



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

Report to the North Carolina General Assembly

Report on Educational Performance of
Children with Disabilities

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Each year on December 1 and April 1 each child involved in Exceptional Children services in North Carolina is counted in a bi-annual census. The data is gathered electronically through CECAS (Comprehensive Exceptional Children Accountability System), the Exceptional Children data system.

The report being reviewed is the December 1 child count. The December child count is used to determine the amount of Federal money the state receives based on the following: Each LEA will receive 75% of their allocation for December 1, 1998. This establishes their base. The remaining funds will be distributed as follows: 85% will be allocated based upon the number of children who are enrolled in public and private elementary and secondary schools and 15% will be allocated based on the number children living in poverty (free and reduced lunch).

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

Under its general supervision authority, the NCDPI-EC Division is required to monitor the implementation of all special education programs for all eligible students with disabilities in the state. The federal Office of Special Education Programs (OSEP) monitors the NCDPI-EC Division to ensure that processes and procedures are in place to meet the state's general supervision requirements. To comply with the requirements of this Act, the NCDPI-EC Division has reviewed the mechanisms for monitoring and developed a comprehensive general supervision system. The system:

Supports practices that improve educational results and functional outcomes for children and youth with disabilities;

Uses multiple methods to identify and correct noncompliance as soon as possible but no later than one year after noncompliance is identified; and

Utilizes mechanisms to encourage and support improvement and enforce compliance.

Components of North Carolina's General Supervision System

There are eight components of the General Supervision System, including:

- 1) State Performance Plan (SPP) and Annual Performance Report (APR)
- 2) Policies, Practices, and Procedures
- 3) Dispute Resolution System
- 4) Data Collection
- 5) Monitoring Activities
- 6) Improvement, Correction, Incentives, and Sanctions
- 7) Targeted Technical Assistance
- 8) Fiscal Management

Each component, while separate in its description, connects to form a comprehensive system. Through the triangulation of these activities the NCDPI-EC Division complies with federal regulations. Descriptions of the components are included in the attached, [North Carolina Department of Public Instruction Exceptional Children Division General Supervision Position Paper](#).

Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

North Carolina has combined the information about its Technical Assistance/Support and Professional Development Systems.

In previous years, the NCDPI-EC Division provided technical assistance/support and professional development to LEAs in various ways through multiple teams, committees, groups, and individuals. Certain technical assistance (e.g. responding with information to requests by phone or on-site, Regional EC Directors quarterly meetings, etc.) and professional development (semi-annual EC Directors' Institutes, Annual Conference on Exceptional Children for more than 3,000 participants, multi-day and weeklong Summer Institutes by topic and other topical institutes, etc.) have been consistently provided by the ECD over the years.

While the ECD was developing its Strategic Vision for the next several years, it also began reviewing its processes for technical assistance and professional development. Through this process some specific needs were identified, including a need for:

- Common processes for TA requests, follow up, and impact assessment

- Refinement of systems of support to utilize/align tiered systems of support (technical assistance and professional development)
- Fidelity measures for all initiatives
- Need for stronger alignment with curriculum standards
- Additional support for developing and providing Specially Designed Instruction (not only training, but implementation, fidelity checks, evaluation of effectiveness)
- Professional Development aligned to identified curricular or program needs and includes provision for high-fidelity
- Implementation (including TA, coaching, program evaluation, etc.)
- Relationships to State Board of Ed. Goals, EC Division Strategic Vision, etc.
- Use of an LEA Self Assessment data to drive customized support to LEAs

The ECD began to develop its tiered system of technical assistance/support and professional development by including core, supplemental, and intensive support for LEAs. The ECD also created an operational definition of its core work. With a clearly articulated and understood definition of core supports to LEAs, the ECD can effectively leverage the existing support system to the greatest extent possible. To begin the ECD, with stakeholder involvement, defined critical features of an LEA's EC progra that were then consolidated into six core elements of an LEA EC Program: IEP Development and Implementation, Research-Based Instruction and Practices, Policy Compliance, Fiscal Management, Problem-Solving for Improvement, and Communication and Collaboration. The efforts in this area began to converge with identifying and building processes to support LEAs in customized, yet systematic, ways. The ECD was thinking more broadly about the ways each LEA's needs were identified and how LEA support could be most efficiently and effectively provided. As a result, we realized that LEAs required support in the systematic process of problem-solving their own data sources and that it would be necessary to measure implementation of the critical components of an effective EC program. The ECD knew this was going to require building the capability to provide outcome data in accessible and actionable ways to the LEAs. In addition, a way to measure how each LEA worked would also be needed.

Leadership in the Division charged staff with creating an LEA self-assessment process that would place an emphasis on data-driven decision making, and provide information that would be both useful to LEAs in supporting their own growth and providing the ECD the information needed to provide more customized support.

The LEA self-assessment process was built around the six core elements identified and the district's capacity for engaging in systematic problem solving. More process and fidelity data would help the ECD understand how LEAs were doing their work. In the current state— just knowing *what* LEAs were doing did not provide the diagnostic information needed to design and provide customized, tiered support. Through the North Carolina Department of Public Instruction's (NCDPI) partnership with the National Implementation Research Network (NIRN) and the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP), there was an emphasis on ensuring that implementation science informed the work of the entire agency. This included alignment of any new work with existing work and building the knowledge and tools to best support all implementation efforts. To do so, it was critical to define the core components of effective EC programming in a way that was knowable, teachable, and doable. This work was collaboratively completed by state and district-level participants through the development of a practice profile. Subsequently, the document was further refined into a LEA Self-Assessment tool. After several iterations (including 3 rounds of field testing) and a wealth of feedback from LEAs, ECD staff, Curriculum & Instruction staff, and partners from 3 different TA centers (Mid-South RRC, SISEP, PBIS), the ECD has a tool and process that is being piloted in each of the State's eight (8) regions during the 2014-15 school year and will be rolled out for use in the 2015-16 school year.

The LEA Self-Assessment process will provide more accessible and actionable data to LEAs; a tool for reviewing and assessing current practice; and a structure for problem identification, priority setting, solution identification and selection, improvement planning, and installation. As the Self-Assessment is completed by each LEA, it will yield data for the ECD that have never been readily accessible before. This information describing *how* an LEA is working to implement evidence-based practices will facilitate the ECD's accurate identification of the specific types and levels of support an LEA requires. As the ECD reviews the Self-Assessment data and improvement activities selected by the LEAs, this information will drive how the ECD plans to allocate time and resources to support LEAs through technical assistance and professional development. With the additional process information, the ECD will be able to build a true continuum of support for LEAs -- providing core support to all, and comprehensive professional development (e.g., training and coaching) and technical assistance at the intensity level needed to address the LEAs compliance and/or implementation needs and ultimately improve outcomes for students with disabilities.

When the LEA Self-Assessment is implemented, the ECD will use the results to drive customized support for each LEA. This will necessitate refining an internal process flow for planning of professional development, coaching, and technical assistance. The ECD expects to provide customized support through regional staff and team structures, so a common process for comprehensive professional development and technical assistance requests, follow up, and impact assessment will be necessary. In these ways, we expect to refine our systems of both monitoring and support to align with and utilize a tiered system model. Overall, the ECD expects these system refinements to result in improved provision of services for LEAs, strengthened systems of support for students and families, and ultimately improved outcomes for students with disabilities.

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Please see the Technical Assistance System Section for North Carolina's combined information about its Technical Assistance/Support and Professional Development Systems.

Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

By June 1, 2015, 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 of its Annual Performance Report (APR). 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 APR by June 1, 2015. 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/> .

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2006

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		50.00%	70.00%	80.00%	80.00%	80.00%	80.00%	80.00%
Data	93.90%	49.40%	56.30%	56.80%	56.80%	57.60%	57.20%	59.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP).

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	7,006	
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	11,251	
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	62.30%	Calculate <input type="checkbox"/>

FFY 2013 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
7,006	11,251	59.90%	80.00%	62.30%

Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

North Carolina's 4-Year Cohort Graduation Rate is the ratio of youths with IEPs graduating with a regular diploma in 2012-13, or earlier, to all youths with IEPs entering ninth grade in 2009-10 for the first time.

Youths with IEPs entering ninth grade in 2009-10 & graduating with a regular diploma in 2012-13 or earlier ÷ All youths with IEPs entering ninth grade in 2009-10 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.

