE in the LRE**

- 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 2011-12, or earlier, to all youths with IEPs entering ninth grade in 2008-09 for the first time.

Youths with IEPs entering ninth grade in 2008-09 & graduating with a regular diploma in 2011-12 or earlier ÷ All youths with IEPs entering ninth grade in 2008-09 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
<b>2012-13 (using 2011-12 data)</b>	80% of youths with IEPs graduating from high school with regular diplomas.

**Actual Target Data for 2012-13 (using 2011-12 data):**

Percent of youths with IEPs entering ninth grade in 2008-09 and graduating with a regular high school diploma in 2011-12 or earlier	Number of youths with IEPs entering 9 <sup>th</sup> grade in 2008-09 for the first time. (Denominator)	2008-09 entering youths with IEPs, who graduated with a regular diploma in 2011-12 or earlier (Numerator)	Change from previous year cohort graduation rate
<b>59.9 %</b>	<b>11448</b>	<b>6859</b>	<b>+ 2.7 percentage points</b>

Data sources for graduates for cohort graduation rate: SIMS/NCWISE 20<sup>th</sup> day membership files for 2011-12 & for 4 years in past; the collection of student names associated with Graduation Intention Surveys, and dropout files collected historically (NCDPI\Accountability\Reporting 7/25/13 and NC's Consolidated State Performance Report 12/20/13).

**Additional Data**

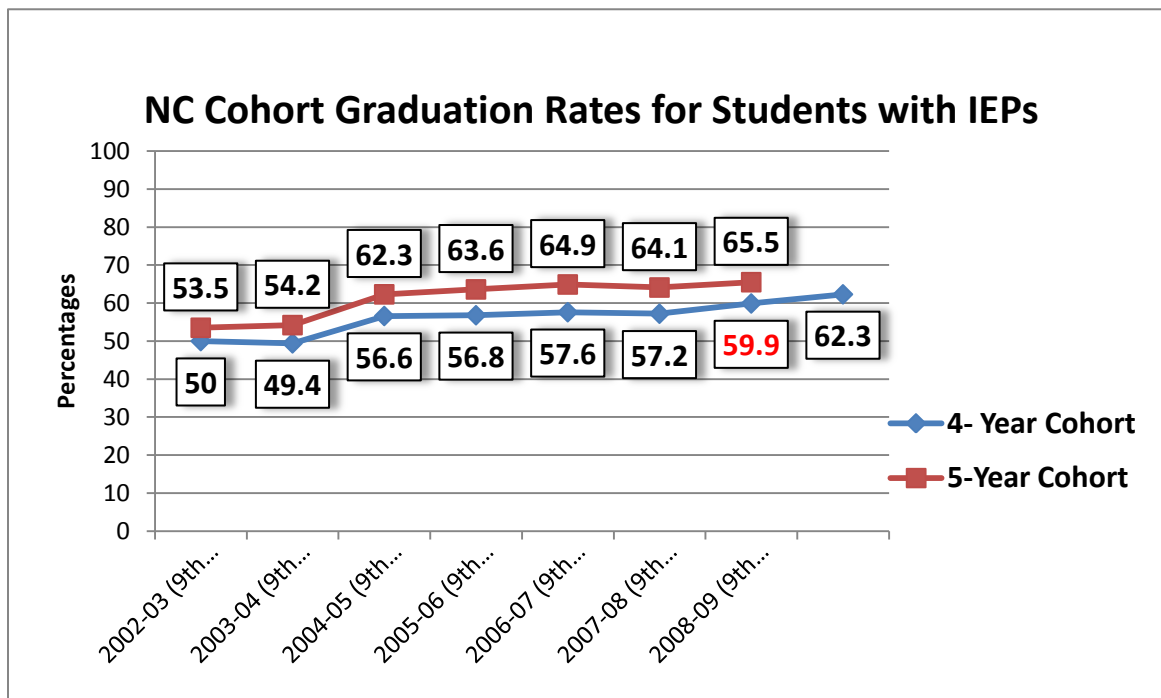
North Carolina also calculates a five-year cohort graduation rate and has the 2012-13 four-year cohort data as follows:

**Five-Year Cohort Data:**

Percent of youths with IEPs entering ninth grade in 2008-09 and graduating with a regular high school diploma in five years or earlier	Number of youths with IEPs entering 9 <sup>th</sup> grade in 2008-09 for the first time. (Denominator)	2008-09 entering youths with IEPs, who graduated with a regular diploma in five years or earlier (Numerator)	Change from previous 5-year cohort graduation rate
<b>65.5%</b>	<b>11448</b>	<b>7503</b>	<b>+ 1.4 percentage points</b>

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

Percent of youths with IEPs entering ninth grade in 2009-10 and graduating with a regular high school diploma in 2012-13 or earlier	Number of youths with IEPs entering 9 <sup>th</sup> grade in 2009-10 for the first time. (Denominator)	2009-10 entering youths with IEPs, who graduated with a regular diploma in 2012-13 or earlier (Numerator)	Change from previous year cohort graduation rate
<b>62.3 %</b>	<b>11251</b>	<b>7006</b>	<b>+ 2.4 percentage points</b>



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

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

Activity	Timeline	Status
<p>Focused Monitoring of selected LEAs.</p>	<p>2007-2012</p>	<p><b>In 2011-12</b>, 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.</p>
<p>Provide focused technical assistance to LEAs on implementing practices, procedures and strategies to increase the number of regular diplomas awarded to students with disabilities.</p>	<p>2007-2012</p>	<p><b>In 2011-12</b>, the EC Division provided follow-up technical assistance to 4 traditional LEAs that received Focused Monitoring in 2010-11 and continuing follow-up technical assistance to 4 LEAs that received Focused Monitoring in 2009-10. 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.</p>
<p>Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, research-based reading, math and writing instructional strategies were implemented through 83 research-based reading/writing instruction sites/LEAs that included multiple schools and early literacy instruction; and 48 research-based mathematics instruction sites.</p>

<p>Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.</p>		<p>2010 – 2012</p>	<p><b>In 2011-12</b>, more than 1000 schools throughout the State implemented PBIS, With technical assistance &amp; training support from across NCDPI divisions, LEAs also continued to implement Instructional Consultation Teams and Responsiveness to Instruction Models.</p>
Activity	Action Steps	Timeline	Status
<p>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.</p>	<p>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.</p>	<p>1. June 2011; updated annually</p>	<p>1. <b>Completed for 2011-12</b></p>
	<p>2. LEAs will be identified and meetings held to discuss the data with a multi-disciplinary team of LEA central office administrators.</p>	<p>2. September 2011; October 2011; April 2012; on-going</p>	<p>2. <b>Completed for 2011-12</b></p>



<p>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.</p>	<p>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.</p>	<p>1. August 2011, July 2011, August 2011, September 2011, October 2011, February 2012, March 2012</p>	<p>1. Completed for 2011-12</p>
	<p>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.</p>	<p>2. May 2011 and June 2012</p>	<p>2. Completed for 2011-12</p>

**Explanation of Progress or Slippage:**

North Carolina did not meet the target of 80%; however, the entering 2008-09 ninth graders 4-year cohort graduation rate of 59.9% represents a 2.7 percentage point increase. There was an increase of 536 students with IEPs entering ninth grade for the first time in 2008-09 (11448 students with IEPs) and an increase of 613 students with IEPs who graduated with a standard high school diploma in 2011-12 (6859 students with IEPs).

In 2011-12, all of the 115 traditional LEAs and eighteen (18) of the one hundred (100) public charter schools had students with IEPs entering ninth grade for the first time in 2008-09. Of these traditional LEAs and public charter schools, 113 traditional LEAs had enough students (5 or more) to report graduation rates. Ten (10) LEAs had 4-year cohort graduation rates that met or exceeded the state target of 80%. An additional sixty-four (64) LEAs had graduation rates that were greater than the State average of 59.9 %, but did not meet the State target of 80%. Thirty-nine (39) LEAs had graduation rates below the State average rate of 59.9%.

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 2008-09 was 65.5% or 5.6 percentage points higher than the 4-year cohort graduation rate for the same group of entering ninth grade students. This 5-year cohort graduation rate was 1.4 percentage points higher than the 5-year cohort graduation rate for students entering ninth grade for the first time in 2007-08 and graduating with a regular high school diploma in 2011-12. This 5-year cohort graduation rate is important because it includes an additional 644 students with IEPs, entering ninth grade for the first time in 2008-09, who graduated with a regular high school diploma.

Also important to note, is the progress that will be reported in the February 1, 2015 submission of the State Performance Plan/Annual Performance Report for the 11,251 students with IEPs entering ninth grade for the first time in 2009-10. 7006 of these students or 62.3% graduated with a standard high school diploma in 2012-13 or earlier. This represents an increase of 2.4 percentage points over the previous 4-year cohort graduation rate. Although there were 197 fewer students with IEPs that entered ninth grade for the first time in 2009-10, the 7006 students with IEPs that graduated with a regular high school diploma in 2012-13 or earlier was an increase of 147 students.

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, as well as the focus on graduation in NC's Results-Driven Accountability initiative. 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 2012-13

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:**

In accordance with OSEP Memorandum 13-6, page 2, 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
<b>2012-13 (using 2011-12 data)</b>	Reduce the dropout rate for youth with IEPs in grades 9-12 to 4.7%.

**Actual Target Data for 2012-13 (using 2011-12 data):**

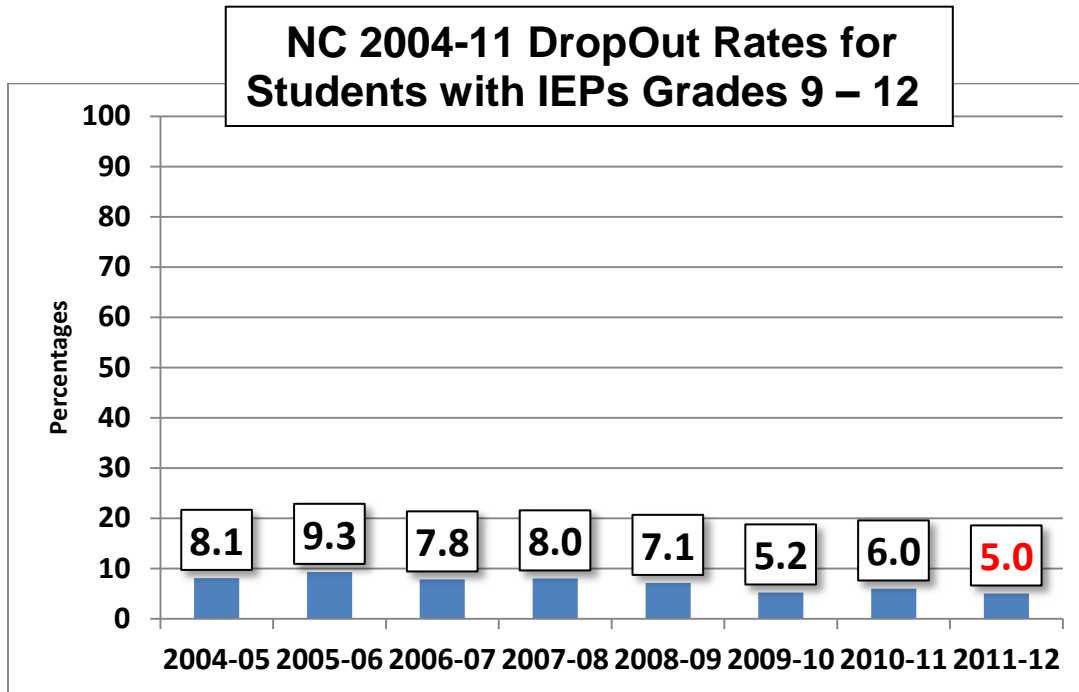
Year	# of youths with IEPs, in grades 9-12, that dropped out of school	# of youths with IEPs in grades 9-12 in calculation	Rate (Grades 9-12)	Progress or slippage from 2009-10
<b>FFY 2012-13 (using 2011-12 data)</b>	<b>2398</b> (=Numerator in calculation below)	<b>47705</b> (= Denominator 1 + Numerator in calculation below)	<b>5.0%</b> (see calculation below)*	- 1.0 percentage points

\*The State calculation for the denominator that is used for all youths that drop out was used in 2011-12 for youths with IEPs that dropped out.

Rate =  $100 * \text{Numerator} \div (\text{Denominator 1} + \text{Numerator})$      $100 * 2398 \div (45307 + 2398) = 5.0\%$  or

Numerator: Number of Dropouts     $100 * 2398 \div 47,705 = 5.0\%$

Denominator 1:  $(2011 \text{ Membership} - \text{FirstMonth20Day}/\text{initial enrollee count} + 2012 \text{ Membership}) \div 2$



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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred using 2011-12 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 2012-13	EC Division staff reviewed and analyzed each LEA's CIPP and 2011-12 data. From the review and analyses, an LEA profile was prepared for each LEA for use in the 8 regional follow-up meetings.

