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

Report to the North Carolina General Assembly

Report on Educational Performance of Children with Disabilities

<SL 2006-69 (HB1908), sec. 2

G.S. 115C-107.5

Date Due: October 15, 2016
Report # 68
DPI Chronological Schedule, 2015-2016

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NC
Part B

FFY2014
State Performance Plan / Annual Performance Report

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

The North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division (ECD) gathered and analyzed data for the development of the Annual Performance Report (APR). Throughout the year, Exceptional Children Division staff met periodically to review and analyze progress made toward the development of the APR. Following discussions, reviews and analyses, staff provided input for use in the continuing development of the APR.

The Council on Educational Services for Exceptional Children, the State Advisory Panel, serves as the Stakeholder Steering Committee. Exceptional Children Division staff presented data and information, reviewed progress made, and solicited members' input, as required, toward the development of the APR at the Council's quarterly meeting in December 2015.

By June 1, 2016, the NCDPI-ECD will report to the public on the progress and/or slippage in meeting the measurable and rigorous targets. The APR will be posted on the NCDPI web page and distributed directly to the Local Education Agencies (LEAs). In addition, it will be made available to the media. The ECD will also report on the performance of each LEA on the targets by June 1, 2016. The reports will be posted on the Department's website, will be sent to the LEAs, and distributed to local and regional media. The APR and LEA public reports will be posted at http://www.nccecas.org/ and the APR will also be posted at http://ec.ncpublicschools.gov/ .

The FFY 2014 APR contains information specific to measuring progress or slippage against State targets for Indicators 1, 2, 3b-c, 4a-b, 5a-c, 6a-b, 7a-c, 8, 9, 10, 11, 12, 13, 14, 15, and 16. OSEP approved sampling plans are used for Indicators 8 and 14. North Carolina once again contracted with PEIDRA Services, Inc. to collect and analyze parent involvement data for Indicator 8 and the University of North Carolina at Charlotte to collect and analyze postsecondary outcome data for Indicator 14. The ECD proposed revisions to baseline data and targets for Indicator 6a-b.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

In order to ensure consistent data across indicators, provide the number of districts in this field and the data will be loaded into the applicable indicator data tables.

252

This data will be prepopulated in indicators B3A, B4A, B4B, B9, and B10.

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.

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40775

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

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.

- LEA Use of an LEA Self Assessment data to drive customized support

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 program 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 was piloted in each of the State's eight (8) regions during the 2014-15 school year and was rolled out for use at the beginning of the 2015-16 school year. Quarterly Regional EC Directors' meeting during the 2015-16 school year have been devoted to the development of each LEAs Self-Assessments which are to be submitted to NCDPI's EC Division by July 1, 2016.
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.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

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.

Attachments

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No APR attachments found.		

Stakeholder Involvement: apply this to all Part B results indicators

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 Indicator 6a-b at the Council's quarterly meeting in December 2015. 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.

Attachments

File Name	Uploaded By	Uploaded Date	Remove
7-2015 general supervision position paper1.15.15 final.docx	Nancy Johnson		Remove

Reporting to the Public:

How and where the State reported to the public on the FFY 2013 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 2013 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 2013 APR in 2015, is available.

By June 1, 2016, 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, 2016. 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/ .

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File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			50.00%	70.00%	80.00%	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%	62.30%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs graduating with a regular diploma	6,675	
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs eligible to graduate	10,360	null
SY 2013-14 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	12/2/2015	2012-13 Regulatory four-year adjusted-cohort graduation rate table	64.40%	Calculate

FFY 2014 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 2013 Data	FFY 2014 Target	FFY 2014 Data
6,675	10,360	62.30%	80.00%	64.40%

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 2013-14 or earlier, to all youths with IEPs entering ninth grade in 2010-11 for the first time.

Youths with IEPs entering ninth grade in 2010-11 & graduating with a regular diploma in 2013-14 or earlier ÷ All youths with IEPs entering ninth grade in 2010-11 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 5-year cohort graduation rate and the 2014-15 5-year cohort data are as follows:

5-Year Cohort Data:

Percent of youths with IEPs entering ninth grade in 2010-11 and graduating with a regular high school diploma in five years or earlier	Number of youths with IEPs entering ninth grade in 2010-11 for the first time. (Denominator)	2010-11 entering youths with IEPs, who graduated with a regular diploma in five years or earlier (Numerator)	Change from previous rate	5-year cohort graduation
69.7%	**10360ints**	**7216**	**+ 1.9 percentage points**	

NC Cohort Graduation Rates for Students with IEPs:

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40747

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤			7.00%	6.50%	6.50%	6.00%	6.00%	4.70%	4.70%	4.70%
Data		9.21%	7.79%	8.00%	8.00%	7.69%	5.20%	6.00%	5.03%	3.36%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

☐ Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Number of youth with IEPs who exited special education due to dropping out	Total number of high school students with IEPs	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
1,845	48,950	3.36%	4.50%	3.77%

☑ **Use a different calculation methodology**

☐ Change numerator description in data table

☐ Change denominator description in data table

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

In accordance with Option 2, North Carolina used the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data. Data for this indicator are “lag” data.

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 to 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 2013-14 lag data.

Rate = 100 * Numerator ÷ (Denominator 1 + Numerator) 100 * 1845 ÷ (47105 + 1845) = 3.77 or 100 * 1845 ÷ 48950 = 3.77%

Numerator: Number of Dropouts	Denominator 1: (2011 Membership - FirstMonth20Day/initial enrollee count + 2012 Membership) ÷ 2

Provide additional information about this indicator (optional)

Dropout Rates for Students with IEPs:

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40749

Actions required in FFY 2013 response

None

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

Explanation of why this indicator is not applicable

No longer required due to passage of ESSA.

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))

This indicator is not applicable.

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Grade 3	2005	Target ≥				99.70%	95.00%	95.00%	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%	99.66%
	B Grade 4	2005	Target ≥				99.70%	95.00%	95.00%	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%	99.59%
	C Grade 5	2005	Target ≥				99.70%	95.00%	95.00%	99.30%	95.00%	95.00%	95.00%
			Data		99.60%	99.90%	99.70%	99.70%	99.80%	99.50%	99.50%	99.40%	99.69%
	D Grade 6	2005	Target ≥				99.60%	95.00%	95.00%	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%	99.36%
	E Grade 7	2005	Target ≥				99.40%	95.00%	95.00%	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%	99.17%
	F Grade 8	2005	Target ≥				99.30%	95.00%	95.00%	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%	98.98%
	G HS	2005	Target ≥				96.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		93.00%	100%	96.50%	77.00%	74.30%	84.20%	97.40%	97.80%	94.96%
Math	A Grade 3	2005	Target ≥				99.70%	95.00%	95.00%	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%	99.68%
	B Grade 4	2005	Target ≥				99.70%	95.00%	95.00%	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%	99.59%
	C Grade 5	2005	Target ≥				99.70%	95.00%	95.00%	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%	99.69%
	D Grade 6	2005	Target ≥				99.40%	95.00%	95.00%	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%	99.27%
	E Grade 7	2005	Target ≥				99.20%	95.00%	95.00%	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%	99.11%
	F Grade 8	2005	Target ≥				99.30%	95.00%	95.00%	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%	98.95%
	G HS	2005	Target ≥				96.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		95.00%	100%	91.80%	75.60%	70.40%	87.00%	94.00%	93.50%	94.90%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

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 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/23/2015

Reading assessment participation data by grade											
Grade	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**HS**
a. Children with IEPs	16123	16099	15854	15977	15655	15567	n	12705	n	n	n
b. IEPs in regular assessment with no accommodations	4375	3808	3255	3099	2931	3094		2110			
c. IEPs in regular assessment with accommodations	10518	11163	11453	11604	11502	11015		9116			

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards								126			
f. IEPs in alternate assessment against alternate standards	1195	1095	1110	1179	1129	1307		924			

Data Source: SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/23/1015

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	16124	16101	15850	15976	15655	15569	n	12542	n	n	n
b. IEPs in regular assessment with no accommodations	3881	3289	2620	2599	2489	2618		3088			
c. IEPs in regular assessment with accommodations	11010	11679	12084	12103	11936	11487		7230			
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards								717			
f. IEPs in alternate assessment against alternate standards	1195	1095	1107	1176	1127	1307		923			

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3	16,123	16,088	99.66%	95.00%	99.78%
B Grade 4	16,099	16,066	99.59%	95.00%	99.80%
C Grade 5	15,854	15,818	99.69%	95.00%	99.77%
D Grade 6	15,977	15,882	99.36%	95.00%	99.41%
E Grade 7	15,655	15,562	99.17%	95.00%	99.41%
F Grade 8	15,567	15,416	98.98%	95.00%	99.03%
G HS	12,705	12,276	94.96%	95.00%	96.62%

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A	16,124	16,086	99.68%	95.00%	99.76%

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
Grade 3					
B Grade 4	16,101	16,063	99.59%	95.00%	99.76%
C Grade 5	15,850	15,811	99.69%	95.00%	99.75%
D Grade 6	15,976	15,878	99.27%	95.00%	99.39%
E Grade 7	15,655	15,552	99.11%	95.00%	99.34%
F Grade 8	15,569	15,412	98.95%	95.00%	98.99%
G HS	12,542	11,958	94.90%	95.00%	95.34%

Public Reporting Information

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

For 2014-15 State, District and School Level Drilldown Performance Data:
http://www.ncpublicschools.org/accountability/reporting

For NC School Report Cards
http://www.ncreportcard.org/src/

For Reports of Supplemental Disaggregated State, School System (LEA) and School Performance Data (Dissaggregated Performance Data for 2014-15)
http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/

and

For 2014-15 State, District and School Level Performance Data with/without Accommodations:
http://www.ncpublicschools.org/accountability/policies/accom or
http://www.ncpublicschools.org/accountability/policies/tswd/

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Reading	A Grade 3	2012	Target ≥				66.00%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%
			Data		51.00%	55.20%	29.60%	38.80%	39.30%	39.30%	38.70%	17.40%	18.52%
	B Grade 4	2012	Target ≥				63.90%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%
			Data		48.90%	58.20%	30.60%	39.60%	49.70%	42.10%	40.90%	15.00%	14.04%
	C Grade 5	2012	Target ≥				72.30%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%
			Data		57.30%	62.90%	27.10%	39.10%	48.00%	42.10%	42.10%	12.70%	12.48%
	D Grade 6	2012	Target ≥				58.40%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%
			Data		43.40%	51.80%	27.60%	38.80%	44.20%	43.60%	43.20%	12.70%	11.59%
	E Grade 7	2012	Target ≥				63.80%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%
			Data		48.80%	56.70%	22.30%	35.10%	38.50%	37.50%	37.80%	13.30%	12.78%
	F Grade 8	2012	Target ≥				68.40%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%
			Data		53.40%	60.70%	24.30%	35.40%	40.10%	38.70%	38.90%	10.10%	9.82%
	G HS	2012	Target ≥				23.00%	43.20%	38.50%	69.30%	50.90%	14.00%	22.60%
			Data		14.00%	85.00%	25.30%	25.50%	25.10%	25.00%	46.10%	14.40%	15.10%
Math	A Grade 3	2012	Target ≥				61.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%
			Data		61.30%	49.50%	51.60%	59.30%	59.40%	59.40%	58.40%	19.30%	19.62%
	B Grade 4	2012	Target ≥				70.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%
			Data		70.30%	44.10%	47.70%	57.10%	64.20%	59.50%	59.30%	18.60%	16.90%
	C Grade 5	2012	Target ≥				62.90%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%
			Data		62.90%	40.00%	45.30%	54.80%	59.20%	56.10%	56.30%	15.90%	15.44%
	D Grade 6	2012	Target ≥				58.90%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%
			Data		58.60%	37.70%	43.00%	52.70%	55.80%	56.00%	54.30%	9.70%	9.42%
	E Grade 7	2012	Target ≥				49.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%
			Data		49.30%	35.20%	41.00%	51.30%	53.90%	53.60%	53.30%	7.90%	7.48%
	F Grade 8	2012	Target ≥				48.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%
			Data		48.30%	36.40%	40.90%	53.30%	58.70%	59.20%	59.20%	6.90%	6.35%
	G HS	2012	Target ≥				55.60%	77.20%	68.40%	84.20%	51.10%	9.70%	18.70%
			Data		43.60%	27.50%	42.30%	42.60%	50.00%	47.90%	45.00%	9.90%	9.56%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

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 2014-15 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/23/2015

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 assigned	16088	16066	15818	15882	15562	15416	n	12276	n	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1513	1197	750	661	610	466		438			

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	826	967	784	926	954	638		806			
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											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	618	480	596	504	465	536		412			

Data Source: SY 2014-15 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 42361

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	16086	16063	15811	15878	15552	15412	n	11958	n	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1670	1314	940	560	425	376		430			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	1348	1328	1375	768	648	534		507			
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											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	323	448	339	315	173	229		350			

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3	16,088	2,957	18.52%	30.30%	18.38%
B Grade 4	16,066	2,644	14.04%	30.30%	16.46%
C Grade 5	15,818	2,130	12.48%	30.30%	13.47%

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
D Grade 6	15,882	2,091	11.59%	30.30%	13.17%
E Grade 7	15,562	2,029	12.78%	30.30%	13.04%
F Grade 8	15,416	1,640	9.82%	30.30%	10.64%
G HS	12,276	1,661	15.10%	31.20%	13.53%

Explanation of Group G Slippage

North Carolina's proficiency rate for the grade 10 reading assessment for students with disabilities was 13.49% which was a decrease of 1.61 percentage points. There was an increase from the previous year of 1.66 percentage points or 1,670 students with disabilties that participated in grade 10 reading assessments. The increase was largely due to the transition of students with disabilities who had taken alternate assessments against modified achievement standards (NC Extend2) in past years and were not used to taking regular assessments with or without modifications.

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A Grade 3	16,086	3,341	19.62%	30.00%	20.77%
B Grade 4	16,063	3,090	16.90%	30.00%	19.24%
C Grade 5	15,811	2,654	15.44%	30.00%	16.79%
D Grade 6	15,878	1,643	9.42%	30.00%	10.35%
E Grade 7	15,552	1,246	7.48%	30.00%	8.01%
F Grade 8	15,412	1,139	6.35%	30.00%	7.39%
G HS	11,958	1,314	9.56%	27.70%	10.99%

Public Reporting Information

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

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For NC School Report Cards
http://www.ncreportcard.org/src/

For Reports of Supplemental Disaggregated State, School System (LEA) and School Performance Data (Dissaggregated Performance Data for 2014-15)
http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/

and

For 2014-15 State, District and School Level Performance Data with/without Accommodations:
http://www.ncpublicschools.org/accountability/policies/accom or
http://www.ncpublicschools.org/accountability/policies/tswd/

Provide additional information about this indicator (optional)

In 2014-15, as in previous years, students with disabilities performed the highest in grade 3 reading (18.38%) and grade 3 math (20.77%) and performed least well in grade 8 reading (10.64%) and grade 8 math (7.39%). Overall students with disabilities and students with disabilities in each disability category performed 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 disabilites and other health impairments performed least well at most grade levels in reading and math, followed closely in math by students with intellectual disabilities mild and serious emotional disabilities.

In reading the gaps between proficiency rates for all students and students with disabilities ranged from 36.51 percentage points (grade 10) to 28.12 percentage points (grade 3). In math the gaps ranged from 37.84 percentage points (grade 10) to 28.03 percentage points (grade 3).

As required, targets for this indicator are based on 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 that are students who performed at grade level proficiency.

FFY 2014 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 2014 Data for Level 3/Grade Level Proficiency
A Grade 3	16,088	1156	7.19%
B Grade 4	16,066	1167	7.26%
C Grade 5	15,818	935	5.91%
D Grade 6	15,882	961	6.05%
E Grade 7	15,562	872	5.60%
F Grade 8	15,416	908	5.89%
G HS	12,276	749	6.10%

FFY 2014 Level 3/Grade Level Proficiency: Math Assessment

Group Name	Children with IEPs who received a valid score	Number of Children with IEPs at Level 3/	FFY 2014 Data for Level 3/Grade Level

	and a proficiency was assigned	Grade Level Proficiency	Proficiency
A Grade 3	16,086	1,612	10.02%
B Grade 4	16,063	930	5.79%
C Grade 5	15,811	815	5.15%
D Grade 6	15,878	785	4.94%
E Grade 7	15,552	609	3.92%
F Grade 8	15,412	631	4.09%
G HS	11,958	1033	8.64%

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≤			9.10%	8.00%	8.00%	7.00%	6.00%	5.00%	5.00%	2.50%
Data		2.60%	5.20%	2.30%	2.30%	4.70%	1.90%	2.30%	0.90%	0.44%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	246	0.44%	2.50%	0%

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.

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 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 246 LEAs in the State during 2013-14.

Actions required in FFY 2013 response

None

FFY 2013 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

None of the 246 LEAs were 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 2013-14. Therefore, no LEAs were required to submit an LEA self-assessment of a review of policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. If an LEA had been required to submit a self-assessment, upon review by EC Division staff, a determination would have been made pertaining to whether or not the policies, procedures and practices were compliant. In such a case, if non-compliance with the requirements had been found, the LEA would have been required to make revisions to ensure compliance with IDEA requirements and notify the public of those revisions.

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 2013

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data						0.50%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

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

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	0	246	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 246 LEAs in the State during 2013-14.

Actions required in FFY 2013 response

None

FFY 2013 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

None of the 246 LEAs were 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 2013-14. Therefore, no LEAs were required to submit an LEA self-assessment of a review of policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. If an LEA had been required to submit a self-assessment, upon review by EC Division staff, a determination would have been made pertaining to whether or not the policies, procedures and practices were compliant. In such a case, if non-compliance with the requirements had been found, the LEA would have been required to make revisions to ensure compliance with IDEA requirements and notify the public of those revisions.

- 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).

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Findings of Noncompliance Identified in FFY 2013

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2005	Target ≥			61.59%	62.60%	63.60%	64.60%	65.60%	65.60%	65.60%	65.60%
		Data		61.56%	63.18%	64.00%	64.10%	63.10%	64.80%	65.70%	66.20%	66.25%
B	2005	Target ≤			16.87%	16.50%	16.10%	15.70%	15.30%	15.30%	15.30%	15.30%
		Data		16.82%	16.20%	15.80%	15.60%	15.60%	14.50%	13.90%	13.60%	13.55%
C	2005	Target ≤			2.18%	2.00%	2.10%	2.00%	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%	1.98%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	6/4/2015	Total number of children with IEPs aged 6 through 21	177,158	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	117,724	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec	7/2/2015	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	24,338	null

Source	Date	Description	Data	Overwrite Data
C002; Data group 74)				
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c1. Number of children with IEPs aged 6 through 21 in separate schools	1,968	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c2. Number of children with IEPs aged 6 through 21 in residential facilities	328	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	1,065	null

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	117,724	177,158	66.25%	65.50%	66.45%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	24,338	177,158	13.55%	15.30%	13.74%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	3,361	177,158	1.98%	2.00%	1.90%

Provide additional information about this indicator (optional)

Least Restrictive Environment Rates for School-Age Students (6-21) with IEPs:

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40751

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2014	Target ≥									51.50%	51.50%
		Data								51.00%	49.90%	50.26%
B	2014	Target ≤									20.50%	20.50%
		Data								21.00%	21.20%	21.98%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	36.70%	37.00%	37.30%	37.60%	38.00%
Target B ≤	21.60%	21.30%	20.00%	19.70%	19.40%

Key:

Explanation of Changes

North Carolina is proposing new baseline data for FFY 2014 and new targets based on the FFY2014 data. State data collected early in the data collection for early childhood educational settings resulted in the setting of inflated targets. The State initiated a change in reporting the settings for 5 year old children enrolled in Kindergarten who were not 6 on the state's December 1 st headcount. Intensive training and technical assistance to LEAs on the determination of the appropriate educational setting for children in this age band began in March, 2014. This resulted in a significant change in the state data for 6A and the state did not meet the targets established in the SPP/APR in 2015. In addition, the State did not meet the target for 6B, but the difference was not determined to constitute slippage. This change in data necessitated a recommendation to the Council that new targets be established with the 2014 data as the state's new baseline. The State accepted and impemented the Council's recommendation to slightly increase over time the targets that the State initially proposed.