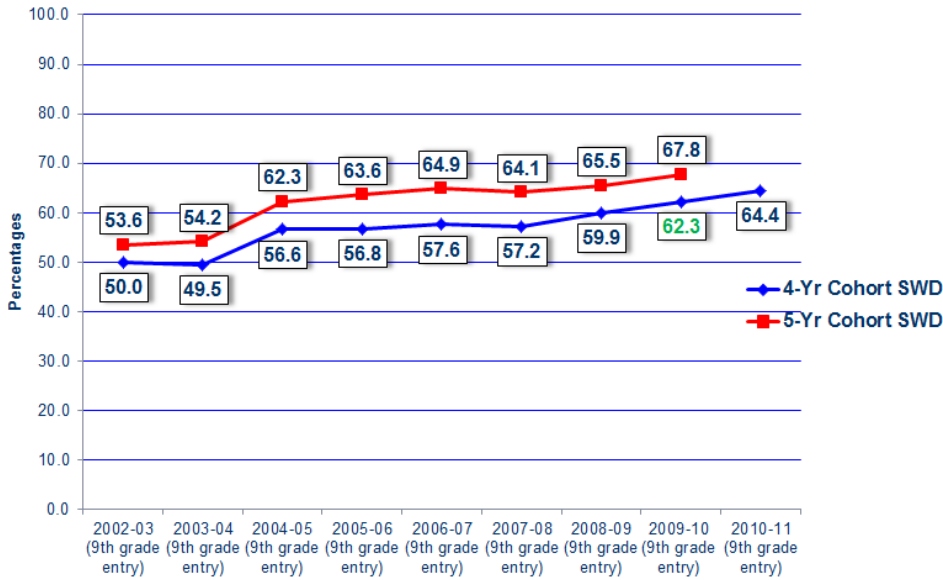
Provide additional information about this indicator (optional)

North Carolina also calculates a five-year cohort graduation rate and the 2013-14 five-year cohort data are as follows:

Five-Year Cohort Data:

Percent of youths with IEPs entering ninth grade in 2009-10 and graduating with a regular high school diploma in five years or earlier	Number of youths with IEPs entering 9 th grade in 2009-10 for the first time. (Denominator)	2009-10 entering youths with IEPs, who graduated with a regular diploma in five years or earlier (Numerator)	Change from previous 5-year cohort graduation rate
67.8%	11251	7630	+ 2.3 percentage points

NC Cohort Graduation Rates for Students with IEPs



Explanation of Progress:

North Carolina did not meet the target of 80%; however, the entering 2009-10 ninth graders 4-year cohort graduation rate of 62.3% represents a 2.4 percentage point increase from the previous year. There was an decrease of 197 students with IEPs entering ninth grade for the first time in 2009-10 (11251 students with IEPs) and an increase of 147 students with IEPs who graduated with a standard high school diploma in 2012-13 (7006 students with IEPs).

All of the 115 traditional LEAs, twenty-nine (29) of the 108 public charter schools, and two (2) of the four (4) State-Operated Programs had students with IEPs entering ninth grade for the first time in 2009-10. Of these, 115 traditional LEAs and thirteen (13) public charter schools had enough students (5 or more) to report graduation rates. Twenty-one (21) LEAs had 4-year cohort graduation rates that met or exceeded the state target of 80%. An additional sixty-eight (68) LEAs had graduation rates that were greater than the State average of 62.3 %, but did not meet the State target of 80%. Fifty (50) LEAs had graduation rates below the State average rate of 62.3%.

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 2009-10 was 67.8% or 5.5 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 2.3 percentage points higher than the 5-year cohort graduation rate for students entering ninth grade for the first time in 2008-09 and graduating with a regular high school diploma in 2012-13. This 5-year cohort graduation rate is important because it includes an additional 624 students with IEPs, entering ninth grade for the first time in 2009-10, who graduated with a regular high school diploma.

Also important to note, is the progress that will be reported in the February 1, 2016 submission of the State Performance Plan/Annual Performance Report for the 10,360 students with IEPs entering ninth grade for the first time in 2010-11. 6,675 of these students or 64.4% graduated with a standard high school diploma in 2013-14 or earlier. This represents an increase of 2.1 percentage points over the previous 4-year cohort graduation rate. There were 891 fewer students with IEPs that entered ninth grade for the first time in 2010-11; however, only 331 fewer students with IEPs graduated with a regular high school diploma in 2013-14 or earlier.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		7.00%	6.50%	6.50%	6.00%	6.00%	4.70%	4.70%
Data	9.21%	7.79%	8.00%	8.00%	7.69%	5.20%	6.00%	5.03%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	4.70%	4.50%	4.00%	3.50%	3.50%	3.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, targets for Indicator 2 were decreased.

FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Total number of all youth with IEPs who left high school (ages 14-21)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
1,536	45,725	5.03%	4.70%	3.36%

Use a different calculation methodology

Please explain the methodology used to calculate the numbers entered above.

In accordance with Option 2, North Carolina used the same data source and measurement that was used for its FFY 2010 APR that was submitted on February 1, 2012.

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.

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 using 2012-13 lag data.

Rate = $100 * \text{Numerator} \div (\text{Denominator 1} + \text{Numerator})$ $100 * 1536 \div (44,189 + 1536) = 3.36\%$ or

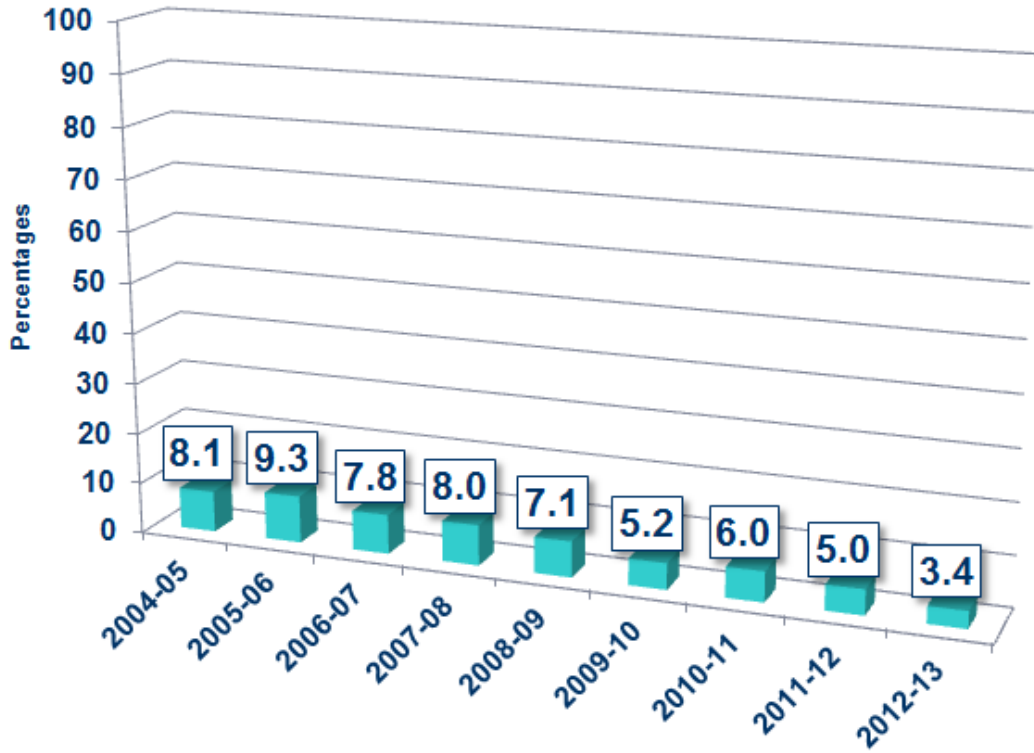
Numerator: Number of Dropouts

$100 * 1536 \div 45,725 = 3.36\%$

Denominator 1: $(2012 \text{ Membership} - \text{FirstMonth20Day}/\text{initial enrollee count} + 2013 \text{ Membership}) \div 2$

Provide additional information about this indicator (optional)

NC Dropout 2004-12 Rates for Students with IEPs, Grades 9-12



Notes: Calculation for denominator was changed in 2006-07 for students w/IEPs to be the same as the calculation for all youth.

Source: NCDPI/Agency Operations and Management/Research and Evaluation; 2006-12 EC Exit Reports from CECAS, 2004-05.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/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))

Historical Data

Baseline Data: 2013

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		15.00%	25.00%	35.00%	45.00%	55.00%	65.00%	65.00%
Data	13.10%	12.10%	12.00%	60.90%	25.20%	14.10%	50.70%	70.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	26.24%	30.00%	35.00%	40.00%	45.00%	50.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council’s quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations new baseline data and targets are proposed for Indicator 3A.

Rationale for Proposing New Baseline Data for FFY2013 and New Targets Based on the FFY2013 Data

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics for the first time in 2012-13 which served as new baseline data for proficiency. The 2012-13 also produced inflated data for meeting AMO targets, since LEAs only needed to meet the new baseline proficiency data. The academic achievement standards were revised, cut scores increased in 2013-14 based on the 2012-13 administrations, and 2013-14 proficiency targets were increased/more rigorous. Thus, the standards for meeting AMO targets are more rigorous in 2013-14 and subsequent years. The 2013-14 data for meeting AMO targets is a more realistic baseline for setting future targets than the artificially inflated baseline data from 2012-13.

FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP? Yes No
 Are you reporting AYP or AMO? AYP AMO

Number of districts in the State	Number of districts that met the minimum “n” size	Number of districts that meet the minimum “n” size AND met AMO	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AMO	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
246	141	37	70.90%	26.24%	26.24%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/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))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Grade 3	2005	Target ≥				99.70%	95.00%	95.00%	95.00%	95.00%
			Data	99.60%	99.90%	99.60%	99.80%	99.80%	99.60%	99.50%	99.40%
	B Grade 4	2005	Target ≥				99.70%	95.00%	95.00%	95.00%	95.00%
			Data	99.60%	99.90%	99.70%	99.90%	99.70%	99.60%	99.60%	99.40%
	C Grade 5	2005	Target ≥				99.70%	95.00%	95.00%	99.30%	95.00%
			Data	99.60%	99.90%	99.70%	99.70%	99.80%	99.50%	99.50%	99.40%
	D Grade 6	2005	Target ≥				99.60%	95.00%	95.00%	95.00%	95.00%
			Data	99.30%	99.60%	99.20%	99.60%	99.50%	99.30%	99.40%	99.10%
	E Grade 7	2005	Target ≥				99.40%	95.00%	95.00%	95.00%	95.00%
			Data	99.10%	99.40%	99.10%	99.30%	99.40%	99.10%	99.10%	99.00%
	F Grade 8	2005	Target ≥				99.30%	95.00%	95.00%	95.00%	95.00%
			Data	98.70%	99.50%	98.70%	99.00%	99.30%	98.90%	99.00%	98.70%
	G HS	2005	Target ≥				96.00%	95.00%	95.00%	95.00%	95.00%
			Data	93.00%	100%	96.50%	77.00%	74.30%	84.20%	97.40%	97.80%
Math	A Grade 3	2005	Target ≥				99.70%	95.00%	95.00%	95.00%	95.00%
			Data	99.60%	99.90%	99.60%	99.80%	99.80%	99.60%	99.40%	99.40%
	B Grade 4	2005	Target ≥				99.70%	95.00%	95.00%	95.00%	95.00%
			Data	99.60%	99.90%	99.60%	99.80%	99.70%	99.60%	99.60%	99.50%
	C Grade 5	2005	Target ≥				99.70%	95.00%	95.00%	95.00%	95.00%
			Data	99.60%	99.90%	99.70%	99.70%	99.80%	99.50%	99.50%	99.40%
	D Grade 6	2005	Target ≥				99.40%	95.00%	95.00%	95.00%	95.00%
			Data	99.10%	99.90%	99.10%	99.50%	99.50%	99.30%	99.30%	99.10%
	E Grade 7	2005	Target ≥				99.20%	95.00%	95.00%	95.00%	95.00%
			Data	98.90%	99.90%	99.00%	99.20%	99.40%	99.10%	99.10%	98.90%
	F Grade 8	2005	Target ≥				99.30%	95.00%	95.00%	95.00%	95.00%
			Data	98.60%	99.90%	98.90%	99.00%	99.20%	99.00%	99.00%	98.60%
	G HS	2005	Target ≥				96.00%	95.00%	95.00%	95.00%	95.00%
			Data	95.00%	100%	91.80%	75.60%	70.40%	87.00%	94.00%	93.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
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FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Grade 3	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	B ≥ Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	C ≥ Grade 5	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	D ≥ Grade 6	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	E ≥ Grade 7	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	F ≥ Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	G ≥ HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A ≥ Grade 3	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	B ≥ Grade 4	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	C ≥ Grade 5	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	D ≥ Grade 6	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	E ≥ Grade 7	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	F ≥ Grade 8	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
	G ≥ HS	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). The targets are the same as targets approved in North Carolina's ESEA Flexibility Waiver under Title 1 of the ESEA.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/18/2014

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	13469	13870	14703	14306	14308	13488	0	11224	0	0	0

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
b. IEPs in regular assessment with no accommodations	3455	2690	2552	2340	2240	2183		1994			
c. IEPs in regular assessment with accommodations	6265	7526	7850	7501	7415	6897		5890			
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0		0			
e. IEPs in alternate assessment against modified standards	2719	2631	3234	3348	3456	3139		1944			
f. IEPs in alternate assessment against alternate standards	984	966	1022	1026	1078	1132		830			

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/18/2014

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	13469	13870	14699	14306	14308	13487	0	11134	0	0	0
b. IEPs in regular assessment with no accommodations	3079	2219	2079	1916	1834	1876		2967			
c. IEPs in regular assessment with accommodations	7323	8344	8789	8383	8185	7457		4958			
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0		0			
e. IEPs in alternate assessment against modified standards	2040	2284	2764	2879	3084	2880		1808			
f. IEPs in alternate assessment against alternate standards	984	966	1021	1023	1077	1132		833			

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	13,469	13,423	99.40%	95.00%	99.66%
B Grade 4	13,870	13,813	99.40%	95.00%	99.59%
C Grade 5	14,703	14,658	99.40%	95.00%	99.69%
D Grade 6	14,306	14,215	99.10%	95.00%	99.36%
E Grade 7	14,308	14,189	99.00%	95.00%	99.17%
F Grade 8	13,488	13,351	98.70%	95.00%	98.98%
G HS	11,224	10,658	97.80%	95.00%	94.96%

Explanation of Group G Slippage

North Carolina met all reading participation targets with no slippage except for grade 10/high school. Although 10,658 students with IEPs participated in grade 10/high school reading assessments, there was slippage of 2.84 percentage points

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

from 2012-13 to 2013-14, North Carolina missed meeting its target of 95.00% by 0.04 percentage points or 15 students, participating in grade 10 reading assessments.

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	13,469	13,426	99.40%	95.00%	99.68%
B Grade 4	13,870	13,813	99.50%	95.00%	99.59%
C Grade 5	14,699	14,653	99.40%	95.00%	99.69%
D Grade 6	14,306	14,201	99.10%	95.00%	99.27%
E Grade 7	14,308	14,180	98.90%	95.00%	99.11%
F Grade 8	13,487	13,345	98.60%	95.00%	98.95%
G HS	11,134	10,566	93.50%	95.00%	94.90%

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

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

<http://www.ncreportcard.org/src/> {available after the February 5, 2015 State Board of Education (SBE) meeting}

and

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

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

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on Statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/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))

Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Grade 3	2012	Target ≥			66.00%	43.20%	43.20%	71.60%	44.50%	12.90%
			Data	51.00%	55.20%	29.60%	38.80%	39.30%	39.30%	38.70%	17.40%
	B Grade 4	2012	Target ≥			63.90%	43.20%	43.20%	71.60%	44.50%	12.90%
			Data	48.90%	58.20%	30.60%	39.60%	49.70%	42.10%	40.90%	15.00%
	C Grade 5	2012	Target ≥			72.30%	43.20%	43.20%	71.60%	44.50%	12.90%
			Data	57.30%	62.90%	27.10%	39.10%	48.00%	42.10%	42.10%	12.70%
	D Grade 6	2012	Target ≥			58.40%	43.20%	43.20%	71.60%	44.50%	12.90%
			Data	43.40%	51.80%	27.60%	38.80%	44.20%	43.60%	43.20%	12.70%
	E Grade 7	2012	Target ≥			63.80%	43.20%	43.20%	71.60%	44.50%	12.90%
			Data	48.80%	56.70%	22.30%	35.10%	38.50%	37.50%	37.80%	13.30%
	F Grade 8	2012	Target ≥			68.40%	43.20%	43.20%	71.60%	44.50%	12.90%
			Data	53.40%	60.70%	24.30%	35.40%	40.10%	38.70%	38.90%	10.10%
	G HS	2012	Target ≥			23.00%	43.20%	38.50%	69.30%	50.90%	14.00%
			Data	14.00%	85.00%	25.30%	25.50%	25.10%	25.00%	46.10%	14.40%
Math	A Grade 3	2012	Target ≥			61.30%	77.20%	77.20%	88.60%	59.90%	12.40%
			Data	61.30%	49.50%	51.60%	59.30%	59.40%	59.40%	58.40%	19.30%
	B Grade 4	2012	Target ≥			70.30%	77.20%	77.20%	88.60%	59.90%	12.40%
			Data	70.30%	44.10%	47.70%	57.10%	64.20%	59.50%	59.30%	18.60%
	C Grade 5	2012	Target ≥			62.90%	77.20%	77.20%	88.60%	59.90%	12.40%
			Data	62.90%	40.00%	45.30%	54.80%	59.20%	56.10%	56.30%	15.90%
	D Grade 6	2012	Target ≥			58.90%	77.20%	77.20%	88.60%	59.90%	12.40%
			Data	58.60%	37.70%	43.00%	52.70%	55.80%	56.00%	54.30%	9.70%
	E Grade 7	2012	Target ≥			49.30%	77.20%	77.20%	88.60%	59.90%	12.40%
			Data	49.30%	35.20%	41.00%	51.30%	53.90%	53.60%	53.30%	7.90%
	F Grade 8	2012	Target ≥			48.30%	77.20%	77.20%	88.60%	59.90%	12.40%
			Data	48.30%	36.40%	40.90%	53.30%	58.70%	59.20%	59.20%	6.90%
	G HS	2012	Target ≥			55.60%	77.20%	68.40%	84.20%	51.10%	9.70%
			Data	43.60%	27.50%	42.30%	42.60%	50.00%	47.90%	45.00%	9.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
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FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Grade 3	21.60%	30.30%	39.00%	47.70%	56.40%	56.40%
	B ≥ Grade 4	21.60%	30.30%	39.00%	47.70%	56.40%	56.40%
	C ≥ Grade 5	21.60%	30.30%	39.00%	47.70%	56.40%	56.40%
	D ≥ Grade 6	21.60%	30.30%	39.00%	47.70%	56.40%	56.40%
	E ≥ Grade 7	21.60%	30.30%	39.00%	47.70%	56.40%	56.40%
	F ≥ Grade 8	21.60%	30.30%	39.00%	47.70%	56.40%	56.40%
	G ≥ HS	22.60%	31.20%	39.80%	48.40%	57.00%	57.00%
Math	A ≥ Grade 3	21.20%	30.00%	38.80%	47.60%	56.40%	56.40%
	B ≥ Grade 4	21.20%	30.00%	38.80%	47.60%	56.40%	56.40%
	C ≥ Grade 5	21.20%	30.00%	38.80%	47.60%	56.40%	56.40%
	D ≥ Grade 6	21.20%	30.00%	38.80%	47.60%	56.40%	56.40%
	E ≥ Grade 7	21.20%	30.00%	38.80%	47.60%	56.40%	56.40%
	F ≥ Grade 8	21.20%	30.00%	38.80%	47.60%	56.40%	56.40%
	G ≥ HS	18.70%	27.70%	36.70%	45.70%	54.70%	54.70%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). The targets are the same as targets approved in North Carolina's ESEA Flexibility Waiver under Title 1 of the ESEA.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