<p>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.</p>	<p>2006-2012</p>	<p>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.</p>
<p>Focused Monitoring of Selected LEAs</p>	<p>2007-2012</p>	<p><b>In 2011-12</b>, 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.</p>
<p>Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, research-based reading, math and writing instructional strategies were implemented through 83 research-based reading/ writing instruction sites/LEAS that included multiple schools and early literacy instruction; and 48 research-based mathematics instruction sites.</p>
<p>Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, more than 1000 schools throughout the State implemented PBIS, With technical assistance &amp; training support from across NCDPI divisions, LEAs also continued to implement Instructional Consultation Teams and Responsiveness to Instruction Models.</p>

*Explanation of Progress or Slippage:*

North Carolina did not meet its 2011-12 target of 4.7%. In 2011-12, the grades 9-12 dropout rate for students with disabilities decreased to 5.0%, which was progress of a 1.0 percentage point. In 2011-12, 544 fewer students with IEPs in grades 9-12, or an 18.5% decrease, dropped out.

Of the 115 traditional LEAs that had students with IEPs in grades 9-12 in 2011-12, forty-six (46) LEAs or 40% had dropout rates that met or had lower rates than the State target of 4.7%. This is an increase from the previous year of seventeen (17) LEAs that met the State target. Although they did not meet the State target of 4.7%, an additional four (4) traditional LEAs met or had lower rates than the State average rate of 5.0%. Sixty-four (64) traditional LEAs or 55.7% had rates above the State average rate of 5.0%. All public charter schools that had students with IEPs in grades 9-12, in 2011-12 met or exceeded the State target by having a rate lower than 4.7%.

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 2012-13

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

<p><b>Monitoring Priority: FAPE in the LRE</b></p>
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**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))

<p><b>Measurement:</b></p>
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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						
2012-13	A.2 Percentage of Districts Meeting AMOs: 65.0%						
	B. Overall Participation Rate:	<b>Grade</b>	<b>Reading</b>		<b>Math</b>		
		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:	<b>Grade</b>	<b>Reading</b>		<b>Math</b>	
				Previous ESEA Waiver Target	New ESEA Waiver Target (Baseline/Year 1)	Previous ESEA Waiver Target	New ESEA Waiver Target (Baseline/Year 1)
	3		49.6	12.9	63.6	12.4	
	4		49.6	12.9	63.6	12.4	
	5		49.6	12.9	63.6	12.4	
	6		49.6	12.9	63.6	12.4	
	7		49.6	12.9	63.6	12.4	
	8		49.6	12.9	63.6	12.4	
	10		55.3	14.0	55.5	9.7	



**Actual Target Data for 2012-13:**

**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 2011-12 (AYP)
158	112	70.9%	+ 20.2 percentage points

\*AMO subgroup ≥ 30 students – 115 traditional LEAs and 43 public charter schools

**B. Participation Rates:**

**2012-13 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 # Assessed Numerator	Total Children w/IEPs Denominator	Rate (%)	Difference from 2011-12
3	3,472	7,594	0	2,756	963	14,785	14,868	99.4	+/- 0
4	3,193	8,757	0	3,630	1,035	16,615	16,706	99.5	- 0.1
5	2,540	8,974	0	4,014	1,065	16,593	16,686	99.4	- 0.1
6	2,232	8,477	0	4,188	1,111	16,008	16,157	99.1	- 0.2
7	2,118	7,957	0	4,006	1,044	15,125	15,296	98.9	- 0.3
8	2,166	7,632	0	3,542	1,154	14,494	14,696	98.6	- 0.4
HS	2,939	6,199	0	1,257	827	11,222	12,008	93.5	- 0.5

Source: EdFacts Report, 11/2013; Consolidated State Performance Report (CSPR), 12/20/13

2012-13 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 # Assessed Numerator	Total Children w/IEPs Denominator	Rate (%)	Difference from 2011-12
3	3,880	6,674	0	3,273	963	14,790	14,874	99.4	- 0.1
4	3,660	7,500	0	4,423	1,035	16,618	16,711	99.4	- 0.2
5	3,092	7,557	0	4,884	1,066	16,599	16,701	99.4	- 0.1
6	2,569	7,455	0	4,876	1,112	16,012	16,163	99.1	- 0.3
7	2,458	7,077	0	4,564	1,044	15,143	15,303	99.0	- 0.1
8	2,475	6,991	0	3,893	1,153	14,512	14,701	98.7	- 0.3
HS	3,135	6,147	0	1,742	827	11,851	12,116	97.8	+ 0.4

Source: EdFacts Report, 11/2013; Consolidated State Performance Report (CSPR), 12/20/13

C. Proficiency Rates:

2012-13 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	Total # Proficient Numerator	Children w/IEPs Assessed Denominator	Rate (%)	Difference from 2011-12
3	897	1,665	0	24	265	2,851	14,785	19.3	- 39.1*
4	721	1,949	0	20	396	3,086	16,615	18.6	- 40.7*
5	529	1,769	0	31	305	2,634	16,593	15.9	- 40.4*
6	280	994	0	12	272	1,558	16,008	9.7	- 44.6*
7	231	820	0	3	144	1,198	15,125	7.9	- 45.4*
8	198	629	0	9	166	1,002	14,494	6.9	- 52.3*
HS	217	588	0	15	286	1,106	11,222	9.9	- 35.1*

Source: EdFacts Report, 11/2013; Consolidated State Performance Report (CSPR), 12/20/13

\*Although slippage is identified, performance on the 2012-13 assessments, which are new and aligned to the more rigorous college and career standards and the Common Core curriculum, cannot be compared to different assessments that were administered in 2011-12.

2012-13 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	Total # Proficient Numerator	Children w/IEPs Assessed Denominator	Rate (%)	Difference from 2011-12
3	827	1241	0	34	474	2,576	14,790	17.4	- 21.3*
4	664	1349	0	60	424	2,497	16,618	15.0	- 25.9*
5	442	1081	0	12	575	2,110	16,599	12.7	- 29.4*
6	426	1152	0	22	439	2,039	16,012	12.7	- 30.5*
7	414	1178	0	16	402	2,010	15,143	13.3	- 24.5*
8	286	735	0	15	425	1,491	14,512	10.1	- 28.8*
HS	505	791	0	52	360	1,708	11,851	14.4	- 31.7*

Source: EdFacts Report, 11/2013; Consolidated State Performance Report (CSPR), 12/20/13

\*Although slippage is identified, performance on the 2012-13 assessments, which are new and aligned to the more rigorous college and career standards and the Common Core curriculum, cannot be compared to different assessments that were administered in 2011-12.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

Improvement Activity	Timeline	Status
Disseminate information to LEAs about which systems and practices increase academic achievement of students with disabilities.	2007-2012	<b>Completed for 2012-13</b> – Data, along with information about the new accountability model and assessments, 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	<b>Completed for 2012-13</b>
Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2010 – 2012	<b>In 2012-13</b> , research-based reading, math and writing instructional strategies continued to be 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	<b>In 2012-13</b> , more than 1000 schools throughout the State continued to implement 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	<b>To be completed for 2012-13</b> – The reports of data regarding accommodations are being prepared for 2012-13 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 met its 2012-13 target (65%). The number of LEAs that met the AMO targets, under the State's ESEA Waiver, increased to 70.9% from the 50.17% of LEAs that met AMO targets in 2011-12. This is an increase of 20.2 percentage points.
- 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 and the high school reading assessment were above 97%. North Carolina missed its target (95%) by 1.5 percentage points for participation rate for the high school math assessment (93.5%), which was a slight decrease of 0.5 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 seventy-five (1575) youth with IEPs in grades 3-8 and high school were counted as non-participants in the mathematics assessments because of medical emergencies and absences. Nine hundred ninety-five (995) youth with IEPs in grades 3-8 and high school were counted as non-participants in the reading assessments because of medical emergencies and absences. The largest percentages of non-participants

were in high school. 49.9% of the non-participants in the mathematics assessments were in high school while 26.1% 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:** In accordance with its approved Elementary and Secondary Education Act (ESEA) Flexibility Waiver, in 2012-13 North Carolina transitioned to its new READY Accountability Model and new, more rigorous assessments that are aligned to college and career ready content standards and the Common Core Curriculum. North Carolina did not meet the previous 2012-13 ESEA Flexibility waiver targets for math and reading proficiency at all grade levels (3-8 & high school). However, because of the transition to the new assessments and accountability model, the 2012-13 proficiency rates serve as baseline data/Year 1 of North Carolina’s six-year plan. Although significant slippage from 2011-12 is identified in the proficiency charts provided, performance on the new 2012-13 assessments cannot be compared to performance on different assessments administered in 2011-12. NCDPI staff will further examine this data with regard to the new, more rigorous assessments and accountability model to provide LEAs with any needed technical assistance. In addition to the work of the Regional Roundtables, the EC Division plans to use 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 a transition in 2012-13 to a new accountability model and new, more rigorous assessments aligned with college and career content standards and the Common Core curriculum, under the State’s approved waiver under ESEA Flexibility:

1. A decrease in the subgroup “n” size to  $\geq 30$  (from  $\geq 40$ ); 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. Also, the subgroup “n” size used under the State’s waiver has decreased to

FFY	Measurable and Rigorous Targets			
2012-13	3c. Overall Proficiency	Grade	Math	Reading

		3	12.4	12.9
		4	12.4	12.9
		5	12.4	12.9
		6	12.4	12.9
		7	12.4	12.9
		8	12.4	12.9
		HS	9.7	14.0

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

Part B State Annual Performance Report (APR) for 2012-13

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
<b>2012-13 (using 2011-12 data)</b>	<b>5.0%</b> 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 2012-13 (using 2011-12 data):**

# of Districts identified by the State as having significant discrepancies in the rates of greater than 10 day suspensions and expulsions of children with disabilities in a school year	# of Districts in the State	Rate	Progress from 2010-11
2	219*	0.9 %	1.4 percentage points

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

Data source: 2011-12 Section 618 State Reported Data

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

Activities	Timelines	Status
<p>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.</p>	<p>2007-2012</p>	<p><b>Completed using 2011-12 data.</b></p>
<p>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.</p>	<p>2007 - 2012</p>	<p><b>Continued using 2011-12 data</b> - This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) 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.</p>
<p>Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, research-based reading, math and writing instructional strategies were implemented through 83 research-based reading/ writing instruction sites/LEAS that included multiple schools and early literacy instruction; and 48 research-based mathematics instruction sites.</p>
<p>Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, more than 1000 schools throughout the State implemented PBIS, With technical assistance &amp; training support from across NCDPI divisions, LEAs also continued to implement Instructional Consultation Teams and Responsiveness to Instruction Models.</p>



*Explanation of Progress/Slippage:*

North Carolina's rate of 0.9% 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. North Carolina made progress by decreasing its rate by 1.4 percentage points in 2011-12. Many LEAs have continued to implement effective practices, including more alternative programs, resulting in reduced numbers of suspensions and expulsions greater than 10 days for students with disabilities. In 2011-12, more than 1000 schools throughout the State implemented PBIS. A seven (7) 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.

Two (2) of 219 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 2011-12. The two (2) 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 2011 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 2010 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.*

N/A

**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 2012-13

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
<p><b>2012-13 (using 2011-12 data)</b></p>	<p><b>0%</b> 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.</p>

Actual Target Data for 2012-13 (using 2011-12 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
3	0	219*	0%	0%

\*2011-12 - 115 traditional LEAs, 100 Public charter schools, 4 State-operated programs

Data source: 2011-12 Section 618 State Reported Data

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

Activities	Timelines	Status
Analyze LEA long-and short-term suspension data in end-of-year reports and Continuous Improvement Performance Plans (CIPPs) to identify LEAs that need targeted technical assistance and those that are achieving good results.	2007- 2012	<b>Completed using 2011-12 data.</b>
Develop/provide targeted technical assistance and training that specifically focuses on systems that need to decrease the number of youth with disabilities who are suspended and expelled.	2007-2012	<b>Continued using 2011-12 data</b> - This has been a continuing effort in NC. The work of the EC Division regional teams (focused on students with disabilities in individual districts) has been incorporated into the larger scope of the 8 NCDPI Regional Roundtables, which are focused on all students in individual districts in need. LEA data, including ED data, are analyzed to determine need. EC regional staff consultants are members of their respective Regional Roundtables.