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	Total number of children with IEPs aged 3 through 5	18,887	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	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	6,923	null

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b1. Number of children attending separate special education class	3,708	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b2. Number of children attending separate school	339	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b3. Number of children attending residential facility	33	null

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	6,923	18,887	50.26%	36.70%	36.65%
B. Separate special education class, separate school or residential facility	4,080	18,887	21.98%	21.60%	21.60%

Explanation of A Slippage

The State data collected early in the data collection for early childhood educational settings resulted in inflated data and the setting of inflated targets. The State initiated a change in reporting the settings for 5 year old children enrolled in Kindergarten who were not 6 on the State's December 1 st headcount. Intensive training and technical assistance to LEAs on the determination of the appropriate educational setting for children in this age band began in March, 2014. This resulted in a significant change in the state data for 6A and the state did not meet the targets established in the SPP/APR in 2015.

Provide additional information about this indicator (optional)

Indicator 6 of the State Performance Plan (SPP) reports the percent of children ages 3-5 attending:(A) a Regular Early Childhood Program (RECP) and receiving the majority of special education and related service in that class, and (B) a special education class, separate school or residential facility. States are required to set performance targets and annually measure progress against those targets.

The PreK Educational Environments (PreK Least Restrictive Environment -- LRE) data are taken from the December 1st headcount and include children enrolled in Kindergarten who were 5 years of age on December 1st. Children in Kindergarten who are not yet 6 typically make up about 1/3 of North Carolina's headcount for 3, 4, and 5 year olds with IEPs. The total number of children reported during this timeframe is around 18,000+. The preschool LRE data include 5 year olds who are enrolled in Kindergarten in order to account for all children falling in this age band. While some states have part-day or no Kindergarten program, North Carolina was one of the first states to implement full-day Kindergarten (1984). The definitions for early childhood settings used in this report follow the federal definitions.

Inclusive classroom opportunities for North Carolina 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. These classrooms may be 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 Local Education Agency's (LEA's) collaboration with other state and federal programs and necessitates that LEAs follow those programs' standards and requirements. This includes participation in the state's Quality Improvement Rating System (QRIS), or licensure. Blended funding sources are also required. IEP settings unique to the preschool program include the "home," which is different from the school-aged "home-bound" setting. Another unique setting for PreK includes the "service provider location" where a child may be driven into an individual or small group therapy session. The North Carolina requirement for LEAs to provide a voluntary full day Kindergarten program creates more inclusive opportunities for five year old children with disabilities in this age band.

State and LEA data are calculated into two summary statements. Summary Statement A represents the least restrictive environment for young children who are enrolled in a regular early childhood program for 10 +/- hours a week. The main difference between this and the school-aged LRE data collection is that early childhood programs must be accountable for *where the services are provided*. School-aged LRE is dependent upon *how much time a student with disabilities spends with typically developing peers in the entire school day*. PreK LRE occurs when a child receives the majority of special education services in the regular early childhood program (access a video that explains the advantages of embedded intervention for young children in the home and class https://vimeo.com/118072510). The objective is to increase over time the children receiving the majority of services in the RECP. The "home" or "service provider location" settings are not considered to be inclusive. Inclusive settings are those in which young children play and learn with typically developing peers. Summary Statement B calculates the percent of children in North Carolina who receive their services in one of three possible separate settings. The objective is to reduce over time the percentage of children receiving services in separate settings. Figure 1 compares the percent of children served in the RECP setting with majority of services provided in that setting with the percent of children served in three different kinds of separate settings.

NC Educational Environments Ages 3-5:

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40753

NC Educational Environments Ages 3-5 - Excluding Kindergarten and Kindergarten Only

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40756

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A1	2013	Target ≥						85.90%	85.90%	85.90%	86.00%	82.34%
		Data					88.90%	85.90%	79.20%	79.30%	82.30%	82.34%
A2	2013	Target ≥						48.30%	48.30%	48.30%	48.40%	35.08%
		Data					57.00%	48.30%	41.90%	36.50%	39.10%	35.08%
B1	2013	Target ≥							86.90%	86.90%	87.00%	82.52%
		Data					89.00%	86.90%	79.80%	79.30%	81.30%	82.52%
B2	2013	Target ≥						46.60%	46.60%	46.60%	46.70%	34.24%
		Data					54.10%	46.60%	79.80%	36.50%	37.60%	34.24%
C1	2013	Target ≥						86.10%	86.10%	86.10%	86.20%	81.81%
		Data					88.30%	86.10%	79.00%	81.00%	81.30%	81.81%
C2	2013	Target ≥						60.60%	60.60%	60.60%	60.70%	52.05%
		Data					67.90%	60.60%	54.80%	53.30%	53.60%	52.05%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

FFY 2014 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	5729.00

Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	45.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	768.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2813.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1722.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	381.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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)	4535.00	5348.00	82.34%	82.34%	84.80%
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)	2103.00	5729.00	35.08%	35.08%	36.71%

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

	Number of Children
a. Preschool children who did not improve functioning	52.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	861.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2808.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1705.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	303.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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)	4513.00	5426.00	82.52%	82.52%	83.17%
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)	2008.00	5729.00	34.24%	34.24%	35.05%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	49.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	724.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1836.00

	Number of Children
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2243.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	877.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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)	4079.00	4852.00	81.81%	81.81%	84.07%
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)	3120.00	5729.00	52.05%	52.05%	54.46%

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's initial data analysis focused on identifying entry/exit ratings which fell outside of predicted patterns for individual children (n=748). This was based on the pattern checking analysis guidance provided by the Early Childhood Outcomes Center. Individual program directors were contacted and asked to do a further analysis of these children's individual outcomes ratings. The state provided a file review checking process based on guidance from ECO and the ECTA. Directors were asked to provide corrected data and to verify the accuracy of the data. Corrections were then made prior to final state data analysis.

LEAs enter COS ratings in the state data system called the Comprehensive Exceptional Children Accountability System (CECAS). This provides case management and real time data. The state data is provided by this authoritative data source. The total number of children reported with entry and exit child outcome summary ratings was 5729. Compared to the April 1, 2015 headcount (3, 4 and PreK 5 year old n=15,370) this represented 37% of the total PreK 3, 4, and 5, year old population in NC, and was slightly lower than the percentage of children reported in FY 2013 (39%). The relative distribution of the percent of children in each reporting category, or developmental trajectory, indicated that the majority of children fell into trajectories C (percent of children in which their development changed trajectories to that of a higher level) and D (percent of children progressing from below age-level functioning to that of a same aged-peer). The percent of children in trajectory A (percent of children in which their developmental trajectory was not improving) remained stable from previous years at 1% or less. The shapes of the distributions were as expected and reflected an accurate representation of the population served.

The state has provided professional development to LEA trainers as a means of improving overall child outcomes. Training included: 1) Understanding the Child Outcome System http://modules.nceln.fpg.unc.edu/outcomes/module-intro , 2) Effective teaching practices to support the NC Early Learning and Development Standards as a means of improving child outcomes http://modules.nceln.fpg.unc.edu/foundations/module-intro. The current focus is on promoting Social-Emotional Development, and 3) Developing High Quality Functional IEPs for PreK http://modules.nceln.fpg.unc.edu/iep/module-intro . In addition, preschool coordinators and directors were provided with state developed training and technical assistance on understanding the children outcomes data, and how to use that data for program improvement.

Actions required in FFY 2013 response

None

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?

Historical Data

Baseline Data: 2006

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target ≥			26.00%	28.00%	40.00%	45.00%	50.00%	50.00%	50.00%	50.00%
Data			26.00%	33.00%	39.20%	41.00%	43.30%	44.20%	44.20%	46.37%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
903.00	2060.00	46.37%	50.00%	43.83%

Explanation of Slippage

North Carolina did not meet it's target of 50% and had slippage of 2.69 percentage points. A total of 17,380 surveys (3,599-preschool; 13,781 school-aged) were sent to parents in forty-five (45) LEAs and 2,060 surveys were completed and returned for a response rate of 11.85%. This was an 18.66% increase in the number (324) of surveys completed and returned from the previous which equates to an increase in response rate of 1.88 percentage points. There was only a 12.42% increase in the number (100) of surveys completed and returned that indicated schools facilitated parent involvement as a means for improving services and results for children with disabilities. In FFY 2014, 21.4% of the surveys returned were from parents of preschool-aged children and 78.6% of the surveys returned were from parents of school-aged children. In FFY 2013, 31% of the surveys returned were from parents of preschool-aged children and 69% of the surveys returned were from parents of school-aged children. Historically, parents of preschool-aged children have indicated schools facilitated parent involvement as a means for improving services and results for children with disabilities at a higher rate than parents of school-aged children. In FFY 2014 parents of preschool-aged children indicated schools facilitated parent involvement as a means for improving services and results for children with disabilities at a rate of 50% while parents of school-aged children had a rate of 42%.

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 17,380 surveys (13,781 school-age and 3,599 preschool) were shipped to forty-six (45) LEAs sampled across the state of North Carolina. A total of 2,060 surveys were completed and returned for a response rate of 11.85%. This was an increase of 1.88 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. The oversampling impacted the overall response rate and somewhat impacted the response rates of under-represented groups, as identified below.

a) The FFY 2014 data suggest that African-American students were under-represented (23.8%) while white students were over-represented (58.4%) in the survey results as compared to surveys distributed. This was a small improvement from previous years.

Distribution by Race			
Surveys	African-American	White	Other
Distributed	30.8%	52.0%	17.2%
Returned	23.8%	58.4%	17.8%

b) In FFY 2014, preschool children were slightly over-represented (21.4%), while students in grades K-12 were slightly under-represented (78.5%) as compared to surveys distributed. This was an improvement from previous years.

Distribution by Grade		
Surveys	Preschool	School-Age
Distributed	20.7%	79.3%
Returned	21.4%	78.6%

c) In FFY 201, students with autism (13.1%), developmental delays (16%), and other health impaired (15.3%) were over-represented while students with speech-language impairments (16.4%) and specific learning disabilities (25.4%) were under-represented and students with intellectual disabilities (8.5%) and other disability categories (5.3%) were slightly under-represented as compared to surveys distributed.

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	13.1%	16%	8.5%	15.3%	25.4%	16.4%	5.3%	< 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 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. Five (5) Local Education Agencies (LEAs) with an average enrollment of 50,000 students or more are included in the annual sampling plan. Additionally, approximately one-fifth of the remaining districts balanced by size and location with consideration for race/ethnicity, grade level and disability category are included in the sample each year.

Actions required in FFY 2013 response

None

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

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

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
0	0	252	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:

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

No LEAs (0) had disproportionate representation in 2014-15, which is determined by a risk ratio of ≥ 3*. If an LEA(s) had been identified with disproportionate representation, the NCDPI would have 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. 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 2014-15, 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 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

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 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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

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

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
28	0	252	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:

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

Twenty-eight (28) LEAs had disproportionate representation in specific disability categories in 2014-15

which is determined by a risk ratio of ≥ 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 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 2014-15, 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 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

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 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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		84.62%	85.44%	85.50%	90.70%	90.14%	91.07%	92.41%	93.30%	92.82%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

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

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
42,135	38,983	92.82%	100%	92.52%

Number of children included in (a), but not included in (b) [a-b]	3,152

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 - 604

6-15 days - 646

16-25 days - 408

26-35 days - 255

36-45 days - 218

46 days or more - 1,021

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

Referral paperwork not processed in a timely manner - 1,601

Excessive student absences - 72

Weather delays - 256

Dealay in getting parent consent for evaluation - 335

Other - 888

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 2014-15 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.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
121	119	2	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The 121 LEAs with findings of non-compliance were required to access the reports tool in the Comprehensive Exceptional Children Accountability System (CECAS), or another electronic system for the few LEAs only using CECAS to report data, and update their data, at a minimum on a quarterly basis in order for the EC Division to review new data/student records to verify that each LEA with non-compliance was correctly implementing the regulatory requirements. Any LEA whose data was non-compliant in the first quarter was reviewed on a quarterly basis or sooner, and was required to submit data/evidence to NCDPI's EC Division of any changes made to improve processes as part of correcting non-compliance prior to the EC Division reviewing additional new records in a subsequent quarterly review. During this time, the EC Division provided additional technical assistance, prior to the review of new data/student records, to LEAs that had low compliance rates. Upon review of the new data/student revords for the 121 LEAs with findings of non-compiance, the EC Division has verified that the LEAs were correctly implementing the regulatory requirements.

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

The 121 LEAs with non-compliant findings had 3,091 child-specific findings of non-compliance in 2013-14. At the time of the intial determination of compliance for Indicator 11, the

EC Division verified that the LEAs with non-compliance also submitted/updated data/evidence through the Comprehensive Exceptional Children Accountabilty System (CECAS) that 2,204 child specific instances of non-compliance had been corrected. LEAs were also required to submit data/evidence through CECAS to the NCDPI, as soon as possible and no later than one year from notification of the non-compliant findings, that the remaining 887 child-specific instances of non-compliance had been corrected. EC Division staff reviewed the submitted data/evidence through CECAS and verified that the required determinations had been completed for all child-spefic instances of non-compiance.

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		48.40%	72.27%	82.35%	92.80%	94.00%	94.91%	96.53%	97.75%	98.09%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

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

FFY 2014 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	6,368
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	641
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	3,055
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.	2,517
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	119

	Numerator (c)	Denominator (a-b-d-e)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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)]x100	3,055	3,091	98.09%	100%	98.84%

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	36

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 the following number of days

1 to 5 7

6 to 15	5
16 to 25	4
26 to 35	7
36 to 45	2
46 days or more	11
Total	36

Number of students delayed due to the following reasons

a. Family Circumstance (e.g. illness/death in family, change in custody, etc.)	12
b. Child Circumstance (e.g., child was sick)	10
c. Part B Circumstance (delays related to completion of evaluations, holding timely meeting, arranging transportation, school enrollment paperwork, etc.)	10
d. Part C Circumstance (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)	4
Total	36

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.

☑ **Provide additional information about this indicator (optional)**

North Carolina did not meet the target of 100%, though the Department's transition data of 98.84 % indicated progress of 0.75% increase from FFY 2013 (98.08%). The total number of children transitioning from the Part C system (n=6374) was a decrease (n=-177) from FFY 2013 (n=6551).

The number of children made eligible for services (n= 3,061 or 48% of the total) was an increase of 3% from FFY 2013 (n= 2972 or 45% of the total). The Department provides professional development for LEA early childhood diagnostic teams on developmentally and culturally appropriate and diagnostic practices for comprehensive evaluations, evaluations specific to early childhood Autism, and in conducting early childhood vision screening. There is also an established Preschool Assessment Demonstration Team Project that provide technical assistance and demonstration of best practices in diagnostics to LEA teams. The professional development and demonstration project is facilitated through the 619 funded professional development and technical assistance project, the Early Learning Network (http://nceln.fpg.unc.edu/), and contracts with NC Prevent Blindness and the TEAACH program at UNC Chapel Hill. In addition, the Department has developed guiding practice documents on early childhood transition, vision and hearing screening (http://nceln.fpg.unc.edu/ec-preschool-coordinator-resources-guiding-practices) to assist in the improvement and efficiency of LEAs practices.

The percentage of children found not eligible for services fell by 2% (n= 641 or 10%) from the previous year (n= 763 or 12%). In FFY 2014 children who moved during the transition process (n= 195 or .03%), a .02% decrease from the year before (n= 313 or .05%). The number of notifications of children entering the Infant-Toddler Program after two years, nine months of age (n=119 or .02%) was a slight increase from the two previous years FFY 2012 (n=71 or .01%) to 2013 (n=79 or .01%).

Ninety-nine (99) of 115 LEAs (86%) demonstrated 100% compliance for FFY 2014. Of the compliant LEAs, six (6) raised their performance from non-compliant to compliant and ninety (90) maintained compliance. Of the fifteen (15) non-compliant LEAs (13%), seven (7) showed improvement from the previous year's performance, eight (8) demonstrated slippage. Five (5) noncompliant LEAs had a compliance rate of 90% to 90.9%, and ten (10) demonstrated non-compliance between >90.9% to <99.9%.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
18	18	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

All eighteen (18) 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 Pan"; 2) Infant Toddler to Preschool Program Notification Spreadsheet* for children referred from August to March 2014, and 3) new Indicator 12 data for the first quarter of 2015. 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 individual case of noncompliance was corrected

The eighteen (18) LEAs with non-compliant findings had fifty-eight (58) child-specific findings of non-compliance in 2013-14. At the time of the intial determination of compliance for Indicator 12, the EC Division verified that the LEAs with non-compliance also submitted/updated data/evidence that thirty-nine (39) child specific instances of non-compliance had been corrected. Ten (10) 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 nineteen (19) child-specific instances of non-compliance had been corrected. EC Division staff reviewed the submitted data/evidence and verified that the required determinations had been completed for all child-spefic instances of non-compiance.

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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data						94.70%	94.30%	89.90%	64.40%	85.07%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

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

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
168	190	85.07%	100%	88.42%

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 2014-15 school year, data for this indicator were gathered through on-site Program Compliance Reviews conducted in thirty-three (33) 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)**

The North Carolina Department of Public Instruction's Exceptional Children Division, with the assistance of stakeholders that included other agencies, IHEs, other divisions within

DPI, LEAs, parents and advocacy groups, developed a transition toolkit (an electronic live binder). Staff provided training through a training of trainers in each of the State's eight regions. All LEAs had the opportunity to send a representative to participate in training to become a trainer in the use of the toolkit. Trainers are expected to train staff within their districts. During the next year, the EC Division will evaluate the use of the toolkit and it's impact on transition outcomes.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
17	17	0	0

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

Seventeen (17) of thirty-one (31) LEAs with Program Compiance Reviews had findings of non-compliance. NCDPI staff reviewed additional (new) student revords for each of the seventeen (17) LEAs where non-compliance was identified and verified that all of the non-compliance had been systemically corrected in each LEA. For seven (7) of the LEAs, NCDPI reviewed the new student records while on-site in the LEAs. For ten (10 of the LEAs, NCDPI staff reviewed new student records electronically through CECAS.

