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

Report to the North Carolina General Assembly

DPI Study/Improve Outcomes for Students with Disabilities

<SL 2015-241(HB97)

Date Due: November 15, 2015

DPI STUDY/IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES
Session Law 2015-241 / House Bill 97

Reporting on Outcomes for Students with Disabilities
The North Carolina Department of Public Instruction Exceptional Children Division (ECD) regularly reviews and analyzes date regarding outcomes for students with disabilities (SWD). The ECD is required to complete and submit an Annual Performance Report (APR) to the U.S. Department of Education, Office of Special Education Programs (OSEP). Included in this report are data for outcomes and proficiency levels for students with disabilities. This data is collected through seventeen (17) required indicators. These indicators include the reporting of statewide data on end of grade/end of course (EOG/EOC), graduation rate, drop out rate, LEA response to child find (90 day timeline) and appropriate transition plans, among other data sets.

One of the indicators addresses student outcomes to a specific targeted state implementation measure, through our state systemic improvement plan (SSIP). NC has chosen to address the need to increase the graduation rate for SWD. In this targeted work, three areas of focus have been identified: academics, behavior and transition (Indicator 17). Data analysis required for this indicator shows a steady growth in graduation rate for students with disabilities over the last five years. See attached Appendix 9 from Indicator 17.

The SSIP work is being developed through a five-year plan. Phase I required the ECD to study and determine a targeted need. This was submitted to OSEP in April 2015. In Phase II, which is due in February 2016, the ECD will learn from successful LEAs and work to duplicate across the state what has been successful in academic, behavior and transition progress. Eight (8) LEAs have been identified through a rubric (reviewing and analyzing data) as having strengths in one or more of these areas (academics, behavior, transition) and will be the first cohort of the ECD's SSIP work. These LEAs will work as demonstration sites, for ECD staff to visit, study, and learn how they have been successful and then support additional LEAs as accomplishments and successful interventions and supports are shared.

A statewide SSIP stakeholder group has worked with and continues to meet monthly with ECD staff. This stakeholder group includes parents and parent advocates, outside advocates/agencies, local Exceptional Children Directors, interagency staff, and other state agencies.

Career and Technical Education (CTE)/Digital Learning
Students with disabilities (SWD) have access to Career and Technical Education (CTE) courses and are eligible for diploma badging in those areas. As general education students first, SWD have access to all digital learning options provided in the general education setting. The ECD works closely with other DPI Divisions to ensure access to courses, state initiatives and programs that will enhance SWD's educational experiences and prepare them for post-school outcomes. Additionally, assistive technology is accessed and documented on IEPs to ensure accessibility to curriculum and instruction. ECD staff work closely with CTE staff to ensure access to courses through the development of blueprints, and assurances that Universal Design for Learning (UDL) is being implemented in course delivery. Additionally, an Assistive Technology (AT) Team, comprised of ECD staff and outside stakeholders, regularly provide AT professional development and information.

Transition
A statewide stakeholder group has been working over the last two years to develop a Secondary Transition Toolbox. Training on this Toolbox began in the summer of 2015. Each LEA and Charter School, as applicable, has been asked to provide a contact for the training on the toolbox. Once training has been completed, the Toolbox should be accessible to the transition contacts by November 2015. Following a train-the-trainer model, these contacts will then train others in their LEA on the components

Appendix 9: Rate of Change in 5-year cohort graduation rate for students with disabilities

Year	2013-14 (Baseline)	2014-15 Target (percentage points)	2015-16 Target (percentage points)	2016-17 Target (percentage points)	2017-18 Target (percentage points)	2018-19 Target (percentage points)
To meet graduation rate target of 80% in 5 years (+ 12.2 pp)	**67.8%** 5-yr cohort graduation rate	+ 1.5 (69.3%)	+ 2.5 (71.8%)	+ 2.7 (74.5%)	+ 2.7 (77.2%)	+ 2.8 (80.0%)
To close gap between SWD and all students in the 5-Yr Cohort Graduation Survival Rate Projection (+ 9.5 pp)	**67.8%** 5-yr cohort graduation rate	+ 1.5 (69.3%)	+ 2.0 (71.3%)	+ 2.0 (73.3%)	+ 2.0 (75.3%)	+ 2.0 (77.3%)
5-Yr Cohort Graduation Survival Rate Projection for All Students (+ 6.5 pp)	**84.9%** 5-yr cohort graduation rate	+ 1.5 (86.4%)	+ 1.5 (87.9%)	+ 1.0 (88.9%)	+ 1.0 (89.9%)	+1.5 (91.4%)
5-Yr Cohort Graduation Survival Rate Projection for SWD (+ 7.0 pp)	**67.8%** 5-yr cohort graduation rate	+ 1.5 (69.3%)	+ 1.0 (70.3%)	+ 1.5 (71.8%)	+ 1.5 (73.3%)	+ 1.5 (74.8%)