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 (HB 1908)

Date Due: -October 15, 2017--
Report # 18
DPI Chronological Schedule, 2017-2018

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NC
Part B

FFY2015
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 2016.

By June 1, 2017, 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, 2017. 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 2015 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.

Attachments

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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.

275

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.

Attachments

File Name	Uploaded By	Uploaded Date	Remove
general supervision paper. 7.14.15.pdf	Nancy Johnson		Remove

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.

When the ECD developed 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 universal, tailored, and customized support for LEAs. The ECD also created an operational definition of its universal work. With a clearly articulated and understood definition of universal 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. 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 LEA's Self-Assessment. The Self-Assessments were submitted to NCDPI's EC Division by the end of July 2016.
The LEA Self-Assessment process provides 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. Completed LEA Self-Assessments 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 facilitated the ECD's 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 during the beginning of the 2016-17 school year, 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 continuum of support for LEAs -- providing universal support to all and tailored and/or customized support to those LEAs in need of such support. 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 will 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

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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

File Name	Uploaded By	Uploaded Date
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. On December 7, 2016 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members' input as required. 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
No APR attachments found.		

Reporting to the Public:

How and where the State reported to the public on the FFY 2014 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 2014 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 2014 APR in 2016, is available.

By June 1, 2017, 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, 2017. 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/ .

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Actions required in FFY 2014 response

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	2014
Target ≥			50.00%	70.00%	80.00%	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%	64.40%

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

FFY 2015 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/4/2016	Number of youth with IEPs graduating with a regular diploma	7,816	
SY 2014-15 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/4/2016	Number of youth with IEPs eligible to graduate	11,613	null
SY 2014-15 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	10/4/2016	2014-15 Regulatory four-year adjusted-cohort graduation rate table	67.30%	Calculate

Explanation of Alternate Data

FFY 2015 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 2014 Data	FFY 2015 Target	FFY 2015 Data
7,816	11,613	64.40%	80.00%	67.30%

Graduation Conditions Field

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

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

North Carolina's 4-Year Cohort Graduation Rate is the ratio of youths with IEPs graduating with a regular diploma in 2014-15 or earlier, to all youths with IEPs entering ninth grade in 2011-12 for the first time.

Youths with IEPs entering ninth grade in 2011-12 & graduating with a regular diploma in 2014-15 or earlier ÷ All youths with IEPs entering ninth grade in 2011-12 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 2015-16 5-year cohort data are as follows:

2011-12 entering youths with IEPs, who graduated with a regular diploma in 5 years or less (Numerator)	Number of youths, with IEPs, entering 9th grade for the first time in 2011-12 (Denominator)	Percent of youths, with IEPS, entering 9th grade in 2011-12 and graduating with a regular high school diploma in 5 years or earlier	Change from previous 5-year cohort graduation rate
8,387	11,602	**72.3%**	+ 2.6 percentage points

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response

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	2014
Target ≤			7.00%	6.50%	6.50%	6.00%	6.00%	4.70%	4.70%	4.70%	4.50%
Data		9.21%	7.79%	8.00%	8.00%	7.69%	5.20%	6.00%	5.03%	3.36%	3.77%

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

FFY 2014 - FFY 2018 Targets

FFY	2015	2016	2017	2018
Target ≤	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 2015 SPP/APR Data

Number of youth with IEPs who exited special education due to dropping out	2014 FirstMonth20DayMembership for youth with IEPs + Numerator (see formula in explanation of methodology)	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 Data
2,351	50,608	3.77%	4.00%	4.65%

☑ **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 2014-15 lag data.

Rate = 100 * Numerator ÷ (Denominator + Numerator) 100 * 2,351 ÷ (48,257 + 2,351) = 4.65 or 100 * 2,351 ÷ 50,608 = 4.65%

Numerator: Number of youth with IEPs who exited special education due to dropping out Denominator: 2014 FirstMonth20DayMembership for youth with IEPs + Numerator

Actions required in FFY 2014 response

none

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

Explanation of why this indicator is not applicable

Indicator 3A is not applicable for FFY 2015

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	2014
Reading	A Grade 3	2005	Target ≥				99.70%	95.00%	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%	99.78%
	B Grade 4	2005	Target ≥				99.70%	95.00%	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%	99.80%
	C Grade 5	2005	Target ≥				99.70%	95.00%	95.00%	99.30%	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%	99.77%
	D Grade 6	2005	Target ≥				99.60%	95.00%	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%	99.41%
	E Grade 7	2005	Target ≥				99.40%	95.00%	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%	99.41%
	F Grade 8	2005	Target ≥				99.30%	95.00%	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%	99.03%
	G HS	2005	Target ≥				96.00%	95.00%	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%	96.62%
Math	A Grade 3	2005	Target ≥				99.70%	95.00%	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%	99.76%
	B Grade 4	2005	Target ≥				99.70%	95.00%	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%	99.76%
	C Grade 5	2005	Target ≥				99.70%	95.00%	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%	99.75%
	D Grade 6	2005	Target ≥				99.40%	95.00%	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%	99.39%
	E Grade 7	2005	Target ≥				99.20%	95.00%	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%	99.34%
	F Grade 8	2005	Target ≥				99.30%	95.00%	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%	98.99%
	G HS	2005	Target ≥				96.00%	95.00%	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%	95.34%

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

FFY 2015 - FFY 2018 Targets

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

Key:

	FFY	2015	2016	2017	2018
	G ≥ HS	95.00%	95.00%	95.00%	95.00%
Math	**A ≥** Grade 3	95.00%	95.00%	95.00%	95.00%
	B ≥ Grade 4	95.00%	95.00%	95.00%	95.00%
	C ≥ Grade 5	95.00%	95.00%	95.00%	95.00%
	D ≥ Grade 6	95.00%	95.00%	95.00%	95.00%
	E ≥ Grade 7	95.00%	95.00%	95.00%	95.00%
	F ≥ Grade 8	95.00%	95.00%	95.00%	95.00%
	G ≥ HS	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 2015-16 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/15/2016

Reading assessment participation data by grade											
Grade	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**HS**
a. Children with IEPs	16168	16847	16272	15364	15566	15391	n	12984	n	n	n
b. IEPs in regular assessment with no accommodations	3666	3108	2684	2113	2524	2724		2426			
c. IEPs in regular assessment with accommodations	11241	12477	12385	11960	11742	11268		9113			
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards								9			
f. IEPs in alternate assessment against alternate standards	1206	1210	1158	1180	1178	1253		981			

Data Source: SY 2015-16 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/15/2016

Math assessment participation data by grade											
Grade	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**HS**
a. Children with IEPs	16168	16847	16271	15363	15566	15392	n	12829	n	n	n
b. IEPs in regular assessment with no accommodations	3641	3103	2657	2120	2465	2659		2625			
c. IEPs in regular assessment with accommodations	11268	12481	12407	11944	11794	11329		8634			
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards								65			
f. IEPs in alternate assessment against alternate standards	1205	1209	1158	1180	1175	1250		981		n	

FFY 2015 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A Grade 3	16,168	16,113	99.78%	95.00%	99.66%
B Grade 4	16,847	16,795	99.80%	95.00%	99.69%
C Grade 5	16,272	16,227	99.77%	95.00%	99.72%
D Grade 6	15,364	15,253	99.41%	95.00%	99.28%
E Grade 7	15,566	15,444	99.41%	95.00%	99.22%
F Grade 8	15,391	15,245	99.03%	95.00%	99.05%
G HS	12,984	12,529	96.62%	95.00%	96.50%

FFY 2015 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A Grade 3	16,168	16,114	99.76%	95.00%	99.67%
B Grade 4	16,847	16,793	99.76%	95.00%	99.68%
C Grade 5	16,271	16,222	99.75%	95.00%	99.70%
D Grade 6	15,363	15,244	99.39%	95.00%	99.23%
E Grade 7	15,566	15,434	99.34%	95.00%	99.15%
F Grade 8	15,392	15,238	98.99%	95.00%	99.00%
G HS	12,829	12,305	95.34%	95.00%	95.92%

Public Reporting Information

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

For participation of students with disabilities (SWD) on state assessments disaggregated by with and without accommodations, use the link:
http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/
Under Reports in 2015-16 Data Results click on Students with Disabilities Assessment Participation With and Without Accommodations for 2015-16 to view and/or download the report.

For participation of students with disabilities (SWD) on alternate assessments, use the link:
http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/
Under Reports of Supplemental Disaggregated State, School System (LEA) and School Performance Data click on Disaggregated Performance Data for 2015-16 to view and/or download the report. In the type column, the Extend 1 alternate assessment is denoted by X1. In the subgroup column, students with disabilities are denoted by SWD, and the number tested column includes the number of students tested with valid scores.