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

Seventeen (17) of thirty-one (31) LEAs with Program Compiance Reviews had findings of non-compliance. The LEAs that had identified non-compliance were required to submit copies of the individual student's IEPs that documented the correction of student specific noncompliance (33 individual student records) 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	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
A	2009	Target ≥							39.00%	39.00%	39.50%	39.50%
		Data						39.00%	34.00%	29.00%	31.00%	29.77%
B	2009	Target ≥							62.00%	62.00%	62.50%	62.50%
		Data						62.00%	58.00%	57.00%	57.00%	54.45%
C	2009	Target ≥							73.00%	73.00%	73.50%	73.50%
		Data						73.00%	70.00%	66.00%	63.00%	68.96%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

FFY 2014 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	414.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	132.00
2. Number of respondent youth who competitively employed within one year of leaving high school	121.00
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)	20.00
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).	28.00

	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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Enrolled in higher education (1)	132.00	414.00	29.77%	39.50%	31.88%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	253.00	414.00	54.45%	62.50%	61.11%
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)	301.00	414.00	68.96%	73.50%	72.71%

Was sampling used? Yes
Has your previously-approved sampling plan changed? Yes

Plan submitted for approval: Indicator 14 Sampling Plan

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

North Carolina contracts with the University of North Carolina-Charlotte (UNC-C) to collect the post-school outcomes data for the SPP/APR. North Carolina conducts a sampling of local education agencies (LEAs), charter schools and State Operated Programs (SOPs). A sampling calculator developed by the National Post-school Outcomes Center was used by UNC-C to establish representative samples through fiscal year 2020-21. District level information was entered into the Sampling Calculator and a sampling of districts, based on a multi-way cluster model, was produced. Samples were equivalent for size of district, percentage of females, students with disabilities, and minority race. All LEAs are sampled at least once every five years. The five LEAs with an Average Daily Membership (ADM) of 50, 000 or more are sampled each year. Students in the sample include those who graduated with a regular diploma, aged out, received a certificate, dropped out, or were expected to return but did not. This is the same sampling process North Carolina has used through 2014-15. New individual schools were added to the sampling plan (new high schools in the five LEAs with an ADM of 50,000 or more and charter schools that received approval to expand their charters to include high school grades).

NC Indicator 14 Sampling Plan:

https://osep.grads360.org/api/ApplicationMedia/GetDownload/40134

Actions required in FFY 2013 response

None

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	2004	2005		2006			2007			2008		
Target		-		86.00%	-	86.00%	75.00%	-	85.00%	75.00%	-	
Data		86.00%		75.00%			55.60%			72.10%		

FFY	2009			2010			2011			2012				
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	
Data	62.80%			42.86%			42.42%			48.15%				

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	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%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1(a) Number resolution sessions resolved through settlement agreements	n	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1 Number of resolution sessions	18	null

FFY 2014 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
3	18	50.00%	75.00% - 85.00%	16.67%

Explanation of Slippage

North Carolina's data indicated that during the 2014-15 school year there was a decrease in the use of early resolution processes such as Facilitated IEP meetings and requests for mediation prior to requesting a due process hearing and an increase in requests for due process hearings. Data also showed that for several due process hearing requests, where agreements were not achieved through resolution meetings or mediation, parents were represented by a few of the same individuals/groups (attorneys and/or advocacy representatives). Feedback from participants involved in resolution meetings and mediations, as well as other anecdotal information gathered during various stakeholder meetings throughout the year, indicated that in some instances there was a lack of interest to resolve disagreements during resolution meetings and mediations, and the intent was only to complete those processes in order to go to due process hearings and/or collect attorney fees. As a result, North Carolina is analyzing its data more closely regarding various aspects of the dispute resolution process, including the impact of access to high quality attorneys for families with low-income if attorneys' fees were not available, training and qualifications of mediators and individuals conducting facilitated IEP meetings, and other means of communication to encourage the use of early resolution processes.
Additionally, the State is piloting a program to train individuals in selected LEAs to implement early resolution processes with the opportunity share trained individuals across LEAs to assist in a neutral way with early resolution of disagreements.

Actions required in FFY 2013 response

None

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	2004			2005			2006			2007			2008		
Target				-			84.00%	-	84.00%	75.00%	-	85.00%	75.00%	-	
Data				71.00%			83.00%			68.00%			80.00%		

FFY	2009			2010			2011			2012					
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%		
Data	71.80%			54.50%			75.68%			83.78%					

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2014 - FFY 2018 Targets

FFY	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%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.a.i Mediations agreements related to due process complaints	13	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.b.i Mediations agreements not related to due process complaints	33	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1 Mediations held	70	null

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
13	33	70	77.27%	75.00% - 85.00%	65.71%

Explanation of Slippage

North Carolina's data indicated that during the 2014-15 school year there was a decrease in the use of early resolution processes such as Facilitated IEP meetings and requests for mediation prior to requesting a due process hearing and an increase in requests for due process hearings. Data also showed that for several due process hearing requests, where agreements were not achieved through resolution meetings or mediation, parents were represented by a few of the same individuals/groups (attorneys and/or advocacy representatives). Feedback from participants involved in resolution meetings and mediations, as well as other anecdotal information gathered during various stakeholder meetings throughout the year, indicated that in some instances there was a lack of interest to resolve disagreements during resolution meetings and mediations, and the intent was only to complete those processes in order to go to due process hearings and/or collect attorney fees. As a result, North Carolina is analyzing its data more closely regarding various aspects of the dispute resolution process, including the impact of access to high quality attorneys for families with low-income if attorneys' fees were not available, training and qualifications of mediators and individuals conducting facilitated IEP meetings, and other means of communication to encourage the use of early resolution processes.
Additionally, the State is piloting a program to train individuals in selected LEAs to implement early resolution processes with the opportunity share trained individuals across LEAs to assist in a neutral way with early resolution of disagreements.

Actions required in FFY 2013 response

None

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.

Reported Data

Baseline Data: 2013

FFY	2013	2014
Target ≥		
Data		

Key: Gray – Data Prior to Baseline Yellow – Baseline
Blue – Data Update

FFY 2015 - FFY 2018 Targets

FFY	2015	2016	2017	2018
Target ≥				

Key:

Description of Measure

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Overview

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

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)

Infrastructure Development

(a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
(b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.

(c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
(d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

Support for EIS programs and providers Implementation of Evidence-Based Practices

(a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
(b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
(c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Evaluation

(a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
(b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
(c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
(d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

Certify and Submit your SPP/APR

This indicator is not applicable.

Indicator 17:
State Systemic Improvement Plan 2016
Phase II

03/24/2016

Public Schools of North Carolina
State Board of Education | Department of Public Instruction | EC Division

Contents

Executive Summary

Ongoing improvement work in the North Carolina Department of Public Instruction (NCDPI) Exceptional Children Division (ECD) set the stage for Phase I of the State Systemic Improvement Plan (SSIP). During Phase II, the work of the ECD focused on the initial implementation of the LEA Self-Assessment and Improvement process (LEASA) throughout the 2015-2016 school year. This process requires Local Education Agencies (LEAs) to conduct data analysis, identify potential problem areas, determine priorities, and develop an improvement plan for the next three years. During subsequent years, LEAs will submit annual updates to the LEASA, including progress on and adjustments to their improvement plans supported by implementation and outcome data (LEASA tools, resources, and support documents are available in their entirety online).

Infrastructure work in Phase II focused on building ECD regional support structures sufficient to support LEAs through both the LEASA process and initial implementation of improvement plans. This included opportunities for ECD staff to practice and improve their own coaching skills so that they, in turn, could support the LEAs more effectively. These infrastructure changes will carry forward into Phase III as the ECD implements a tiered model of support for LEAs based on the LEASA submissions.

The information yielded from the LEASAs statewide along with evaluation data collected over time will seek to answer the following questions:

- Are LEAs better able to use data to engage in systematic problem-solving and implementation planning?
- Do students exhibit an increase in academic achievement as a result of the shorter-term outcomes being realized (e.g. better teacher content knowledge)?
- Has the incidence of student office referrals/suspensions decreased and attendance increased?
- Have measures of transition improved?
- Have measures of family engagement improved?

Based on results in these areas, the ECD will refine and improve supports to LEAs and infrastructure to provide those supports. In this way, the ECD will be able to be responsive to LEA needs, leading to improvement of the five-year cohort graduation rate for students with disabilities.

I. Progress on SIMR Targets

Baseline Data

FFY	2013
5-year Adjusted Cohort Graduation Rate for Students with Disabilities	67.82%

FFY 2013 – FFY 2018 Targets and Results

FFY	2014	2015	2016	2017	2018
Target	69.32%	71.02%	72.72%	74.42%	76.12%
Results	69.65%				

Description of Measure

The ECD identified the five-year adjusted cohort graduation rate for students with disabilities as the measure for baseline data targets. The baseline percentage was determined by using the ratio of youth with Individualized Educational Programs (IEPs) graduating with a regular high school diploma in 2013-14, or earlier, to all youths with IEPs entering ninth grade in 2009-10 for the first time. The cohort was "adjusted" by adding any students who transferred into the cohort and by subtracting any students who transferred out, emigrated to another country, or died during the years covered by the rate. Youths with IEPs entering ninth grade in 2009-10 and graduating with a regular high school diploma in 2013-14 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.

Year 1 results

North Carolina's Federal Fiscal Year (FFY) 2014 five-year adjusted cohort graduation rate for students with disabilities was 69.65%. The State increased its rate from the previous year by 1.83 percentage points and exceeded its 2014 target by 0.33 percentage points.

Students with disabilities were more likely to graduate in five years or less if they were in regular education settings and less likely to graduate in five years or less if they were in separate class placements or separate settings. 79.30% of students with disabilities in regular education ≥ 80% of the day and 72.8% of students with disabilities in regular education 40 – 79% of the day graduated in five years or less. 47.5% of students with disabilities in regular education < 40% of the day and 11.3% of students with disabilities in separate environments graduated in five years or less.

Students with speech language impairments (83.3%), visual impairments (82.8%), specific learning disabilities (77.1%), orthopedic impairments (76.9%), other health impairments (75.7%), and traumatic brain injuries (71.4%) were most likely to graduate in five years or less. 67.9% of students with intellectual

disabilities/mild and 66.5% of students with autism graduated in five years or less. Students with serious emotional disabilities (53.0%), students who are deaf (52.6%) and students with intellectual disabilities/moderate (16.8%), multiple disabilities (13.1%), and intellectual disabilities/severe (2.8%) were least likely to graduate in five years or less.

Asian students with disabilities (78.3%), Pacific Islander students with disabilities (75.0%), and White students with disabilities (73%) were most likely to graduate in five years or less. 70.8% of multi-racial students with disabilities, 70.2% of Black students with disabilities, 69.6 % of American Indian students with disabilities and 68.0% of Hispanic students with disabilities graduated in five years or less.

II. Infrastructure Development

State Infrastructure Improvements to support LEA capacity

Indicator 17, the SSIP, focuses on the improvement of five-year adjusted cohort graduation rates for students with disabilities. To improve these rates and close the gap with the five-year graduation rate for all students, LEAs will need to determine the root causes, in local context, associated with students with disabilities not graduating within five years from entry into ninth grade. The NCDPI ECD will institute improved supports for LEAs within the division and with intra- and interagency partners that are closely aligned to the root cause determinations and subsequent improvement priorities identified by the LEAs. The primary tool to support LEAs in this work is the LEASA. The LEASA is built around six core elements (see Table 1) identified by the ECD in conjunction with stakeholders. These core elements describe critical functions of comprehensive, effective special education programs capable of meeting the needs of all students with disabilities.

Table 1: Core Elements of Exceptional Children Services

Policy Compliance and Monitoring	Fiscal Management
IEP Development, Implementation, and Outcomes	Problem-Solving for Improvement
Research Based Instruction and Practices	Communication and Collaboration

This process requires LEAs to conduct data analysis, identify potential problem areas, determine priorities, and develop an improvement plan for the next three years. During subsequent years, LEAs will submit annual updates to the LEASA, including progress on and adjustments to their improvement plans supported by implementation and outcome data (LEASA tools, resources, and support documents are available in their entirety online). The implementation of the LEASA will allow the ECD to be responsive to local needs identified through data analysis conducted within the LEAs. As a result, this will inform LEA selection and implementation from among a package of strategies grounded in theory and empirical evidence. This process, in turn, supports LEA level Multi-Tiered System of Supports (MTSS) planning and implementation, which improves the capacity of the LEA to support the success of all students, including students with disabilities. In this way, the ECD is able to both improve outcomes for students with disabilities

and contribute to the overall goals of the State Board of Education (Appendix A). This process will also support the work of the ECD Strategic Vision (Appendix B). As the work continues, assessment of both the process and outcomes will be critical to refining the work to maximize outcomes for students. Evaluation support will be provided to the ECD by the Center for Educational Measurement and Evaluation at the University of North Carolina at Charlotte (UNCC).

Goal and Activities

GOAL: Increase five-year adjusted cohort graduation rates for students with disabilities.
ECD Task: Increase the Results Driven Accountability (RDA) supports for LEAs

Intermediate Outcome: Improve LEA capacity for systemic improvement aligned with MTSS implementation

STRATEGY: Increase problem-solving capacity

ACTIVITY: ECD provides professional development, coaching support, and resources for problem-solving

ACTIVITY: LEAs apply problem-solving skills to complete LEASA

STRATEGY: Increase Implementation capacity

ACTIVITY: ECD provides professional development, coaching support, and resources for scale-up and sustainability

ACTIVITY: LEAs include effective implementation practices in LEASA improvement plan

Intermediate Outcome: Increase student academic performance in reading and math

STRATEGY: Increase instructional capacity aligned with a tiered system of support through Reading and/or Math Foundations

ACTIVITY: ECD continues to provide professional development, coaching support, and resources for Foundations of Reading and Math to LEAs who have identified this as a need through the LEASA process

ACTIVITY: LEAs who identified a need in this area plan and carry out high-fidelity implementation of Reading and/or Math Foundations

Intermediate Outcome: Improve student behavior (decrease suspension, increase attendance)

STRATEGY: Improve school/program climate for success aligned with a tiered system of support by expanding and improving high fidelity of Positive Behavior Intervention and Support (PBIS) and/or Social Emotional Foundations for Early Learning (SEFEL) implementation

ACTIVITY: ECD continues to provide professional development, coaching support, and resources for PBIS and/or SEFEL to LEAs who have identified this as a need through the LEASA process

ACTIVITY: LEAs who identified a need in this area plan and carry out high-fidelity implementation of PBIS and/or SEFEL

STRATEGY: Develop strategies for improving access to mental health supports

ACTIVITY: ECD collaborates with other agencies and groups to collect stakeholder information about access to mental health services.

ACTIVITY: ECD and partners develop strategies for improving access (including school-based mental health services and community health services). Based on an environmental scan of current practices, the ECD works to gain support for policy and legislative changes to support a full continuum of high quality and well-coordinated mental health services.

Intermediate Outcome: Increase student/family engagement by developing a continuum of transition supports across the grade span (pk – post-secondary)

STRATEGY: Develop and publish engagement resources

ACTIVITY: ECD partners with the Exceptional Children's Assistance Center(ECAC) to develop guidance for LEAs regarding best practices for student and family engagement

ACTIVITY: ECD provides resources for LEAs to implement engagement activities with students and families

ACTIVITY: LEAs who identified a need in this area plan and carry out engagement activities with students and families

STRATEGY: Improve continuum of transitions supports across grade span

ACTIVITY: ECD provides professional development, resources, and networking opportunities for LEAs (Checklists/Tools, Video/In-person training, Western Carolina University online middle school transition tool)

ACTIVITY: LEAs identify a Transition Lead and participate in statewide transition network

The analysis in Phase I led to three initial conclusions about the infrastructure of the ECD (p 23): (1) multiple groups in the agency are responsible for governance, monitoring, and support within the ECD and the agency; (2) improvements are needed in data collection and availability; and (3) there is a need for stronger alignment across the agency regarding standards. These conclusions led the ECD to continue work in Phase II to strengthen alignment and improve data availability. To address alignment within the division and across the agency, the ECD focused on teaming structures, coaching, and communication feedback loops (Fixsen, Blase, Metz, & VanDyke, 2013). To ensure data availability for data-based decision-making, the ECD issued a Request for Proposals (RFP) for a new data system as a systems intervention (Fixsen, Blase, Metz, & VanDyke, 2013). The implementation of the LEASA process will not only aid the ECD in development and provision of supports based on locally determined root cause(s) – it will also elucidate current barriers and allow them to be removed and support facilitative administrative practices.

To strengthen alignment within the ECD, regional teaming structures were developed and implemented that are expected to persist into Phase III. This means that ECD staff are now working together not just in sections organized by focus of work, but also by the regions of the state they are serving. The core elements (see Table 1, page 6) defined through an embedded practice profile within the LEASA provided operationalized guidance as to the provision of high quality special education services, and allowed staff to reflect and act where section work overlaps with each core element. The reorganization has allowed for:

- Identification of regional trends,
- Increased communication,

- Increased opportunity for professional development
- Coaching, and
- Working across the aisle with the State Implementation Team (SIT) and seeking connections with other agency work.

This structure has allowed ECD staff to review data and begin identification of regional trends in anticipation of support needed by LEAs in coming years. In addition, Regional Consultants who serve on each of these teams and work directly with the LEAs sit on the SSIP team. This results in systematic feedback loops in which bi-directional information flows between the SSIP team, regional teams, and LEAs. In addition, as the ECD prepared for the rollout of the LEASA, the regional team meetings allowed for opportunities to provide professional development to ECD staff. Examining data in regional teams enabled ECD staff to practice/experience the data collection, analysis, and problem-solving processes that LEAs would be going through in the completion of the LEASA process. Beyond the practice in data analysis, ECD staff also expressed a desire to expand coaching skills to be able to provide excellent support to LEAs through this process. The ECD staff engaged in professional development for mindful coaching to build on ECD staff support for coaching begun with a book study of Coaching Matters. The identification of this need by staff to focus on coaching dovetailed with work going on in the Race to the Top Early Learning Challenge K-3 Formative Assessment project (K3FA), and the Technical Assistance and Coaching workgroup of the SIT.

To further streamline the work of the ECD, revised documents and procedures were aligned to support RDA, the SSIP, and the LEASA. For example, IEP document revisions and the subsequent training for the 2016-2017 school year will provide opportunities to reiterate and reinforce the message that the best transition experiences are the result of discussions about a student's post-school goals at IEP meetings throughout the student's academic career, so that IEP goals are appropriate to meet students' long-term aspirations. The revised ECD Program Compliance Review protocol addresses compliance and collects data LEAs can use to inform the LEASA. The updated version includes multiple data sources and considers the success of students with disabilities. The tool aligns with the LEASA so that data collected during the monitoring process conducted by the ECD or the LEA can be used to support both meeting compliance standards and improving outcomes for students. All of the documents necessary to conduct the review are posted online so LEAs can conduct internal monitoring between state monitoring cycles.