Data Source: SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/18/2014

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was	13423	13813	14658	14215	14189	13351	0	10658	0	0	0

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
assigned											
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1203	771	598	497	494	323		474			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	720	738	631	718	869	540		666			
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	39	24	14	10	13	6		79			
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	524	406	587	423	437	442	0	390	0	0	0

Data Source: SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/18/2014

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	13426	13813	14653	14201	14180	13345	0	10566	0	0	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1274	853	750	382	329	240		309			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	1022	1059	1188	657	570	444		353			
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	25	17	25	8	3	7		33			
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	313	405	300	291	158	156	0	315	0	0	0

FFY 2013 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	13,423	2,486	17.40%	21.60%	18.52%
B Grade 4	13,813	1,939	15.00%	21.60%	14.04%

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C Grade 5	14,658	1,830	12.70%	21.60%	12.48%
D Grade 6	14,215	1,648	12.70%	21.60%	11.59%
E Grade 7	14,189	1,813	13.30%	21.60%	12.78%
F Grade 8	13,351	1,311	10.10%	21.60%	9.82%
G HS	10,658	1,609	14.40%	22.60%	15.10%

Explanation of Group D Slippage

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics in 2012-13 (baseline data). The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. The increased cut scores and the rigorous and revised academic achievement standards seemed to have more of an impact on students with disabilities who were on the cusp of cut scores and academic achievement standards than all students. The ECD will continue to review the data to determine if other factors also contributed to the slippage.

FFY 2013 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Grade 3	13,426	2,634	19.30%	21.20%	19.62%
B Grade 4	13,813	2,334	18.60%	21.20%	16.90%
C Grade 5	14,653	2,263	15.90%	21.20%	15.44%
D Grade 6	14,201	1,338	9.70%	21.20%	9.42%
E Grade 7	14,180	1,060	7.90%	21.20%	7.48%
F Grade 8	13,345	847	6.90%	21.20%	6.35%
G HS	10,566	1,010	9.90%	18.70%	9.56%

Explanation of Group B Slippage

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics in 2012-13 (baseline data). The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. The increased cut scores and the rigorous and revised academic achievement standards seemed to have more of an impact, particularly in math, on students with disabilities who were on the cusp of cut scores and academic achievement standards than all students. The ECD will continue to review the data to determine if other factors also contributed to the slippage.

Explanation of Group D Slippage

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics in 2012-13 (baseline data). The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. The increased cut scores and the rigorous and revised academic achievement standards seemed to have more of an impact, particularly in math, on students with disabilities who were on the cusp of cut scores and academic achievement standards than all students. The ECD will continue to review the data to determine if other factors also contributed to the slippage.

Explanation of Group E Slippage

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics in 2012-13 (baseline data). The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. The increased cut scores and the rigorous and revised academic achievement standards seemed to have more of an impact, particularly in math, on students with disabilities who were on the cusp of cut scores and academic achievement standards than all students. The ECD will continue to review the data to determine if other factors also contributed to the slippage.

Explanation of Group F Slippage

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics in 2012-13 (baseline data). The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. The increased cut scores and the rigorous and revised academic achievement standards seemed to have more of an impact, particularly in math, on students with disabilities who were on the cusp of cut scores and academic achievement standards than all students. The ECD will continue to review the data to determine if other factors also contributed to the slippage.

Explanation of Group G Slippage

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics in 2012-13 (baseline data). The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. The increased cut scores and the rigorous and revised academic achievement standards seemed to have more of an impact, particularly in math, on students with disabilities who were on the cusp of cut scores and academic achievement standards than all students. The ECD will continue to review the data to determine if other factors also contributed to the slippage.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

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

<http://www.ncreportcard.org/src/> {available after the February 5, 2015 State Board of Education (SBE) meeting}

and

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

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

Provide additional information about this indicator (optional)

North Carolina implemented assessments aligned to Common Core/College and Career Ready State Standards in reading and mathematics for the first time in 2012-13. The State provided the revised FFY 2012 baseline data and targets in the February 3, 2014 submission of the Annual Performance Report. In the North Carolina FFY 2012 Results Data Summary Notes table, OSEP accepted the revised baseline data and targets.

In 2013-14 (as in 2012-13), students with disabilities performed the highest in grade 3 reading (18.52%) and grade 3 math (19.62%) and performed least well in grade 8 reading (9.82%) and grade 8 math (6.35%). Overall students with disabilities and students with disabilities in each disability category performed the least well in reading and math in grades 6, 7, and 8. Students with speech/language impairments and visual impairments generally performed higher than other students with disabilities in reading and math at all grade levels. Students with specific learning disabilities performed least well in reading at all grade levels followed closely by students with other health impairments. In math at most grade levels, students with other health impairments and specific learning disabilities performed least well, followed closely by students with intellectual disabilities mild, and serious emotional disabilities.

The gaps increased between proficiency rates for all students and students with disabilities in reading and math at all grade levels, except for grade 10 math where the gap decreased slightly. In reading the gaps ranged from 38.4 percentage points (grade 10) to 27.8 percentage points (grade 5). In math the gaps ranged from 34.9 percentage points (grade 5) to 28.3 percentage points (grades 8 and 10).

The academic achievement standards were revised and cut scores increased in 2013-14 based on the 2012-13 administrations. Specifically, the academic achievement standards increased from four(4) levels to five (5) levels to include: levels 1 and 2 are below grade level proficiency, level 3 is grade level proficiency, and levels 4 and 5 are college and career ready proficiency. In accordance with North Carolina's ESEA Flexibility Waiver under Title 1 of the ESEA, the data and targets reported for this Indicator are based on the achievement standards for levels 4 and 5 which are college and career ready proficiency. However, it's important to identify the data for level 3 which are students at grade level proficiency who need additional support to perform at levels 4 and 5.

FFY 2013 Level 3/Grade Level Proficiency: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs at Level 3/ Grade Level Proficiency	FFY 2013 Data for Level 3/Grade Level Proficiency
A Grade 3	13,423	1004	7.48%
B Grade 4	13,813	905	6.55%
C Grade 5	14,658	1007	6.87%
D Grade 6	14,215	921	6.48%
E Grade 7	14,189	771	5.43%
F Grade 8	13,351	843	6.31%
G HS	10,658	719	6.75%

**FFY 2013
Level
3/Grade
Level**

Proficiency: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was	Number of Children with IEPs at Level 3/ Grade Level Proficiency	FFY 2013 Data for Level 3/Grade Level Proficiency

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	assigned		
A Grade 3	13,426	1312	9.77%
B Grade 4	13,813	699	5.06%
C Grade 5	14,653	770	5.25%
D Grade 6	14,201	622	4.38%
E Grade 7	14,180	496	3.50%
F Grade 8	13,345	547	4.10%
G HS	10,566	1236	11.70%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

N/

Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: 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
- B. 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))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		9.10%	8.00%	8.00%	7.00%	6.00%	5.00%	5.00%
Data	2.60%	5.20%	2.30%	2.30%	4.70%	1.90%	2.30%	0.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, targets for Indicator 4A were decreased.