Actions required in FFY 2014 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	2014
Reading	A Grade 3	2012	Target ≥				66.00%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%	30.30%
			Data		51.00%	55.20%	29.60%	38.80%	39.30%	39.30%	38.70%	17.40%	18.52%	18.38%
	B Grade 4	2012	Target ≥				63.90%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%	30.30%
			Data		48.90%	58.20%	30.60%	39.60%	49.70%	42.10%	40.90%	15.00%	14.04%	16.46%
	C Grade 5	2012	Target ≥				72.30%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%	30.30%
			Data		57.30%	62.90%	27.10%	39.10%	48.00%	42.10%	42.10%	12.70%	12.48%	13.47%
	D Grade 6	2012	Target ≥				58.40%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%	30.30%
			Data		43.40%	51.80%	27.60%	38.80%	44.20%	43.60%	43.20%	12.70%	11.59%	13.17%
	E Grade 7	2012	Target ≥				63.80%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%	30.30%
			Data		48.80%	56.70%	22.30%	35.10%	38.50%	37.50%	37.80%	13.30%	12.78%	13.04%
	F Grade 8	2012	Target ≥				68.40%	43.20%	43.20%	71.60%	44.50%	12.90%	21.60%	30.30%
			Data		53.40%	60.70%	24.30%	35.40%	40.10%	38.70%	38.90%	10.10%	9.82%	10.64%
	G HS	2012	Target ≥				23.00%	43.20%	38.50%	69.30%	50.90%	14.00%	22.60%	31.20%
			Data		14.00%	85.00%	25.30%	25.50%	25.10%	25.00%	46.10%	14.40%	15.10%	13.53%
Math	A Grade 3	2012	Target ≥				61.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%	30.00%
			Data		61.30%	49.50%	51.60%	59.30%	59.40%	59.40%	58.40%	19.30%	19.62%	20.77%
	B Grade 4	2012	Target ≥				70.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%	30.00%
			Data		70.30%	44.10%	47.70%	57.10%	64.20%	59.50%	59.30%	18.60%	16.90%	19.24%
	C Grade 5	2012	Target ≥				62.90%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%	30.00%
			Data		62.90%	40.00%	45.30%	54.80%	59.20%	56.10%	56.30%	15.90%	15.44%	16.79%
	D Grade 6	2012	Target ≥				58.90%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%	30.00%
			Data		58.60%	37.70%	43.00%	52.70%	55.80%	56.00%	54.30%	9.70%	9.42%	10.35%
	E Grade 7	2012	Target ≥				49.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%	30.00%
			Data		49.30%	35.20%	41.00%	51.30%	53.90%	53.60%	53.30%	7.90%	7.48%	8.01%
	F Grade 8	2012	Target ≥				48.30%	77.20%	77.20%	88.60%	59.90%	12.40%	21.20%	30.00%
			Data		48.30%	36.40%	40.90%	53.30%	58.70%	59.20%	59.20%	6.90%	6.35%	7.39%
	G HS	2012	Target ≥				55.60%	77.20%	68.40%	84.20%	51.10%	9.70%	18.70%	27.70%
			Data		43.60%	27.50%	42.30%	42.60%	50.00%	47.90%	45.00%	9.90%	9.56%	10.99%

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

FFY 2015 - FFY 2018 Targets

	FFY	2015	2016	2017	2018
Reading	A ≥ Grade 3	39.00%	47.70%	56.40%	56.40%
	B ≥ Grade 4	39.00%	47.70%	56.40%	56.40%
	C ≥ Grade 5	39.00%	47.70%	56.40%	56.40%
	D ≥ Grade 6	39.00%	47.70%	56.40%	56.40%
	E ≥ Grade 7	39.00%	47.70%	56.40%	56.40%
	F ≥ Grade 8	39.00%	47.70%	56.40%	56.40%

Key:

	FFY	2015	2016	2017	2018
	G ≥ HS	39.80%	48.40%	57.00%	57.00%
Math	**A ≥** Grade 3	38.80%	47.60%	56.40%	56.40%
	B ≥ Grade 4	38.80%	47.60%	56.40%	56.40%
	C ≥ Grade 5	38.80%	47.60%	56.40%	56.40%
	D ≥ Grade 6	38.80%	47.60%	56.40%	56.40%
	E ≥ Grade 7	38.80%	47.60%	56.40%	56.40%
	F ≥ Grade 8	38.80%	47.60%	56.40%	56.40%
	G ≥ HS	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 2015-16 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/15/2016

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	16113	16795	16227	15253	15444	15245	n	12529	n	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1409	1116	785	606	536	426		407			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	964	1028	884	1045	929	630		770			
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								n			
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	589	479	648	494	481	512		461			

Data Source: SY 2015-16 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/15/2016

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	16114	16793	16222	15244	15434	15238	n	12305	n	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1694	1295	1072	498	461	375		412			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	1538	1637	1631	905	693	527		558			
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level								n			
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	319	490	368	329	186	221		377			

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A Grade 3	16,113	2,962	18.38%	39.00%	18.38%
B Grade 4	16,795	2,623	16.46%	39.00%	15.62%
C Grade 5	16,227	2,317	13.47%	39.00%	14.28%
D Grade 6	15,253	2,145	13.17%	39.00%	14.06%
E Grade 7	15,444	1,946	13.04%	39.00%	12.60%
F Grade 8	15,245	1,568	10.64%	39.00%	10.29%
G HS	12,529	1,638	13.53%	39.80%	13.07%

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A Grade 3	16,114	3,551	20.77%	38.80%	22.04%
B Grade 4	16,793	3,422	19.24%	38.80%	20.38%
C Grade 5	16,222	3,071	16.79%	38.80%	18.93%
D Grade 6	15,244	1,732	10.35%	38.80%	11.36%
E Grade 7	15,434	1,340	8.01%	38.80%	8.68%
F Grade 8	15,238	1,123	7.39%	38.80%	7.37%
G HS	12,305	1,348	10.99%	36.70%	10.95%

Public Reporting Information

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

For performance/proficiency data, where results for all students with disabilities (SWD), including those assessed on regular and alternate assessments, are included in the SWD subgroup use the link:
http://www.ncpublicschools.org/accountability/reporting
Under Reports in 2015-16 Data Results click on 2015-16 State, District and School Level Drilldown Performance Data to view and/or download the report.

For performance/proficiency data, where results for students with disabilities (SWD) are disaggregated by regular and alternate assessments, use the link:
http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/
Under Reports of Supplemental Disaggregated State, School System (LEA) and School Performance Data click on Disaggregated Performance Data for 2015-16 to view and/or download the report. In the type column, regular assessments are denoted by RG and the Extend 1 alternate assessment is denoted by X1. In the subgroup column, students with disabilities are denoted by SWD.

Provide additional information about this indicator (optional)

In 2015-16, as in previous years, students with disabilities performed the highest in grade 3 reading (18.38%) and grade 3 math (22.04%) and performed least well in grade 8 reading (10.29%) and grade 8 math (7.37%). 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.

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 and with the continuing use of evidence-based strategies may achieve at level 4 or 5 in the future.

FFY2015 Level 3/Grade Level Proficiency: Reading Assessment

Group Name	Children with IEPs who received valid score and a proficiency was assigned	Number of children with IEPs at Level 3/Grade Level Proficiency	FFY 2015 Data for Level 3/Grade Level Proficiency
A Grade 3	16113	902	5.6%
B Grade 4	16795	1209	7.2%
C Grade 5	16227	1120	6.9%
D Grade 6	15253	915	6.0%
E Grade 7	15444	1004	6.5%
F Grade 8	15245	899	5.9%
G Grade 10	12529	677	5.4%

FFY2015 Level 3/Grade Level Proficiency: Math Assessment

Group Name	Children with IEPs who received valid score and a proficiency was assigned	Number of children with IEPs at Level 3/Grade Level Proficiency	FFY 2015 Data for Level 3/Grade Level Proficiency
A Grade 3	16114	1692	10.5%
B Grade 4	16793	856	5.1%
C Grade 5	16222	925	5.7%
D Grade 6	15244	*	*
E Grade 7	15434	*	*
F Grade 8	15238	*	*
G Grade 10	12305	812	6.6%

* < 5%

Actions required in FFY 2014 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	2014
Target ≤			9.10%	8.00%	8.00%	7.00%	6.00%	5.00%	5.00%	2.50%	2.50%
Data		2.60%	5.20%	2.30%	2.30%	4.70%	1.90%	2.30%	0.90%	0.44%	0%

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

FFY 2015 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
1	252	0%	2.50%	0.40%

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. If determined that a significant discrepancy exists for an LEA with less than the minimum "n" size the LEA is included in the calculation's numerator. 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 252 LEAs in the State during 2014-15.

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

FFY 2014 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2015 using 2014-2015 data)

Description of review

One (1) of the 252 LEAs was identified as having a significant discrepancy in the rate of suspensions and expulsions greater than 10 days in a school year of children with IEPs in 2014-15. In its LEA Self-Assessment submitted to the NCDPI's EC Division in July 2016, the LEA submitted a review of its policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Upon review by EC Division staff, a determination was made that the policies, procedures and practices were compliant and the LEA was not required to make revisions to ensure compliance with IDEA requirements.

- (●) 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:
  - ( ) The State DID ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

    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.
  - (●) The State did NOT ensure 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 2014

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	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data						0.50%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

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

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
1	0	252	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. If determined that a significant discrepancy exists for an LEA with less than the minimum "n" size the LEA is included in the calculation's numerator. 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 252 LEAs in the State during 2014-15.

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

FFY 2014 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2015 using 2014-2015 data)

Description of review

One (1) of the 252 LEAs was identified as having a significant discrepancy in the rate of suspensions and expulsions greater than 10 days in a school year of children with IEPs in 2014-15. In its LEA Self-Assessment submitted to the NCDPI's EC Division in July 2016, the LEA submitted a review of its policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Upon review by EC Division staff, a determination was made that the policies, procedures and practices were compliant and the LEA was not required to make revisions to ensure compliance with IDEA requirements.