Planning for effective student support within LEA EC programs is crucial, but not sufficient to ensure maximum success for students with disabilities. With the LEASA rollout in the fall of 2015, the ECD reinforced the need to work across disciplines within the LEA. Recommendations for completing the LEASA include cross-disciplinary teams to conduct the assessment, as well as options for embedding the resulting improvement plan in the LEA's strategic plan (or school improvement plan in the case of single site charter schools). The purpose of this was twofold: to strengthen the quality of the assessment and improvement plan, and to encourage alignment at the LEA level. Support to LEAs for first year implementation of the LEASA occurred in two ways: resources were posted online for universal access, and in-person support and work sessions were

provided at regional EC Directors' meetings throughout the year. Both of these supports were guided by communication feedback loops, fed primarily by data from online surveys, which provided opportunities for all LEAs to shape the resources available and the format of work sessions at face-to-face meetings.

Aside from working toward alignment, the other infrastructure focus for the ECD was removing barriers to data access. While data from NCDPI Accountability and basic EC data could be compiled at the state and local levels, disaggregating data in all the ways needed for decision-making was complicated and not easily accessible. For example, to disaggregate graduation data by EC category, graduation data from the NCDPI Accountability office had to be cross-matched with EC student information from the current statewide EC data system. While possible, the need for this process meant that the data was not readily accessible for use at the state or local level, and was both time and labor intensive. Further, the lack of data collection from universal screening or progress monitoring tools beyond the K-3 reading assessment resulted in an inability to access and aggregate progress across grade levels for EC students. This hindered both local and state data analysis and evaluation of the effectiveness of current practices.

To address these data needs, the ECD produced an RFP outlining an Exceptional Children Accountability Tracking System (ECATS) designed with the capability to produce reports and improve data accessibility. ECATS will also house data collection from universal screening and progress monitoring tools being developed for statewide use and norming in conjunction with the MTSS initiative. One unique feature of ECATS will be the capacity to collect and house current and historical data about students and whether they are receiving tiered supports in general education or, if needed, specially designed instruction as EC students. This will provide better, more consistent data for decision-making; and allow for greater consistency statewide as tools are normed and refined across LEAs. The details, including complete objectives can be found in the RFP (NCDPI, 2015).

These infrastructure changes improve alignment and efficiency within the division and across the agency, enabling the ECD to better provide the customized support LEAs need while improving accessibility to quality data for decision-makers at all levels.

General and Special Education Alignment

Because students with disabilities are general education students first, the initiatives and improvement plans across the agency affect students with disabilities as well as their general education peers. In recognition of this, the relationships between general and special education initiatives are critical to the success of all students. To create a well-aligned system, the SEA particularly needed to consider the major areas of work: MTSS, Read to Achieve, K-3 Formative Assessment, and the ECD LEASA. Clear alignment of the work at the SEA level improves the ability of LEAs to implement efficient and effective systems of support for students.

At the state level, the ECD worked with other divisions in the agency to promote alignment. The Leadership and Policy team is composed of NCDPI division directors. Together, these agency decision makers serve as the State Management Team (SMT) and assist in the implementation planning and statewide rollout

of MTSS. As MTSS installation began in earnest with the commencement of Cohort 1 training, the Leadership and Policy team began to shift focus. While providing ongoing support for MTSS implementation, the team was interested in focusing next on demonstrating relationships between major initiatives underway and building implementation capacity across the agency. This work began by reviewing the critical components of each project, and identifying common themes. This will lead to the identification of common ideas foundational to all the work, and enable a way to conceptualize these connections.

Capacity for effective implementation has previously occurred as staff work on projects designed based on Implementation Science principles (i.e., K-3 Formative Assessment, MTSS, and the EC LEASA). Participating in work structured this way provides opportunities for both explicit learning about implementation as well as application of these principles. In addition, staff and stakeholders serving on the SIT have many opportunities for explicit learning and application as they assist with planning and supporting implementation work across the agency. Building broader agency-wide capacity is being addressed by utilizing SIT members to provide professional learning experiences within their section or division that build implementation knowledge and provide opportunities for application in their particular area. The SIT Professional Development workgroup developed short professional learning experiences and application activities around the frameworks of implementation (Fixsen, et al, 2013) that can be incorporated into regularly scheduled division and section meetings. In this way, implementation capacity is strengthened beyond the staff involved in SIT, Leadership and Policy Team, or one of the implementation informed initiatives currently underway in the state. This approach allows for building both deep capacity (for staff directly involved in implementation informed initiatives) and broad capacity across the agency (for all staff in the agency). This ensures NCDPI is working to ensure sustainability of effective implementation practices across the agency. As effective implementation practices are used across bodies of work, students with disabilities stand to benefit in both general education and special education settings.

Specific to developing implementation capacity in the LEAs, the SIT is producing guidance documents to support critical implementation activities across stages of implementation. These resources (available here) and subsequent tools developed by the SIT (and later, District Implementation teams) will provide an online library of resources for state, regional, district, and school level work. In addition, the ECD used these guidance documents to offer professional learning in Implementation Science at the 2016 ECD March Institute. This directly supports Core Element 5, Research-Based Instruction and Practices, on the LEASA; as well as providing resources for LEAs as they work to develop their improvement plans. Truly effective implementation work relies on effective communication and collaboration across all levels of implementation. Providing space for shared resources also supports LEAs in working more efficiently.

Implementing Infrastructure Changes

Intentionality in the development of linked teaming structures at the LEA, regional, and ECD/SEA levels led to infrastructure changes. Within the ECD, these changes were relatively easy to make. With both Leadership Team members and Regional Consultants now included on the SSIP team, these leaders within the

ECD were a part of the ongoing discussions, planning, and activities of the SSIP work. By maintaining stakeholder membership on the SSIP team and providing updates to the Directors' Advisory Council (DAC), Council on Educational Services for Exceptional Children, and the Special Education Stakeholder Collaborative, the ECD ensured stakeholder participation in infrastructure alignment. Because the shift to more regional support was part of the larger RDA plan, these infrastructure changes had already been identified and problem-solved. For example, one of the challenges to this way of work was the fact that for some work areas, the number of staff was fewer than the number of regions (e.g., there are eight regions but in some work areas there may only be one statewide consultant). To address this, staff were assigned to a regional data team that reviewed data for two (of eight) regions, with special care given to ensure representation from each section (or area of like work) on each regional team. Staff meetings were reorganized to allow time for division-wide work, regional data team work, and section (organized more in job-alike ways) work. In this way, team members were able to work regionally, but also have opportunities to communicate within groups that have a like focus. This arrangement into regional teams also allowed the ECD to arrange personnel in sufficient numbers to provide small group support to LEAs at the regional EC Directors' meetings, during LEASA professional learning and technical assistance activities.

As the SSIP team progressed through Phase II work, it reorganized into workgroups to provide focused attention to multiple areas at once. One workgroup focused on the data collection related to Cohort 1 work (which was focused on learning from successful LEAs), another on the Continuum of Transitions work, and the third, coaching focused on preparing ECD staff to support LEAs. As the LEASA and SSIP implementation continues, the SSIP group, ECD leadership team, and Regional Consultants will use communication feedback loops with staff and practitioners in the field to continue to identify barriers and solutions.

For barriers identified outside of ECD purview, the primary mechanisms for problem-solving are the Leadership and Policy team or the supervision structure of the agency. Because the Leadership and Policy team is composed of division directors from across NCDPI, it provides a forum for cross-division work.

Resources Needed

Initially, the primary resources necessary were professional development and support for staff and implementers. ECD staff identified a desire to strengthen coaching skills to be able to effectively support LEAs through the LEASA process. In response, the ECD provided coaching professional development and application experiences during monthly regional data team meetings, and guiding questions and supports to use during the regional EC Directors' meetings.

To support implementers, the ECD is working on two fronts: (1) providing support for the LEASA process and (2) studying a subset of successful LEAs in Cohort 1 to identify commonalities that will strengthen and refine the interventions and supports available moving forward. Support for LEAs to complete the LEASA is happening at a universal level through tools and resources posted online and during regional EC Directors' meetings. To strengthen supports across the three areas of focus (academics, behavior, and continuum of transitions) for all LEAs as work moves forward, the ECD is engaged in a study of LEAs across the state and of

differing sizes that have shown success in at least one of the areas of focus. By learning from these LEAs what has contributed to their success, the ECD will be able to cross-reference the successful practices of these LEAs with the research about supports for graduation, effective implementation practices, and evidence about the importance of problem-solving processes. For now, the Cohort 1 LEAs are sharing in their own regional meetings. As the ECD documents successful practices and systems approaches from the LEAs in Cohort 1, these examples of the efficacy of evidence-based practices as well as evidence of the usability of the interventions, practices, and/or processes can support improvement statewide.

As these common practices are replicated in other LEAs, it will be important to continue to monitor implementation fidelity and outcomes. Doing so will help refine the truly critical features for success versus those that are nice to have, but not central to the success of the project. Thus the evaluation plan, which includes ongoing monitoring of work in which LEAs are engaged, as well as how they are engaged in the work (via the LEASA and fidelity measures), will be vital to achieving expected outcomes, so that course corrections and improvements can be part of the ongoing work.

To accomplish this, the ECD is developing processes and procedures to support the regional teams in examining the LEASA from each LEA and carefully mapping LEA plans and needed support. As LEASAs are submitted, they will be reviewed first for completeness, and then analyzed using a rubric (see Appendix C). These rubric scores, alongside the practice profile scores and the support requested through the improvement plans will be used to begin grouping LEAs to provide tiered support. The ECD anticipates providing a core level of support for most LEAs to cover the principles of the six core elements, grouping LEAs to provide targeted support around particular topics or processes, and more intensive support to those LEAs that appear to have the greatest number of barriers to implementing their improvement plans. Methods of support could range in intensity to include:

- providing online repositories of tools and resources;
- connecting LEAs to personnel in other parts of the agency who are working in the identified area;
- supporting collaborative partnerships between LEAs with similar goals and tasks;
- providing consultation for LEAs; and/or
- partnering with an LEA to guide, support, or model processes for training, coaching, and/or evaluation.

Altering methods of LEA support and capacity building requires changes to ECD infrastructure and careful attention to state level capacity. Some of these infrastructure changes are complete. The formation of regional ECD teams and provision of coaching professional development for staff were necessary for the ECD to provide support and technical assistance during the initial year of implementation of the LEASA. Timelines for future work will be somewhat dependent on the analysis of the LEASAs and the supports needed by LEAs to implement their improvement plans. In order to plan for future work, the ECD has established timelines for review of the LEASAs and development of regional and statewide professional development and technical assistance plans. Some areas of core support work for the 2016-2017 school year have already been

identified: newly revised IEP forms provide an opportunity to reinforce IEP process best practices while orienting staff statewide to the new formats. Discussions at the September and December regional EC Directors' meetings identified the need for resources and training for problem-solving processes and effective implementation practices. In addition to ongoing support provided at regional EC Directors' meetings, these identified needs also drove the agenda for the annual ECD March Institute where LEAs had the opportunity to identify areas of interest and participate in breakout sessions. At the February 2016 regional EC Directors' meetings, LEAs began analyzing the data they have been collecting and identified potential priority areas. Based on statewide responses, most LEAs anticipate prioritizing Core Element 3: IEP Development, Implementation, and Outcomes and/or Core Element 5: Research Based Instruction and Practices. This data confirms staff observations and helps the ECD anticipate professional learning and technical assistance needs for 2016-2017, which allows the ECD to begin planning.

When LEASAs are received for the first time in mid-2016, the ECD will use a workflow process (see Appendix D) to stratify LEAs into intensity of support needed and identify more specific professional development, technical assistance, and coaching needs. As core supports are provided in the beginning of the 2016-2017 school year, the ECD can begin planning for implementation of more intensive supports during the remainder of the school year. The ECD will continue providing support for statewide initiatives such as Reading and Math Foundations, PBIS, and SEFEL; the difference will be the way LEAs are prioritized to participate in these initiatives based on the data analysis and documentation in their LEASA.

Intra-agency, Interagency, and Stakeholder Involvement

The ECD has involved stakeholders within and outside of the agency in multiple ways. To facilitate ongoing involvement from a wide variety of stakeholders, a system of interwoven teaming structures has evolved. The SSIP team plays the lead role in the management of the SSIP. The structure of the SSIP team includes representation of both ECD staff and a wide range of stakeholders (see Appendix E). Many SSIP team members have maintained their involvement from Phase I of the work, while additional team members have been included as the need for their perspectives became evident. During SSIP meetings, team members participate in ongoing conversations to monitor progress of the work currently happening and plan and adjust future activities through consensus-based group decision-making. The diversity of the group is critical to ensuring usability and sustainability of the plan moving forward.

In addition to the SSIP team, the ECD regularly provides updates and solicits feedback from LEA EC Directors at regional and statewide meetings and through their representatives on DAC. A broad range of stakeholders participate in the Special Education Stakeholder Collaborative (see Appendix E), which meets quarterly and also serves as a sounding board for SSIP planning and implementation. The Council on Educational Services for Exceptional Children (membership in Appendix E) also provides ongoing feedback and support to the ECD. Specific initiatives may also have stakeholder groups that are participating in implementation and improvement of those projects. For example, the State Transition Workgroup includes:

- Parents and family group representatives,
- LEA EC Directors and Transition Coordinators,
- Institutes of Higher Education representatives (4-year and community college),
- NCDHHS Division of Vocational Rehabilitation Services staff from both state and local levels,
- Business Leadership Network representative,
- NC Department of Commerce representative,
- NCDPI Career and Technical Education and Graduation and Dropout staff, and
- ECD secondary transition, monitoring, and SPP/APR staff.

Within the SEA, stakeholders are involved primarily through the Leadership and Policy Team (the SMT) and the SIT. The Leadership and Policy team is composed of division directors who can ensure collaboration across projects and take potential barriers and challenges to senior agency leadership. The SIT serves as the statewide implementation team and includes representation from the agency, LEAs, and institutes of higher education. This provides for representation from across the agency, and improves alignment of both initiatives and common practices. As a state agency participating with the State Implementation and Scale-up of Evidence-based Practices (SISEP) center, NCDPI receives support for these teams to facilitate effective implementation practice. These groups work in tandem to remove barriers, demonstrate relationships between agency projects, align the work of the agency moving forward, create common language and practices for agency staff, and provide support for LEAs through agency infrastructure. These supports will increase the efficiency and efficacy of agency-wide and division-specific projects moving forward.

The structure of the SSIP plan itself also promotes collaboration within the SEA. Because the plan for supporting LEA services for students with disabilities is anchored in LEAs applying problem-solving and continuous improvement processes, the support being provided by the ECD aligns with the five-year plan of the agency on MTSS implementation and policy changes to SLD eligibility recently approved by the NC State Board of Education in February 2016. The goal of this work is to build capacity for problem-solving and implementation of MTSS not just for individual students, but also for classrooms, schools, districts, regions, and the state. The LEASA provides support for LEAs to engage in this district-wide work, as it is designed to be implemented by a team at the district level (but which could include school level staff). LEAs are encouraged to strategically choose areas of focus for their work that are either embedded in their LEA Strategic Plans (or School Improvement Plans in the case of single-site charter LEAs) or directly related to a focus of their LEA Strategic Plan (or School Improvement Plan).

Further, by keeping the areas of focus broad (engagement to support academics, behavior, and/or the transition continuum), LEAs and the schools they support should be able to align the work of their exceptional children's programs and general education intervention implementations. The LEASA and the SSIP work together to allow for continuous improvement planning in LEAs that results in aligned, tiered systems of support to create the healthiest educational environment for all students.

Stakeholder Involvement

As with other areas of the SSIP work, active stakeholder involvement continues to be a priority to support effective infrastructure development. To develop the Phase I SSIP, the ECD involved stakeholders from multiple existing groups in addition to creating an SSIP team that included on-going monthly stakeholder membership and participation in SSIP planning and decision-making. This infrastructure for stakeholder participation persists through the Phase II SSIP work. In addition, the Special Education Stakeholder Collaborative and the Council on Educational Services for Exceptional Children (the federally required State Advisory Council that serves as the stakeholder committee for the State Performance Plan/Annual Performance Report) provide periodic feedback. These methods of planning and communication feedback loops ensure that many voices continue to shape the work.

III. Support for LEA Implementation of Evidence-Based Practices

SEA Support for LEA Implementation

The ECD recognizes that each LEA will need to respond to a unique set of challenges to increase the rate at which students with disabilities graduate. Based on the Phase I work, the ECD identified three areas that would need to be strengthened to address identified root causes and improve graduation rates: engagement for academic achievement, behavioral skills, and improved transition supports across the grade span. These areas were also a good fit with the focus of the Agency on the implementation of MTSS. Additionally, the ECD had been engaged in work in these areas, with the NCSIP and PBIS and SEFEL implementations. Therefore, initial planning in Phase I revolved around building on existing NCSIP and PBIS/SEFEL work and developing additional supports for transition throughout the grade span as the primary intervention supports to LEAs. As the project shifted into Phase II, the ECD's priority was on implementation of the LEASA across the state so that LEAs could determine their area of focus. To be prepared to support LEAs, the ECD was also engaged in learning from the eight LEAs identified as Cohort 1.

Evidentiary Support for Selection of Improvement Strategies

The evidence collected during Phase I addressing the root causes for dropout and the factors that support graduation was the foundation of the continued work in Phase II. The literature review and stakeholder experiences yielded actionable information for the design of the SSIP. A complete description of the process can be found in the Phase I report, and the literature review and root causes assembled from this process can be found in Appendix F and Appendix G, respectively.

The work of the Cohort 1 LEAs was critical to demonstrating usability of particular interventions and of the efficacy of effective implementation practices. Further, potential implementers could see that such changes were possible (maybe even necessary) within the constraints they perceived because of flat-funding and/or fiscal reductions across the state. Each of the LEAs in Cohort 1 were selected because of a

demonstrated area of strength in academics, behavior, or transition. Initial work with the Cohort 1 LEAs revealed that regardless of the area of strength that led to their selection, all of the Cohort 1 LEAs engaged in four common practices: the use of teaming structures, strong communication and collaboration, the use of data for problem-solving, and some level of coaching support. While these common areas are unsurprising to those familiar with Implementation Science (Fixsen, et al, 2013) or team based, structured problem-solving models (Newton, Horner, Algozzine, Todd, & Algozzine, 2012), it provides the ECD with successful models of theory to practice to which other LEAs can relate. The ECD knew this would be critical to creating buy-in and readiness to engage in a change process. Further, more detailed data collection from these Cohort 1 LEAs could provide information: (1) to reinforce the critical features necessary for success, and (2) about innovations to current practice that would increase effectiveness. This information provides a rationale for the process and evidence-based practices the ECD is committed to supporting that combines both the literature and the data collected from implementers. While LEAs are free to choose other evidence-based practices to address specific needs they identified, the ECD committed to providing continued support for comprehensive professional development for Reading Foundations and Math Foundations of the NC SIP project as well as PBIS and SEFEL. Improved support for transition work began rolling out to LEAs during the 2015-2016 school year with additional resources and supports to build on this foundation planned in subsequent years. A research project partnering with ECAC and two of the Cohort 1 LEAs was begun to lead the development of guidance documents for LEA use to solicit student and family voice as one method of improving engagement and LEAs problem-solving around engagement, as well as to inform revisions to improve collection of Indicator 8 (parent engagement) data.