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
1	226	0.90%	2.50%	0.44%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State’s definition of “significant discrepancy” and methodology

North Carolina's definition of "significant discrepancy" with regard to suspensions/expulsions for student with IEPs is greater than/equal to twice the State average rate of suspensions/expulsions of students with IEPs.

$$\text{Significant discrepancy} = \# \text{ of students with IEPs with suspensions \& expulsions} > 10 \text{ days in school year} / \# \text{ of students with IEPs} \times 100 = \text{State Average Rate} \times 2$$

Suspension and expulsion rates are computed for LEAs with a minimum “n” size of 10 students with IEPs suspended/expelled. Data are reviewed separately for LEAs with less than the minimum “n” 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.

Provide additional information about this indicator (optional)

The data for this Indicator are on a one year data lag, and there were 226 LEAs in the State during 2012-13.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

FFY 2012 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

One (1) of the 226 LEAs was identified as having a significant discrepancy in the rate of suspensions and expulsions greater than 10 days in a school year of children with IEPs in 2012-13. The LEA was 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, the LEA was found to be in compliance with requirements. Thus, the LEA was not required to make revisions to the submitted documents to ensure compliance with IDEA requirements and notify the public of those revisions. Additionally, the LEA requested and received technical assistance regarding effective practices, including positive behavioral interventions and supports, and has reduced its 2013-14 rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: 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
- B. 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))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					0.50%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
1	0	226	0%	0%	0%

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

North Carolina's definition of "significant discrepancy" with regard to suspensions/expulsions for student with IEPs is greater than/equal to twice the State average rate of suspensions/expulsions of students with IEPs.

Significant discrepancy = # of students with IEPs with suspensions & expulsions > 10 days in school year/# of students with IEPs X 100 = State Average Rate X 2

Suspension and expulsion rates, by race or ethnicity, are computed for LEAs with a minimum "n" size of 10 students with IEPs suspended/expelled. Data are reviewed separately for LEAs with less than the minimum "n" 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.

Provide additional information about this indicator (optional)

The data for this Indicator are on a one year data lag, and there were 226 LEAs in the State during 2012-13.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

FFY 2012 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY2013 using 2012-2013 data)

Description of review

One (1) of the 226 LEAs was identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days in a school year of children with IEPs in 2012-13. The LEA was 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 LEA's self-assessment pertaining to policies, procedures and practices, the LEA was found to be in compliance with requirements. Thus, the LEA was not required to make revisions to the submitted documents to ensure compliance with IDEA requirements and notify the public of those revisions. Additionally, the LEA requested and received technical assistance regarding effective practices, including positive behavioral interventions and supports, and has reduced its 2013-14 rate of suspensions and expulsions, by race or ethnicity, greater than 10 days in a school year for children with IEPs.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

Indicator 5: Education Environments (children 6-21)

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2005	Target ≥		61.59%	62.60%	63.60%	64.60%	65.60%	65.60%	65.60%
		Data	61.56%	63.18%	64.00%	64.10%	63.10%	64.80%	65.70%	66.20%
B	2005	Target ≤		16.87%	16.50%	16.10%	15.70%	15.30%	15.30%	15.30%
		Data	16.82%	16.20%	15.80%	15.60%	15.60%	14.50%	13.90%	13.60%
C	2005	Target ≤		2.18%	2.00%	2.10%	2.00%	2.00%	2.00%	2.00%
		Data	2.27%	2.34%	2.30%	2.20%	2.30%	2.10%	2.10%	2.00%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	65.60%	65.50%	65.40%	65.30%	65.20%	65.00%
Target B ≤	15.30%	15.30%	15.20%	15.20%	15.10%	15.00%
Target C ≤	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, targets for Indicators 5A (increased) 5B (decreased), and 5C (maintained) were revised or maintained and continue to indicate progress from baseline data in 2005.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	174,291	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	115,472	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	23,615	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	2,083	

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

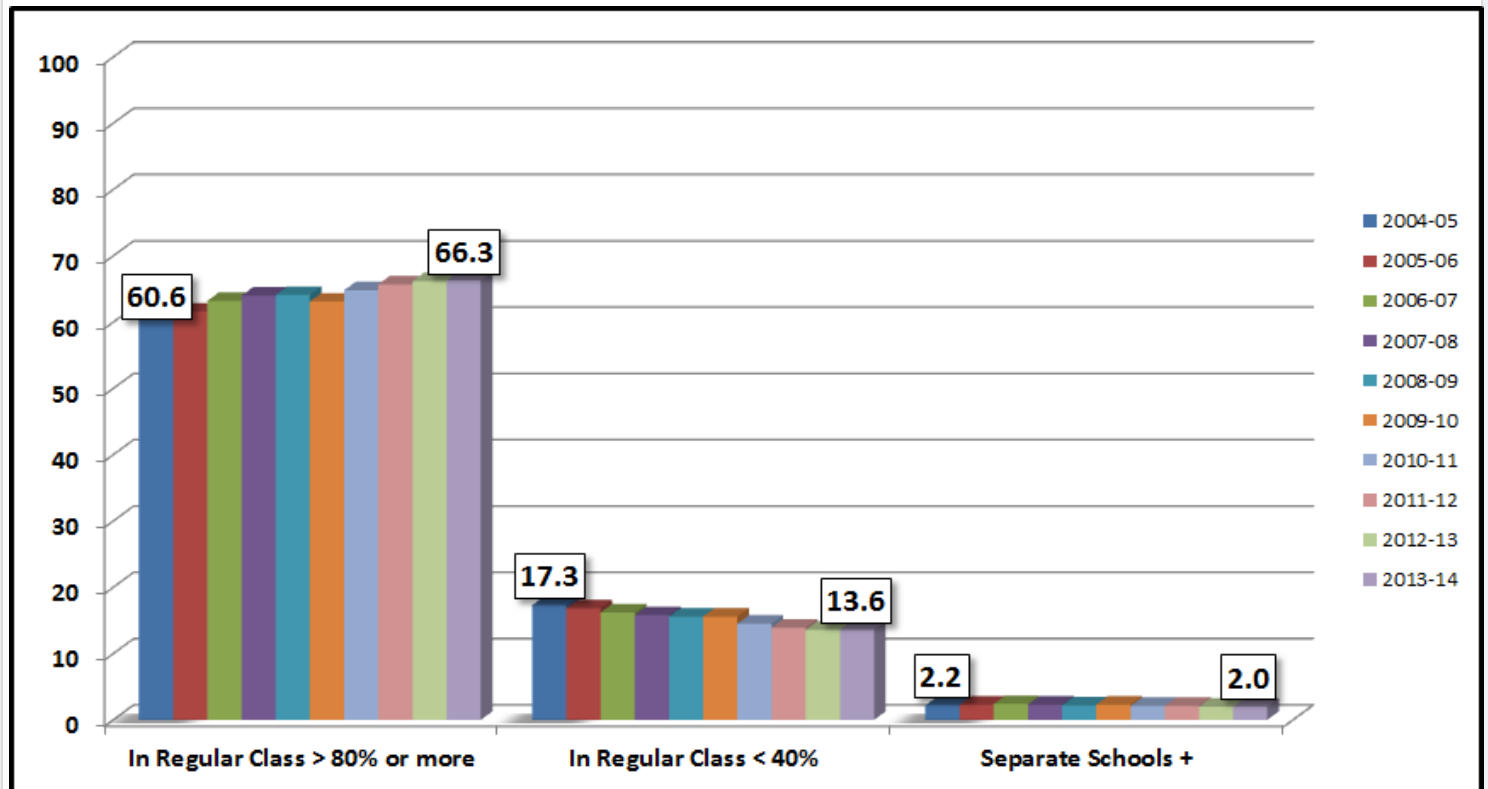
Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	334	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	1,031	

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	115,472	174,291	66.20%	65.60%	66.25%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	23,615	174,291	13.60%	15.30%	13.55%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	3,448	174,291	2.00%	2.00%	1.98%

Provide additional information about this indicator (optional)

Least Restrictive Environment (LRE) Rates for School-Age Students, 6-21



Source: NC Comprehensive Exceptional Children's Accountability System Dec 1 2004 – 2013 Child Counts

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								51.50%
		Data							51.00%	49.90%
B	2011	Target ≤								20.50%
		Data							21.00%	21.20%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	51.50%	51.50%	51.52%	51.52%	51.53%	51.54%
Target B ≤	20.50%	20.50%	20.48%	20.48%	20.47%	20.46%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, targets for Indicators 6A increased slightly and 6B decreased slightly.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	18,801	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	9,450	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	3,689	

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	438	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	5	

FFY 2013 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	9,450	18,801	49.90%	51.50%	50.26%
B. Separate special education class, separate school or residential facility	4,132	18,801	21.20%	20.50%	21.98%

Provide additional information about this indicator (optional)

Inclusive classroom opportunities for children with disabilities in preschool may occur in a variety of ways. First, many children receive the majority of their special education and related services in the early childhood program of their parents choosing. Many of these classrooms are located in private child care, church preschool, or other organized programs. North Carolina is also fortunate to have a large number of public school operated classrooms for PreK three, four, and five year olds. The implementation of these classrooms is dependent upon each LEA's collaboration with other state and federal programs and necessitates LEAs to follow those program's standards and requirements. Blended funding sources are also required. Classroom definitions used in this report follow the Federal Department of Education, Office of Special Education Programs (OSEP) definitions for federal reporting.