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

Correction of Findings of Noncompliance Identified in FFY 2014

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	2014
A	2005	Target ≥			61.59%	62.60%	63.60%	64.60%	65.60%	65.60%	65.60%	65.60%	65.50%
		Data		61.56%	63.18%	64.00%	64.10%	63.10%	64.80%	65.70%	66.20%	66.25%	66.45%
B	2005	Target ≤			16.87%	16.50%	16.10%	15.70%	15.30%	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%	13.74%
C	2005	Target ≤			2.18%	2.00%	2.10%	2.00%	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%	1.90%

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

FFY 2015 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/14/2016	Total number of children with IEPs aged 6 through 21	179,738	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/14/2016	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	120,038	null

Source	Date	Description	Data	Overwrite Data
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/14/2016	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	24,924	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/14/2016	c1. Number of children with IEPs aged 6 through 21 in separate schools	1,912	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/14/2016	c2. Number of children with IEPs aged 6 through 21 in residential facilities	321	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/14/2016	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	1,157	null

FFY 2015 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	120,038	179,738	66.45%	65.40%	66.78%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	24,924	179,738	13.74%	15.20%	13.87%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	3,390	179,738	1.90%	2.00%	1.89%

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response

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	2014
A	2014	Target ≥									51.50%	51.50%	36.70%
		Data								51.00%	49.90%	50.26%	36.65%
B	2014	Target ≤									20.50%	20.50%	21.60%
		Data								21.00%	21.20%	21.98%	21.60%

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

FFY 2015 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/14/2016	Total number of children with IEPs aged 3 through 5	19,070	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/14/2016	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	7,038	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/14/2016	b1. Number of children attending separate special education class	3,859	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/14/2016	b2. Number of children attending separate school	250	null
SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/14/2016	b3. Number of children attending residential facility	17	null

FFY 2015 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	7,038	19,070	36.65%	37.00%	36.91%
B. Separate special education class, separate school or residential facility	4,126	19,070	21.60%	21.30%	21.64%

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response

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	2014
A1	2013	Target ≥						85.90%	85.90%	85.90%	86.00%	82.34%	82.34%
		Data					88.90%	85.90%	79.20%	79.30%	82.30%	82.34%	84.80%
A2	2013	Target ≥						48.30%	48.30%	48.30%	48.40%	35.08%	35.08%
		Data					57.00%	48.30%	41.90%	36.50%	39.10%	35.08%	36.71%
B1	2013	Target ≥							86.90%	86.90%	87.00%	82.52%	82.52%
		Data					89.00%	86.90%	79.80%	79.30%	81.30%	82.52%	83.17%
B2	2013	Target ≥						46.60%	46.60%	46.60%	46.70%	34.24%	34.24%
		Data					54.10%	46.60%	79.80%	36.50%	37.60%	34.24%	35.05%
C1	2013	Target ≥						86.10%	86.10%	86.10%	86.20%	81.81%	81.81%
		Data					88.30%	86.10%	79.00%	81.00%	81.30%	81.81%	84.07%
C2	2013	Target ≥						60.60%	60.60%	60.60%	60.70%	52.05%	52.05%
		Data					67.90%	60.60%	54.80%	53.30%	53.60%	52.05%	54.46%

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

FFY 2015 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

FFY 2015 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	6085.00

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

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	50.00	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	774.00	
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3160.00	
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1637.00	
e. Preschool children who maintained functioning at a level comparable to same-aged peers	464.00	

	Numerator	Denominator	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 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)	4797.00	5621.00	84.80%	82.50%	85.34%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	2101.00	6085.00	36.71%	35.20%	34.53%

Explanation of A2 Slippage

North Carolina did not meet the target for outcome A2 (percent of children who left the program and met age expected functioning). For Outcome A2 (34.53%) there was a 0.67 percentage point difference between the target and the actual performance. Performance on A2 also dropped by 2.18 percentage points from FFY 2014 (36.71%). This outcome relates to the percent of children who demonstrated the acquisition of positive social relationships to the extent that they left the program functioning at age level expectation.

Feedback received from eight (8) regional Preschool Coordinator Representatives, and the majority of 115 LEA Preschool Coordinators during face-to-face regional Preschool Coordinators meetings in FFY 2015-16, indicated two prevalent issues around Child Outcome Summary ratings and data sharing at the local level: 1) teachers and other staff were entering the COS ratings into the CECAS system, without review, resulting in the lack of oversight of the actual ratings unless LEA leadership regularly ran reports and checked COS rating patterns, and 2) local interagency agreements on data sharing with Part C were not being reviewed and revised annually in most areas of the state, and the local Part C agency case service coordinators did not always know about the agreed-upon data sharing procedures.

To address the first issue, the state provided professional development during FFY 2015-16 to LEA Preschool Coordinators and Directors ("Spring Regional Coordinators Meetings") on how to set up a COS Surveillance system for the purpose of assuring valid and reliable ratings http://nceln.fpg.unc.edu/childoutcomesresources). This system was developed using guidance from the ECTA. The first prong of the three-pronged system focused on "program quality for self-assessment" which related to the need to install a leadership team that reviews the data each year for trends and red flags in COS ratings. The second prong dealt with "data surveillance" which includes what to look for in terms of "red flags" in data patterns and trends which might instigate further evaluation of individual staff ratings. The third prong focused on "individual child file review" steps to ensure that the rating process was completed correctly.

The state also released a state and local data dashboard during the spring of 2016 to provide LEA leaders with data displays and guidance documents on "Understanding Your LEA Data" (see NC data dashboard at http://nceln.fpg.unc.edu/north-carolina-state-data-child-outcomes).

The state continues to provide professional development to LEA administrators, especially new Preschool Coordinators, as a means of improving overall child outcomes. Training materials can be found at: 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 for Social-Emotional Development as a means of improving child outcomes http://modules.nceln.fpg.unc.edu/foundations/module-intro and 3) Developing High Quality Functional IEPs for Pre-K 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 child outcomes data, and how to use those data for program improvement.

An additional piece of work to address Outcomes A2, B2, and C2, around understanding age-expected child development, underway during the 2015-2016 school year was the development of 'learning progressions' that describe the sequence in which young children, birth to 60 months of age, acquire skills in each of the domains of the NC Foundations for Early Learning and Development (NC's early learning standards). This resource will be used in future COS training, to increase the accuracy of individual child ratings and ensure that they are reliable and valid.

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

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	37.00	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	955.00	
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3062.00	
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1669.00	
e. Preschool children who maintained functioning at a level comparable to same-aged peers	362.00	

	Numerator	Denominator	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 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)	4731.00	5723.00	83.17%	82.52%	82.67%
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)	2031.00	6085.00	35.05%	34.46%	33.38%

Explanation of B2 Slippage

There was a 1.08 percentage point difference between the target (34.46%) and the state's actual performance (33.38%) for Outcome B2 and slippage of 1.67 percentage points from FFY 2014 (35.05%). This outcome relates to the percent of children who acquired knowledge and skills such as communication and emergent reading, writing cognitive problem solving, mathematical and scientific thinking, to the extent that they left the program functioning at age level expectations.

Feedback received from eight (8) regional Preschool Coordinator Representatives, and the majority of 115 LEA Preschool Coordinators during face-to-face regional Preschool Coordinators meetings in FFY 2015-16, indicated two prevalent issues around Child Outcome Summary ratings and data sharing at the local level: 1) teachers and other staff were entering the COS ratings into the CECAS system, without review, resulting in the lack of oversight of the actual ratings unless LEA leadership regularly ran reports and checked COS rating patterns, and 2) local interagency agreements on data sharing with Part C were not being reviewed and revised annually in most areas of the state, and the local Part C agency case service coordinators did not always know about the agreed-upon data sharing procedures.

To address the first issue, the state provided professional development during FFY 2015-16 to LEA Preschool Coordinators and Directors ("Spring Regional Coordinators Meetings") on how to set up a COS Surveillance system for the purpose of assuring valid and reliable ratings http://nceln.fpg.unc.edu/childoutcomesresources). This system was developed using guidance from the ECTA. The first prong of the three-pronged system focused on "program quality for self-assessment" which related to the need to install a leadership team that reviews the data each year for trends and red flags in COS ratings. The second prong dealt with "data surveillance" which includes what to look for in terms of "red flags" in data patterns and trends which might instigate further evaluation of individual staff ratings. The third prong focused on "individual child file review" steps to ensure that the rating process was completed correctly.

The state also released a state and local data dashboard during the spring of 2016 to provide LEA leaders with data displays and guidance documents on "Understanding Your LEA Data" (see NC data dashboard at http://nceln.fpg.unc.edu/north-carolina-state-data-child-outcomes).

The state continues to provide professional development to LEA administrators, especially new Preschool Coordinators, as a means of improving overall child outcomes. Training materials can be found at: 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 for Social-Emotional Development as a means of improving child outcomes http://modules.nceln.fpg.unc.edu/foundations/module-intro and 3) Developing High Quality Functional IEPs for Pre-K 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 child outcomes data, and how to use those data for program improvement.

An additional piece of work to address Outcomes A2, B2, and C2, around understanding age-expected child development, underway during the 2015-2016 school year was the development of 'learning progressions' that describe the sequence in which young children, birth to 60 months of age, acquire skills in each of the domains of the NC Foundations for Early Learning and Development (NC's early learning standards). This resource will be used in future COS training, to increase the accuracy of individual child ratings and ensure that they are reliable and valid.