Evidence for NCSIP

Supported for more than 15 years by the State Personnel Development Grant, the NCSIP project includes Reading Foundations and Math Foundations. Reading Foundations is a rigorous five-day professional development course designed to increase teachers' competencies in providing effective literacy instruction. The course is built upon scientifically research-based principles equipping teachers to understand reading instruction as originally outlined by the National Reading Panel (NRP, 2000). A study conducted by Piasta, et al. (2009) examined the literacy-related knowledge of the teachers and impact of teacher knowledge on student growth in word reading. Teachers with knowledge in the 75th percentile who consistently taught decoding had students with the greatest gains. Moreover, according to Moats (1999), "research indicates that, although some children will learn to read in spite of incidental teaching, others never learn unless they are taught in an organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach" (p.7). Critical elements of effective reading instruction are: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Torgesen and Miller's research (2009) indicates that instructional decisions should be based on a body of evidence rather than assuming a student has acquired a skill. For this reason, the Reading Foundations course also addresses assessment and how to collect, analyze, and use data to drive instructional decisions and progress monitor. Effective multisensory instructional strategies for students with persistent reading challenges are also modeled and practiced. In addition to building teachers' knowledge of

the critical elements in effective reading instruction, participants learn the science behind reading to build an understanding of how the brain, which is hard wired for oral language, learns to read.

Foundations of Mathematics is a rigorous five-day professional development course designed to increase mathematical content knowledge of teachers, as well as promote evidence-based instructional practices for students with math difficulties. Based on research positively associating teacher mathematical knowledge for teaching with student achievement (Hill, Rowan, & Ball, 2005; Thames & Ball, 2010; Ma, 1999), a primary goal of the course is to equip teachers to respond to student questions and misunderstandings with precise language that facilitates scaffolded mathematical discourse. To this end, regular and special education teachers who attended the five-day course with first generation trainers showed a significant increase in content knowledge compared to those in an active control (Faulkner & Cain, 2013). To complement the increase in the teacher's own conceptual understanding, Foundations of Mathematics also promotes instructional practices that have consistently emerged in international comparative research (Provasnik, Kastberg, Ferraro, Lemanski, Roey, & Jenkins, 2012). The most salient of these is related to daily implementation choices that connect mathematical concepts, rather than teach single skills in a decontextualized, isolated, and overly procedural fashion. In doing so, Foundations of Mathematics describes an instructional model that connects big conceptual underpinnings of number sense which include: quantity and magnitude, numeration, base ten, equality, form of a number, proportional reasoning, and algebraic and geometric thinking (Faulkner, 2009). An instructional model that combines the research of Sharon Griffin (2004) and Cecil and Ann Mercer (1981) also promotes the development of student conceptual understanding that progresses from concrete models of underlying quantity, to the representational and structural underpinnings, to the final abstract and symbolic nature of mathematics (Faulkner, 2005). The tasks also incorporate what is known about the necessity to expose struggling students to instruction that incorporates multiple sensory modalities.

Evidence for PBIS/SEFEL

The evidence base for addressing school climate and student behavior has shown the efficacy of PBIS/SEFEL for school improvement. Randomized control trials of PBIS have demonstrated that high fidelity implementation is linked to reduced office discipline referrals and suspensions (Bradshaw, Mitchell, & Leaf, 2010), improved perceptions of school safety (Horner, Sugai, Smolkowski, Todd, Nakasato, & Esperanza, 2009), improved student achievement (Horner, Sugai, Smolkowski, Todd, Nakasato, & Esperanza, 2009 & Bradshaw, Mitchell, & Leaf, 2010), and improved organizational health (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). Data collected from North Carolina schools implementing PBIS with fidelity have also demonstrated improvements, most consistently in reductions in office referrals and suspensions, though schools implementing at higher levels of sustained fidelity have also shown academic improvements (NCDPI, 2013; NCDPI, 2014; NCDPI, 2015).

The Pyramid Model for supporting Social Emotional Competence in Infants and Young Children (Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003) is a positive behavioral intervention and support framework early

educators can use to promote young children's social and emotional development while preventing and addressing challenging behavior. The Pyramid Model practices were identified through a systematic review of the research on classroom promotion, prevention, and intervention practices that have been associated with positive social-emotional outcomes and decreases in challenging behavior in young children with and without disabilities (e.g., Dunlap et al, 2006; Howes & Hamilton, 1993; Walker et al., 1996; Webster-Stratton, Reid, & Hammond, 2001). The research focused on four key instructional elements:

- effective instruction for young children (National Research Council, 2001; Burchinal, Vandergrift, Pianta, et. al , 2002),
- promotion of child engagement and appropriate behavior (Chien et al., 2010; Conroy, Brown, & Olive 2008),
- promotion of children's social skills (Brown, Odom, & McConnell, 2008; Vaughn et al., 2003), and
- implementation of individualized assessment-based behavior support plans for children with the most severe behavior challenges (Conroy, Dunlap, Clarke, & Alter, 2005; Blair, Fox, & Lentini, 2010; McLaren & Nelson, 2008).

A randomized study of the implementation of the Pyramid Model within preschool classrooms for both children with and without disabilities in classrooms implementing the Pyramid Model revealed significant improvements in children's social skills. Target children with persistent behavioral challenges, showed statistically significant decreases in challenging behavior (Hemmeter, Fox, & Snyder, 2013; Hemmeter, Snyder, Fox, & Algina, 2011).

In 2010-2011 North Carolina received a grant from the Center on the Social Emotional Foundations of Early Learning (CSEFEL) and the first cadre of state trainers were established. Cohort 1 (Johnston County) was identified and the Office of Early Learning/ECD began the process of developing a plan for program-wide implementation. Since that time a targeted project of program-wide implementation was developed (NC SEFEL) and includes LEA leadership team support to use Implementation Science strategies for program-wide implementation; LEA trainer and coach training; and program accountability using coach, teacher, and child outcome data. The goal is to increase each LEA's saturation rate for number of staff reaching fidelity using the Teacher Pyramid Observation Tool (TPOT). During the facilitation of this targeted project, the state set another goal to provide the SEFEL training content to all LEAs. The SEFEL training content formed the basis for the state's rollout of the professional development for the revised early learning standards called the NC Foundations for Early Learning and Development (http://modules.nceln.fpg.unc.edu/foundations/module-intro . This training content aligned the SEFEL teaching practices with both the NC early learning standards (Foundations) and the NC Professional Teaching Standards. This allowed administrators to link these evidence-based practices to the NC teacher evaluation process. Teacher/administrator self-assessment checklists provide a level of accountability and can be used in the development of individual teacher professional development plans. Race to the Top Early Learning Challenge grant funds are now supporting the conversion of the twelve train-the-trainer modules into an on-line learning platform.

Evidence for a Continuum of Transitions

The evidence for the work around a continuum of transitions comes primarily from the literature on factors related to dropout risk and graduation achievement. Interventions that include provision for mentoring, family outreach, academic support, attendance monitoring, additional support services, and students' participation in school-related activities, self-determination skills, social skills, and vocational skills have been documented (Wilkins & Huckabee, 2014). "Research on evidence-based components of drop-out prevention suggests that schools can prevent students from dropping out, including students with LD and emotional disabilities, by using data to identify which students are most at risk for dropping out and then providing these students with access to an adult advocate who can implement academic and behavioral support in a school climate that promotes personalized and relevant instruction. It is possible to identify, monitor, and intervene based on students' risk indicators to maximize student engagement, thereby increasing students' ability to progress in school, stay in school, and complete school" (Pyle & Wexler, 2012).

Evidence for Problem-Solving and Implementation

Beyond the support for these evidence-based practices or research informed strategies, the use of structured problem-solving processes has also found support in the research literature for application in contexts ranging from policy analysis (Bardach & Patashnik, 2016), to finance (Hershey, Walsh, Read, & Chulef, 1990), in addition to education (Newton, Horner, Algozzine, Todd, & Algozzine, 2012). Further, Plan-Do-Study-Act (PDSA) cycles are included in the in the Implementation Science literature (Fixsen, Duda, Horner, & Blasé, 2014). The MTSS implementation in North Carolina includes the use of data-based decision-making as a critical feature. The LEASA was designed to provide guidance for problem-solving, which is also one of the core elements for effective EC programming. To assist LEAs in building capacity for problem-solving, NCDPI provides professional development for the Team Initiated Problem-Solving (TIPS) model. TIPS has been shown to be effective when used by PBIS teams (Newton, Horner, Algozzine, Todd, & Algozzine, 2012), but believed to be generalizable to problem-solving beyond behavioral contexts and across levels of work (school, district, etc.). TIPS has the added benefit of including guidance for team structure that contributes to effective group problem-solving (Newton, Todd, Algozzine, Horner, & Algozzine, 2009).

Even with effective problem-solving and decision-making strategies in place, teams also need effective implementation practices to create substantial, sustainable change. NCDPI, as a partner with the SISEP center, provides support using the Implementation Science model. Attention to the frameworks of Implementation Science will help ensure LEAs are developing plans that are actionable, doable, and sustainable (Fixsen, Blase, Metz, & Van Dyke, 2013).

LEA Needs and Strategy Selection

The ECD's experience in identifying graduation rates for students with disbilities as the appropriate target for the SSIP initiative underscored the need for each LEA to engage in a similar process of problem identification through detailed data analysis. Thus, the first step in the improvement process involves professional development and training delivered through regional meeting supports to assist LEAs in

developing their problem-solving and implementation skills. The development of these skills will be integral to each district completing their LEASA: collecting data, documenting their identified problem, determining the cause of the problem so the best solution can be identified, and developing an effective implementation plan that monitors fidelity and outcomes. As LEAs document in their LEASA how they solved the problem over time by leveraging LEA strengths, this provides a foundation for generalizing the problem-solving and implementation skills they are enhancing now to address future problems. Not coincidentally, these are the same skills LEAs will need to effectively implement MTSS; in essence creating a framework for LEAs to apply an MTSS process to their LEA EC programs. This work among EC staff statewide aligns with and supports concurrent agency-wide priorities.

The submitted LEASAs will guide the support provided by the ECD moving forward. ECD Staff will review the LEASAs in regional teams, to determine LEA-identified needs and into which level of tiered support the LEAs fit. As they review this information, regional teams will draft regional technical assistance plans. These draft plans will be assessed, along with data from the practice profile portion of the LEASA to determine which areas will be addressed statewide, regionally, or in communities of practice, and at what tier of support.

Readiness

This first year of the LEASA process provides for a thorough Exploration stage (Fixsen, Blase, Metz, & Van Dyke, 2013) for both LEAs and the SEA. While LEAs have been focused on completing the LEASA process, the SEA has been collecting information from the Cohort 1 LEAs who have demonstrated some success in one of the three identified areas (engagement to support academics, behavior, and/or a continuum of transitions). As these LEAs have documented the strategies and practices that have contributed to their success, several themes have emerged:

- They use data for decision-making.
- They use teams for planning, implementation, and evaluation.
- They have effective structures for communication and/or collaboration.
- They use coaching and follow-up support for staff after training.

These themes also appear in the Implementation Science literature as frameworks or drivers of effective implementation. Currently, the ECD is in the process of collecting more details in these areas from Cohort 1 LEAs.

This data will inform improvements to planned supports as the SSIP project moves forward. For the LEAs, the primary tool for assessing readiness and capacity for implementation is the LEASA. The practice profile-based rubric contained within the LEASA provides information about the LEAs experience and current capacity for effective implementation. The six Core Elements (see Table 1 on page 6) are designed to provide information about how each LEA plans to implement and improve services for students with disabilities, beyond what they are currently doing.

While completed LEASAs will drive service support to LEAs moving forward, the ECD has collected progress data throughout the 2015-2016 school year during the installation of the LEASA (see LEASA implementation timeline in Figure 1) to inform technical assistance offered in this initial stage of the process. While a few LEAs have received site visits for more intensive support, primary support for the LEAs has occurred by making available resources and focused discussion during regional EC Directors' meetings. The ECD developed a wikispace to house the LEASA and supporting resources, which has grown to include a user guidance manual, videos, and LEA developed resources, in addition to the LEASA tool itself. The ECD has conducted surveys of the LEA EC Directors before and/or after regional EC Directors' meetings throughout the year to determine priorities for technical assistance, structure activities according to user preferences, and solicit implementer feedback about the process. This formative data has shaped the ongoing work of the ECD staff as the regional teams work to support LEAs through this process. Similar opportunities for staff feedback have determined provision of "just-in-time" support for staff so they are well prepared to support the LEAs (Fixsen, et al, 2013).

Figure 1: LEASA implementation timeline 2015-2016

PROJECT PHASE	STARTING	ENDING	PROJECT PHASE	STARTING	ENDING
OVERVIEW/TIMELINE WEBINAR	8.1.2015	8.31.2015	LEAS FINISH PRACTICE PROFILE; BEGIN SUMMARY & ANALYSIS	1.4.2016	1.29.2016
LEAS COLLECT/REVIEW DATA	8.17.2015	8.31.2015			
1ST REGIONAL MEETINGS: DATA & PROBLEM SOLVING	9.1.2015	9.30.2015	LEAS FINISH ANALYSIS; BEGIN IMPROVEMENT PLAN	3.1.2016	4.29.2016
LEAS FINISH DATA; BEGIN PRACTICE PROFILE	10.1.2015	11.30.2015	3RD REGIONAL MEETINGS: IMPROVEMENT PLAN	5.1.2016	5.31.2016
2ND REGIONAL MEETINGS: PRACTICE PROFILE	12.1.2015	12.22.2015	LEAS COMPLETE IMPROVEMENT PLAN AND SUBMIT	6.1.2016	7.1.2016

Support for Effective Implementation

The ECD and NCDPI will address multiple implementation drivers through the SSIP. Barriers to effective data systems will be resolved with the development of ECATS to collect, store, and report EC data. Technical assistance and ongoing support for implementation and problem-solving will strengthen professional development and coaching efforts already underway in LEAs, and support LEAs in developing appropriate selection criteria for interventions, implementers, and participants. The structured problem-solving process of the LEASA encourages coordinated, strategic efforts supported by strong infrastructure to create systems intervention. Fidelity checks and progress monitoring tools will support both fidelity and use of data by LEAs. Educational opportunities for administrators and access to implementation tools and resources support development of effective technical and adaptive leadership. Linked team structures from the state to local levels support facilitative administration. Ongoing evaluation will continue to improve implementers application of drivers and frameworks.

Beyond implementation drivers, the ECD identified ways to support high fidelity adoption, implementation, and sustainability of improvement strategies. First, the ECD focused on problem-solving and implementation skills, as both a mechanism for improving LEA success and supporting the SEA's focus on MTSS implementation. To ensure that each LEA can maximize the return from these initiatives, the ECD will support expanding the knowledge and capability of LEAs related to effective implementation through the MTSS framework. By implementing interventions within the MTSS context, LEAs will enhance their ability to problem-solve and institute effective team structures that target students with the appropriate intervention given their level of need. Once LEAs have determined their needs, established priorities, and developed implementation plans for improvement through the LEASA process, they will need support for specific intervention strategies as well as continuing effective implementation. By supporting LEAs in creating hospitable environments, the research-based practices the SEA continues to support will be even more effective. As support for effective academic, behavioral, and transition areas continues and implementation practice improves, LEAs should be able to implement with higher levels of fidelity and benefit from the outcomes of the implementation. To measure this impact, the SEA has identified data indicators as part of the evaluation plan that will allow for tracking the short and longer-term impact of the improvements.

Implementation of Improvement Strategies

As LEAs determine the priority areas on which to focus, the ECD will provide tiered support and resources for the interventions identified to support the growth of academic, behavioral, and transition practices. The identified interventions support:

- comprehensive professional development centered around teacher content knowledge, instructional practices, and effective leadership;
- further expansion of PBIS and SEFEL to support improved behavioral and social/emotional outcomes; and
- transition projects across the grade continuum.

Addressing these areas of focus should serve to keep students more engaged as they provide higher quality, differentiated instruction; improvements in school climate; and attention to students' specific needs during periods of transition.

To strengthen academic supports, the professional development component involves impacting teacher content knowledge in the areas of Reading and Mathematics, while simultaneously providing them the latest research-based instructional practices, and supporting change in daily implementation choices through job-embedded follow-up. The intent is to positively affect teachers' general ability to effectively instruct and make them a better-informed education workforce in specific content areas.

The ECD also wanted to capitalize on efforts already yielding some level of success in pockets throughout the state, thus identifying both PBIS and SEFEL implementation for continued support and expansion. These two initiatives are designed to positively influence student behavior in schools, across the

early childhood through elementary, middle and high school levels. The expansion of each will include continued professional development to ensure increased saturation with a high level of fidelity.

Finally, the ECD recognizes that students can disengage or fall off-track from their expected educational trajectories at any time, and this is particularly true for students with disabilities that need extra support. Thus, the ECD (in collaboration with Western Carolina University), has developed a set of transition tools and resources to assist LEAs in ensuring that students with disabilities stay on-track to graduate and are prepared for success in post-secondary education or employment.

For each of these improvement strategies, effective communication will be necessary to ensure stakeholders are engaged in decision-making and implementation. The ECD uses multiple communication strategies and methods to reach the statewide audience. Persistent communication structures include websites and wikipages with information for implementers and consumers. Regular emails from the Division Director provide updates on ECD actions and timelines, frequently followed up by reminders and communication from regional consultants. Due to the large number of changes to the regional EC Directors' meeting structure and content this year, surveys and feedback forms were distributed electronically to LEA EC Directors and Coordinators to solicit their preferences and needs throughout the year. Finally, town halls, stakeholder meetings, and bi-monthly webinars provide opportunities for two-way communication.

These communication structures ensure that the questions, ideas, and concerns of a wide variety of stakeholders are considered during planning and implementation. In addition to these communication feedback loops, ongoing involvement from stakeholders immersed in the work takes place through their membership on the SSIP Team, Special Education Stakeholder Collaborative, the Council on Educational Services for Exceptional Children, SIT, and initiative-specific teams.

Addressing Barriers

One of the primary barriers identified in Phase I was data accessibility. Since beginning the SSIP, the ECD has issued an RFP and is currently reviewing proposals for a system that would address the data needs at both the SEA and LEA levels. Until an improved system is available, the ECD has developed step-by-step guidance for existing data sources. This guidance and support is an intermediate solution to assist data users.

Another area the ECD and other agency leaders wanted to improve moving forward is the alignment of agency work. To address this, the formation and ongoing work of the Leadership and Policy team has been crucial. This forum has provided an opportunity for ongoing examination of current practice and planning for future collaboration.

Beyond the agency, LEAs will need to determine training and coaching supports for staff to ensure improvement strategies are implemented with fidelity. LEAs are expected to note their plans for selection and training of implementers of evidence-based practices and strategies in their LEASA improvement plans. For some, this will mean provision of training and coaching for sustainability and/or expansion if they have already

been participating in a project that includes an emphasis on effective implementation. The ECD is offering initial training in Implementation Science to everyone beginning with the ECD March Institute, although offerings have also been provided at past EC conferences. Specific supports for effective implementation practices are analyzed in Core Element 5: Research-Based Instruction and Practices of the LEASA. The specific information there can serve as an outline for improving implementation systems.