<p>Increase the promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, research-based reading, math and writing instructional strategies were implemented through 83 research-based reading/writing instruction sites/LEAS that included multiple schools and early literacy instruction; and 48 research-based mathematics instruction sites.</p>
<p>Increase the promotion and implementation of Positive Behavior Intervention and Support, Instructional Consultation Teams, and Responsiveness to Instruction Models.</p>	<p>2010 – 2012</p>	<p><b>In 2011-12</b>, more than 1000 schools throughout the State implemented PBIS. With technical assistance &amp; training support from across NCDPI divisions, LEAs also continued to implement Instructional Consultation Teams and Responsiveness to Instruction Models.</p>

*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 2011-12, more than 1000 schools throughout the State implemented PBIS. A seven (7) 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.

Three (3) of 219 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 2011-12. Although the State’s total LEAs increased in 2011-12 by two (2), the number of LEAs having significant discrepancies decreased by one (1). Each of the three (3) 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 met on-site with each of the LEAs to review data/information and provide technical assistance prior to the submission of the LEA self-assessment and review by SEA staff. Upon review of all documentation submitted by the three (3) 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 2011 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).*

<p>1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data</p>	<p><b>0</b></p>
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2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>0</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>0</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**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

**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 2012-13

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:**

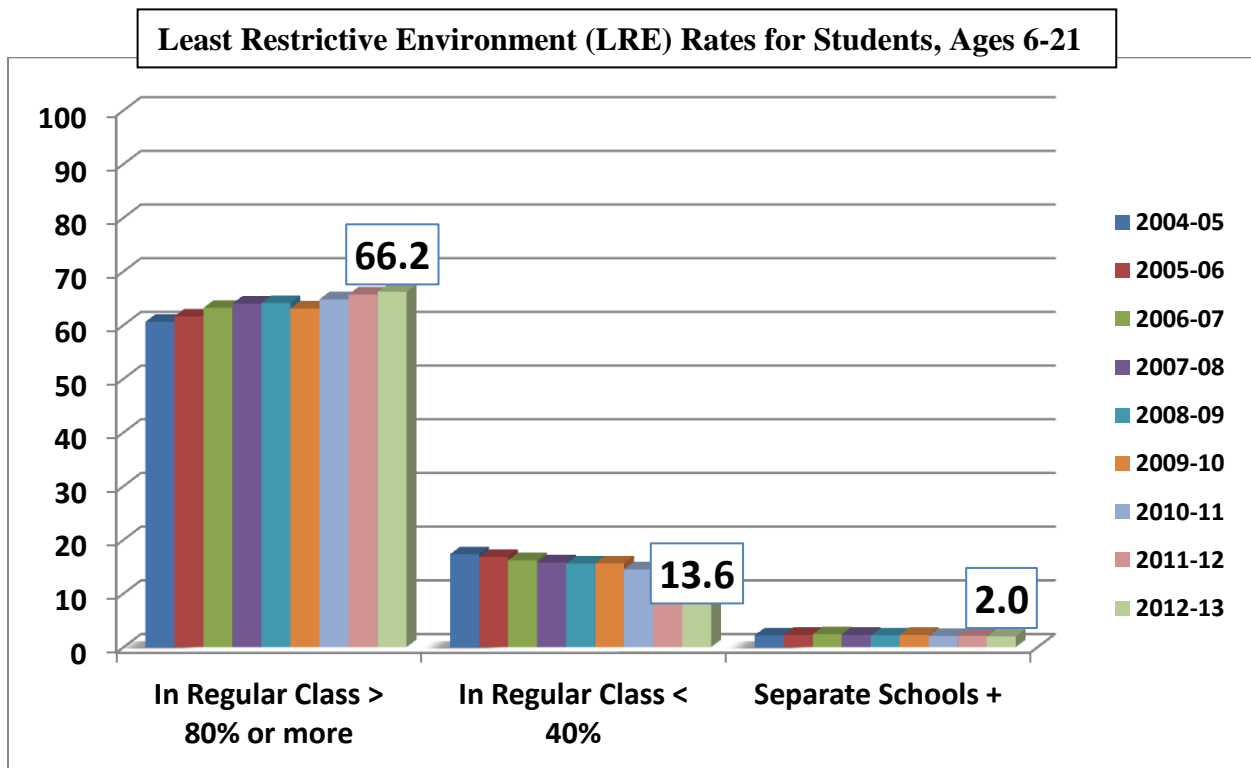
- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students 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
<b>2012-13</b>	Measurement A: 65.6% Measurement B: 15.3% Measurement C: 2.0%

Actual Target Data for 2012-13:

	# of Students in Setting (Numerator)	# of Students, 6 – 21, with IEPs (Denominator)	Rate	% Change from 2011-12/ Met Target
A. Inside the regular class 80% or more of the day	113,494	171,433	66.2%	+ 0.5/ Yes
B. Inside the regular class less than 40% of the day	23,315	171,433	13.6%	- 0.3/ Yes
C. In separate schools, residential facilities, or homebound/hospital placements	3,365	171,433	2.0%	- 0.1/ Yes

Source: Data used for this indicator are from the December 1, 2012 Periodic Child Count submitted as part of the 618 State-reported data requirement.



**Explanation of Progress or Slippage that occurred for 2012-13:**

- A. North Carolina made progress by increasing the placement rate to 66.2%, which was an increase of 0.5 percentage points and met its target of 65.6% for 2012-13.
- B. North Carolina met its target of 15.3% for 2012-13 and decreased its already low placement rate to 13.6%, which was a 0.3 percentage point decrease from 2011-12.
- C. North Carolina reduced its placement rate by a 0.1 percentage point drop to 2.0%, and the State met the target of 2.0% in 2012-13.

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



Part B State Annual Performance Report (APR) for 2012-13

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:**

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.

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.

FFY	Measurable and Rigorous Target
2012-13	6a. Increase by 0.05 percentage points to 51.5% 6b. Decrease by 0.05 percentage points to 20.5%

**Actual Target Data for 2012-13:**

Summary Statements	Actual FFY 2011 Total Headcount N= 18,787 (% and # children)	Actual FFY 2012 Total Headcount N= 18,665 (% and # children)	Target FFY 2012
6A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	51.0% (N=9,576)	49.9 % (N= 9,322)	51.5%
6B. Separate special education class, separate school or residential facility	21.0% (N=3,979)	21.2% (N= 3,962)	20.5%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

North Carolina did not meet the targets for Indicator 6A or 6B. A total of 18, 665 children, ages 3 through 5 years, were reported on the 618 report for December 1, 2012. Of these, 12,424 were PreK 3, 4, and 5 year old children. The remaining 6,241 children were five year olds enrolled in Kindergarten.

Data for all 115 LEAs indicated the following:

<b>6A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</b>	
Performance (%)	Number of LEAs
75% to 90.2%	15
51.5% to 74.9%	52
25.1% to 51.4%	44
16% to 25%	4

Sixty-seven (67) LEAs met or exceeded the state target for the percentage of children receiving the majority of their special education and related services in the regular early childhood program. Forty-eight (48) LEAs did not meet the target. Based on LEA size:

- Tier I: LEAs with total student population of 48,001 to 120,000 – one (1) out of five (5) met the state target (20%).
- Tier II: LEAs with total student population of 15,001 to 48,000 – six (6) out of twenty (20) met the state target (30%).
- Tier III: LEAs with total student populations of 5001 to 15,000 – twenty-five (25) out of forty-one (41) met the state target (61%).
- Tier IV: LEAs with a total student population of 645 to 5,000- twenty-nine (29) out of forty-nine (49) met the state target (60%).

From these data it would appear that inclusive opportunities for receiving special education and related services are much greater in smaller LEAs. The job responsibilities for preschool coordinators in smaller LEAs tend to encompass both special and regular education duties, thereby reducing the barriers for collaboration due to shared leadership across programs. Larger LEAs tend to employ both special and regular education coordinators which necessitate cross-sector and program collaboration to develop intentional administrative program plans for inclusion. Cross-sector and program collaboration have been the focus of the state’s inclusion initiative. Concentrated state efforts (three years of technical assistance) were placed in the largest LEA that did meet the state target.

<b>6B. Separate special education class, separate school or residential facility</b>	
Performance (%)	Number of LEA
0 % to 6.9 %	43
7.0% to 20.5%	30

20.6% to 36.9%	27
37.0 % to 76.0%	15

Seventy-three (73) LEAs met or exceeded the state target for the percentage of children receiving the majority of their special education or related services in a separate special education class, separate school or residential facility. Forty-two (42) LEAs did not meet the state target. Based on LEA size:

- Tier I: LEAs with total student population of 48,001 to 120,000- two (2) out of five (5) met or exceeded the state target (40%).
- Tier II: LEAs with total student population of 15,001 to 48,000- eleven (11) out of twenty (20) met or exceeded the state target (55%).
- Tier III: LEAs with total student populations of 5001 to 15,000- twenty-four (24) of forty-one (41) met or exceeded the state target (59%).
- Tier IV LEAs with a total student population of 645 to 5,000- twenty-eight (28) of forty-nine (49) met or exceeded the state target (57%).

There is not necessarily a one-to-one relationship between a LEAs performance on targets 6A and 6B. For example, of the Tier I and Tier II LEAs, 7 of 25 LEAs (28%) met targets for both 6A and 6B, while 39 of 90 (43%) of smaller Tier III and IV LEAs met both targets.

North Carolina requires LEAs to provide a voluntary full day Kindergarten program which creates more inclusive opportunities for five year old children with disabilities. The following chart compares educational environments for children ages 3, 4 and 5 (in PreK) with children who are five years old in Kindergarten. Percentages are calculated based on the population of children within that age band.

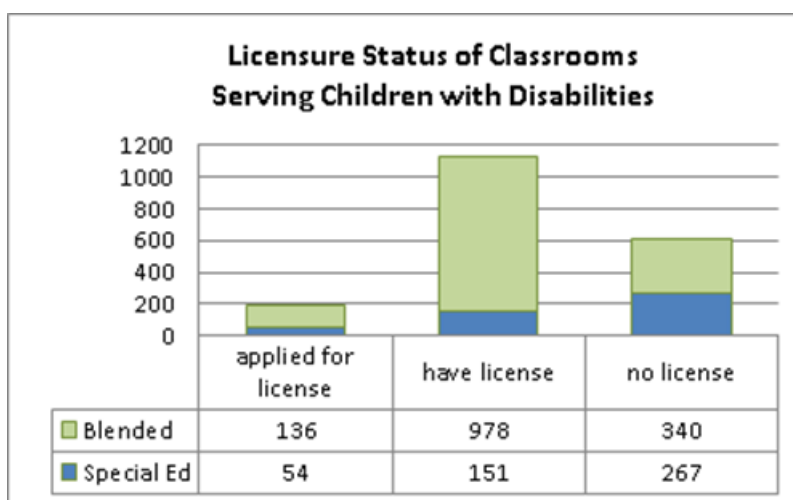
Summary Statements	Actual FFY 2012 Total Headcount N= 18,665 (% and # children in each category)
6A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	
PreK 3, 4, and 5 year olds	37.8% (N=4702) Total PreK N= 12,424
5 year olds in Kindergarten	74% (4,620) Total Ktg N= 6,241
6B. Separate special education class, separate school or residential facility	
PreK 3, 4, and 5 year olds	23% (N= 2,902) Total PreK N= 12,424
5 year olds in Kindergarten	19% (N=1,159) Total Ktg N= 6,241

A comparison between PreK and Kindergarten target data for 6A indicated a large difference (36%) in inclusive opportunities. Seventy-four (74%) of children served in Kindergarten were served in inclusive settings while approximately 38% of PreK children were served in inclusive settings. A comparison between PreK and Kindergarten target data for 6B did not suggest as large a difference (4%), especially when factoring the 3 year old population into the equation. This may be because Head Start, Developmental Day, and Fee for Service programs offer most of the inclusive classroom based opportunities for 3 year olds, outside of private childcare. Many three year olds not enrolled in private childcare are served in service provider locations (small group drive in sessions) or in small part-day self-contained classes.

**Inclusive Classroom Opportunities and Quality Ratings**

Inclusive classroom based opportunities in the public schools for PreK three, four, and five year olds are dependent upon each LEA’s collaboration with other state and federal programs and necessitates LEAs to follow those program’s standards and requirements. Classroom definitions used in this report follow the Federal Department of Education, Office of Special Education Programs (OSEP) definitions for federal reporting.