To address the need for professional development that addresses Outcome B, the state is currently adapting the professional development modules on early literacy learning developed by AEM Corporation. The adapted modules will promote NC-specific Tier I effective teaching practices in the domain of Language Development and Communication which includes early reading and writing.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	51.00	
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	823.00	
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2109.00	
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2139.00	
e. Preschool children who maintained functioning at a level comparable to same-aged peers	963.00	

	Numerator	Denominator	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 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)	4248.00	5122.00	84.07%	82.00%	82.94%
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)	3102.00	6085.00	54.46%	52.17%	50.98%

Explanation of C2 Slippage

There was a 1.19 percentage point difference between the target (52.17%) and the state's actual performance (50.98%) for Outcome C2 and slippage of 3.48 percentage points from FFY 2014 (54.46%). This outcome relates to the percentage of children who demonstrated the ability to get their needs met appropriately to the extent that they left the program functioning at age level expectation.

Feedback received from eight (8) regional Preschool Coordinator Representatives, and the majority of 115 LEA Preschool Coordinators during face-to-face regional Preschool Coordinators meetings in FFY 2015-16, indicated two prevalent issues around Child Outcome Summary ratings and data sharing at the local level: 1) teachers and other staff were entering the COS ratings into the CECAS system, without review, resulting in the lack of oversight of the actual ratings unless LEA leadership regularly ran reports and checked COS rating patterns, and 2) local interagency agreements on data sharing with Part C were not being reviewed and revised annually in most areas of the state, and the local Part C agency case service coordinators did not always know about the agreed-upon data sharing procedures.

To address the first issue, the state provided professional development during FFY 2015-16 to LEA Preschool Coordinators and Directors ("Spring Regional Coordinators Meetings") on how to set up a COS Surveillance system for the purpose of assuring valid and reliable ratings http://nceln.fpg.unc.edu/childoutcomesresources). This system was developed using guidance from the ECTA. The first prong of the three-pronged system focused on "program quality for self-assessment" which related to the need to install a leadership team that reviews the data each year for trends and red flags in COS ratings. The second prong dealt with "data surveillance" which includes what to look for in terms of "red flags" in data patterns and trends which might instigate further evaluation of individual staff ratings. The third prong focused on "individual child file review" steps to ensure that the rating process was completed correctly.

The state also released a state and local data dashboard during the spring of 2016 to provide LEA leaders with data displays and guidance documents on "Understanding Your LEA Data" (see NC data dashboard at http://nceln.fpg.unc.edu/north-carolina-state-data-child-outcomes).

The state continues to provide professional development to LEA administrators, especially new Preschool Coordinators, as a means of improving overall child outcomes. Training materials can be found at: 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 for Social-Emotional Development as a means of improving child outcomes http://modules.nceln.fpg.unc.edu/foundations/module-intro and 3) Developing High Quality Functional IEPs for Pre-K 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 child outcomes data, and how to use those data for program improvement.

An additional piece of work to address Outcomes A2, B2, and C2, around understanding age-expected child development, underway during the 2015-2016 school year was the development of 'learning progressions' that describe the sequence in which young children, birth to 60 months of age, acquire skills in each of the domains of the NC Foundations for Early Learning and Development (NC's early learning standards). This resource will be used in future COS training, to increase the accuracy of individual child ratings and ensure that they are reliable and valid.

Was sampling used? No

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

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

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

Historical Data

Baseline Data: 2006

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			26.00%	28.00%	40.00%	45.00%	50.00%	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%	43.83%

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

FFY 2015 - FFY 2018 Targets

FFY	2015	2016	2017	2018
Target ≥	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 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
971.00	2101.00	43.83%	50.00%	46.22%

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) used 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 17,173 surveys (13,386 school-age and 3,787 preschool) were shipped to forty-two (42) LEAs sampled across the state of North Carolina. A total of 2,101 surveys were completed and returned for a response rate of 12.23%. This was an increase of 0.38 percentage point 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 (22.0%) while white students were over-represented (58.0%) and other races were slightly over-represented in the survey results as compared to surveys distributed. This was similar to previous years.

Distribution by Race			
Surveys	African - American	White	Other
Distributed	30.8%	52.0%	17.2%
Returned	22.0%	58.0%	20.0%

b) In FFY 2015, preschool children were over-represented (28.0%), while students in grades K-12 were under-represented (72.0%) as compared to surveys distributed. This gap widened from previous years.

Distribution by Grade		
Surveys	Preschool	School-Age
Distributed	21.0%	79.0%
Returned	28.0%	72.0%

c) In FFY 2015, students with autism (13.0%) and developmental delays (20.0%) were over-represented while students with specific learning disabilities (23.0%) were under-represented and students with intellectual disabilities (7.5%), speech-language impairments (20.0%) and other disability categories (4.5%) 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	13.0%	18.0%	7.5%	14.0%	23.0%	20.0%	4.5%	0.0%

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) used 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 2014 response

none

Indicator 9: Disproportionate Representation

Monitoring Priority: Disproportionate Representation

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	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

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

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
1	0	275	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;

One (1) LEA had disproportionate representation in 2015-16, which is determined by a risk ratio of ≥ 3*. Since one (1) LEA was identified with disproportionate representation, the NCDPI completed steps 2 and 3.

* Risk ratios are computed for LEAs with a minimum of 30 students (same as AMO subgroup) of the particular race/ethnicity identified in special education and related services. Data are reviewed separately for LEAs with less than the minimum enrollment/"n" size specified to determine if disproportionate representation exists. If determined that disproportionate representation exists for an LEA with less than the minimum "n" size the LEA is included in the calculator's numerator. 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. Surveyed the LEA with disproportionate representation, using a State-developed LEA Self-Assessment or an updated self-assessment if previously completed, which examined local policies, procedures and practices under 618(d); and

3. Examined the results of the LEA Self-Assessment 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 was a result of inappropriate identification.

Using these steps to examine the data, zero (0) LEAs in 2015-16, 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 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2014

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 Representation in Specific Disability Categories

Monitoring Priority: Disproportionate Representation

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	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

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

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
25	0	275	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-five (25) LEAs had disproportionate representation in specific disability categories in 2015-16 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. If determined that disproportionate representation exists for an LEA with less than the minimum "n" size the LEA is included in the calcalculation's numerator. 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. Surveyed LEAs with disproportionate representation, using a State-developed LEA Self-Assessment or an update of the self-assessment, which is an examination of local policies, procedures and practices under 618(d); and

3. Examined the results of the LEA Self-Assessment 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 2015-16, 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 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2014

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	2014
Target			100%	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%	92.52%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

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

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
42,348	38,771	92.52%	100%	91.55%

Number of children included in (a), but not included in (b) [a-b]	3,577

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 - 643

6-15 days - 661

16-25 days - 434

26-35 days - 326

36-45 days - 257

46 days or more - 1,256

Total - 3,577

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

Referral paperwork not processed in a timely manner - 1,756

Excessive student absences - 67

Weather delays - 101

Dealay in getting parent consent for evaluation - 271

Other - 1,382

Total - 3,577

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 2015-16 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 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2014

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
127	126	1	0

FFY 2014 Findings of Noncompliance Verified as Corrected

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

The 127 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 were 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 127 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 127 LEAs with non-compliant findings had 4,616 child-specific findings of non-compliance in 2014-15. 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 3,146 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 1,470 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	2014
Target			100%	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%	98.84%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

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

FFY 2015 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	6,637
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	811
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	3,021
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.	2,651
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	84

	Numerator (c)	Denominator (a-b-d-e)	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 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	3,021	3,091	98.84%	100%	97.74%

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	70

Explanation of Slippage

In FFY 2014, there were 6,374 children referred from Part C with 36 children who did not receive a timely transition. In FFY 2015 there were 6,637 referred from Part C with 70 children who did not receive timely transition. North Carolina's transition data of 97.7% indicated a slippage of 1.10 percentage points from FFY 2014 (98.84%). Sixteen (16) of eighteen (18) LEAs with non-compliant findings demonstrated slippage. Ten (10) of the LEAs demonstrated compliance between 90.9% and 99.9% and eight (8) demonstrated compliance of <90%.

The slippage occurred largely due to Part B Circumstances. Forty-five (45%) of reported delays fell in the "Part B Circumstance" category (n=32), representing an increase of 22 incidences from FFY 2014 (n=10). LEAs have reported that state funding cuts to education in North Carolina since 2013 have resulted in a reduction in their capacity to complete timely evaluations and hold timely IEP meetings.

Feedback received from eight (8) regional Preschool Coordinator Representatives, and the majority of 115 LEA Preschool Coordinators during face-to-face regional Preschool Coordinators meetings during FFY 2015-16, indicated the need to revise/revitalize the interagency agreement process called the "Catchment Area Transition Plan" which was installed in 2011. A review of these agreements indicated that many of the plans were out of date and therefore contained misinformation. Reportedly, many infant-toddler service coordinators did not know about these plans nor the agreed-upon procedures for transition outlined in these plans.

To improve data sharing at the local and state level, the State Part C and Part B 619 IDEA programs have joined a national project to link C and 619 Data through technical assistance by The Center for IDEA Early Childhood Data Systems (DaSy). The project is now in the process of developing an MOU around data sharing to ease the burden placed on the local Part C and B agencies, to ensure reliable and valid child notification data. As part of that project, a revision the local interagency transition agreements ("Catchment Area Transition Plans), mentioned above, are now being revised and implemented with new guidance. A stakeholder review process is projected for 2016-17 with the target of implementation in the summer of 2017.

Additionally, the Department continues to provide 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.