Timelines

Short-term activities for improvement strategies include completion of the initial LEASA, ECD review, and technical assistance planning leading to a statewide professional development/technical assistance plan. Next year, the LEAs will submit updates and evaluation of activities completed by LEAs and any resulting changes and/or updates to future LEA plans. The ECD will review LEA submissions and evaluation data to inform modifications of practice. Each year, both the LEAs and the ECD will be engaged in problem-solving for improvement based on the outcomes of implementation efforts.

Intra/Interagency Support for LEA Implementation of Evidence-Based Practices

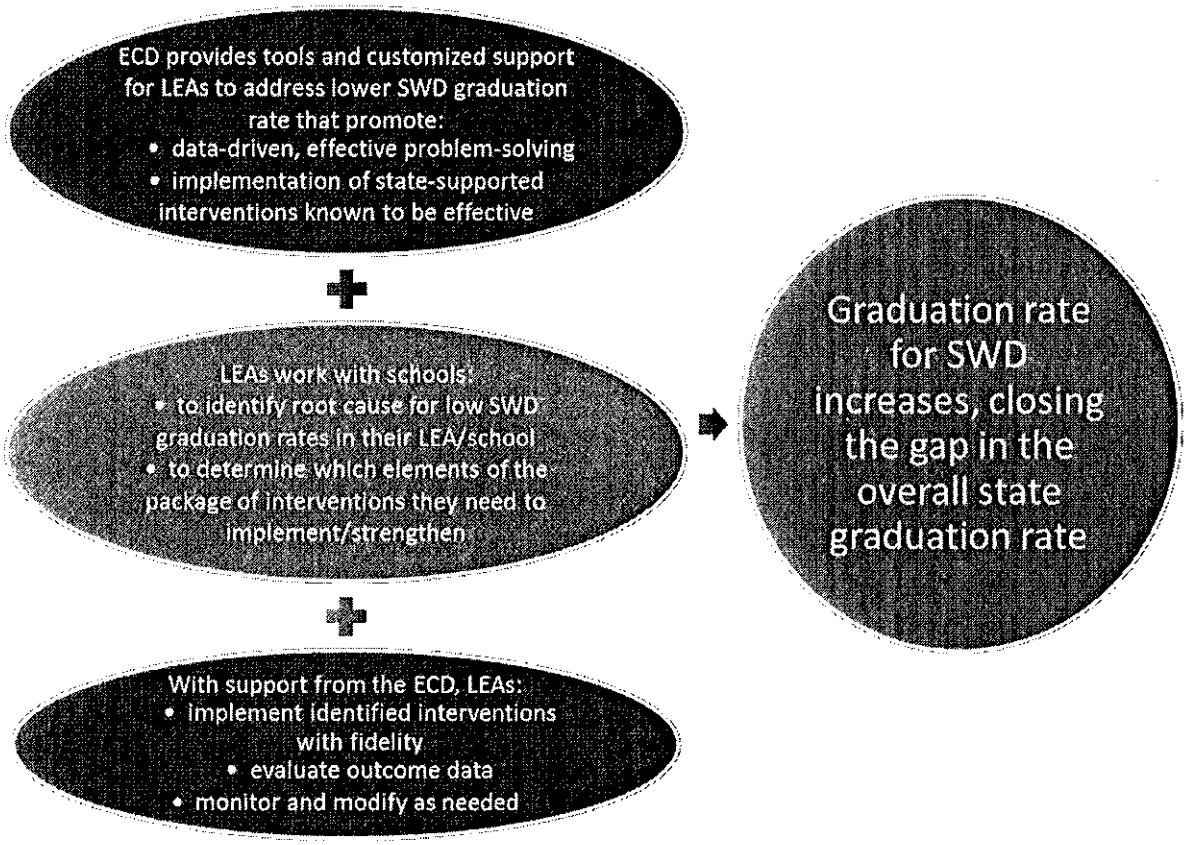
The ECD will involve multiple divisions within the SEA through use of implementation structures – primarily the Leadership and Policy team and SIT. This process has been supported by work to align implementations within the agency and build implementation capacity at the state and local levels. As the SSIP team has developed the ECD SSIP plan, ongoing updates and feedback by stakeholder groups, including those within the agency, have allowed for thinking about project alignment and the need for continued and expanded work together moving forward. As data from to project begins to flow in, the ECD will share this information within the agency and use it and stakeholder feedback to modify the plan as indicated.

IV. Evaluation

Alignment of Evaluation to Theory of Action

The ECD's theory of action (see Figure 2) is grounded in the belief that with appropriate support from the SEA and through effective LEA data analysis and introspection, a clear problem that is able to be measured and addressed will be identified by each LEA. Further, information collected from the initial cohort of eight LEAs will be used to identify best practices for future LEA cohorts. By clearly defining the problem and assessing possible interventions for appropriate fit, LEAs will be able to select the intervention(s) most likely to match available resources and impact areas identified for improvement.

Figure 2: Theory of Action



To support LEAs in this process the ECD has collected information from the research literature and the initial cohort of eight LEAs to identify best practices for future LEA cohorts. Bolstering teacher ability and content knowledge in reading and math instruction should positively impact all students, while providing the opportunity to help students in need more than they had previously through a well thought out plan of action. By positively influencing student behavior and increasing attendance, LEAs can create an educational atmosphere that focused on instruction and minimizes distractions. Finally, by providing LEAs with tools and guidance on how best to ensure appropriate transitions throughout the grade span, educators can ensure students have the maximum chance of progressing appropriately and reaching post-secondary goals. All these pieces combined create a roadmap for increased success for students with disabilities who need additional support to ensure graduation from high school within an appropriate time period (e.g., five years).

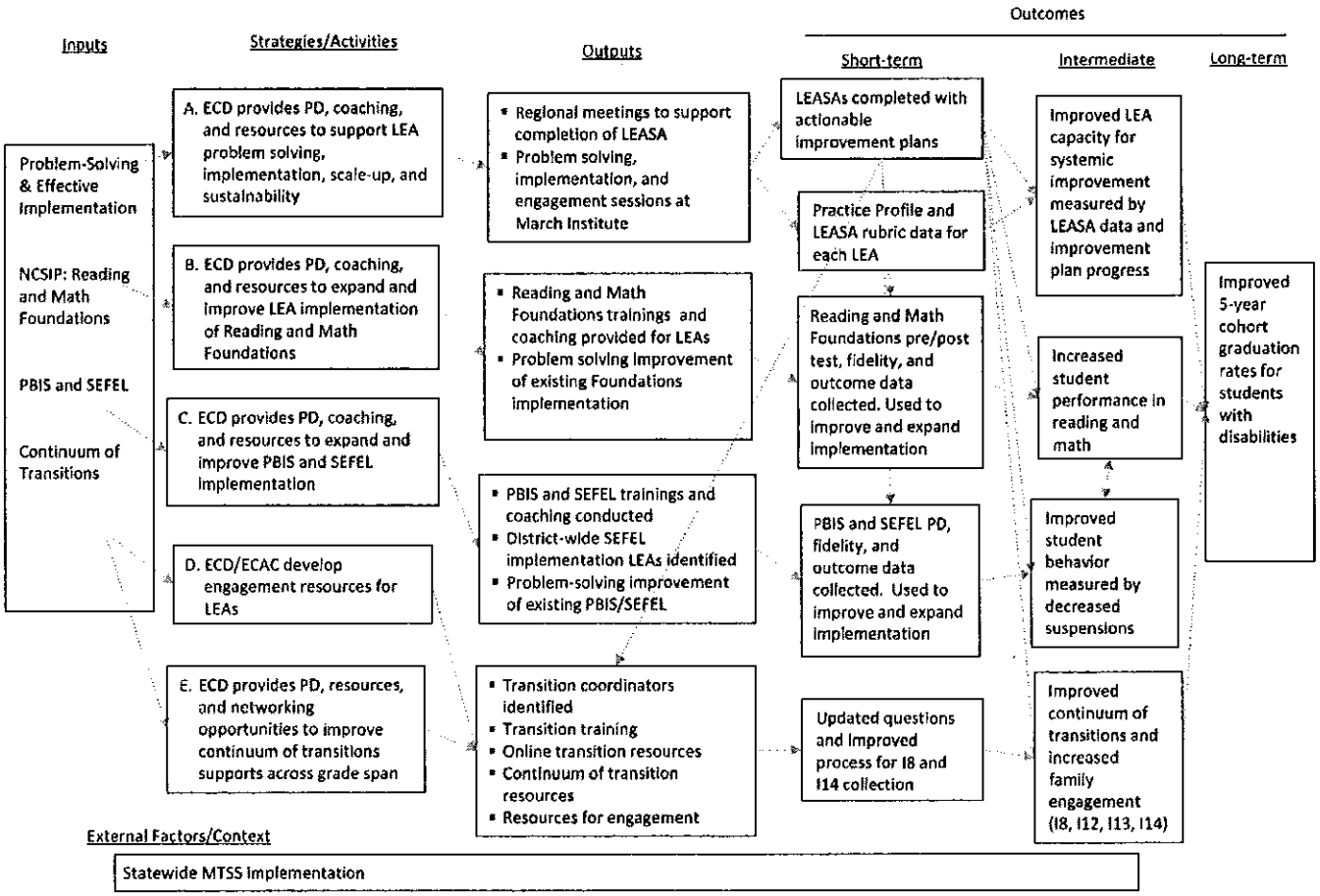
By tracking outputs as well as short-term and intermediate outcomes (see Figure 3), the ECD will be able to monitor change occurring throughout the implementation process and make course corrections along to the way to improve progress toward the longer term outcome goal of improving graduation rates for students with disabilities. Evaluation support for monitoring these data will be provided by the Center for

Educational Measurement and Evaluation at the University of North Carolina at Charlotte, and the ECD has identified resources to support the evaluation partnership. The IDEA Data Center (IDC) is also providing ongoing consultation and technical assistance.

Measureable Inputs, Strategies, Outputs, and Outcomes

The inputs, strategies, outputs, and outcomes were derived from the data and infrastructure analysis, research, and planning during Phase I. These can be seen in Figure 3 below.

Figure 3: Inputs, Strategies, Outputs, and Outcomes



Links between Theory of Action and Evaluation

The SSIP evaluation was designed to link the root causes, theory of action, improvement strategies, fidelity data, and outcome data together. These connections are demonstrated in Table 2 below.

Table 2: Summative evaluation questions aligned with goals, strategies/activities, outputs, and outcomes.

Intermediate Outcomes	Strategies/Activities	Short-term Outcomes	Intermediate Outcomes	Evaluation Questions
1. Increase LEA problem-solving and implementation capacity	• LEASA	- Enhanced LEA problem identification and planning ability - Increased ability of leadership to support effective implementation	• High fidelity implementation	**1. To what extent are LEAs better able to engage in systematic problem identification and intervention planning using their own data?**
2. Increase student performance in reading and math	• Professional Development o Problem-solving o Math/Reading Foundations o Instructional Practices	- Increased Math/Reading Content Knowledge - Increased use of research-based instructional practices	• Increased academic achievement (Proficiency, credits earned, GPA)	**2. To what extent do students exhibit an increase in academic achievement as a result of the shorter term outcomes being realized (e.g. better teacher content knowledge, accurate problem identification)?**
3. Decrease student behavioral issues	• PBIS o Increase overall NC saturation/fidelity • SEFEL o Continued provision of professional development and technical assistance to early childhood communities	- Increase in % of schools meeting PBIS implementation criteria - Increase in school-level PBIS fidelity ratings (SET, TFI) - Increase in % of schools meeting Teaching Pyramid Observation Tool (TPOT)/Teaching Strategies implementation criteria	• Improved behavioral outcomes (decreased suspensions; increased attendance)	**3. To what extent has the incidence of student suspensions decreased and attendance increased (across time)?**
4. Improve continuum of transitions	• Develop Transition Toolkit o Checklists/tools o Video/in-person training o WCU middle school transition resources • Transition network o Representatives from across NC	- More informed students/parents about next-level academic expectations - Community of practice sharing transition resources and strategy	• Improvements in Indicator 12, Indicator 13, and Indicator 14 • Increase in student/family engagement – Indicator 8	**3. To what extent have LEA Indicator 12, 13, 14 levels increased?** **4. To what extent have levels of student/parent engagement, measured by Indicator 8, increased (across time)?**

Stakeholder Involvement in Evaluation

The ECD ensured ongoing stakeholder participation in evaluation planning by maintaining stakeholder membership on the SSIP from multiple existing groups, creating an SSIP team that included on-going monthly stakeholder participation in SSIP planning, and providing regular updates to DAC and the Special Education Stakeholder Collaborative (membership in Appendix E). Stakeholders involved in the SSIP process have remained relatively stable, despite some turnover among the parent representatives. The ECD also added evaluation partners at UNC-Charlotte, who have a history of evaluation work with the ECD. The school counseling consultant from the Curriculum and Instruction Division of NCDPI was added to the transition workgroup. In addition, the ECD entered into partnership with ECAC to conduct parent and student focus groups with two of the Cohort 1 LEAs. This work is expected to yield information for the development of guidance documents for LEAs who wish to conduct similar groups to advance services to students and families as part of their own improvement work. These focus groups will also yield important insights to improve the content and collection methods for Indicators 8 (parent involvement) and 14 (post-school outcomes). Each of these strategic additions was intended to improve the overall strength of the project.

Stakeholder involvement was a crucial feature of the decision-making concerning the State Identified Measureable Result (SIMR) and root causes in Phase I. Because of the direct connections between the root causes and improvement strategies to the data points measured, stakeholders have also shaped the development of a process to measure growth. Stakeholder members of the SSIP team continue to be involved in every step of process. The evaluation plan was discussed in SSIP Team meetings, resulting in the addition of Indicators 8 (parent involvement) and 14 (post-school outcomes) as potential data points to track changes in engagement and support across the continuum of interventions. Periodic presentations and updates to/feedback from DAC, Special Education Stakeholder Collaborative, SIT, and Leadership & Policy teams ensure that input is gathered from a broader audience, both within the agency and outside of it. The ECD will continue to involve stakeholders in these ways to ensure the project benefits from the multiple perspectives the stakeholders offer. This is also the best way for ensuring continued and improved alignment over time.

Much of the evaluation data is already collected and published since the ECD is primarily using existing data sources to design the evaluation plan. The value added by the SSIP evaluation will be the opportunity to study the relationships between these data points in more detail. This information will help both implementers and stakeholders gain insight into ways of continuing improvement for students with disabilities. These conclusions throughout the implementation process will allow monitoring and adjusting implementation to yield the desired outcomes. The ECD will publically post the results of the evaluation report and continue to share the information and collect feedback at various stakeholder meetings. Further, by maintaining stakeholder membership on the SSIP team, the ECD will ensure stakeholders continue to be part of the decision-making process.

Methods for Data Collection and Analysis

Table 3 outlines the evaluation questions in alignment with the key short-term and intermediate outcomes of the SSIP. These outputs are the result of activities to be implemented within LEAs. Also presented in Table 3 are the instruments to be used to measure the extent to which the outcomes are achieved. Likewise, the intermediate outcomes, instruments, and data collection types are also presented, giving a comprehensive picture of all measure activities aligned with shorter and longer term outcomes. The data necessary to answer research questions related to intermediate outcomes will be collected via tools that already exist or through secondary data maintained by NCDPI.

Several measurement instruments are already in place, including the LEASA, NC Teacher Working Conditions Survey, the PBIS School-wide Evaluation Tool (SET), the Teaching Pyramid Observation Tool (TPOT) and the NSTTAC Checklist Indicator 13 tool. Other measurement instruments have been used in some form, but are currently under revision as previous efforts are informing improvement strategies (i.e., pre and post math/reading content knowledge measures and developmental reviews). Each of these measurement instruments under review and revision is for the purpose of measuring short-term outcomes, ultimately providing an indication of implementation.

Baseline measures of fidelity are designed to provide feedback to LEAs about the level of implementation fidelity users are achieving, and where improvement is needed. The overall intent is to improve and/or maintain positive student outcomes as the project continues. Because the majority of measures associated with the summative outcomes are available from secondary, existing data sources, establishing baselines involves obtaining data elements from earlier time points.

Table 3: Summative evaluation questions in relation to outcomes, data collection activities, and instruments.

Intermediate Outcome	Evaluation Question	Short-term Outcomes	Short-term Instrument	Short-term Data Collection	Intermediate Outcome	Intermediate Instrument	Intermediate Data Collection
Increase LEA problem-solving and implementation capacity	A. Are LEAs better able to engage in systematic problem identification and intervention planning using their own data?	Enhanced LEA problem identification and planning ability	LEASA (practice profile)	Practice profile data beginning July 2016	High fidelity implementation	LEASA Review	Already in Use
			LEASA staff rubric	Rubric data Aug 2016			
		Increased ability of leadership to support effective implementation	NC TWC Survey School Leadership and Instructional Practices & Support Constructs	Already in Use			
	B. Does ECD professional development meet LEA needs?	PD for LEAs that meet objectives and LEA needs	Common ECD professional development Evaluation	Evaluation data – begin fall 2016		PD Evaluation Summary Data	

Intermediate Outcome	Evaluation Question	Short-term Outcomes	Short-term Instrument	Short-term Data Collection	Intermediate Outcome	Intermediate Instrument	Intermediate Data Collection
Increase student performance in reading and math	C. Do students exhibit an increase in academic achievement as a result of the shorter-term outcomes being realized (e.g. better teacher content knowledge, accurate problem identification)?	Increased Math/ Reading content knowledge	Pre-post PD training math/reading content knowledge assessment	From NC SIP training; revised for 16-17	Increased academic achievement	Accountability Data	Already in Use
		Increased use of research based instructional practices	NCSIP Developmental Review	Percentage of red items (non-negotiables)			
Decrease student behavioral issues, including office referrals, suspensions and attendance	D. Has the incidence of student office referrals/suspensions decreased and attendance increased (across time)?	Increase in % of schools meeting PBIS implementation criteria	PBIS Implementation Criteria	SET/IIO or TFI/ discipline data	Improved behavioral outcomes (decreased suspensions; increased attendance)	School Suspension, Attendance Data	Already in Use
		Increase in % of preK programs meeting SEFEL implementation criteria	TPOT Fidelity tool	TPOT data	Teaching Strategies Gold report	Teaching Strategies Data	
Improve continuum of transitions	E. Have measures of transition improved (across time)?	More informed students/ parents about next-level academic expectations.	Indicator 12 – Early Childhood Transition	Already in Use	Increase in Indicator 12	Indicator 12	Already in use
			NSTTAC Checklist Indicator 13	Already in Use	Increase in Indicator 13 levels	NSTTAC Checklist Indicator 13 data	Already in Use
			Indicator 14 – Post School Outcomes	Already in Use	Increase in students engaged in school or work	Indicator 14 (may be revised)	Already in use
	F. Have measures of family engagement improved (across time)?	Changes to Indicator 8 collection based on ECAC focus group project	Revised Indicator 8 questions (and process?)	Continue to use current until revisions developed and deployed	Increase in Indicator 8 data (and response rate?)	Indicator 8 Data	Already in Use, To Be Revised

Cohort Selection

As the SSIP work shifted from Phase I to Phase II, work began with the first cohort of LEAs. Unlike many previous cohorts, these LEAs were selected based on an identified strength in academics, behavior, or transition continuum so the ECD could study the successful practices of these LEAs. A total

of twenty-eight NC LEAs were considered for inclusion in the first NCDPI SSIP cohort. Ultimately, eight LEAs including Asheboro, Catawba, Cleveland, Cumberland, Haywood, Lenoir, Pitt, and Wake were selected as members of the initial cohort. Two LEAs were selected by the director based on his knowledge of work in these LEAs. Six LEAs were selected through the application of a rubric containing a number of criteria including:

- the level of successful participation in previous ECD or DPI initiatives,
- whether or not the LEA has conducted an initiative inventory,
- the degree to which district leadership engages in data-based decision-making,
- the degree of experience in implementing the identified intervention,
- level of experience scaling up an intervention with fidelity, and
- whether the district was recommended by consultants.