In order to provide inclusive classroom based opportunities for four year olds, LEAs may choose to participate in the NC PreK Program (regulated by the Department of Health and Human Service (DHHS)). To participate in NC PreK, LEAs must be licensed as a child care facility (NC’s Quality Rating Improvement System (QRIS) ties program standards to facility licensure). Other collaborating partnerships may include private child care, Title I PreK and Head Start. According to data obtained from the NC 619 Grant Application the total number of LEA preschool classrooms serving young children with disabilities was 1,927, of which 1,455 were blended with NC PreK, Title I or Head Start, and 472 were self-contained special education classrooms. Blended classrooms afford children with disabilities access to regular early childhood programs, participation in the general curriculum, and most importantly, the opportunity to learn alongside their nondisabled peers. The average class size in self-contained special education classes was 10, while the average class size in blended classrooms was 17. Most blended classrooms, as shown in the graph below, can be found in public school classroom that have met the requirements for child care licensure (NC QRIS).



**Discussion of Improvement Activities Completed for FFY 2012**

**Differentiated Support and Technical Assistance for All LEAs**

- 1. Assist all LEAs in understanding their data:** During the Preschool Coordinator’s 2012 Institute (one day training) and the Spring Regional Preschool Coordinators 2013 daylong meeting, each LEA was given their December 1, 2011 headcount data with LRE data displays. The decision tree for making LRE decision was reviewed and the parameters around the calculations for the targets within Indicator 6 were explained. LEA leaders participated in facilitated group discussions around how to improve program performance in terms of LRE. Each LEA was provided with an excel spread sheet and chart maker that allow them to use their real-time data to develop their own data displays to present to local leadership. Each of the spring regional meetings was held at a preschool demonstration classroom across the state and participants took part in facilitated

guided observations. Observations focused on high quality social emotional foundations for early learning (SEFEL) practices in high quality inclusive classrooms. More than 120 participants attended.

2. **Professional Development on Inclusion:** Targeted 619 preschool funds were made available to all LEAs to cover expenses for up to two participants per LEA to attend the 13<sup>th</sup> National Early Childhood Inclusion Institute, in Chapel Hill, NC. LEAs were encouraged to send their special education preschool coordinator and their regular education inclusion partner. Over 200 participants attended.
3. **Professional Development on NC Early Learning and Development Standards:** Leadership within the Office of Early Learning, NC Early Learning Network, and the Race to the Top-Early Learning Challenge Grant K-3 Assessment Team developed an initial implementation plan for the roll-out of the new NC Early Learning and Development Standards. Winter 2013 completion of a cross-walk to the Common Core and NC Essential Standards, spring regional 2014 LEA administrative overviews, and a train-the-trainer Summer Institute are planned for 2014 (FFY 2014).
4. **Preschool Demonstration Classrooms:** Nine demonstration PreK classrooms are available to all LEAs for the purpose of observing high quality inclusive practices. The spring regional preschool coordinators meetings (see #1) were held in each of these locations. Standardized processes for guided observations, registration and evaluation for measuring effectiveness of the observations were developed.

#### **Supplemental Support and Technical Assistance to Some LEAs**

1. **Targeted Inclusion Initiative:** One large LEA was chosen to receive targeted technical assistance for inclusion based on need, as indicated by their LRE data from 2009-2011. A three year process (starting in 2010) including facilitation of administrative planning, program collaboration and agreements, and professional development on Embedded Intervention, Coaching in the Inclusive Classrooms, and Developing Functional High Quality Inclusive PreK IEPs was provided. Staff from the Office of Early Learning and the NC Early Learning Network provided TA and support, including the provision of professional development. A strong partnership between the LEAs Exceptional Children and Title I leadership and staff was developed. This was the only large LEA in the state to meet the state's target for 6A.

**North Carolina Social Emotional Foundations of Early Learning (SEFEL) Program:** Twenty-seven LEAs were included in a LEA-wide implementation program designed using implementation science principles and practices. LEAs provided signed assurances, developed 5 year implementation plans, assured the availability of staff for coaching and administering the teacher fidelity measure, and for providing the state with necessary data for program evaluation. Professional development for administrators, trainers, and coaches was provided by the NC Early Learning Network and exemplary teachers. NC Early Learning Network staff also provided TA support to LEA leadership teams.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013: NA**

Part B State Annual Performance Report (APR) for 2012-13

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 = [(# of preschool children who did not improve functioning) divided by (# 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 = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# 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 = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# 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 = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes (use for FFY 2012-2013 reporting):**

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

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool

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

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

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

**Target Data and Actual Data for FFY 2012 (Preschool Children Exiting in 2012-13):**

Summary Statements	Actual FFY 2011 (% and # children)	Actual FFY 2012 (% and # children)	Target FFY 2012 (% of children)
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program. <b>Formula: c+d/ a+b+c+d</b>	<b>79.3%</b> (4375/5520)	<b>82.3%</b> (4526/5499)	<b>86.0%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program. <b>Formula: d+e/ a+b+c+d+e</b>	<b>36.5%</b> (2220/6087)	<b>39.1%</b> (2356/6019)	<b>48.4%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program. <b>Formula: c+d/ a+b+c+d</b>	<b>79.3%</b> (4412/5567)	<b>81.3%</b> (4516/5555)	<b>87.0%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program. <b>Formula: d+e/ a+b+c+d+e</b>	<b>36.5%</b> (2221/6087)	<b>37.6%</b> (2262/6019)	<b>46.7%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program. <b>Formula: c+d/ a+b+c+d</b>	<b>81.0%</b> (3980/4914)	<b>81.3%</b> (4026/4953)	<b>86.2%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program. <b>Formula: d+e/ a+b+c+d+e</b>	<b>53.3%</b> (3247/6087)	<b>53.6%</b> (3228/6019)	<b>60.7%</b>

Progress Data for Preschool Children FFY 2012

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	52	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	921	15%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	2690	45%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1836	31%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	520	9%
Total	N= 6019	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	70	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	969	16%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	2718	45%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1798	30%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	464	8%
Total	N= 6019	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	56	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	871	14%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	1864	31%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	2162	36%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1066	18%
Total	N= 6019	100%



**Discussion of Summary Statements and a-e Progress Data for FFY 2012:**

In comparing last year's actual summary statement data to this year's actual summary statement data there is consistency across all three Outcome Indicators for each of the Summary Statements that indicates that our data is becoming stable and efforts to improve the quality of the data are evident. Three percentage points was that largest discrepancy for any of the Summary Statements between FFY 2011 and FFY 2012. The three percentage point gain in changing the rate of growth in positive social-emotional functioning is viewed, in part, as a reflection of the positive impact of a state-wide initiative to facilitate positive social behaviors in preschoolers using the Pyramid Model developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). The stability of the data can be attributed to on-going professional development to improve assessment using Trans-disciplinary Play Based Assessment (TPBA). This initiative, in particular, has provided teachers with a better understanding of what is "typical" for three, four, and five year old children.

As in FFY 2011 none of the targets were met when comparing this year's actual summary data to the summary statement targets. As addressed last year, these targets were set using data from the Child Outcomes Summary Form (COSF) collected in the years previous in which higher percentages of children with disabilities exited the preschool program with either substantial improvements in their rates of growth or exited with functioning estimated to be comparable to their same age peers. Again, the COS data for 2012-2013 was felt to be a more accurate representation of the children with disabilities who exited preschool.

While the total number of children with "entry" and "exit" COS data decreased from 6087 in FFY 2011 to 6019 in FFY 2012, the total number of preschool children with disabilities served, based on the April 1, 2013 head count, also decreased. The COS data continue to represent approximately 39% of the North Carolina preschool children that receive special education and related services.

In reviewing the a-e progress data, the expected aggregate data patterns were evident. Children presenting in category "a" consistently represented 1% of the aggregate, and the majority of the children presented 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 at either end of the distribution 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 Completed for FFY 2012:***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.

An algorithm within the Comprehensive Exceptional Children Accountability System (CECAS), the online real time data system used by LEAs across North Carolina, was modified to identify children who were overage for Preschool Services based on their "exit" COS dates.

LEA data for FFY 2012 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.
- Pattern checking of the data submitted by each LEA.
- Specific scoring check for children identified as autistic (AU) by each LEA.

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

- Each LEA should have one person reviewing COS 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 2012 Indicator 7, specific LEAs were provided targeted technical assistance. The COS training materials developed by the ECO Center that focus on the understanding of developmental trajectories for children with disabilities continues to be very useful. COS training was also conducted in six LEAs, at their request because of significant staff turnover. The North Carolina Office of Early Learning website contains links to the online COS training developed by the ECO Center. In the fall 2012 and spring 2013 email was sent to the state's Preschool Coordinator listserv encouraging staff that were responsible for completing the COS to complete the online refresher training.

*Activities to Improve Child Outcomes –*

As previously mentioned, North Carolina has implemented 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 has enhanced social competence and reduced challenging behaviors in preschool classrooms.

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

Part B State Annual Performance Report (APR) for 2012-13

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 2012	Measurable and Rigorous Target
2012-13	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 2012:

FFY 2012	Number of Surveys Distributed	Number and Percent Completed		Number and Percent Greater than or Equal to 600		Progress or Slippage
2012-13	23,887	2938	12.3%	1299	<b>44.2%</b>	+/- 0

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

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 23,887 parent surveys with English on the front and Spanish on the back to parents of children with disabilities in 58 traditional local educational agencies (LEAs) and charter schools across the state. The SEA sent 5,165 preschool surveys and 18,722 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 40.4%. (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 2012, progress was maintained from the previous year.

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. The new target of 50% was maintained for the two additional years (FFY 2011 and 2012) of the State Performance Plan.

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				50%	44.2%	No
2012				50%	<b>44.2%</b>	No

The number of valid surveys completed and returned decreased by 0.5 percentage points, from 2,955 (12.8%) in FFY 2011 to 2,938 (12.3%) in FFY 2012. The surveys were once again distributed at the end of the school year. LEAs were instructed to send the surveys home with students.

The mean measure, or score, for all returned surveys in FFY 2012 was 588, which remained the same as the mean measure, or score, of 588 for FFY 2011. The 95% confidence interval for the true population mean for parents of students served in North Carolina lies somewhere in the range of 581.9-593.3. A 95% confidence interval means there is a 95% likelihood that the true mean falls within this range.

A mean measure of 588 indicates that schools are facilitating parent involvement in many ways. For example, 91% of parents of KG-12 students receiving special education services agreed, with 60% agreeing strongly or very strongly, that teachers are available to speak with parents. For parents of preschool children, the corresponding percentages were 93% and 70%. Of parents of students KG-12, 87% agreed, with 54% agreeing strongly or very strongly, that teachers and administrators encourage parents to participate in the decision-making process. The corresponding percentages for preschool parents were 92% and 69%. However, only 78% of parents of students KG-12 agreed, with only 45% agreeing strongly or very strongly, that their child’s school gives parents the help they may need to play an active role in their child’s education. For parents of children receiving preschool services, the corresponding percentages were 83% and 50%. Furthermore, only 57% of parents of students KG-12 agreed, with only 31% 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 66% and 39%. Tables 2 and 3 illustrate the changes from FFY 2011.

Table 2 Comparison of Survey Items K-12						
Item	Agree			Agree Strongly or Very Strongly		
	FFY 2011	FFY 2012	Progress or Slippage	FFY 2011	FFY 2012	Progress or Slippage
Teachers are available to speak with parents	92%	91%	-1	63%	60%	-3
Teachers and administrators encourage parents to participate in the decision-making process	88%	87%	-1	56%	54%	-2
The school gives parents the help they may need to play an active role in their child's education	80%	78%	-2	47%	45%	-2
The school offers parents training about special education issues	65%	57%	-8	38%	31%	-7

Table 3 Comparison of Survey Items Preschool						
Item	Agree			Agree Strongly or Very Strongly		
	FFY 2011	FFY 2012	Progress or Slippage	FFY 2011	FFY 2012	Progress or Slippage
Teachers are available to speak with parents	94%	93%	-1	70%	70%	+/-0
Teachers and administrators encourage parents to participate in the decision-making process	91%	92%	+1	69%	69%	+/-0
The school gives parents the help they may need to play an active role in their child's education	80%	83%	+3	46%	50%	+4
The school offers parents training about special education issues	65%	66%	+1	38%	39%	+1

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 2012 data suggest that African-American students were under-represented (23%) while white students were over-represented (61.0%) 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	23.0%	61.0%	16.0%	< 1%

- b) In FFY 2012, preschool children were over-represented (27%), while students in grades 9-12 were under-represented (16%) 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	27%	38%	19%	16%	< 1%

- c) In FFY 2012, students with autism and developmental delays were over-represented (11% and 16% respectively) while students with specific learning disabilities (23%) were under-represented as compared to surveys distributed.