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 - 11

6 to 15 - 22

16 to 25 - 11

26 to 35 - 11

36 to 45 - 3

46 days or more - 12

Total - 70

Total number of students delayed due to the following reasons -

a. Family Circumstance (e.g. illness/death in family, change in custody, etc.) - 17

b. Child Circumstance (e.g., child was sick) - 16

c. Part B Circumstance (delays related to completion of evaluations, holding timely meeting, arranging transportation, school enrollment paperwork, etc.) - 32

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) - 5

Total - 70

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

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

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

The data used to report on this indicator includes statewide data that are inclusive of every school district in the state that provides special education and related services to the preschool-age population. Data were not obtained by sampling. The Department created Excel spreadsheets with the required data collection fields which automatically calculated the percentage of timely transitions. Each LEA was required to have its Exceptional Children Director sign an assurance as to the accuracy of the data. Spreadsheets were submitted electronically to the Department. The Department also created an optional spreadsheet to assist LEAs in tracking the referral and placement dates for each student.

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2014

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
15	15	0	0

FFY 2014 Findings of Noncompliance Verified as Corrected

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

All fifteen (15) 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 2015, and 3) new Indicator 12 data for the first quarter of 2016. 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 fifteen (15) LEAs with non-compliant findings had thirty-six (36) child-specific findings of non-compliance in 2014-15. 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 twenty-five (25) child specific instances of non-compliance had been corrected. Eight (8) 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 eleven (11) 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	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data						94.70%	94.30%	89.90%	64.40%	85.07%	88.42%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

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

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
327	371	88.42%	100%	88.14%

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 2015-16 school year, data for this indicator were gathered through on-site Program Compliance Reviews conducted in () traditional LEAs and charter schools with students age 16 and above. Monitoring consultants and other EC Division staff members conducted the Program Compliance Reviews. When reviewing records to determine compliance with Indicator 13, staff used the EC Division's Special Education Student Record Review Protocal with compliance items based on The Indicator 13 checklist, developed by the National Secondary Transition and Technical Assistance Center (NSTTAC).

Actions required in FFY 2014 response

none

Responses to actions required in FFY 2014 response, not including correction of findings

Correction of Findings of Noncompliance Identified in FFY 2014

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 2014 Findings of Noncompliance Verified as Corrected

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

Eighteen (18) of the thirty-seven (37) LEAs with Program Compliance Reviews and students with disabilities, ages 16 and older, had findings of non-compliance in one or more student records. NCDPI staff reviewed additional (new) student records for each of the eighteen (18) LEAs where non-compliance was identified and verified that all of the non-compliance had been systemically corrected in each LEA. NCDPI reviewed the new student records while on-site in the LEA or electronically through CECAS.

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

Eighteen (18) of thirty-seven (37) LEAs with Program Compiance Reviews and students with disabilities, ages 16 and older, had findings of non-compliance in one or more student records. The LEAs that had identified non-compliance were required to submit a copy of each student's IEP that documented the correction of student specific noncompliance (22 individual student records) for NCDPI review and verification. If an IEP(s) could be accessed electronically through CECAS, the NCDPI Monitoring Consultants verified correction using the electronic submission/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	2014
A	2009	Target ≥							39.00%	39.00%	39.50%	39.50%	39.50%
		Data						39.00%	34.00%	29.00%	31.00%	29.77%	31.88%
B	2009	Target ≥							62.00%	62.00%	62.50%	62.50%	62.50%
		Data						62.00%	58.00%	57.00%	57.00%	54.45%	61.11%
C	2009	Target ≥							73.00%	73.00%	73.50%	73.50%	73.50%
		Data						73.00%	70.00%	66.00%	63.00%	68.96%	72.71%

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

FFY 2015 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

FFY 2015 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	336.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	129.00
2. Number of respondent youth who competitively employed within one year of leaving high school	112.00
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)	9.00
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).	12.00

	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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
A. Enrolled in higher education (1)	129.00	336.00	31.88%	39.50%	38.39%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	241.00	336.00	61.11%	62.50%	71.73%
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)	262.00	336.00	72.71%	73.50%	77.98%

Was sampling used? Yes
Has your previously-approved sampling plan changed? No

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

North Carolina contracted 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 previously. New individual schools were added to the sampling plan which was submitted with the FFY2014 APR. Individual schools incorporated into the sampling plan included 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.

A total of 2,990 Exiters were included in the 2016 follow-up survey of the 2014-2015 school Exiters. A total of 414 surveys were completed for an overall response rate of 13.85%. To examine potential nonresponse bias, a comparison of the known characteristics of all 2014-2015 Exiters to the characteristics of those who completed the survey was conducted. The response rate was representative about gender, race, and some disability categories (specific learning disabilities, intellectual disabilities, and serious emotional disabilities). Students with other disabilities were slightly over-represented in the response rate (+ 4%). This sample of Exiters who completed the survey is over-represented by those who graduated and under-represented by those who dropped out. The sample of Exiters who completed the survey is also over-represented by those who graduated (+ 31%) and under-represented by those who dropped out (- 10%). This potential nonresponse bias, regarding those who graduated and those who dropped out, is similar to previous years' discrepancies between the population and sample.

To address concerns regarding response rates, North Carolina conducted a pilot with five (5) LEAs that agreed to make their own post-school follow-up calls. After training by NCDPI and the contractor, the number of students with contact information from each LEA were divided in half and the contractor called 50% and the LEA called the other 50%. Four (4) of the five (5) LEAs collected their own data. Three (3) of the four (4) LEAs had significantly better response rates than the overall response rate (27%, 57%, and 54%) and two (2) of the four (4) LEAs had better response rates than the contractor. Reasons for the better response rates included, but were not limited to: receiving post-school follow-up calls from local/recognized phone number(s) rather than an unknown phone number; speaking to a person(s) in the LEA who know the Exiters know; and capability of the LEAs to follow-up through other means, if necessary, to contact the Exiters.

Actions required in FFY 2014 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%	-	85.00%
Data		86.00%			75.00%			55.60%			72.10%		

FFY	2009			2010			2011			2012			2013		
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%
Data	62.80%			42.86%			42.42%			48.15%			50.00%		

FFY	2014		
Target	75.00%	-	85.00%
Data	16.67%		

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

FFY 2015 - FFY 2018 Targets

FFY	2015			2016			2017			2018		
Target	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 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/2/2016	3.1(a) Number resolution sessions resolved through settlement agreements	21	null
SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/2/2016	3.1 Number of resolution sessions	43	null

FFY 2015 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2014 Data*	FFY 2015 Target*	FFY 2015 Data
21	43	16.67%	75.00% - 85.00%	48.84%

Actions required in FFY 2014 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%	-	85.00%
Data		71.00%			83.00%			68.00%			80.00%		

FFY	2009			2010			2011			2012			2013		
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%
Data	71.80%			54.50%			75.68%			83.78%			77.27%		

FFY	2014		
Target	75.00%	-	85.00%
Data	65.71%		

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

FFY 2015 - FFY 2018 Targets

FFY	2015			2016			2017			2018		
Target	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 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/2/2016	2.1.a.i Mediations agreements related to due process complaints	16	null
SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/2/2016	2.1.b.i Mediations agreements not related to due process complaints	24	null
SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/2/2016	2.1 Mediations held	65	null

FFY 2015 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 2014 Data*	FFY 2015 Target*	FFY 2015 Data
16	24	65	65.71%	75.00% - 85.00%	61.54%

Explanation of Slippage

North Carolina's data indicated that during the 2015-16 school year there continued to be 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. Data also showed that for several due process hearing requests, where agreements were not achieved through mediation, parents were represented by a few of the same individuals/groups (attorneys and/or advocacy representatives). Feedback from participants involved in 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 mediations, and the intent was only to complete the process in order to go to due process hearings and/or collect attorney fees. North Carolina continues to analyze its data more closely regarding various aspects of the dispute resolution process, including: 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 2014 response

none

Responses to actions required in FFY 2014 response

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	2015
Target ≥			
Data			

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

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target ≥			

Key:

Description of Measure

Targets: Description of Stakeholder Input

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

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Selected: Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Dr. Nancy T. Johnson

Title: SPP/APR Coordinator

Email: ntjohnso@uncc.edu

Phone: 704-576-2760

Indicator 17:
State Systemic Improvement Plan (SSIP)
Phase III
2017

03/30/2017

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

Table of Contents

Commonly Used Acronyms

CEME	Center for Educational Measurement and Evaluation: University of North Carolina at Charlotte
CGR	Cohort Graduation Rate
DAC	Director's Advisory Council
ECD	Exceptional Children Division
ECATS	Exceptional Children Accountability Tracking System
ESSA	Every Student Succeeds Act
IHE	Institutes of Higher Education
LEA	Local Education Agency (this term is inclusive of charter schools)
LEASA	Local Education Agency Self-Assessment
MTSS	Multi-Tiered System of Support
NCDPI	North Carolina Department of Public Instruction
NC SIP	North Carolina State Improvement Project
PBIS	Positive Behavioral Supports and Interventions
PDSA	Plan, Do, Study, Act
SDI	Specially Designed Instruction
SEA	State Education Agency
SEFEL	Social Emotional Foundations for Early Learning
SET	School-Wide Evaluation Tool
SIMR	State Identified Measureable Result
SIT	State Implementation Team
SPDG	State Personnel Development Grant
SSIP	State Systemic Improvement Plan
SWD	Students with Disabilities
TPOT	Teaching Pyramid Observation Tool