North Carolina requires LEAs to provide a voluntary full day Kindergarten program which creates more inclusive opportunities for five year old children with disabilities than those afforded to children in the PreK programs. The following chart compares educational environments for children ages 3, 4 and five (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)	Actual FFY 2013 Total Headcount N= 18,801 (% 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	38.57% (N=4,765) Total PreK N=12,351
5 year olds in Kindergarten	74% (4,620) Total Ktg N= 6,241	72.64% (N=4,685) Total Ktg N= 6,450

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	23.78% (N= 2,938) Total PreK N= 12,351
5 year olds in Kindergarten	19% (N=1,159) Total Ktg N= 6,241	18.51% (N=1,194) Total Ktg N=6,450

A comparison between PreK and Kindergarten target data for 6A indicated a large difference in inclusive placements. This is due to the full day Kindergarten program that North Carolina has afforded the state since 1984. Nonetheless, it would appear that the progress made in the PreK program has shown improvement (0.75% increase) in the percentage of inclusive opportunities from FFY 2012 to FFY 2013 while inclusive placements for Ktg children have decreased (1.35% decrease). Both grade ranges have remained relatively the same in terms of the percentage of children served in separate settings. Improvement activities will be developed to make local special education directors aware of the number/ or proportionate share of separate settings for children who transition from preschool into the kindergarten program and to help them analyze their data for the purpose of program improvements. Continuation of state led improvement strategies will continue through cross-program professional development opportunities intended to promote inclusion in the state PreK, Title I PreK and Head Start programs.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2013	Target ≥					85.90%	85.90%	85.90%	86.00%
		Data				88.90%	85.90%	79.20%	79.30%	82.30%
A2	2013	Target ≥					48.30%	48.30%	48.30%	48.40%
		Data				57.00%	48.30%	41.90%	36.50%	39.10%
B1	2013	Target ≥						86.90%	86.90%	87.00%
		Data				89.00%	86.90%	79.80%	79.30%	81.30%
B2	2013	Target ≥					46.60%	46.60%	46.60%	46.70%
		Data				54.10%	46.60%	79.80%	36.50%	37.60%
C1	2013	Target ≥					86.10%	86.10%	86.10%	86.20%
		Data				88.30%	86.10%	79.00%	81.00%	81.30%
C2	2013	Target ≥					60.60%	60.60%	60.60%	60.70%
		Data				67.90%	60.60%	54.80%	53.30%	53.60%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	82.34%	82.34%	82.50%	82.50%	82.50%	82.55%
Target A2 ≥	35.08%	35.08%	35.20%	35.20%	35.20%	35.40%
Target B1 ≥	82.52%	82.52%	82.52%	82.52%	82.52%	82.60%
Target B2 ≥	34.24%	34.24%	34.46%	34.46%	34.46%	34.50%
Target C1 ≥	81.81%	81.81%	82.00%	82.00%	82.00%	82.20%
Target C2 ≥	52.05%	52.05%	52.17%	52.17%	52.17%	52.20%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, new baseline data and targets are proposed for Indicators 7A-C.

Rationale for Proposing New Baseline Data for FFY2013 and New Targets Based on the FFY2013 Data

For Indicator 7, North Carolina is proposing new baseline data for FFY 2013 and new targets based on the FFY2013 data. State data collected early in the child outcome summary (COS) implementation process resulted in the setting of inflated targets. During that timeframe, the process of training LEAs to conduct the summary ratings based on comparison to age-level functioning was relatively new. Ratings were considered to be artificially high because reliable age-referencing tools were not consistently used in the rating process at the LEA level. Many practitioners initially believed that ratings should be based on the improvement a child had demonstrated, rather than by comparing that child's behavior to the skill levels of same age peers who develop according to age expectations. Since then, the state has provided intensive professional development around how to understand and use the Child Outcome Summary (COS) system and emphasized the definition of 'comparable to same-aged peers' as a child's functioning that is rated 6 or 7 on the child outcome summary form. The state has provided ongoing intensive professional development for early childhood diagnostic teams for five years on how to implement observational play-based assessments which use evidence-based age-referencing tools that support valid and reliable COS ratings. As a result the State's data has stabilized in order to propose new baseline data for FFY2013 and new targets based on the FFY 2013 baseline data. LEAs have been encouraged to use this same diagnostic team to conduct the initial entry level child outcome summary ratings using this reliable and valid assessment data. The state will continue to provide professional development and support to LEAs on developmentally and culturally appropriate evaluation procedures that yield age-referenced scores that can be utilized in the COS rating process.

FFY 2013 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	5,963
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	49
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	933
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,889
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,689
e. Preschool children who maintained functioning at a level comparable to same-aged peers	403

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	4,578	5,560	82.30%	82.34%	82.34%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	2,092	5,963	39.10%	35.08%	35.08%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children
a. Preschool children who did not improve functioning	48
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	927
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,946
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,656

	Number of Children
e. Preschool children who maintained functioning at a level comparable to same-aged peers	386

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	4,602	5,577	81.30%	82.52%	82.52%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	2,042	5,963	37.60%	34.24%	34.24%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	69
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	847
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,943
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,176
e. Preschool children who maintained functioning at a level comparable to same-aged peers	928

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	4,119	5,035	81.30%	81.81%	81.81%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	3,104	5,963	53.60%	52.05%	52.05%

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? Yes

Provide additional information about this indicator (optional)

The State will continue to train and assist LEAs in the implementation of the pyramid model for social-emotional foundations through two initiatives: 1) Targeted LEA initiative using implementation science strategies for district-wide implementation using training, coaching, and teacher fidelity measures, and 2) Incorporation of tier 1 and 2 of the pyramid model for social emotional into the statewide training on the NC Foundations for Early Learning and Development; available to all LEAs (619, state PreK, Title I PreK and Head Start). The professional development for the state's early learning standards was rolled out in a train-the-trainer model in June-July, 2014 and was intended for all LEAs. Eighty-two percent of the state's LEAs took part in this training and began providing their own training in FFY 2014-2015. During 2013-2014, 28 LEAs were involved in a targeted initiative that requires the use of implementation science practices in a district-wide implementation plan.

Actions required in FFY 2012 response table

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

Responses to actions required in FFY 2012 response table

North Carolina reported progress data and actual target data for FFY2013 in the Indicator 7 report sections provided for those data.

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Do you use a separate data collection methodology for preschool children? No

Historical Data

Baseline Data: 2006

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		26.00%	28.00%	40.00%	45.00%	50.00%	50.00%	50.00%
Data		26.00%	33.00%	39.20%	41.00%	43.30%	44.20%	44.20%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, the target for Indicator 8 was maintained.

FFY 2013 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
805	1,736	44.20%	50.00%	46.37%

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

The North Carolina Department of Public Instruction (NCDPI) uses a 25-item survey with a rating scale, the *Schools' Efforts to Partner with Parents Scale* (SEPPS), developed and validated previously by the National Center for Special Education Accountability (NCSEAM). For parents of children ages 5-21, NCDPI uses the NCSEAM 25-item Part B Survey Form 2.0 that addresses family involvement. For parents of preschool children, NCDPI uses the NCSEAM 25-item Preschool 619 Survey. Each family selected to participate in the annual sample receives a survey printed on an optical scan form accompanied by a cover letter explaining the importance of the survey and guaranteeing the confidentiality of the parent's responses. The packet also includes a pre-addressed, postage-prepaid envelope for the return of the survey. Data from the surveys of families of

children ages 3-21 are scanned into an electronic database. The database is then sent to PEIDRA Data Services which analyzes the data and produces reports at both the state and LEA level. North Carolina adheres to the standard recommended by NCSEAM's national stakeholder group in calculating the percentage of parents with measures at or above a level indicating their perception that schools facilitated their involvement. Two versions of the SEPPS rating scale were used: one for parents of children with disabilities in grades K-12 and one for parents of preschool children with disabilities. The items on each scale were fully equated in the development phases so that the measures on the two scales have the same meaning, the same standard applies, and measures from the two scales can be aggregated. NCDPI aggregated the measures from the two scales.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

A total of 17,488 surveys (13,733 school-age and 3,755 preschool) were shipped to forty-six (46) LEAs sampled across the state of North Carolina. A total of 1,743 surveys were completed and returned for a response rate of 9.97%. This was a decrease of 2.33 percentage points from the previous year's response rate.