**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%
Returned	11%	16%	9%	14%	23%	21%	6.0%	< 1%

**Improvement Activities:**

Activity	Timeline	Status
Make available to parents and school systems the Facilitated IEP Meeting Process.	July 2006 –June 2013	<b>Completed for 2012-13</b>
Conduct trainings for Parents on IDEA Federal Regulations and State Policies.	July 2007-June 2013	<b>Completed for 2012-13</b>
<p>Work with Exceptional Children Assistance Center (ECAC) to ensure completion and return of surveys. Explore other means of ensuring completion and return of surveys, particularly for under-represented populations, including:</p> <ul style="list-style-type: none"> <li>- returning the dissemination of the surveys to the Spring of the year (when the response rate was higher in previous years)</li> <li>- providing information about the survey, including who to contact for assistance, in ECAC’s newsletter and on its website</li> <li>- providing information about the survey, including who to contact for assistance, on NCDPI’s website</li> <li>-exploring other means such as sending post card reminders to parents, contracting for follow-up with parents, reviewing the survey and its questions to ensure they are user friendly</li> </ul>	<p>Spring 2011-2013</p> <p>Spring and/or Summer Quarter(s) 2011-2013</p> <p>Spring 2011-2013</p> <p>2012-2013</p>	<b>Completed for 2012-13</b>
The EC Division provides funds for stipends for parents participating as instructors in IHE B-K programs. This support encourages parent involvement in personnel preparation.	2008 - 2013	<b>Completed for 2012-13</b>
The EC Division and ECAC co-sponsor training institutes, for parents and educators together, across the State and throughout the school year. This joint training promotes parent involvement.	2008 - 2013	<b>Completed for 2012-13</b>

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

Part B State Annual Performance Report (APR) for 2012-13

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

**Monitoring Priority: Disproportionality**

**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
2012-13	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 2012-13:**

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
2012-13	2	0	223*	0%

\*2012-13 - 115 traditional LEAs, 104 Public charter schools, 4 State-operated programs

Sources: 2012-13 First Month Race and Gender Enrollment Data Report, December 1, 2012 Periodic Child Count (618 State-reported data), and Fall 2013 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  $\geq 3.0$ .

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;

Two (2) LEAs had disproportionate representation in 2012-13, which is determined by a risk ratio of  $\geq 3^*$ . For the LEAs identified with disproportionate representation, the NCDPI completed steps 2 and 3.

\* Risk ratios are computed for LEAs with a minimum of 40 students (same as AMO 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 2012-13, 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 2012-13:**

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 2012-13.

In step one (1) of the determination process for this indicator, the NCDPI identified two (2) of 223 LEAs with disproportionate representation of racial and ethnic groups in special education and related services.

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 LEAs submitted self-assessments to NCDPI. In step 3, NCDPI staff examined the results of the self-assessments, along with other factors including: risk ratio trend data for ages 6- 21, and internal student record reviews for each 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 2011 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2011 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 2012-13

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

**Monitoring Priority: Disproportionality**

**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
2012-13	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 2012-13:**

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
2012-13	22	0	223*	0%

\*2012-13- 115 traditional LEAs, 104 public charter schools, 4 state-operated programs

Sources: 2012-13 First Month Race and Gender Enrollment Data Report, December 1, 2012 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  $\geq 3.0$ .

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-two (22) LEAs had disproportionate representation in specific disability categories in 2012-13 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 (AMO 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 2012-13, 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 2012-13:**

North Carolina met the 2012-13 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 2011-12.

In step one (1) of the determination process for this indicator, the NCDPI identified twenty-two (22) of 223 LEAs with disproportionate representation of one or more racial and ethnic groups in one or more specific disability categories. Six (6) fewer LEAs were identified as having disproportionate representation than the previous year, although there were an additional four (4) LEAs (Public Charter Schools) in the state.

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 22 LEAs was a result of inappropriate identification. In step 2, the 22 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 22 LEAs. NCDPI staff also examined some student records in CECAS. In each of the 22 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 2011 Findings of Noncompliance (if State did not report 0%):**

Level of compliance (actual target data) State reported for FFY 2011 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 2012-13

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
2012-13	100%

**Actual Target Data for 2012-13:**

# 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
41639*	38844	93.3%	2795

\*Removed from this number - children who transferred in or out of the LEA, dropped out, or died within 90 days of receipt of referral (1134); children who transferred into the LEA after the 90 day timeline expired (776); and children whose parent(s) repeatedly failed or refused to produce them for the evaluation (215).

**Range of days beyond 90 days –**

- 1 – 5 days – 495
- 6 – 15 days – 558
- 16 – 25 days – 341
- 26 – 35 days – 248
- 36 – 45 days – 264
- 46 days or more – 889

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

- Referral paperwork not processed in a timely manner – 1269
- Excessive student absences – 59
- Weather delays – 29
- Delay in getting parent consent for evaluation – 287
- Other – 1151

The 2012-13 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 2012-13:**

<b>Activity</b>	<b>Timeline</b>	<b>Status</b>
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	<b>Completed for 2012-13</b>
LEAs will receive training on how to collect data through CECAS.	2007 - 12	<b>Completed for 2012-13</b> - LEA training and technical assistance has continued to occur 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	<b>Completed for 2012-13</b> - 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	<b>Completed for 2012-13</b> - 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 to further analyze reasons for non-compliance and improvement strategies to correct non-compliances within one year.
The State Education Agency will further analyze the data by regions and determine whether or not regional interventions/improvement strategies are needed.	2007 - 12	<b>Completed for 2012-13</b> - Data were analyzed by region and findings are discussed in the explanation of progress below (lower compliance rates occurred more often in Region 3 in 2012-13 in small public charter schools).
Following the first year of implementation of improvement strategies, the State Education Agency will further analyze LEA data to determine if targeted interventions are needed for any LEAs (e.g., if any LEAs are continuing to experience high rates of non-compliance).	2008 - 12	<b>Completed for 2012-13</b> - NCDPI provided follow-up technical assistance for six (6) LEAs that had low levels of compliance with minimal progress to verify root causes and identify strategies to correct non-compliant findings.

<p>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.</p>	<p>2008 - 12</p>	<p><b>Completed for 2012-13</b> – NCDPI followed up with each of the three (3) LEAs (public charter schools) that reported having no referrals for evaluation and ensured child find policies are being implemented.</p>
<p>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.</p>	<p>2009 - 12</p>	<p><b>Completed for 2012-13</b> - A self-calculating spreadsheet, that was previously developed, was used by some LEAs to track children for whom they receive child find notification lists from Part C. Additional information allowed LEAs, that chose to do so, track the 90-day timeline for these children for Indicator 11.</p>
<p>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.</p>	<p>2009 - 2012</p>	<p><b>Completed for 2012-13</b> - Eight (8) demonstration Assessment Teams, in each of the eight regions of the State, 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.</p>

*Explanation of Progress or Slippage:*

North Carolina’s rate of 93.3% failed to meet the 100% target by 6.7 percentage points. The rate on this Indicator represents a 0.9 percentage point increase from 2011-12, indicating progress was made. There was a 1.0 % increase (430) in the number of referrals received in 2012-13. Overall, 15.7% of the referrals for evaluation resulted in students determined to be ineligible for special education and related services. This represents a 0.2 percentage point decrease from the previous year.

One hundred fourteen (114) of 223 LEAs had rates of 100%, an additional seventy-eight (78) LEAs had rates 90% or above, and twenty-eight (28) LEAs had rates below 90%. Three (3) LEAs (1 State-Operated Program and 2 small public charter schools) reported no initial referrals for 2012-13. Fifty-seven (57) of the LEAs that had findings had four (4) or fewer records that did not meet the 90-day timeline. Six LEAs (4 traditional and 2 public charter schools) had low compliance rates due to lack of/limited personnel, use of contracted personnel, and/or lack of use of an effective tracking system.

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 Region 3 in 2012-13 and NCDPI has been providing additional assistance to the LEAs, including public charter schools, in Region 3 to address the correction of non-compliant findings.

**2012-13 Compliance Findings:**

For 2012-13, one hundred fourteen (114) LEAs exhibited 100% compliance with this indicator. This was an increase of twenty-five (25) LEAs that were compliant. One hundred nine (109) LEAs were not compliant with this indicator (109 findings) in 2012-13.

The 109 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 (2795) 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. Six (6) 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 2011 Findings of Noncompliance (if State reported less than 100% compliance)**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: **92.4%**

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>122</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>118</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>4</b>

**Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>4</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>4</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

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

**Verification of Correction of FFY 2011 noncompliance (either timely or subsequent):**

118 of 122 LEAs, within the one year timeline, 1) submitted to the NCDPI 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; and 2) NCDPI monitoring consultants reviewed the corrections of non-compliance, as well as new data/student records for the 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). NCDPI monitoring consultants found that the new data/student records were compliant.

The remaining four (4) of 122 LEAs, corrected subsequently non-compliant findings by: 1) submitting to the NCDPI 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; and 2) NCDPI monitoring consultants reviewed the corrections of non-compliance, as well as new data/student records for the 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) or submission of files through quarterly progress reviews. NCDPI monitoring consultants found that the new data/student records were compliant.

**Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable):**

*For FFY 2010 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.*

<ul style="list-style-type: none"> <li>Number of remaining FFY 2010 findings noted in OSEP’s June 2013 FFY 2011 APR response table for this indicator</li> </ul>	0
<ul style="list-style-type: none"> <li>Number of remaining FFY 2010 findings the State has verified as corrected</li> </ul>	0
<ul style="list-style-type: none"> <li>Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]</li> </ul>	0

**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 2012-13

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

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

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

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

**Measurement:**

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

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

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

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

FFY	Measurable and Rigorous Target
2012-13	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 2012-13:

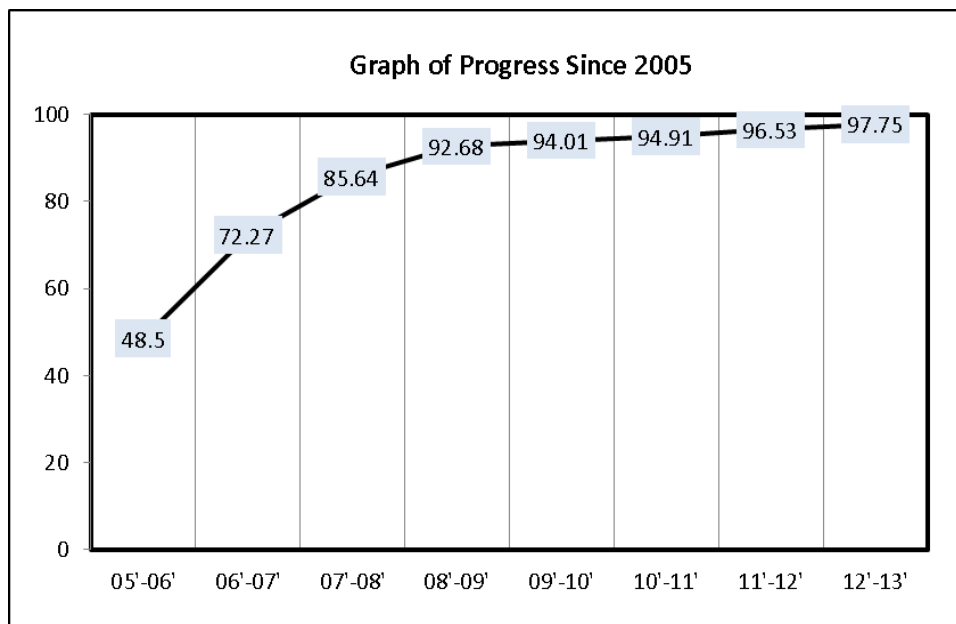
<b>SECTION A: Timely Transition</b>	
<b>a: Number of children who have been served in Part C and referred to Part B for eligibility determination (referral received by LEA).</b>	6300
<b>b: Number of those referred determined to be not eligible by their third birthday.</b>	822
<b>c: Number of those found eligible who have an IEP developed and implemented by their third birthday.</b>	2784
<b>d: Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.</b>	2031
<b>e: Number of children whose parents repeatedly failed or refused to produce them for the evaluation.</b>	215
<b>f: Number of children transferred into or out of the LEA during transition from Part C.</b>	313
<b>g: Number of children who were referred to Part C less than 90 days before their third birthday.</b>	71
<b>h: Number of children with placement delayed beyond their third birthday</b>	64
<b>Rate (c divided by (a-b-d-e-f-g) times 100):</b>	<b>97.75%</b>
<b>SECTION B: Enter the number of students delayed beyond 3rd birthday the following number of days. These students are included in "a" but not in "b", "d", "e", or "f".</b>	
<b>1 to 5</b>	14
<b>6 to 15</b>	10
<b>16 to 25</b>	14
<b>26 to 35</b>	13
<b>36 to 45</b>	4
<b>46 days or more</b>	9
<b>TOTAL (should equal A through H)</b>	<b>64</b>