A. Summary of Phase III

Description of State Identified Measureable Result

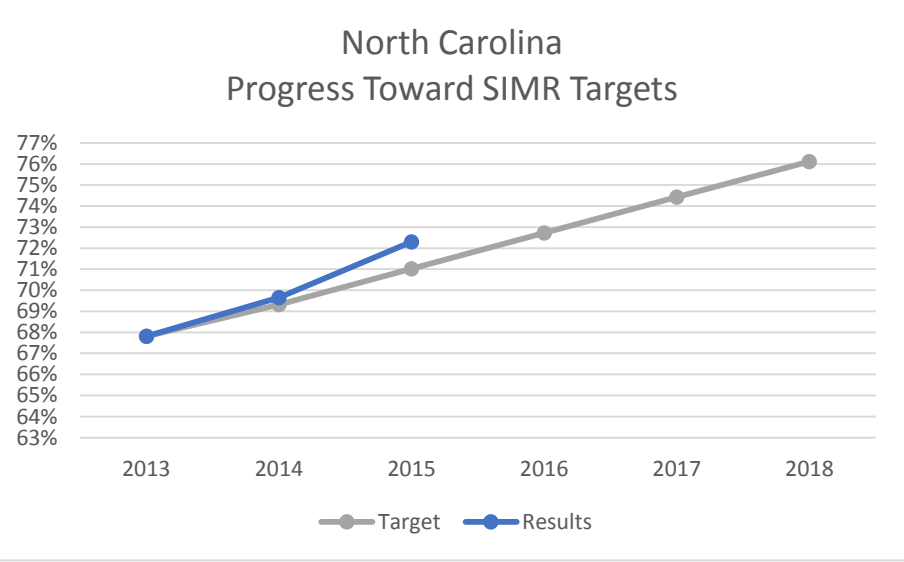
The North Carolina State Identified Measurable Result (SIMR) is the five-year adjusted cohort graduation rate for students with disabilities. The baseline percentage was determined by using the ratio of youth with Individualized Education Programs (IEPs) graduating with a regular high school diploma in 2013-14, or earlier, to all youths with IEPs entering ninth grade in 2009-10 for the first time. The cohort is "adjusted" by adding any students who transferred into the cohort and by subtracting any students who transferred out, emigrated to another county, or died during the years covered by the rate.

Progress toward SIMR Targets

FFY	**2013**
Five-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%	72.3%			



1. Theory of action and logic model

The theory of action is based on the premise that the State Education Agency's (SEA) provision of support and tools to Local Education Agencies (LEAs) will yield effective data analysis, improved ability to self-assess, and systematic identification of problem(s) that can be measured and mediated. Using data within a systematic LEA Self-Assessment (LEASA) process as a fulcrum, LEAs will work alongside schools to diagnose local root causes of identified problems associated with the State Identified Measureable Result (SIMR). As root causes are identified, LEAs will select SEA supported evidence-based interventions that are aligned to their own need, contextual fit, and capacity. The SEA will support LEAs through stages of implementation providing universal and tiered levels of professional learning and technical assistance based on the extent of LEA need, infrastructure, and general and intervention specific capacity. As a result, the intended impact is increased five-year graduation rate for students with disabilities. This convergence of data-driven problem identification, intervention, and support is represented graphically in Figure 1 below.

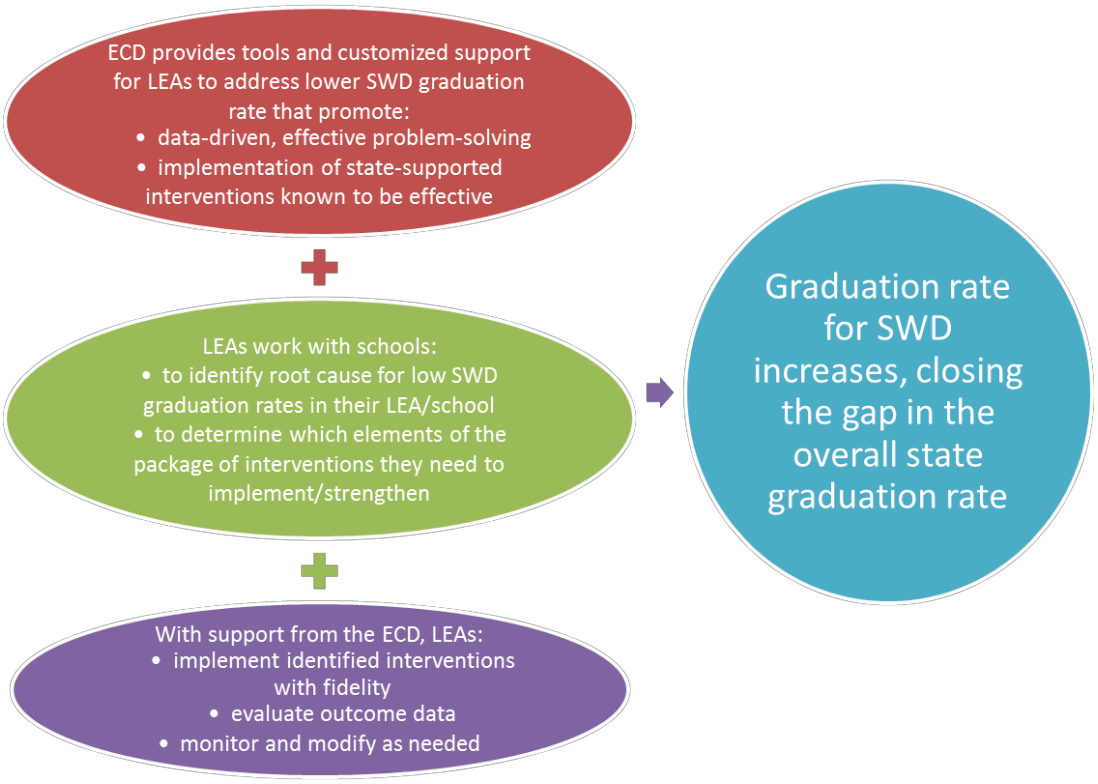


Figure 1. Graphical depiction of the theory of action.

During Phase I of the State Systemic Improvement Plan (SSIP), a data analysis, a review of the extant literature base, and a systematic process for collecting stakeholder feedback resulted in the SEA targeting three domains requiring improvement strategies to impact the SIMR. Broadly construed, these domains include: academics, behavior, and a continuum of transitions. Within each of these domains, there are specific risk and protective factors (see Phase II report, Appendix G) that have demonstrable association with the graduation rates of students with disabilities. Therefore, these three pillars, academics, behavior, and transition serve as the foundational framework for the implementation of evidence-based practices supported by the SEA.

The SEA leveraged implementation of the State Personnel Development Grant (SPDG), Positive Behavioral Interventions and Supports (PBIS), Social Emotional Foundations of Early Learning (SEFEL), and the development of a continuum of transitions toolkit to align usable interventions within these three pillars for ameliorating risk factors and enhancing protective factors. The result is evidence-based practices associated with graduation, carefully selected and implemented by LEAs that the SEA has the infrastructure and capacity to support through cascading teaming structures. The support (strategies/activities) provided to LEAs for data analysis and root cause identification when combined with the usable interventions within the three pillars (outputs) yield several short and intermediate outcomes aligned with the SIMR. This alignment can be seen Figure 2.