In addition, the following data elements were collected for each LEA:

- MTSS Readiness Instrument Score,
- Gap between students with disabilities and Comprehensive five-year Graduation Rate,
- LEA Size (Small, Medium or Large), disaggregated by Exceptional Child classification, and
- Recommended strengths in Academics, Behavior or Transition.

LEAs were identified based on strong rubric scores and to provide a level of representativeness based on LEA size, recommended strength areas, and gaps between students with disabilities and overall graduation rates. The primary purpose of the first cohort was to provide an opportunity for the ECD to learn from them what had contributed to their success. From this research, the ECD will work to identify common practices and/or systems that are occurring across these areas of success. This work will be a resource to other LEAs as they develop and begin implementation of their own improvement plans.

As the SSIP work shifts into Phase III, LEAs identified as needing the most intensive levels of support in the ECD's tiered support model will participate in future cohorts. These LEAs will benefit from the successful trends and themes identified in Cohort 1. Because the ECD is documenting not just successful practices, but also important systems and infrastructure that contribute to success, LEAs can model their improvement work to address gaps in systems and infrastructure so successful practices can be implemented at high levels of fidelity.

Analysis Approach

Descriptive Analyses

Descriptive analyses, using both tabular and graphical displays, will be conducted on all quantitative measures to appropriately describe the distribution(s) of data that, in turn, will inform the

selection and application of appropriate statistical (inferential) analyses. The following list includes the measures and planned descriptive analyses associated with the output measures:

- LEASA:
    - Notes associated with the Policy Compliance & Monitoring and Fiscal Management core elements will be reviewed and content analyzed to identify themes or vital pieces of information that may indicate problematic areas for LEAs in Cohort 1.
    - The numeric ratings provided for Core Elements 3 through 6 as part of the practice profile will be analyzed across LEAs in Cohort 1 to explore similarities and differences, and document the distribution (i.e. variance) in core elements. Documentation and comments will also be reviewed to identify vital information that may indicate problematic areas for LEAs. Use of summary practice profile scores as a disaggregating variable in analysis of summative outcomes will be explored.
    - The improvement plan submitted from each LEA will be analyzed using the LEASA Staff Rubric found in Appendix C. Application of the rubric will facilitate numerical summaries of the information obtained from each LEA.
- Math/Reading pre-post content knowledge scores: Frequency distributions and univariate summary statistics (mean, median, standard deviation, range)
- Teacher ratings of school leadership and instructional practices and support constructs from the NC Teacher Working Conditions survey: Frequency distributions and basic item analyses (percentage endorsing each segment of a scale, item-total correlations, etc.)
- PBIS (SET, TFI, Discipline Data): frequency distributions of scores, by school and for each SET subscale
- SEFEL (TPOT scores, Teaching Strategies Gold classroom reports showing student growth): frequency distributions of scores
- Universal Fidelity Implementation Tool: univariate statistics (mean, median standard deviation, range) as well as correlations among various sub-components (assuming we expect a relationship). Monitoring of distributions (nested frequency distributions) across time to examine stability of observations over the life of project.

The following list includes the measures and planned descriptive analyses associated with the summative measures:

- Reading/Math proficiency rates: rates disaggregated by subgroups (namely students with disabilities and non-students with disabilities)
- Credits earned/GPA: frequency distribution and univariate statistical summaries (mean, median standard deviation, range) will be examined to determine within and between LEA variability . .
- Office referral/suspensions: Frequency distributions and univariate summary statistics (mean, median, standard deviation, range), disaggregated for students with disabilities
- Attendance: frequency distributions and univariate summary statistics (mean, median, standard deviation, range) of the number of days missed and rates of attendance (days present/days enrolled) will be examined to determine within and between LEA variability.
- Indicator 13 Checklist rates of compliance (Frequency distributions, mean and standard deviation)
- Indicator 12: tracking changes in percentage of children referred from Part C, found eligible for

Part B, and have IEP developed and implemented by their third birth

- Indicator 14: monitoring the percentage of youth with IEPs (no longer in school) (A) enrolled in higher education, (B) competitively employed, or (C) enrolled in some other postsecondary education or training program, or other employment, within one year of leaving school

Statistical Analyses

Statistical analyses will be used to determine the impact of the initiative on the summative outcomes related to student academic performance such as proficiency, credits earned and GPA, as well as behavioral outcomes including the number of office referrals, suspension rates, and attendance rates.

Primarily, we propose to use a longitudinal design, with a particular focus on the students with disabilities subgroup and the eventual cohort graduation rate outcome. With a longitudinal perspective, even basic descriptive and tabular displays can yield information about whether metrics are beginning to exhibit trajectory changes in the anticipated direction (e.g. attendance rate increases, behavioral infraction decreases). This also obviates the need for the creation or identification of a synthetic, quasi-experimental control group as schools and LEAs will serve as their own controls across time. Focusing analyses on the students with disabilities subgroup will address the possibility of masked program impacts when analyzing data across all subgroups.

Longitudinal, repeated measures analysis will be conducted on the primary outcomes of interest including attendance and suspension rates, credit attainment, rates of proficiency and Indicator metric values. By analyzing LEASA ratings across time, we will be able to determine whether LEAs are improving their ability to engage in systematic problem identification (summative evaluation question 1). Likewise, analyzing academic achievement data for the students with disabilities subgroup across time will determine whether short-term outcomes such as increased teacher content knowledge, increased fidelity to the PBIS model or transition support efforts are translating into improved student outcomes at the school or LEA level. We hope to analyze information through a multilevel framework, with time points (years) nested within schools and schools nested within LEAs. This affords us the ability to model the variance that exists between schools (within LEAs) and between LEAs. In addition, through the use of predictors (e.g. implementation fidelity metrics) at those respective levels, we hope to 'explain' some amount of the existing variance, lending insight into why certain schools or LEAs may be more or less successful.

We anticipate using revised pre- and post-test versions of reading and mathematical content knowledge instruments to assess the impact of professional development on teacher content knowledge. To the extent that teachers are continuously offered professional development, we can analyze pre-post change scores from a longitudinal perspective as well.

Ideally, the evaluation would include longitudinal data for several years prior to SSIP to provide greater statistical power and precision of any impact estimates. Unfortunately, changes in measurement scheme (re-scaling of state standardized assessments) and conversion to new information systems may restrict the comparability of data across time.

Best evaluation practice encourages frequent data collection. In the case of real world educational environments, it is critical to consider the impact of data collection activities on the daily business of schools. The ECD will work with evaluators and LEAs to find an appropriate balance

between the desire for collecting large amounts of data while simultaneously not intruding on the educational environment where instruction takes place.

Data Collection Schedule

Ongoing Assessments

The majority of data to be collected as part of this project will occur on an ongoing basis. Secondary data related to summative evaluation outcomes, including summary standardized assessment scores, course credit attainment and GPA, and office referral, attendance and suspension will be obtained from the existing NCDPI data warehouse environment. Indicator 12, 13, and 14 data is also collected on annual basis by NCDPI.

Formative and fidelity measures related to intervention implementation will be collected periodically throughout each year, as project resources allow. Measures related to PBIS/SEFEL fidelity and use of research-based instructional practices, collected via observation activities, will be made at multiple schools within a purposively sampled number of LEAs on an annual basis.

The initial LEASA will occur during the 2015-2016 school year. LEAs will conduct data analysis, identify potential problem areas, determine priorities, and develop an improvement plan for the next three years. During subsequent years, LEAs will submit annual updates to the LEASA tool and progress on and adjustments to their improvement plans.

Pre-Post Data Collections

The mathematics/reading content knowledge will be assessed using a pre-post data collection to determine whether teacher professional development made the intended impact. Depending on the training schedule of individual LEAs, the pre-post data collection schedule will occur on a continuous basis.

Use of Evaluation Data to Assess Implementation and Outcomes

The approach to the summative evaluation of the Indicator 17 SSIP initiative is founded upon having measures of implementation fidelity collected across the life of the project. Examining short, moderate, or long-term outcomes is irrelevant if there is no understanding of how well LEAs engaged in the implementation process. Thus, evaluation of Indicator 17 begins by collecting implementation fidelity data pertaining to the following features.

- Attendance/utility of professional development offerings
- Evidence of professional development impact
    - Problem-solving via LEASA
    - Reading/math content knowledge via pre-post assessment
    - Effective leadership via teacher survey
- Saturation of PBIS Model
    - Fidelity of PBIS model via schools meeting implementation criteria (see Appendix H) and School-wide Evaluation Tool (SET)
- Saturation of SEFEL model

  - Fidelity of SEFEL model via the Teaching Pyramid Observation Tool (TPOT) / Teaching Strategies Gold curriculum assessment report (all children)
- Use of Transition Toolkit/Participation in Transition Network

Data collected on these various features of the SSIP will provide an indication of how strongly the model of influence can potentially act in a given LEA. In turn, we will be able to examine the relationship between the level of implementation and the short, medium and long-term outcomes outlined in Figure 3. This will allow us to answer the question: To what extent does implementing the SSIP at a higher level result in better outcomes compared to when implementation is at a lower level?

To examine the impact of the SSIP on the short, medium, and long-term outcomes of interest, we propose to collect and analyze school-level measures across multiple years both before and after implementation begins. This longitudinal design allows us to use each school or LEA as its own comparison group. Thus, we want to see a change in trend across time that aligns with improvement on the outcomes of interest. For instance, post-implementation we would expect to see increases in school-level proficiency rates and credit earned, while decreases in the number of suspensions, office referrals, or days absent from school. Ultimately, we expect improvement in short and long-term outcomes to be associated with improvements in the primary long-term outcome: an increase in the five-year cohort graduation for students with disabilities.

Evaluation Questions

The following paragraphs briefly outline our process for evaluating the primary outcomes of interest associated with evaluation questions posed in Table 3.

To what extent are LEAs better able to engage in systematic problem identification and intervention planning using their own data?

To answer this question, we will rely on an examination of the LEASA designed to document the problem identification and planning process for each LEA/school.

To what extent do students exhibit an increase in academic achievement as a result of the shorter term outcomes being realized (e.g. better teacher content knowledge, accurate problem identification)?

To answer this question, we will obtain longitudinal measures of standardized assessment proficiency, the average number of high school credits earned, and overall GPA. To determine the extent implementation fidelity is related to these outcomes, we will use our measures of teacher content knowledge and assessment of problem identification ability as predictors. To the extent that the outcomes vary significantly with values of the predictors, we can establish a non-causal relationship with the dependent variable outcomes (aggregate student achievement). Further, we hope to see that as time passes and implementation improves, trends in achievement take on the expected trajectory (e.g., increased credit attainment and proficiency).

To what extent has the incidence of student office referrals/suspensions decreased and attendance increased (across time)?

To answer this question, we will obtain longitudinal measures of office referrals, suspensions and attendance. To determine the extent implementation fidelity is related to these outcomes, we will use our measures of PBIS and SEFEL implementation as predictors. To the extent that the outcomes vary significantly with values of the predictors, we can establish a non-causal relationship with the dependent variable outcomes (aggregate student behavior).

To what extent have LEA Indicator 12, 13 and 14 levels changed (across time)?

To answer this question, we will obtain longitudinal Indicator 12 (C to B transition), 13 (secondary transition), and 14 (post-secondary outcomes) measures using the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist Form A in Appendix I, as well as existing data sources related to Indicators 12 (C to B transition) and 14 (post-secondary outcomes). LEAs are already required to report on these Indicators, so these data will be readily available and require no further data collection.

To determine the extent implementation fidelity is related to these outcomes, we will collect data on Western Carolina University Transition Toolkit website use as evidence of Transition Toolkit utilization and participation in the Transition network. We can establish a non-causal relationship with the dependent variables if, across time, we see an increase in access to the Transition Toolkit resources is associated with an increase in Indicator outcome measures and student/parent engagement (see below).

To what extent have levels of family engagement increased (across time)?

This question will be answered through analysis of Indicator 8 data. Focused work with ECAC is underway along with national TA center assistance to inform revisions of the questions and process for data collection that are expected to lead to better outcomes and higher participation levels.

Data Reviews

Large-scale review of the data by the team and other stakeholder groups will be conducted annually, and this information will be used to inform changes in the provision of support to LEAs as indicated by the data. Less formal, ongoing review of information in regional team meetings is expected to continue to occur across the year, as it has this year. This formative process has shaped the development of agendas and support provided to LEAs based on their requests and responses on surveys throughout the year, allowing for more customization of support. The ECD anticipates continuing a similar process as tiered supports are developed and implemented next year based on the outcomes of the LEASAs.

Evaluation of Professional Development

Historically, each section of the ECD has been responsible for completing their own evaluations of professional development. As the work becomes more aligned and interconnected, and to facilitate evaluation as part of the overall SSIP evaluation plan, the ECD has decided to move to a common PD evaluation form beginning with the 2016-2017 school year. This common format will enable the ECD to make adjustments more effectively.

Beyond this, the LEASA data will be used by the ECD to develop and implement a tiered support structure. LEA progress on improvement plan goals will provide data that will assist the ECD in determining if LEAs are receiving the appropriate amount of support or need to be shifted to a more or less intensive level of technical assistance.

Evaluation Impact

As the project moves forward, the ECD will consider the evaluation data and the outcomes of other SEA work to problem solve for continuous improvement strategies. This could take the form of participation in other state projects, revision of improvement strategy processes, or methods of providing LEA support. Decisions on strategies undertaken will not be made until evaluation data is available for making informed decisions. The goal of the ECD is to develop the knowledge, skills, and abilities of the staff and the infrastructure of the organization to allow for responsiveness to LEA needs as they become apparent.

V. SEA Technical Assistance and Support

As the ECD has shifted into Phase II, we have engaged with several technical assistance providers and partners, including:

- ECAC, to improve collection of parent and student information;
- NTACT, as a resource for development of the continuum of transition supports;
- IDC for review of and feedback on evaluation logic and SSIP plan;
- NCSI CSLCs for Graduation and Results Based Accountability; and
- UNC Charlotte for evaluation planning and support.

These partnerships are expected to continue into Phase III and beyond, and to provide the support needed by the ECD and SEA to effectively serve LEAs. As the evaluation of the project develops and other needs are identified, additional partnerships may be sought.

VI. Summary

Completion of the Phase II SSIP work has continued based on the data and infrastructure analysis of Phase I. Changes have been initiated to the ECD infrastructure to provide more effective support for LEAs given the expectation that each LEA conduct analysis, problem-solving, and improvement planning. Work is underway to improve accessibility to data needed for decision-making by staff at the state and local levels.

To support the work of the LEAs and the SEA, the introduction of the LEASA provides a structured process for LEAs and collects information about their problem-solving rationale. This provides important information not just about what the LEAs are doing, but why and how they selected a particular area of focus and improvement strategies. This level of detail will assist the ECD in developing a tiered system of support aligned to tiered monitoring within the ECD and other work across NCDPI.

Improvements to the supports for LEAs in future years will be based on the evaluation of the SSIP. The evaluation plan is designed to collect data from multiple areas to support assessment of multiple factors and allow for adjustments to supports based on short-term and intermediate outcomes. In this way, the ECD will be able to best support LEAs, leading to improvement of the five-year cohort graduation rate for students with disabilities.

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Appendices

Appendix A: State Board of Education Strategic Plan

Goals	Objectives
1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship	1. Increase the cohort graduation rate
	2. Graduate students prepared for post-secondary education
	3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
	4. Reduce the percentage of students needing remediation in postsecondary education
	5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)
2. Every student has a personalized education	1. Increase the number of students who graduate from high school with post-secondary credit
	2. Increase the number of teachers and students using digital learning tools
	3. Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready
	4. Increase the number of charter schools meeting academic, operational, and financial goals
	5. Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth
3. Every student, every day has excellent educators	1. Develop and support highly effective teachers
	2. Develop and support highly effective principals
	3. Increase the number of teachers graduating from quality traditional and alternative educator preparation programs
	4. Increase the number of principals graduating from quality traditional and alternative educator preparation programs
	5. Increase the percentage of effective or highly effective teachers in schools with a performance composite below 60% and not meeting or exceeding academic growth
4. Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators	1. Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives
	2. Use Home Base as an essential resource for instructional delivery and communications with parents and students
	3. Use State and federal funding according to State and federal laws and State Board of Education policies
5. Every student is healthy, safe, and responsible	1. Create and maintain a safe and respectful school environment
	2. Promote healthy, active lifestyles for students
	3. Decrease the number of students who are chronically absent, dropout, or suspended out of school
	4. Decrease violence and crime in schools

Updated 11/04/2014

Appendix B: ECD Strategic Vision

Mission

Ensure that students with disabilities develop intellectually, physically, emotionally socially, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment.