<b>SECTION C: Number of students delayed due to the following reasons</b> <b>** Section B total must match Section C total</b>	
<b>a. Family Circumstance:</b> (e.g., illness/death in family, change in custody, etc.)	6
<b>b. Child Circumstance:</b> (e.g., Child was sick)	4
<b>c. Part B Circumstance:</b> (e.g., Delays relating to completion of evaluations, holding timely IEP meeting, arranging transportation, school enrollment paperwork, etc.)	47
<b>d. Part C Circumstance:</b> ( e.g., Delays relating to Part C failing to notify or issue transition planning meeting invitation to Part B in a timely manner when child was in Part C system prior to 2 years, 9 months of age)	7
<b>TOTAL (should equal A through D)</b>	<b>64</b>

**Data Utilized for Analysis and Verification and Assurance of Data Accuracy in 2012-13:**

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 Department created Excel spreadsheets with the above data collection fields which automatically calculated the percentage of timely transitions. Each LEA was required to have its Exceptional Children Director sign an assurance as to the accuracy of the data. Spreadsheets were submitted electronically to the Department. The Department created an optional spreadsheet to assist LEAs in tracking the referral and placement dates for each student.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**



*Explanation of Progress or Slippage*

North Carolina did not meet the target of 100%, though the FFY 2012 data of 97.75 % was a 1.25 percentage point increase from FFY 2011. The total number of children transitioning from the Part C system (6300) was a 4% increase from FFY 2011 (6056). The previous year's sharp increase (36% from FFY 2010 to FFY 2011) in the total number notifications from the Infant Toddler Program appeared to slow. This was attributed to the stabilization of data sharing between the Part C and Part B programs at the local level and the successful implementation of the local interagency agreements (Catchment Area Transition Plans). The number of children made eligible for services (2784 or 44%) was a 3% decrease from FFY 2011 (2865 or 47%). The gradual decline in the number of children made eligible was attributed to more accurate diagnostic practices resulting from the state's intensive professional development efforts around training LEA evaluation teams. The percentage of children found not eligible for services remained the same from the previous year (13%). In FFY 2011 children who moved during the transition process (3%) increased to 5% for FFY 2012. The number of notifications of children entering the Infant-Toddler Program after two years, nine months of age remained the same from FFY 2011 to 2012 at 1% of the total number of transitioning children.

Ninety-nine (99) of 115 LEAs (86%) demonstrated 100% compliance for FFY 2012. Of the compliant LEAs, six (6) raised their performance from non-compliant to compliant and ninety-three (93) maintained compliance. Of the 19 non-compliant LEAs (14%), six (6) showed improvement from the previous year's performance, nine (9) demonstrated slippage and one (1) stayed the same. Five (5) noncompliant LEAs had a compliance rate of 90% to 90.9%, and eleven (11) demonstrated non-compliance between >90.9% to <99.9%.

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

In FFY 2011, there were 6056 children referred from Part C with 103 children who did not receive a timely transition (2%). In FFY 2012, there were 6300 children referred from Part C with 64 children who did not receive a timely transition (1%).

Part B Circumstances. Seventy-three percent (73%) of reported delays (n=47) fell in the "Part B Circumstance" category. This was also the largest category for reasons for delay during FFY 2010 and 2011. LEAs continue to need to improve capacity to conduct entry level evaluations and to develop an efficient process.

Part C Circumstances. Eleven percent (11%) of reported reason for delay (n=7) 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 suggests that collaborative planning and tracking between both programs continues to be a need.

Family Circumstances. Nine percent (9%) of reported delays (n=6) fell in the "Family Circumstance" category. Both the number and percentage of circumstances in this category have dropped over the years suggesting that LEAs have improved in their ability to document and reschedule missed appointments for the entry evaluations and initial IEP meetings.

Child Circumstance. Six percent (6%) of reported delays (n= 4) were attributed to child circumstance such as illness, change in custody, etc. The drop in the number of circumstances over the years also suggests that LEAs have improved in their ability to document and reschedule missed appointments for the entry evaluations and initial IEP meetings

The trend in the number of days it takes to serve children placed beyond the third birthday has shown an improvement. . Of the sixty-four (64) children placed beyond the third birthday, fifty-nine percent (59%) occurred within 25 days after the third birthday (FFY 2011= 50%). Children served 46 days or more after their third was 14% (N=9) compared 26% (N=27) in FFY 2011 demonstrated a downward sloping trend across the SPP/APR reporting periods.

*Statewide Progress on Improvement Activities for 2012-13:*

**Differentiated Support and Technical Assistance for All LEAs**

1. Part C and Part B 619 Programs' Interagency Agreement- Part C and B program leadership revised the existing state Interagency Agreement to include the information clarified in OSEP's December 2009 Transition FAQ document and September 2011 Federal Regulations for Part C. The agreement was signed by all parties and becomes effective January 1, 2014.
2. Catchment Area Transition Plans (local 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. These agreements are updated annually. An introduction to the local interagency agreements is now integrated into the annual Preschool Coordinator's Orientation training.
3. Infant Toddler to Preschool Program Notification Spreadsheet: A self-calculating spreadsheet was developed to assist 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 on which a timely Transition Planning Conference (TPC) can be held). The spreadsheet also assists LEAs in identifying children for whom the LEA has not received an invitation to the Transition Planning Conference. Additional information allows LEAs to track Indicator 11, and timely placements for Indicator 12. Drill down information is also included in which LEAs can identify trends relative to individual practitioners. The spreadsheet has been incorporated into the local interagency agreements resulting in consistent transition notification procedures statewide. North Carolina's Race to the Top- Early Learning Challenge grant includes goals to develop an early childhood longitudinal data base including necessary data fields to document early childhood transitions. The Department is actively engaged with the Part C leadership in the on-going work of this project.
4. Data Collection System: 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. An introduction to the local interagency agreements is now integrated into the annual New Preschool Coordinator's Orientation training.
5. New Preschool Coordinators' Orientation Meeting (August, 2012): A two-day statewide meeting was held for new preschool coordinators focusing on the State Performance Plan and Annual Performance Report process, as well as transition policies, practices and procedures. Also attending were the 8 regional preschool coordinator representatives who serve as state contacts and mentors to other coordinators in their region. Staff from the Department and the NC Early Learning Network from Frank Porter Graham Child Development Institute at UNC-CH conducted the sessions.
6. Preschool Exceptional Childhood Coordinator Institute (November, 2012): A full day workshop titled "Quality in Inclusive Preschool Programs" was attended by ninety-seven of one hundred and fifteen coordinators. Data displays for indicators 7 and 12 were created for each LEA which led to facilitated group discussions focused upon what the data means, what trends can be identified, and how to over-come challenges to meeting compliance.
7. Regional Preschool Coordinators Meetings (Fall 2012 and Spring, 2013): Four (4) regional meetings were held in a virtual venue during the fall of 2012. 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 2013. These full day sessions were focused 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 through 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 document. Two “Frequently Asked Questions” documents were also developed around: 1) explaining procedural safeguards to families at transition, and 2) reporting Indicator 12 data to the Department. This work is completed and will be released with the signed Interagency Agreement in January, 2014.
11. Preschool Evaluation Team Training: A professional development model was put in place to build the state’s capacity for conducting developmentally and culturally appropriate assessments of very young children by school based teams. Trainings have been made available to all LEA evaluation teams for:
- A. Transdisciplinary Play-Based Assessments (TPBA)
  - B. Assessing Young Children with Autism
  - C. Effective Team Building

The training for the TPBA process is now offered to LEAs two times a year. The state has developed capacity for on-going training led by regional consultants who are part of the newly formed NC Early Learning Network at FPG, UNC-CH, and members from the demonstration evaluation teams. These trainers have worked closely with Dr. Toni Linder (TPBA author) to develop the training content and capture necessary training videos. Thus far, more than 700 diagnosticians statewide have been trained. During FFY 2012 Dr. Linder, the Early Learning Network staff, and staff from the demonstration evaluation teams developed a TPBA team fidelity measure. This was piloted with the demonstration evaluation teams and resulted in action plans for improvement. Plans are to roll out this self-assessment process to LEA evaluation teams. Finally, LEA evaluation teams (N= 60 teams) were provided with necessary skills for strengthening team functioning through 8 regional trainings by Dr. Angela Rosenberg from UNC-CH.

#### **Supplemental Support and Technical Assistance to Some LEAs:**

Eight demonstration evaluation 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 evaluation team/Child Find training. Additional support has been provided by demonstration evaluation team members through various means of communication including follow-up on-site visits and observations of teams new to the implementation of the TPBA process. More recently, students from psychology, early childhood, speech-language, and occupational therapy departments in NC IHEs have begun visiting and doing internships in the demonstration evaluation team LEAs.

#### **Intensive Support to a Few LEAs:** Focused Monitoring and TA follow-up visits

Based on the data from FFY 2011, 5 LEAs were selected to undergo a “results driven accountability” process that was conducted with LEA stakeholders, Department monitors, the 619 Coordinator, and TA consultants from the NC Early Learning Network. Two smaller LEAs were asked to conduct self-assessments and develop action plans for improvement, but were not included in the on-site visits due to the small numbers in their data set. The process included the following: 1) issuance of a letter to the LEA regarding the impending visit and the necessary composition of the LEA team (including representatives from all relevant departments), 2) conduct an on-site visit, review of the Results Driven



Accountability (RDA) model, explanation of the self-assessment process and review of relevant data needed to identify root cause of non-compliance, 3) beginning the process of developing a corrective action plan with Specific Measurable Attainable Realistic and Timely (SMART) goals, 3) LEA submission of the corrective action plan to DPI, 4) two follow-up virtual meetings with relevant LEA staff and representatives from the Department and the Early Learning Network to discuss progress of implementation of the LEA action plan.

The data utilized to drill down and identify the root cause for non-compliance included: 1) 2011 indicator 12 data submission, 2) indicator 12 trend data from 2005 through 2011, 3) Child Find data from the NC 619 Preschool Grant compared with the state data, including number of evaluations conducted and number of evaluations that did not qualify for services, and 4) Part C to B Notification Spreadsheets. In addition, LEA processes that were discussed and factored into action plans included: 1) how the indicator 12 data are managed, 2) interagency collaboration and implementation of the interagency agreement (Catchment Area Transition Plan), 3) procedures that occur from the time notification is received from Part C to the IEP meeting, 4) identification of any local policies that may inhibit timely transitions, and 5) capacity of the LEA staff to conduct necessary evaluations in comparison to the volume of notifications received.

During FFY 2012 the two (2) small sized LEAs that conducted self-assessments and developed action plans reached 100% compliance. Of the five (5) LEAs that were provided with on-site visits and follow-up TA, four increased their compliance levels significantly: 1) large urban LEA (N=875 notifications) increased from 88.24% to 94.40%, 2) medium urban LEA (N= 243 notifications) increased from 89.72% to 92.00%, 3) medium rural LEA (N=116 notifications) from 76.79% to 93.33%, and 4) medium urban LEA (N=70 notifications) from 81.58% to 95.24%. One large LEA (N=329 notifications) decreased from 86.07% to 84.11%.

**Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance)**  
 Level of compliance (actual target data) State reported for FFY 2011 for this indicator: **96.95%**

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2011 through June 30, 2012)	<b>17</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>17</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

1. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>0</b>
2. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
3. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Actions taken if Noncompliance Not Corrected**

N/A

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

1) Seventeen (17) of seventeen (17) 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) Seventeen (17) of seventeen (17) 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
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 FFY 2012-13**

**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.

FFY	Measurable and Rigorous Target
FFY 2012-13	100%

**Actual Target Data for FFY 2012: 64.4%**

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 2012 (2012-13)	149	96	64.4%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:**

During the 2012-13 school year, data for this indicator were gathered through on-site Program Compliance Reviews conducted in thirty-one (31) traditional LEAs and charter schools with students age 16 and above. Monitoring consultants and invited staff from other LEAs conducted the Program Compliance Reviews. The Indicator 13 checklist, developed by NSTTAC, was used when reviewing records. North Carolina did not meet the target rate of 100% for 2012-13. The compliance rate for 2012-13 was 64.4% which was a decrease of 25.5 percentage points from 2011-12. The primary area that continues to be cited for noncompliance is the lack of having appropriate measurable postsecondary goals addressing education/training, employment, and if necessary independent living. The goals did not have the wording to imply that the goal was what the student will do after high school; the goal could have been done while the student was still in high school. Following the NSTTAC guidelines, these types of statements were ruled noncompliant. One of the reasons for slippage includes the small sample size of records reviewed (149). As a result, the number of records reviewed for students aged 16 and above, during Program Compliance Reviews, has been increased significantly during 2013-14. Also, very few of the LEAs and charter schools that were visited have dedicated staff to work on the development of secondary transition services. LEAs have indicated that there has been a higher turnover rate of special education teachers at the secondary level, and because of this there is a need for continual retraining.