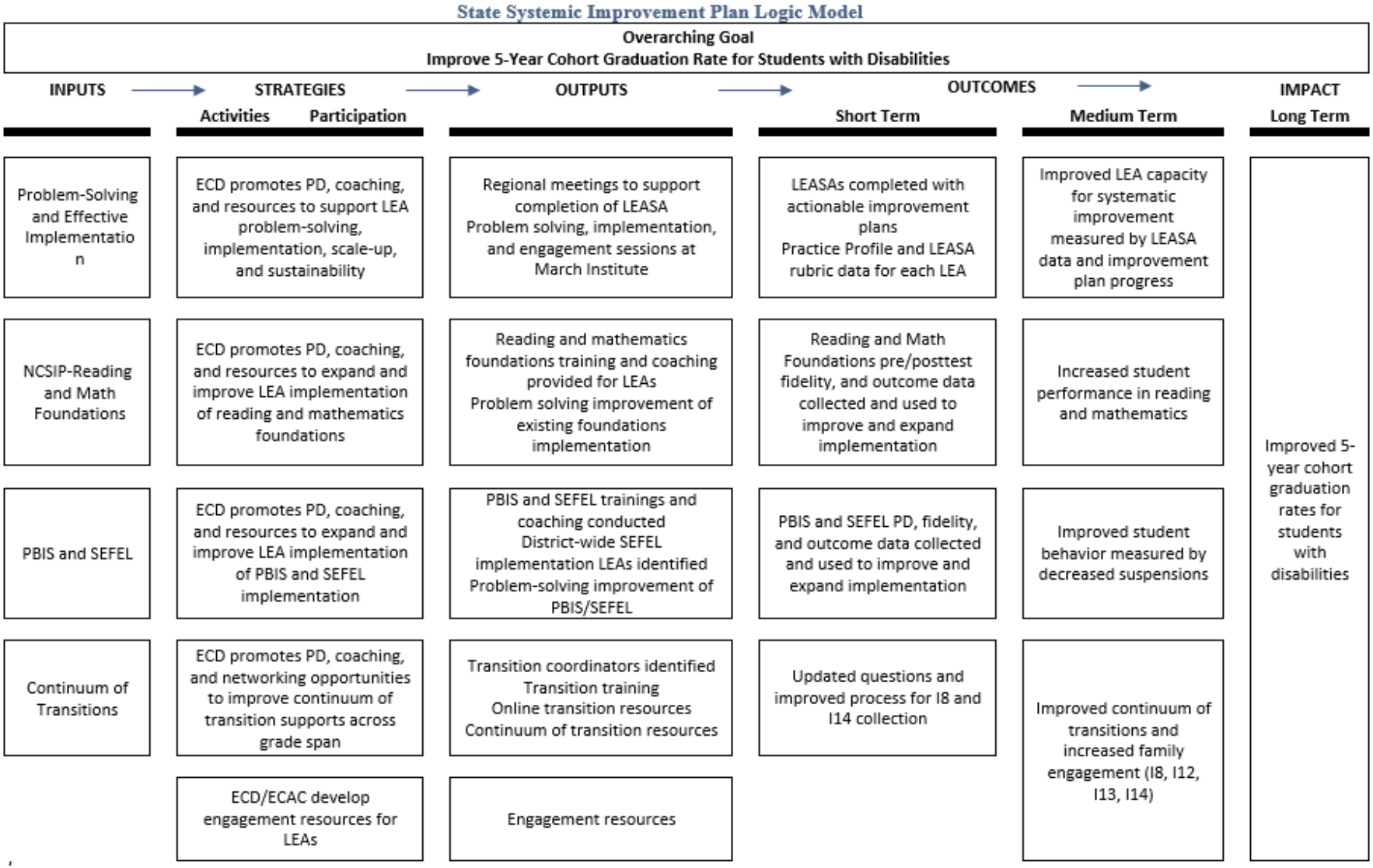


Figure 2. NCSSIP Logic Model

The primary supports provided by the Exceptional Children's Division (ECD), professional learning, coaching and resources to support sustainable problem solving and active intervention implementation, are represented by the top box under "Strategies". That row in the model represents the coherent improvement strategy utilized to augment implementation at the local level and is predominantly driven by an LEA Self-Assessment (LEASA) and improvement planning process. By helping develop local capacity to analyze data and identify problems and their root causes, the ECD intends for LEAs to select the appropriate interventions, develop strong improvement plans, and ultimately create a culture of systemic improvement. A culture of systemic improvement positions LEAs to adapt to the complex and changing problems and root causes associated with graduation that may arise as previously identified issues are being addressed. The ECD intends for the systemic improvement process to permeate what is represented by the remainder of strategies/activities, outputs and outcomes in Figure 2.

The "Strategies" in the proceeding rows represent more targeted efforts by the ECD to support LEAs implementation of evidence based practices associated with the SIMR. Moreover, these practices are aligned with statewide initiatives, the overall goals of the State Board of Education (see Phase II report Appendix A), the state plan for the Every Student Succeeds Act (ESSA), and the ECD Strategic Vision (see Phase II report Appendix B). Intentionally, the ECD worked across divisions within the SEA to ensure that initiatives and developed improvement plans have the potential to provide needed assistance to all students who attend NC public schools. Thus, the SPDG supported Reading and Math Foundations and PBIS/SEFEL were identified for their potential to have an impact across the educational spectrum within an LEA. Respectively, these supports are intended to lead to increased student achievement in reading and math and improved student behavior. Engagement and transition resources provide a more targeted form of support to improve family engagement and knowledge of the educational process and expectations to ensure students with disabilities remain on-track to graduate within five years.

Table 1 below aligns the goals for each of the main areas, the strategies/activities designed to help achieve those goals, outputs and outcomes from the implementation of those strategies/activities and the summative evaluation questions that form the basis of the SSIP evaluation.

Table 1. Summative evaluation questions aligned with goals, strategies/activities, outputs and outcomes.

Goals	Strategies/Activities	Outputs	Summative Outcomes	Summative Evaluation Questions
1. Increase capacity for problem solving and effective implementation	• LEA Self-Assessment • Tiered supports professional learning plan	- Enhanced LEA problem identification, selection of evidence-based practices, and planning ability	• Policy Changes • High LEA 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 o Effective Leadership • LEA Self-Assessment	- Increased Math/Reading Content Knowledge - Increased fidelity in use of research-based instructional practices	• Increased academic achievement (Proficiency)	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, including suspensions and	• 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)/Child Outcomes Summary Process (COS) 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	• Increased Indicator 12, Indicator 13, and Indicator 14 levels • Increase WCU website access traffic • Increase in student/family engagement – I8	4 To what extent have LEA Indicator 12, 13, 14 levels increased? 5 To what extent have levels of student/parent engagement, measured by Indicator 8, increased (across time)?

External Factor / Context: Statewide Installation of a Multi-Tiered System of Support (MTSS)

2. Coherent Improvement Strategies

The coherent improvement strategy at the foundation of the SSIP is the LEA Self-Assessment (LEASA) tool and process. All LEAs (including charter schools) were required to complete a comprehensive self-assessment during the 2015-16 school year. Broadly, the LEASA serves several key purposes yielding value to both LEAs and the SEA.

Specific to LEAs, the LEASA process supports an ability to:

- identify root cause associated with the SIMR
- select aligned evidence-based practices that demonstrate a contextual fit
- engage in a deliberate process of improvement planning

At the SEA level, analysis of LEASA data:

- supports alignment of SEA infrastructure to local need
- informs the installation of a tiered delivery framework of professional learning and technical assistance

Therefore, the intent of this coherent strategy is to maximize the benefit of the implementation of the specific evidence-based practices described in the next section.

3. Specific Evidence-Based Practices Implemented to Date

The coherent improvement strategy described above is intended to enhance LEA ability to identify need, select, and implement the evidence-based practices that are aligned to their identified root causes associated with the SIMR. In addition, the ECD's tiered support plan reinforces an LEA's implementation of the evidence-based practices described below through the conduit of statewide implementation of a Multi-Tiered System of Support (MTSS) framework. This section briefly describes how the ECD leveraged the State Personnel Development Grant (SPDG) supported North Carolina State Improvement Project (NCSIP), Positive Behavioral Interventions and Supports (PBIS), Social Emotional Foundations of Early Learning (SEFEL), and the development of a continuum of transitions to support the three pillars of academics, behavior, and transition.

Academics: The North Carolina State Improvement Project (NC SIP)

Comprehensive professional learning for reading and mathematics instruction offered through The North Carolina State Improvement Project (NC SIP) has been the primary evidence-based practice to

support districts that identified academics as the root cause impacting graduation of students with disabilities. Throughout the SSIP process, the SSIP and SPDG planning teams have collaborated (with overlapping membership) to ensure the work of the SPDG was leveraged to impact the SIMR. Information detailing the evidence base for NC SIP is included in the Phase II report. Most recently, the implementation of this model has comprised four major components:

- building capacity at the state level
- working with districts to ensure they have the leadership and organizational capacity to implement and support district and building innovations
- providing professional learning and coaching to teachers and administrators on effective instruction
- working with Institutes of Higher Education (IHEs) to align NC SIP courses in pre-service and administrator courses

Over the course of the current year, ECD and LEA staff selected as regional coaches for the project have developed capacity to support districts in the provision of job-embedded follow up to support transfer of training for the Reading and Math Foundations courses. Notably, ECD staff and regional coaches have worked with Dr. Marcia Rock from the University of North Carolina at Greensboro through professional learning focused on the development of a continuum of evidence-based coaching practices (e.g., presentation of theory, models of best practice, individual coaching, and group coaching). These individuals have engaged in book studies, collaboratively completed online coaching modules within a community of practice, participated in face-to-face trainings (e.g., coaching continuum, coaching feedback loops), observed coaching models, and received coaching from Dr. Rock in the context of their own coaching work within LEAs.

The capability to provide evidence-based coaching practices has been subsequently applied through regional implementation structures to support the scaling and sustainability of the Foundations courses. The regional coaches described above were selected based on rigorous criteria and have expanded the impact of NC SIP by working collaboratively with ECD staff to coach LEA staff as they provide professional learning, measure the fidelity of implementation at the classroom level, and develop their own continuum of job-embedded follow up. To further support the regional implementation of the Foundations courses, the NC SIP project selected five best practice sites and 15 demonstration sites to serve regions of North Carolina. The best practice and demonstration sites work closely with the ECD staff and regional coaches for school-wide implementation of the evidence-based practices supported in Reading and Math Foundations. Consequently, these schools serve as models of best practice to other LEAs and schools in the region. Best practice and demonstration sites are also supporting regional leadership through the

provision of a professional development course titled, *All Leaders Understand, Support, and Collaborate to Provide Evidence-Based Instruction.* The development of this course will allow NC Department of Public Instruction (NCDPI) staff, leadership at best practice sites (e.g., principals and central office staff), and other leaders within the region to work collaboratively in the application of implementation frameworks to the work of NC SIP and the SSIP.

Behavior: Positive Behavioral Interventions and Supports (PBIS)

Comprehensive support for PBIS implementation has been an evidence-based practice to support LEAS that identified behavior as the root cause impacting graduation of students with disabilities. Consistent with the ECD infrastructure shift to regional implementation supports, eight ECD staff work regionally with LEA teams (including identified coaches) on LEA and school-level implementation of PBIS. Over the course of the last year, ECD staff have provided comprehensive professional learning modules to LEAs that that are aligned to tier I (universal), II (targeted), and III (intensive) behavioral supports. In addition to these modules, ECD staff have provided professional learning on Team-Initiated Problem Solving (TIPS), classroom management, Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs), and school-based mental health. To assist LEAs in overcoming implementation hurdles, ECD consultants have provided ongoing technical assistance on topics such as building implementation teams, data collection (e.g., developing a decision support data system with fidelity and outcome data components), data analysis, development of professional learning and coaching plans, and utilizing the PBIS Data Management System (DMS).