Goals

Goal A: Improve student outcomes through provision of customized support for LEAs.
Evidence of Success: Increase in graduation rate, growth in student performance and post-secondary outcomes, Decrease in suspensions, expulsions, disproportionalities, and dropout rates
Obj. A-1: Ensure every LEA has tools and processes to measure fidelity of interventions
Obj. A-2: Ensure every LEA utilizes a process of analysis of their data profile to inform decision-making
Obj. A-3: Ensure every LEA has tools and processes to measure fidelity of services
Obj. A-4: Collect, analyze, and utilize valid and reliable data to make informed decisions

Goal B: Improve student outcomes by building LEA capacity to sustain best practices.
Evidence of success: Increase graduation rate, growth in student performance, post-secondary outcomes, Decrease suspensions, expulsions, disproportionalities, drop-out rate
Obj. B-1: Ensure LEA leaders understand their role in the successful implementation of evidence-based practices
Obj. B-2: Ensure effective coaching is happening at all levels – state, region, LEAs, schools, classrooms

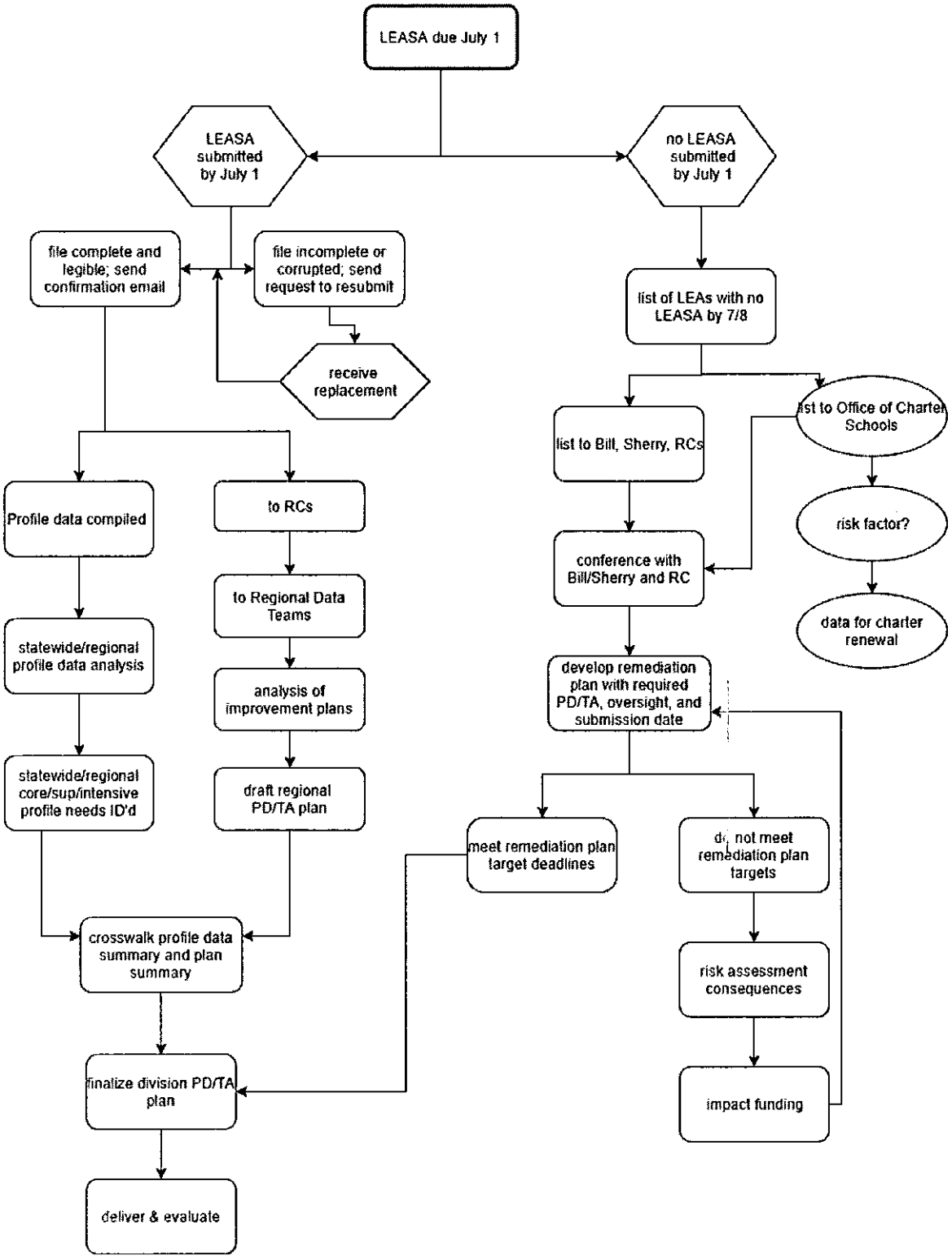
Goal C: Increase effectiveness of collaboration through problem-solving and decision-making with LEAs, including charter schools, advocacy groups, parent groups, IHEs and other agencies.
Evidence of Success: Increased participation on councils, Increased joint participation in professional development, increased active participation in regional and state meetings, Increased shared priorities among all stakeholders
Obj. C-1: Increase effectiveness of communication with LEAs, including charter schools, advocacy groups, parent groups, IHEs, and other agencies
Obj. C-2: Increase joint participation in and design and implementation of professional development
Obj. C-3: Ensure development of common vision/mission statements with combined stakeholder groups

Goal D: Improve student outcomes through implementation of an effective general supervision system.
Evidence of Success: Increased graduation rate, growth in student performance, and post-secondary outcomes, decreased suspensions, expulsions, disproportionalities, and dropout rate, Pre-school transitions, pre-school outcomes, timely evaluations, and parent involvement
Obj. D-1: Develop and implement the State Performance Plan / Annual Performance Report
Obj. D-2: Develop and implement effective policies, practices and procedures
Obj. D-3: Maintain an effective Dispute Resolution System
Obj. D-4: Implement monitoring activities to ensure compliance with State and Federal Statutes and Regulations

Appendix C: LEASA Staff Rubric

LEA:			
LEASA Task	**2=**	**1=**	**0=**
LEA identified strengths (Analysis 1A, 2A, 3A, 4A)	Strengths noted in 3-4 of 4 areas	Strengths noted in 1-2 of 4 areas	Strengths noted in 0 areas
LEA identified needs (Analysis 1B, 2B, 3B, 4B)	Needs noted in 3-4 of 4 areas	Needs noted in 1-2 of 4 areas	Needs noted in 0 areas
LEA identified priorities based on the documented problem-solving (Analysis 5)	No more than 2 priority areas identified, and these are directly connected to data analysis, strengths, and needs	More than 2 priority areas are identified - and- connection between data analysis and priority identification is unclear	More than 2 priority areas are identified - or- connection between data analysis and priority identification is unclear
The improvement plan contains effective implementation supports, including: (1) a precise problem statement, (2) goal/solution actions (including who is responsible and timeline) (3) selection criteria (for schools, staff, students), (4) training or adult skills needed, (5) coaching/follow-up support for staff, (6) measure/method of checking fidelity, (7) data points to evaluate effectiveness of intervention, (8) communication feedback loops, (9) sustainability plan, and (10) plan for documenting outcomes	Plan includes at least 7 of 10 implementation supports	Plan includes 4-6 of 10 implementation supports	Plan includes less than 4 of 10 implementation supports
Improvement plan addresses an item or items rated 0 in the practice profile	Plan addresses at least one item rated 0	No items were rated 0	Plan does not address any of the items rated 0

Appendix D: LEASA Workflow



Appendix E: Team Membership

SSIP Team

Name	Role/Organization
Kevin Allen	Regional EC Consultant for Charter Schools, ECD
Nance Bellizzi	Regional EC Consultant, ECD
Kelley Blas	Part B Data Manager, ECD
Regi Bolen	Regional EC Consultant, ECD
Wendy Boyd	Parent
Karen Broome	Regional EC Consultant, ECD
Donna Brown	Director, Title I , NCDPI
Beverly Colwell	Intellectual Disabilities and Secondary Education Consultant, ECD
Paula Crawford	Program Improvement and Professional Development Section Chief, ECD
Freda Dias	Parent
Matt Doyle	Strategic Behavioral Health (Psychiatric Residential Treatment Facility)
Catherine Fowler	National Technical Assistance Center on Transition
Kathy Ham	Nova Behavioral Health Care, PRTF
Gary Harmon	Part C Data Manager, NCDHHS
Lauren Holahan	Occupational Therapy and Medicaid Consultant, ECD
Matt Hoskins	Math and Leadership Consultant, ECD
Carol Ann Hudgens	Policy, Monitoring, and Audit Section Chief, ECD
Bill Hussey	Director, ECD
Vivian James	Preschool Consultant, Office of Early Learning and ECD
Nicole Jimerson	Parent and Chair of the Council on Educational Services for Exceptional Children
Nancy Johnson	SPP/APR Coordinator, ECD
Mary LaCorte	Exceptional Children's Assistance Center
Muhammad Mannan	Statistician, ECD
Marie Massengill	Monitoring Consultant, ECD
Dreama McCoy	Supporting Teaching and Related Services Section Chief, ECD
Robert McOuat	Regional EC Consultant for Charter Schools, ECD
Melissa Michaud	Tharrington Smith, LLP
Heather Ouzts	Parent Liaison, ECD
Tiffany Perkins	Director, Curriculum and Instruction Division, NCDPI
Heather Reynolds	State Implementation Specialist and Data Analyst, ECD
Tracy Riddle	Special Programs and Data Section Chief, ECD
Marcia Rock	University of North Carolina - Greensboro
Diane Ryndak	University of North Carolina - Greensboro
Barbara Scriven	Regional Exceptional Children Consultant, ECD
Joe Simmons	Behavior Support Services Section Chief, ECD
Jill Singer	Part C Early Intervention Branch Head, NCDHHS

Alicia Tate	Exceptional Children Director, Guilford County Schools
David Test	National Technical Assistance Center on Transition
Sherry Thomas	Assistant Director, ECD
Sherri Vernelson	Sensory Support and Assistive Technology Section Chief, ECD
Debora Williams	Special Assistant for Graduation and Dropout Prevention Initiatives, NCDPI

Special Education Stakeholder Collaborative

Name	Role/Organization
Leica Anzaldo	Autism Society of NC
Melissa Arkin	PRTF-Strategic Behavior Center
Barbria Bacon	Governor Morehead School for the Blind
Carter Bearden	Eastern NC School for the Deaf
Brenda Berlin	Duke Law Clinic
Doris Brown	Greene County
Connie Brown	Henderson County Schools
Louise Buchholz Southern	Autism Society of NC
Tanya Byrd-Robinson	Eastern NC School for the Deaf
Susan Campbell	Children's Law Center
Sara Carver Williams	East Carolina University
Jane Cole	Cleveland Co Schools
Sarah Cummings	PRTF - Alexander Youth Network
Sam Dempsey	CASE
Corye Dunn	Disability Rights NC
Sheryl Ewing	Family Support Network of Southeastern NC
Virginia Fogg	Disability Rights NC
Jill Singer	Part C Coordinator, NC DHHS
Laurie Gallagher	Council for Children's Rights
Audrey Gavin	NC School for the Deaf at Morganton
Kathy Ham	PRTF - NOVA
Gary Harmon	Part C Data Manager, NC DHHS
Connie Hawkins	Exceptional Children Assistance Center
Krista Hawks	Hill Center
Sara Horne	Hill Center
Christy Hutchinson	Lincoln Charter School
Nicole Jimerson	Council on Educational Services for EC
Teresa Johnson	PRTF-Strategic Behavior Center
Mary LaCorte	Exceptional Children Assistance Center
Pat Lillie	NC Learning Disabilities Association
Diane Majewski	East Carolina University - College START
Kimberly Manning	NOVA (Private Residential Treatment Facility)

Mike Marcela	CASE
Rose Marie Matuszny	CEC
Melinda Mayhew	Parent
Robin Maynard	Easter Seals of NC
Teresa Mebane	Family Support Network of Southeastern NC
Melissa Michaud	Tharrington & Smith
Denise Morton	Hill Center
Peggy Nicholson	Legal Aid of NC
Rebecca Parnell	CIS Academy
Azell Reeves	Council on Developmental Disabilities
Jack Register	NAMI
Reuben Reyes	CASE
Marci Rock	UNC Greensboro
Christine Scheef	NC School Boards Association
Leonard Shinhoster	Alexander Youth Network (Psychiatric Residential Treatment Facility)
Vicki Simmons	Council on Educational Services for EC
Shayna Simpson-Hall	Council on Developmental Disabilities
Gerri Smith	ARC of NC
Colleen Stanley	EC teacher
Joshua Strasburg	DHHS - Systems Change Mgr / Council on Dev Disabilities
Alicia Tate	Guilford County
Kim Tizzard	Autism Society of NC
Debby Torres	First in Families of NC
Carolyn Waller	Tharrington & Smith
Jane Wettach	Duke Law Clinic
Diane White	Henderson County Schools
Deborah Whitfield	Council for Children's Rights
Linda Stedje-Larson	IDA

Council on Educational Services for Exceptional Children

Name	Role/Organization
Senator Chad Barefoot	NC Senate
Dr. Dale Carpenter	IHE, Western Carolina University
Cynthia Daniels-Hall	Parent
Jennifer DeGen	Special Education Teacher
Leanna George	Parent
Jennifer Grady	Blue Cross Blue Shield of NC (Vocational/Community/Business Representative)
Heather A. Grant	Individual with a Disability
Laura Hall	Parent

Katie Holler	Parent
Susan Humbert	Charter School Representative
Bill Hussey	Director, ECD
Nicole Jimerson	Parent
Mary LaCorte	ECAC (PTI)
Carla McNeill	Division of Social Services, NCDHHS
Teresa Mebane	Parent
Tim Montgomery	Private School Representative
O. Martin Pharr	Deputy of Public Safety – Juvenile Justice
Lisa Phillips	McKinney-Vento Homeless Assistance Act Representative, UNC-Greensboro
Honorable Dennis Riddell	NC House of Representatives
Elena Roberts	Parent
Vicki Simmons	Special Education Teacher
Greg Singleton	LEA Representative, Beaufort County Schools
Gina Smith	Assistant Superintendent for Exceptional Children, Charlotte-Mecklenburg Schools
Rickey Smith	Support Services, NC Department of Public Safety – Adult Correction
Jennine Vlasaty	Parent
Jason Vogler	Division of Mental Health/DD/SAS, NCDHHS

Appendix F: Graduation and Dropout Literature and Websites Reviewed

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National Dropout Prevention Center/Network http://www.dropoutprevention.org

Everyone Graduates Center – John Hopkins University http://www.every1graduates.org/

PACER Center Dropout Prevention Project http://www.pacer.org/dropout/

Check & Connect, University of Minnesota, Institute on Community Integration
http://checkandconnect.umn.edu/default.html

Colorado Department of Education, Office of Dropout Prevention and Student Engagement
http://www.cde.state.co.us/DropoutPrevention/

Florida, Project 10: Transition Education Network http://www.project10.info/

Georgia, Graduate First http://www.gaspdg.org/graduate-first

Minnesota Department of Education, Minnesota Early Indication and Response System,
http://www.education.state.mn.us/MDE/StuSuc/DropPrev/MEIRS/index.htm

Nebraska, University of Nebraska-Lincoln Student Engagement Project http://k12engagement.unl.edu/

Utah, Dropout Prevention Alliance for Utah Students with Disabilities http://relwest.wested.org/alliances/3

Wisconsin, Dropout Early Warning System http://wise.dpi.wi.gov/wise_dashdews

Appendix G: NC Root Causes

Area	Cause	Sub-Causes
Academics	1. Lack of effective leadership (district-level, program-level, school-level)	a) Lack of initiative alignment to standards and expected outcomes
		b) Poor communication across LEA
		c) High staff turnover
		d) Lack of staff collaboration
	2. Lack of effective instruction, PK-12	a1) Retention
		a2) Low course credit/GPA
		b) Poor/failing grades
		c) Failure/lack of credits in 9th grade
		d) Low reading & math scores on EG-6th-8th grs.
		e) Lack of differentiated/specially designed instruction
		f) Lack of appropriate teacher preparation and professional development
		g) Irrelevant curriculum
		h) Lack of academic support from school staff
		i) Lack of continuum of supports
		j) Class size too large
		k) Language barriers (acquisition/fluency)
Behavior	1. Removal from the classroom or instruction/office referrals	a) Suspension (frequency/length)
		b) Pattern of punitive response rather than behavioral instruction
		c) High level of social, emotional and behavioral issues
		d) Expulsion-long term
		e) Removal of students (with behavioral issues) from general ed setting
	2. Lack of culturally responsive instruction/climate (Lack of awareness/capacity by school staff to address students' outside factors)	a) Transient/Homeless
		b) Low education expectations from family
		c) Gangs
		d) Bullying
		e) Criminal offenses/involvement
		f) Leaving school for employment
Engagement /Transition	1. Insufficient support, including wrap around services	a) Students not engaged/involved in developing IEPs
	2. Excessive absences	a) Substance abuse
		b) Physical illness
	3. Lack of extracurricular and/or community-based employment activities	

Appendix H: PBIS Implementation Criteria

Implementation Status Criteria

It is important to have accurate records of schools that have attended training and subsequently begun and maintained implementation of PBIS with fidelity. In the past, the NC PBIS Initiative has maintained records of "schools participating in the PBIS initiative." Schools have been included in this count if they have participated in training and indicated that they are working to implement PBIS in their schools. As the initiative continues to grow and the technical assistance needs of schools spread across implementation stages, the need to document school participation has also changed. To address the divergence in the population of schools that have attended PBIS training, in July of 2012, the North Carolina PBIS Leadership team developed guidelines to be used to document the implementation status of PBIS schools. The status of every school participating in the PBIS Initiative will be documented annually following the July 1 data deadline for the school year just ended. This status will apply to the school until an annual determination is conducted the following summer. For example, in August 2015, implementation status for PBIS participating schools will be ascertained based on the data submitted by July 1 for the 2015-2016 school year. The implementation status for each school is derived from this data and will be the school's status until the next evaluation is made in August of 2017.

Criteria for ***Implementing*** Schools:

- Submit a signed paper copy of the NCPBIS partnership agreement to the LEA PBIS Coordinator or Regional Behavior Consultant as applicable, prior to initial Module I training.
- Submit Office Discipline Referral (ODR) data into the Discipline Data Summary Spreadsheet.
- Submit all data (Tiered Fidelity Inventory and SET/BSET) yearly into the Data Management System, on or before July 1.
- Score of 80% or better for Tier 1 on the Tiered Fidelity Inventory.
- Total score of 80 or better on the School-wide Evaluation Tool (SET).

The BSET may be used after a school has earned a minimum score of 80 on the SET for 2 consecutive years. The minimum score on the BSET is 70. If BSET score is less than 70, then SET must be completed.

Schools that do not meet the above criteria will be considered Trained. Only Implementing schools will be eligible to earn recognition.

Members of the Leadership Team believe it is vital to reinforce all efforts and recognize all successes. All schools, regardless of status, are eligible and will receive support and technical assistance from the state PBIS team. Regularly evaluating our efforts provides opportunities for planning and focusing technical assistance that is critical to successful and sustained implementation.

Appendix I: NSTTAC I-13 Checklist

National Secondary Transition Technical Assistance Center Indicator 13 Checklist Form A

(Meets Minimum SPP/APR Requirements)*

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))

1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?	Y N
Can the goals be counted? Will the goals occur *after* the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student? • If *yes* to all three guiding questions, then circle Y OR if a postsecondary goal is *not* stated, circle N	
2. Are the postsecondary goals updated annually?	Y N
Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP? • If *yes*, then circle Y OR if the postsecondary goals were *not* updated with the current IEP, circle N	
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	Y N
Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file? • If *yes*, then circle Y OR if *no*, then circle N	
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, *instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation* • If *yes*, then circle Y OR if *no*, then circle N	
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	Y N
Do the transition services include courses of study that align with the student's postsecondary goals? • If *yes*, then circle Y OR if *no*, then circle N	
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? • If *yes*, then circle Y OR if *no*, then circle N	
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting, (e.g. a letter inviting the student to the meeting)? • If *yes*, then circle Y OR if *no*, then circle N	
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with	Y N NA

the prior consent of the parent or student who has reached the age of majority?	
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for the postsecondary goals? Was prior consent obtained from the parent (or student who has reached the age of majority)? • If *yes* to both, then circle Y • If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was *not* provided, circle NA	
Does the IEP meet the requirements of Indicator 13? (Circle one) **Yes** (all Ys or NAs for each item (1 – 8) on the Checklist or **No** (one or more Ns circled)	

*Instructions maintained outside of this proposal document but are available here.