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. To offset the underrepresentation in the response group, the NCDPI oversampled in the survey distribution; however, oversampling did not have a positive impact on the overall response rate or the response rates of under-represented groups, as identified below.

a) The FFY 2013 data suggest that African-American students were under-represented (22%) while white students were over-represented (60.0%) 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	22.0%	60.0%	17.5%	< 1%

b) In FFY 2013, preschool children were over-represented (27%), while students in grades 9-12 were under-represented (14%) 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	31%	36%	18%	14%	< 1%

c) In FFY 2013, students with autism and developmental delays were over-represented (14% and 17% respectively) while students with specific learning disabilities (22%) were under-represented and students with intellectual disabilities (7.0%) were slightly 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	14%	17%	7.0%	13%	22%	21%	6.0%	< 1%

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No

 Yes, the data accurately represent the demographics of the State



No, the data does not accurately represent the demographics of the State

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The public education system within the State of North Carolina included 246 LEAs (115 county/city school districts, 127 public charter schools, and 4 State-Operated Programs) in 2013-14. Of the 115 county/city LEAs, five (5) have an average enrollment of 50,000 or more. These five (5) districts are included in the statewide sample every year. Additionally, approximately one-fifth of the remaining districts, balanced by size and location, are included in the sample each year in an effort to overlap slightly during the six year study and thereby have fair representation each year rather than result in a sample of “left-overs” in the sixth and final year of data collection.

The first stage of sampling occurs at the district level. A random sample of children with disabilities, stratified by disability, race/ethnicity and grade grouping (Preschool, K-5, 6-8, and 9-12), will be selected each year within the five (5) largest LEAs. The second stage of sampling occurs among the remaining LEAs.

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

In order to improve data collection and based on recommendations from staff, NCDPI has collapsed areas of disability that were less than 2% of the population into one category, renamed *Other*. Race/Ethnicity groupings have also been collapsed by placing those with less than 5% of the population into one category renamed *Other*.

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

The second stage of sampling occurs within individual LEAs. Using a universally accessible (www.surveysystem.com/sscalc.htm) and generally acceptable method of determining sample sizes based on a 95% confidence interval, it was found that for most groups of children with disabilities within LEAs, a sample size of 400 surveys would more than suffice for even the largest LEAs. A total response of 300 surveys would suffice for LEAs with a target population of approximately 1,000. For LEAs with a target population of 750 or fewer, an attempt will be made to reach all parents of children receiving special education and related services (census within these LEAs). A total of 17,488 surveys (13,733 school-age and 3,755 preschool) were shipped to forty-six (46) LEAs sampled across the state of North Carolina. A total of 1,743 surveys were completed and returned for a response rate of 9.97%.

Actions required in FFY 2012 response table

In the FFY 2013 APR, the State must report whether its FFY 2013 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.

Responses to actions required in FFY 2012 response table

In addition to the over-sampling identified in the section, to address the issue of a group representative of the population in the FFY 2013 data, the State is undertaking the following actions:

- 1) Disseminating the surveys earlier in the school year (March) rather than near the end of the school year (May) when other end of the year activities, such as administration of statewide assessments, may have taken precedence.
- 2) Hosting a post-conference session, at one of our EC Administrators’ Institutes, for LEAs that are included in the sample for the upcoming year. LEAs that have been successful in using the survey will be on hand to share ideas, such as success in encouraging parents to respond; the how to and value of using the data collected from the surveys, and implementing ongoing data collection in years LEAs are not sampled. The Parent Training and Information (PTI) will share ideas for involving harder to reach parents.

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations



Compliance indicator: 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))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
2	0	246	0%	0%	0%

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

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

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

- 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 2013-14, 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 30 students (same as AMO subgroup) of the particular race/ethnicity identified in special education and related services.

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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 2013-14, or 0% had disproportionate representation in racial and ethnic groups in special education and related services that was a result of inappropriate identification.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
			0

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations



Compliance indicator: 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))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
28	0	246	0%	0%	0%

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

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

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

- Identifies districts with disproportionate representation of racial and ethnic groups in special education and related services, by using the First Month Race and Gender Enrollment data and the December 1 Periodic Child Count data in Westat's Disproportionality Excel Spreadsheet Application;

Twenty-eight (28) LEAs had disproportionate representation in specific disability categories in 2013-14 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 30 students (AMO subgroup size) of the particular race/ethnicity identified in the disability category. Data are reviewed

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

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 2013-14, or 0% had disproportionate representation, in racial and ethnic groups in specific disability categories, that was a result of inappropriate identification.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
			0

Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: 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.

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

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	84.62%	85.44%	85.50%	90.70%	90.14%	91.07%	92.41%	93.30%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
43,027	39,936	93.30%	100%	92.82%

Number of children included in (a), but not included in (b) [a-b]	3,091
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Range of days beyond 90 days –

1 – 5 days –	654
6 – 15 days –	692
16 – 25 days –	397
26 – 35 days –	243
36 – 45 days –	218
46 days or more –	887

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

Referral paperwork not processed in a timely manner – 1356

Excessive student absences – 48

Weather delays – 442

Delay in getting parent consent for evaluation – 283

Other – 962

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

The 2013-14 data were collected for all LEAs 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.

Provide additional information about this indicator (optional)

North Carolina had slight slippage (0.48 percentage point) from 2012-13 to 2013-14. An additional 3.33% (1388) referrals/parental consent for evaluation were received; however only an additional 2.81% (1092) were completed within the State's 90-day timeline. The number of LEAs in the State also increased from 226 in 2012-13 to 246 in 2013-14 due to the application approvals of additional public charter schools. North Carolina has revised one of its monitoring activities slightly (see the [North Carolina Department of Public Instruction- Exceptional Children Division General Supervision Position Paper](#) which is attached to the Introduction section. Thew Exceptional Children Division now conducts an LEA Program Assessment during a charter school's initial year of operation instead of in its second year of operation.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
109	109	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

The 109 LEAs with findings of non-compliance were required to access the reports tool in CECAS (or another electronic data system for the few LEAs not using CECAS), and update their data, at a minimum on a quarterly basis in order for the NCDPI-EC Division to review new data/student records to verify that each LEA with non-compliance is correctly implementing the regulatory requirements. Any LEA whose new data was non-compliant in the first quarter was reviewed on a quarterly basis or sooner, and was required to submit data/evidence to the SEA of any changes made to improvement activities or other processes as part of correcting non-compliance prior to the NCDPI-EC Division reviewing additional new records in a subsequent quarter. During this time, the NCDPI-EC Division provided additional technical assistance, prior to the review of new data/student records, to five (5) LEAs (1 traditional LEA and 4 public charter schools) that had low compliance rates. Upon review of new data/student records for the 109 LEAs with findings of non-compliance, the NCDPI-EC Division has verified that the LEAs are correctly implementing the regulatory requirements.

Describe how the State verified that each LEA corrected each individual case of noncompliance

The 109 LEAs with findings of non-compliance had 2,795 child-specific findings of non-compliance in 2012-13. At the time of the initial determination of compliance for Indicator 11, the Exceptional Children Division (ECD) verified that the LEAs with non-compliance also submitted/updated data/evidence through the Comprehensive Exceptional Children Accountability System (CECAS) that 1,906 child specific instances of non-compliance had been corrected. LEAs were also required to submit/update data/evidence through (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 had been completed for the remaining 889 child-specific instances of non-compliance for whom the 90-day timeline was not met at the time of initial determination. ECD staff reviewed submitted/updated evidence through CECAS and verified that the required determinations had been completed for all child-specific instances of non-compliance.

Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	48.40%	72.27%	82.35%	92.80%	94.00%	94.91%	96.53%	97.75%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	6,551
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	763
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	2,972
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	2,679
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	79

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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. $[c/(a-b-d-e)] \times 100$	2,972	3,030	97.75%	100%	98.09%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	58
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Account for children included in (a), but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Number of students delayed beyond 3rd birthday for the following number of days.