To address the slippage, three teams have been established to address the development of transition services. The three teams are the State Transition Team (STT), the Core Transition Team (CTT), and the Capacity Building Team (CBT). The STT is comprised of approximately 25 stakeholders including DPI staff, other agencies, IHEs, other divisions within DPI, LEAs, parents and advocacy groups. The purpose of this team is to provide input on the development of the state transition plan. The CTT is an internal group and has representation from each section within the ECD at DPI. These members also serve on the STT. The purpose is to represent all disability areas for planning and developing of a transition toolkit. The CTT works to ensure that all consultants within the Division promote quality transition services within the areas that they work. The CBT represents the STT at the Capacity Building Institute. The purpose of the CBT is to review and monitor the State Transition Plan. We are continuing to partner with NSTTAC and NPSO as we work to improve transition services across the State. During 2013-14, these activities will be evaluated for effectiveness and considered for inclusion in the new six-year State Performance Plan/Annual Performance Report to be submitted to the U.S. Office of Special Education Programs in February 2015.

**Correction of FFY 2011 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: **89.9%**

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2011 through June 30, 2012)	<b>10</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>10</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>0</b>
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5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

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

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

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) student records for each LEA where noncompliance was identified 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
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 2012-13

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 2012-13	A = 39.5% enrolled in higher education B = 62.5% enrolled in higher education or competitively employed C = 73.5% 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 2012:**

There were 766 total respondents for FFY 2012-13. To calculate the three measurements, the numbers of respondents meeting the inclusion criteria were found:

Criterion 1 = **240** respondent leavers were enrolled in “higher education”.

Criterion 2 = **199** respondent leavers were engaged in “competitive employment” (and not counted in 1 above).

Criterion 3 = **43** of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2 above).

Criterion 4 = **3** 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 = 240 (#1) divided by 766 (total respondents) = **31%**

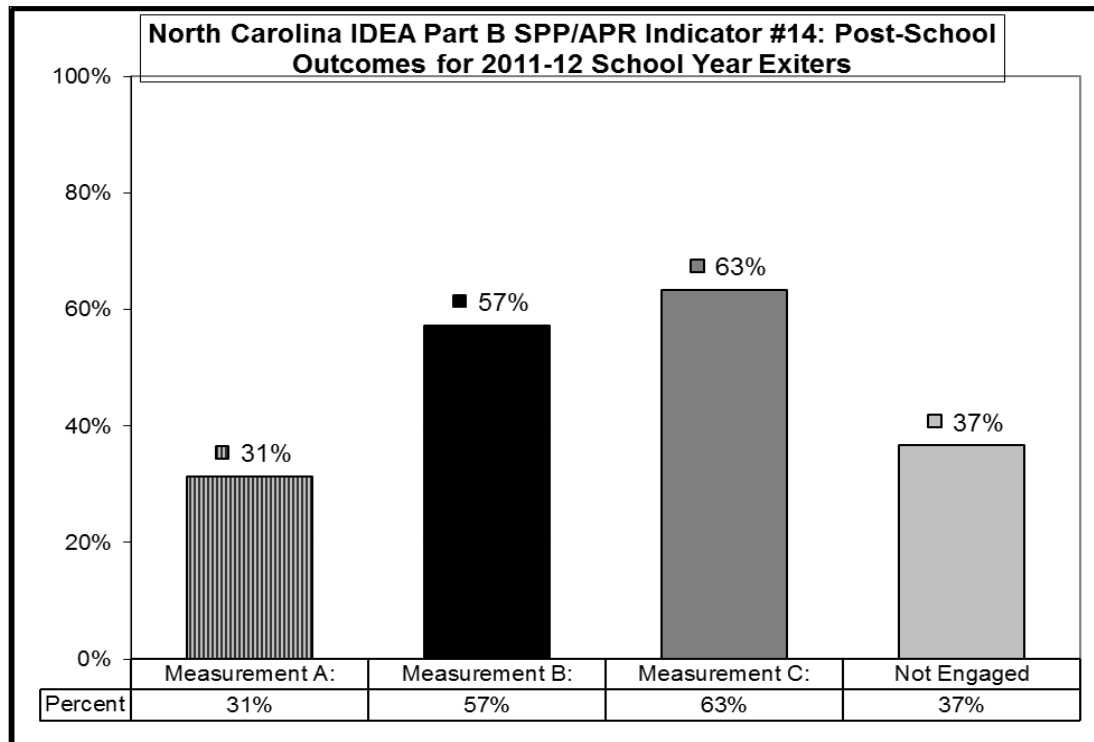
B = 240 (#1) + 199 (#2) divided by 766 (total respondents) = **57%**

C = 240 (#1) + 199 (#2) + 43 (#3) + 3 (#4) divided by 766 (total respondents) = **63%**

These engagement rates are shown in Figure 1. There were 31% (95% CI, 28% to 35%) of responders in higher education; 57% (95% CI, 54% to 61%) enrolled in higher education or competitively employed within one year of leaving high school; and 63% (95% CI, 60% to 67%) 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 37% (n=281).

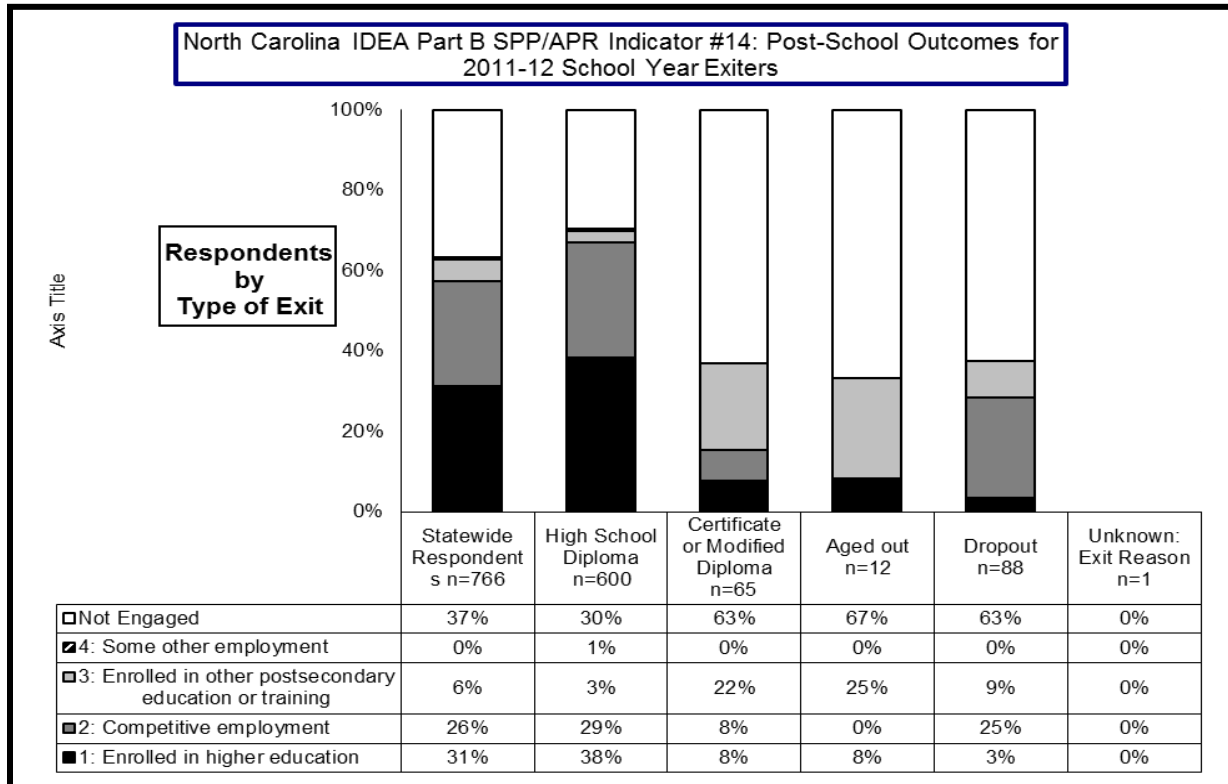
Note: CI = confidence interval

Figure 1: North Carolina’s Measures



Additional analysis of the post-school outcomes is represented in Figures 2 – 4. The engagement rates by type of exit document, disability type, 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 71% and all other manners of exiting from high school were significantly lower. Certificate or modified diploma engagement rate was 38%, aged out of school was 33%, and leavers who dropped out were engaged at 37%. Students exiting high school with a diploma were more likely to be enrolled in higher education or competitively employed. Students that aged out, dropped out, or exited with a certificate continue to have the highest rates of non-engagement. Students who dropped out of school continue to be underrepresented in the sample of respondents.

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

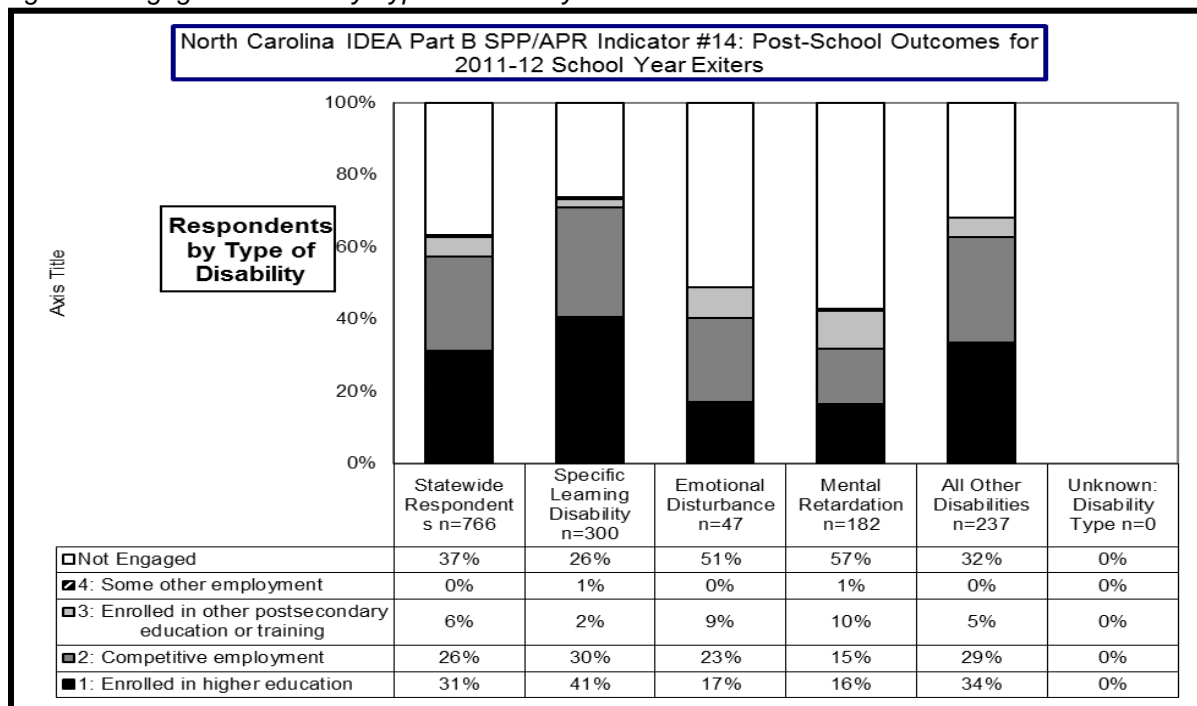


Note. Some of the percentages may not add up to 100% due to rounding off of numbers.

As seen in Figure 3, students with specific learning disabilities tended to have higher levels of engagement (74%) than students with emotional disabilities (49%) or intellectual disability (42%), and all other disabilities were 68%. These trends were similar to previous years' results.



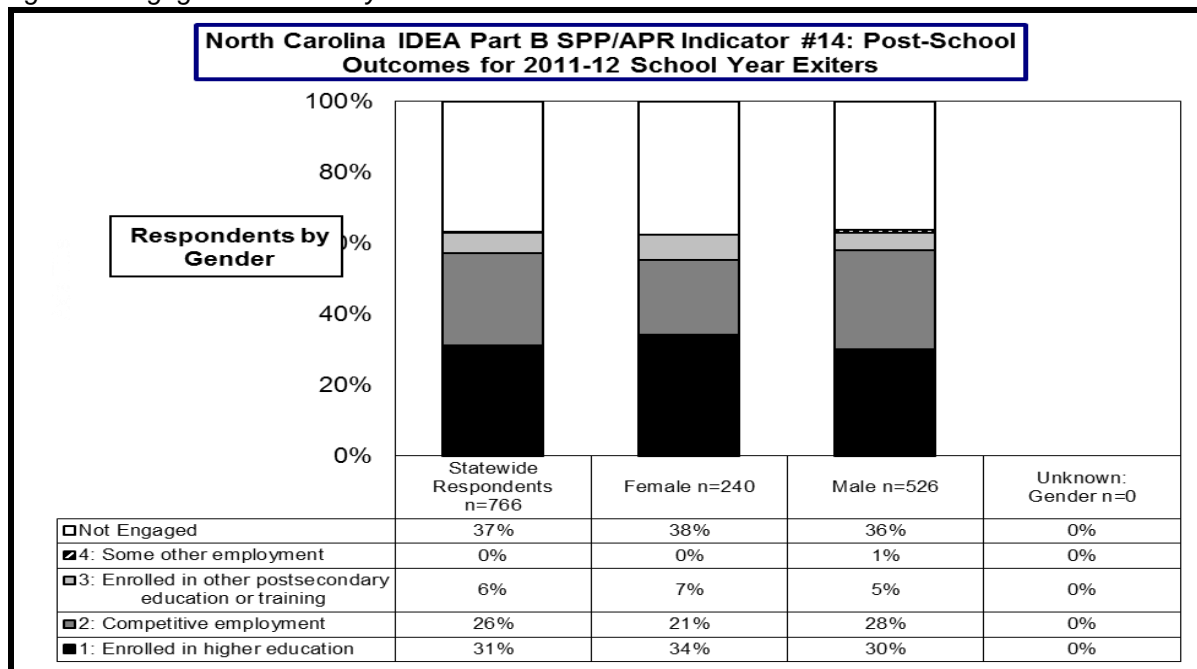
Figure 3: Engagement Rate by Type of Disability



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

As seen in figure 4, female leavers had an engagement rate of 62% and males had an engagement rate of 64%. Female students were enrolled in higher education at a higher rate than male students. This year there was a difference of 2 percentage points in the not engaged rate between males and females. A higher percentage of males (28%) were competitively employed compared to females (21%).

Figure 4: 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 2012-13:**

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 in 2012-13.

Data Collection Methods: North Carolina continues to contract with the University of North Carolina-Charlotte (UNC-C) to collect the post-school outcomes data for the SPP/APR. North Carolina conducts a sampling of local education agencies (LEAs), charter schools and State Operated Programs (SOPs). A sampling calculator developed by the National Post-school Outcomes Center was used by UNC-C to establish representative samples through fiscal year 2014-15. District level information was entered into the Sampling Calculator and a sampling of districts, based on a multi-way cluster model, was produced. Samples were equivalent for size of district, percentage of females, students with disabilities, and minority race. All LEAs are sampled at least once every five years. 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, received a certificate, dropped out, or were expected to return but did not.

Response Rate and Representativeness:

A total of 2,814 students were reported leaving school during the 2011-2012 academic year. Of these 2,814 reported school leavers, 22 were still attending high school and one was deceased, which resulted in 2,791 leavers in the survey pool. Of the 2,791 leavers, 766 responded to the follow-up survey, resulting in an overall response rate of 27%. This was a lower response rate than the previous year’s response rate of 28%. Thirty-three percent of all leavers (n=921) could not be reached due to incorrect or unknown contact information; 31% of all leavers (N=878) could not be reached during the survey window, and 8% percent (n=226) refused to respond to the survey.

**Non-response Bias**

To examine potential non-response bias, a comparison of the known characteristics of all 2011-2012 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 are over-represented and those who dropped out of school 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* (%)
<b>Gender</b>			
Female	33	31	-2
Male	67	69	2

<b>Disability</b>			
Specific learning disability	42	39	-3
Intellectual disability	22	24	2
Emotional disability	7	6	-1
Other disabilities	29	31	2
<b>Type of exit</b>			
High school diploma	69	78	9
Certification	9	8	-1
Dropped out	21	12	-9
Reached maximum age	1	2	1

\*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 continued to collaborate with the National Post-School Outcomes Center (NPSO) as an Intensive Technical Assistance State. We have regular conference calls and continue to review and revise as necessary the plan that has been developed.

A webinar was conducted with the LEAs that will surveyed the following year explaining to them the process, the information that we will need, and the importance of having accurate contact information. The website that has been developed for the gathering of post-school outcome information is explained. In addition, at the March 2013 Exceptional Children Director’s Institute we held a face to face meeting to discuss strategies to increase the response rate and to get a more representative sample. In addition, at the March Institute, a meeting was held with the LEAs that had been surveyed the previous year to train on the NPSO Data Toolkit.

NCDPI continued with the activity of having one LEA conduct a post-school outcome survey utilizing staff from within that LEA to determine if the response rate could be improved. A staff member from the LEA conducted the survey during June and July. The LEA had an overall response rate of 41.4%; this was an increase of 9 percentage points over the previous year for the same LEA. Compared to the State response rate of 27%, the response rate was significantly higher using staff from the LEA to contact former students.

**Explanation of Progress or Slippage that occurred for FFY 2012**

The targets for Measures A, B, and C were not met and there was a decrease in Measurement C from FFY 2011 to FFY 2012. Data for Measurement A, students enrolled in higher education within one year of leaving school increased 2 percentage points. Measurement B remained the same at 57%. Measurement C showed a 3 percentage point decline from FFY 2011. Figure 5 compares each measure over a four year period of time.

The target for FFY 2012 Measure A was set at 39.5% and the data for this year was 31%. This was 8.5 percentage points below the target. When asked why they did not enroll in postsecondary education or training the top four reasons were (a) Don’t know or no response, (b) working, (c) health or disability problems, and (d) lacked the necessary skills/qualifications to enter postsecondary education.

The target for FFY 2012 Measure B was set at 62.5% and the data for this year was 57%. While the target was not met, the data remained the same from the previous year. Most of the students (92%) were employed in a company, business, or service industry. The leavers reported the primary way for finding jobs was turning in applications or talking with family and friends. North Carolina has one of the highest unemployment rates in the nation and this has impacted students finding jobs.

The target for FFY 2012 Measure C was 73.5% and the data for this year was 63%. This is 10.5 percentage points below the target. Again the economic situation in North Carolina impacts the number of jobs available and the ability to pay for higher education. In many of our LEAs the school systems are the largest employers.

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

**Part B State Annual Performance Report (APR) for FFY 2012**

**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 1).**

FFY	Measurable and Rigorous Target
FFY 2012	100%

**Actual Target Data for FFY 2012:**

93.9%
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**Describe the process for selecting LEAs for Monitoring:**

North Carolina has developed different monitoring mechanisms. The first system is the Program Compliance Review (PCR). LEAs, charter schools and State Operated Programs (SOPs) 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 each year and certain zones within those LEAs will be monitored. There are five LEAs that fall within this category.

Targeted on-site visits are based on data and unique circumstances that may develop within an LEA that would require the SEA to review policies and practices in the LEA.

Each LEA, charter school, and SOP is required to submit a Continuous Improvement Performance Plan (CIPP) yearly. The CIPP includes the outcome indicators that are in the SPP/APR. The CIPPs that are developed include documentation of the targets met and if not met, why. In addition, if a target was not met an explanation of the key factors that prevented the LEA from meeting the state target is required. At

least improvement activities would need to be reviewed, revised, and updated, if needed, or a new measurable improvement activity developed to address the indicator where the target was not met.

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:**

Indicator 15 correction of noncompliance rate for 2012-13 was 93.9%. Although North Carolina did not meet the target rate of 100%, the rate of 93.9% demonstrated progress of 1.8 percentage points from FFY 2011-12. The progress was made in closing more complaints within one year. Of the complaint findings that were not closed within one year, all have subsequently been closed.

In FFY 2011-12 North Carolina piloted the revised monitoring protocol in five LEAs and one charter school. Records were reviewed and if noncompliance was identified, the LEAs were issued a report and they were given one year to correct all identified noncompliance. Indicator 13 requirements were embedded in the revised protocol and data for this indicator is gathered through on-site Program Compliance Reviews. To determine if the noncompliance was systemically corrected, additional records were reviewed to document on-going adherence with regulations.

Each LEA that was not 100% compliant with Indicators 11 and 12 in 2011-12 was required to submit documentation that each referral that had exceeded timelines was completed unless the child was no longer in the jurisdiction of that LEA. For Indicators 11 and 12, monitors also examined new referrals, through CECAS, to determine if the LEA had correctly implemented the specific or regulatory requirement(s) with statutory/regulatory that all referrals met the timeline requirements.

In June of 2012 LEAs, charter schools, and SOPs submitted updated Continuous Improvement Performance Plans (CIPPs) 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 2011 (July 1, 2011 through June 30, 2012) and verified as corrected as soon as possible and in no case later than one year from identification.**

**Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):**

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	<b>326</b>
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)	<b>306</b>
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>20</b>

**FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>20</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>20</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent):**

NCDPI instructed LEAs to submit documentation that noncompliance was corrected. The LEAs submitted copies of corrected paperwork, and in addition, some LEAs were required to submit quarterly reports. If the LEA uses CECAS for the development of IEPs, the corrections were 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 2011 (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. New records were reviewed to verify the implementation of regulatory requirements;
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; and
6. Enforcement actions were addressed in complaints where noncompliance was found.

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

**Correction of Remaining FFY 2010 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 2011 APR that the remaining FFY 2010 findings were subsequently corrected, provide the information below:

• Number of remaining FFY 2010 findings noted in OSEP’s FFY 2011 APR response table for this indicator	0
• Number of remaining FFY 2010 findings the State has verified as corrected	0
• Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	<b>0</b>

**Correction of Any Remaining Findings of Noncompliance identified in FFY 2009 or Earlier (if applicable):** N/A

**Additional Information Required by the OSEP FFY 2011 APR Response Table for this Indicator (if applicable):**

<b>Statement from the Response Table</b>	<b>State's Response</b>
N/A	N/A

**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 2012-13**

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

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

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

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

FFY	Measurable and Rigorous Target
2012-13	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 2012:**

No longer report on this indicator

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

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 2012-13

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
2012-13	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 2012-13:**

No longer report on this indicator

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

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 2012-13

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

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

**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
2012-13	75% to 85% of the hearing requests that go to resolution sessions will result in settlement agreements.

**Actual Target Data for 2012-13:**

**48.1%** (13/27) 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	47
(3.1) Resolution meetings	27
(a) Written Settlement agreements reached through resolution meetings	13
(3.2) Hearings fully adjudicated	0
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing)	38

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

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

Twenty-seven (27) resolution meetings were conducted within the 15-day timeline and before the close of the FFY 2012-13 and thirteen (13) resulted in settlement agreements for a rate of 48.1%. This represents a 5.7 percentage point increase 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:

- After unsuccessful resolution meetings, some 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
<p>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.</p>	<p>Beginning October 25 - 2012</p>	<p>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.</p>
<p>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.</p>	<p>2007-2012</p>	<p>During the 2012-13 school year, the EC Division continued to distribute 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.</p>
<p>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.</p>	<p>2009 - 2012</p>	<p>Parents and LEAs were surveyed by phone during the 2012 - 13 school year.</p>

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

Part B State Annual Performance Report (APR) for 2012-13

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

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

**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
2012-13	Mediation resulting in agreements: 75% to 85%.

**Actual Target Data for 2012-13:**

**83.8%** (31/37) 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	62	
(2.1) Mediations held	37	
(a) Mediations held related to due process complaints	10	
(i) Mediation agreements related to due process complaints	8	80%
(b) Mediations held not related to due process complaints	27	
(i) Mediation agreements not related to due process complaints	23	85.2%
(2.2) Mediations pending	3	
(2.3) Mediations withdrawn or not held	22	

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

There was a 8.1 percentage point increase in the number of mediations resulting in signed agreements from 2011-12 (75.7%) to 2012-13 (83.8%). North Carolina met its target range of 75 - 85% for 2012-13.

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

Part B State Annual Performance Report (APR) for 2012-13

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

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

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

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

**Measurement:**

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

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and 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).

FFY	Measurable and Rigorous Target
2012	100% of State reported data (618 and Annual Performance Report) are timely and accurate.

**Actual Target Data for 2012-13: 100%**

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012-13:**

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).



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