1 to 5 days	8
6 to 15 days	13
16 to 25 days	8
26 to 35 days	8
36 to 45 days	2
46 days or more	19
TOTAL	58

Number of students delayed due to the following reasons:	
a. Family Circumstance: (e.g., illness/death in family, change in custody, etc.)	23
b. Child Circumstance: (e.g., Child was sick)	3
c. Part B Circumstance: (e.g., Delays relating to completion of evaluations, holding timely IEP meeting, arranging transportation, school enrollment paperwork, etc.)	30
d. Part C Circumstance: (e.g., Delays relating to Part C failing to notify or issue transition planning meeting invitation to Part B in a timely manner when child was in Part C system prior to 2 years, 9 months of age)	2

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

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 required 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 also created an optional spreadsheet to assist LEAs in tracking the referral and placement dates for each student.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, **not including correction of findings**

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
16	16	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

All sixteen (16) LEAs with non-compliant findings 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 2013, and 3) new Indicator 12 data for the first quarter of 2014. EC Division consultants reviewed the new data and information and verified that the LEAs are correctly implementing the specific regulatory requirements.

Describe how the State verified that each LEA corrected each individual case of noncompliance

The sixteen (16) LEAs with findings of non-compliance had sixty-four (64) child-specific findings of non-compliance in 2012-13. At the time of the initial determination of compliance for Indicator 12, the Exceptional Children Division (ECD) verified that the LEAs with non-compliance also submitted/updated data/evidence fifty-five (55) child specific instances of non-compliance had been corrected. Six (6) LEAs were also required to submit data/evidence to the NCDPI, as soon as possible and no later than one year from notification of the non-compliant findings, that the remaining nine (9) child-specific instances of non-compliance, for whom the requirements were not met at the time of initial determination, had been corrected. ECD staff reviewed the submitted data/evidence and verified that the required determinations had been completed for all child-specific instances of non-compliance.

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data					94.70%	94.30%	89.90%	64.40%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
188	221	64.40%	100%	85.07%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

During the 2013-14 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 the National Secondary Transition and Technical Assistance Center (NSTTAC), was used when reviewing records to determine compliance with Indicator 13.

Provide additional information about this indicator (optional)

Three teams have been established by the Exceptional Children Division (ECD) 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 toolkit is being piloted in the Spring of 2015. 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 which has been hosted annually by NSTTAC and will be hosted in May 2015 by the new National Technical Assistance Center on Transition (NTACT). The purpose of the CBT is to review and monitor the State Transition Plan. The ECD has partnered with NSTTAC and NPSO, as we work to improve transition services across the State, and will continue to partner with the new NTACT.

As a result of the unique needs of NC's Public Charter Schools, the number of newly established Charter Schools, and a review of data, targeted assistance is being implemented to address the specific needs of Charter schools.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2012

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
19	19	0	0

FFY 2012 Findings of Noncompliance Verified as Corrected

Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements

Nineteen (19) of thirty-one (31) LEAs with Program Compliance Reviews had findings of non-compliance. NCDPI staff reviewed additional (new) student records for each of the nineteen (19) LEAs where noncompliance was identified and verified that all noncompliance had been systemically corrected in each LEA. For eight (8) of the LEAs, NCDPI staff reviewed the new student records while on-site in the LEAs. For eleven (11) of the LEAs, NCDPI staff reviewed new student records electronically through CECAS.

Describe how the State verified that each LEA corrected each individual case of noncompliance

Nineteen (19) of thirty-one (31) LEAs with Program Compliance Reviews had findings of non-compliance. 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 (96/149 individual records reviewed) for NCDPI review and verification, or if an IEP(s) could be accessed electronically through CECAS, the NCDPI Monitoring Consultants verified correction using the electronic version of the IEP(s).

Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						39.00%	39.00%	39.50%
		Data					39.00%	34.00%	29.00%	31.00%
B	2009	Target ≥						62.00%	62.00%	62.50%
		Data					62.00%	58.00%	57.00%	57.00%
C	2009	Target ≥						73.00%	73.00%	73.50%
		Data					73.00%	70.00%	66.00%	63.00%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	39.50%	39.50%	39.50%	39.50%	39.75%	40.00%
Target B ≥	62.50%	62.50%	62.50%	62.50%	62.75%	63.00%
Target C ≥	73.50%	73.50%	73.50%	73.50%	73.75%	74.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17. With consideration of stakeholder recommendations, targets for Indicators 14A, 14B, 14C were maintained and then increased slightly.

FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	393
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	117
2. Number of respondent youth who competitively employed within one year of leaving high school	97
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	31

4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

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	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Enrolled in higher education (1)	117	393	31.00%	39.50%	29.77%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	214	393	57.00%	62.50%	54.45%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	271	393	63.00%	73.50%	68.96%

Explanation of A Slippage

The response rate for Indicator 14 was twenty-six percent (26%), which was one percentage point below the previous year's response rate of 27%. The percentage of incorrect contact information increased from 26% in 2008 to 43% in 2014. The percentages of leavers who refused to participate increased from 1% in 2008 to 14% in 2014. In 2013, the total number of leavers was reported as 2814, which was approximately 1000 more leavers than all other years. Although the data for A slipped 1.23 percentage points, the data for C increased 5.96 percentage points.

During 2014-15, North Carolina is reviewing its processes for collecting and using data for Indicator 14 and with input from stakeholder and work groups, the NCDPI will decide if changes will be recommended and implemented. Changes that could be considered, include but are not limited to: collecting some of the required data through the State's Longitudinal Data System; providing stipends to teachers to collect leaver and/or exit data; and adding post-school items and data to the LEA Self-Assessment/Practice Profile. At this time, current efforts specifically for Indicator 14, such as a Fall webinar and Spring in-person meetings for LEAs, to discuss processes and data analysis and use, will continue.

Explanation of B Slippage

For the first time, the response rate for Indicator 14 was twenty-six percent (26%), which was one percentage point below the previous year's response rate of 27%. The percentage of incorrect contact information increased from 26% in 2008 to 43% in 2014. The percentages of leavers who refused to participate increased from 1% in 2008 to 14% in 2014. In 2013, the total number of leavers was reported as 2814, which was approximately 1000 more leavers than all other years. Although the data for A slipped 1.23 percentage points, the data for C increased 5.96 percentage points.

During 2014-15, North Carolina is reviewing its processes for collecting and using data for Indicator 14 and with input from stakeholder and work groups, the NCDPI will decide if changes will be recommended and implemented. Changes that could be considered, include but are not limited to: collecting some of the required data through the State's Longitudinal Data System; providing stipends to teachers to collect leaver and/or exit data; and adding post-school items and data to the LEA Self-Assessment/Practice Profile. At this time, current efforts specifically for Indicator 14, such as a Fall webinar and Spring in-person meetings for LEAs, to discuss processes and data analysis and use, will continue.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

A sampling calculator developed by the National Post-School Outcomes Center was used by UNC Charlotte to establish representative samples across the remaining five years of required SPP/APR data collection. District level information was entered into the Sampling Calculator and a five-year random sampling of districts, based on a multi-way cluster model, was

FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

produced. Samples were equivalent for size of district, percentage of females/males, students with various disabilities, and minority race. All local educational agencies (LEAs) are sampled at least once during a five-year data collection cycle. Students in the sample include those who graduated with a regular diploma, aged-out, dropped out, or were expected to return but did not.

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: 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))

Historical Data

Baseline Data: 2005

FFY	2005	2006		2007		2008		2009		2010		2011		2012	
Target		86.00%	- 86.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%
Data	86.00%	75.00%		55.60%		72.10%		62.80%		42.86%		42.42%		48.15%	

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013		2014		2015		2016		2017		2018	
Target	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, the target range of 75% - 85% for Indicator 15 was maintained.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	10	
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	20	

FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
10	20	48.15%	75.00% - 85.00%	50.00%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

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

Historical Data

Baseline Data: 2005

FFY	2005	2006		2007		2008		2009		2010		2011		2012	
Target		84.00%	- 84.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%
Data	71.00%	83.00%		68.00%		80.00%		71.80%		54.50%		75.68%		83.78%	

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2013 - FFY 2018 Targets

FFY	2013		2014		2015		2016		2017		2018	
Target	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%	75.00%	- 85.00%

Targets: Description of Stakeholder Input

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required, including setting new targets for the updated six-year plan, toward the development of the SPP/APR at the Council's quarterly meeting in December 2014. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). With consideration of stakeholder recommendations, the target range of 75%-85% for Indicator 16 was maintained.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	11	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	23	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	44	

FFY 2013 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
11	23	44	83.78%	75.00% - 85.00%	77.27%

Actions required in FFY 2012 response table

None

Responses to actions required in FFY 2012 response table

Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Baseline Data

FFY	2013
Data	

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target					

Description of Measure

Targets: Description of Stakeholder Input

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

State-identified Measurable Result(s) for Children with Disabilities

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A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

Description

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Submitted Theory of Action: No Theory of Action Submitted



Provide a description of the provided graphic illustration (optional)

Certify and Submit your SPP/APR

This indicator is not applicable.