Behavior: NC Social Emotional Foundations for Early Learning (SEFEL)

The NC SEFEL project has also been an evidence-based practice to support districts that identified behavior as the root cause impacting graduation of students with disabilities. One of the primary predictors for later school success is a child's development in the areas of emotional-social skills and behavioral regulation. Therefore, creating early childhood environments that support positive behavior and intentionally teach young children the language, concepts, and problem-solving skills that lead to positive social-emotional outcomes is of primary importance. This approach is considered a "protective factor" in the prevention of dropout, as described previously in this report. The professional learning provided to support SEFEL over the previous year was developed using implementation science frameworks. The frameworks involve implementing the initiative through stages (exploration, installation, initial

implementation, full implementation) with emphasis on the development of a clear logic model, description of the core activities and practices necessary for successful implementation, well developed and supported implementation teams at the local level, and established implementation drivers (organizational, leadership, and competency). This approach has included the support of Local Education Agency (LEA) implementation teams as they provide professional learning to LEA staff, coaches and other leadership positions. In addition, the SEA provides guidance and technical assistance with ongoing implementation evaluation using coach, teacher, and child outcome data. Professional learning support has been provided in a variety of ways to align to the level of support required by LEAs. It has been delivered to LEA training teams, leadership teams and other LEA leadership personnel, and SEFEL coaches so that implementation leadership and responsibility, including professional learning support for implementation, can be sustained at the local level.

To further support implementation, the NC SEFEL project has developed a practice profile that provides a clear description of the key implementation steps necessary for successful implementation. The key implementation steps defined in this tool are:

- establish a leadership team
- establish stakeholder buy-in
- facilitate meaningful family involvement as a means of improving services and results for children
- communicate behavior expectations for preschool classes
- use evidence-based strategies for teaching and acknowledge the implementation expectations for preschool classes, as indicated by level of fidelity on the Teaching Pyramid Observation Tool (TPOT)
- use established procedures for responding to challenging behaviors
- establish and implement a professional development plan for classroom staff
- establish an implementation and professional development plan for coaches
- establish a plan for monitoring implementation and outcomes

The LEA implementation leadership teams have used this practice profile as a guide for planning, data-driven problem solving and decision-making, and evaluation.

Transition: Development of a Continuum of Transitions Support

A team of stakeholders has been charged with the implementation of practices to support a continuum of transitions (from pre-k through high school). To date, the team has developed and provided professional learning support for a transition tool kit to be used for middle and high school transitions. The team is now focused on the development of a tool to assist LEAs and schools in the documentation of transition

activities as well as the selection of evidence-based transition practices within defined bands that cross all grade levels. With the understanding that variables associated with graduation cross the grade span (i.e., all transitions are important), this tool will be designed to assist educators in making evidence-informed transition decisions from pre-school through graduation. Currently, a draft of the tool has been developed with extensive stakeholder feedback, including IHE staff, parents, LEA central office staff, and classroom teachers. The tool is designed to be included within a student's Individualized Education Program (IEP) folder and includes formal documentation of transition activities as well as recommended practices within grade-level bands (pre-k, K-3, 4-5, 6-8, 9-12). Usability testing for the continuum of transitions toolkit will occur in LEAs representing each region of the state, including a charter school, during the 2017-18 school year. Professional learning for sites selected for the usability testing of the tool is scheduled for June and July 2017. Following usability testing, state-wide installation will begin in 2018-19, with regional teams trained to provide coaching and job-embedded follow up.

4. Brief Overview of Evaluation Activities, Measures, and Outcomes

The first year of evaluation activities focused on the review and summary analysis of data aligned with the logic model and summative evaluation questions represented by Figure 2 and Table 1 above. The ECD intentionally chose to make use of largely pre-existing data sources when creating the evaluation plan. The ECD staff collaborated with members of the evaluation team from the Center for Educational Measurement and Evaluation (CEME) at University of North Carolina at Charlotte (UNCC) to develop data file structures that could be used throughout the evaluation process. Many of these structures are based on files or reports already generated by NCDPI Accountability and ECD offices, facilitating efficient data sharing with the evaluation team.

While exploring the data provided by the ECD, the CEME evaluation team members developed a SSIP Metric Baseline Report based on measures from the 2012-13 through 2014-15 school years. The primary evaluation method included examination and understanding of the longitudinal trends in data aligned with the evaluation question. This was deemed the strongest evaluation method, as the statewide implementation of the SSIP precluded the possibility of a comparison group-based design. For evaluation of the SSIP, the focus will be on monitoring the change (improvement) of outputs and outcomes for LEAs across time, particularly focused on trends prior to and following baseline. To provide further clarity on how implementation is impacting all students across the state, the baseline outcome values were disaggregated by various subgroups of interest, such as student gender and race, Economically Disadvantaged Status (EDS),

and Limited English Proficiency (LEP). For example, Figure 3 is a graphical summary of five-year cohort graduation rates (CGR) by various subgroups including SWD, along with the target SWD five-year CGRs. Similar graphical summaries of baseline data were generated for Reading and Math Foundations outcomes, academic performance (i.e., standardized assessment outcomes), PBIS outcomes, NC SEFEL outcomes, behavioral outcomes, and transition outcomes.

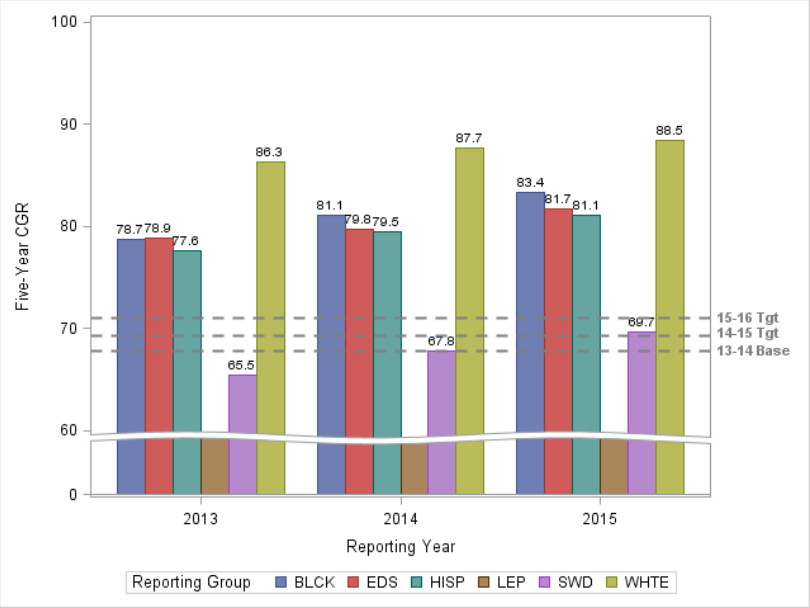


Figure 3. Five-year CGR rates by subgroup (gray, dashed lines represent established targets).

In addition, longitudinal modeling of various metrics (including fidelity and student outcome metrics) to explore changes in trends associated with the installation of the SSIP beginning in 2015-16 was completed. As expected, a small positive effect on the SIMR and other metrics was achieved in this first year, as installation activities began (LEAs engaged in the LEASA process throughout the 2015-16 school year and did not submit the tool until June/July 2016). The current 2016-17 school year represents a more mature stage of SSIP installation, in which the ECD would expect further impact on short-term outcomes. Nevertheless, because longitudinal data points are available for many of the metrics, early exploration helps to shed light on whether implementation is trending in the right direction and will further inform the installation process. When supported by the data, the longitudinal models represent separate trajectories (i.e., random intercepts) and change over time (i.e., slope) for each LEA (as opposed to representing all LEAs with a single pattern). This formulation more appropriately accounts for the relationship (i.e., correlation) of rates for each LEA and allows for a formal diagnosis of variability among LEAs (required for inferential analysis on the significance of change).

The longitudinal data were also analyzed for the effect of participation in Cohort 1. This Cohort 1 indicator included data from eight LEAs that began the LEASA and improvement process approximately 12 months prior to the rest of the state (the selection process for Cohort 1 sites is described in the Phase II report). The data were analyzed in such a fashion to determine the difference between 2014-15 (end of baseline) and 2015-16 data for Cohort 1 sites and the rest of the state (i.e., to answer the question "did Cohort 1 sites experience a different impact from the 2014-15 to 2015-16 school years as associated with longer duration of SSIP implementation?").

For example, Figure 4 shows a steady increase in the five-year CGR of SWD from 2012-13 to 2015-16, and the data supported a significant linear effect for time ($p < .001$; $d = .052$, a small practical effect size). In addition, the final model supported random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the SSIP Cohort indicator ($p = .918$). For both the Cohort 1 and non-Cohort 1 groups, the change past baseline was significant ($p < .001$, odds ratio=1.10, $d = .05$ and $p = .028$, odds ratio=1.08, $d = .04$, respectively). The interpretation of this model suggests that Cohort 1 sites did not experience a different impact on five-year CGR from 2014-15 (end of baseline) to 2015-16 as compared to the rest of the state. However, for both the Cohort 1 and non-Cohort 1 groups, there was a significant improvement in five-year CGR for SWD associated with SSIP installation. That said, the practical impact of that difference is described below.

Throughout the report, the odds ratio and Cohen's d are reported to estimate practical significance and the relative size of the effect. For interpretation purposes, an odds ratio close to 1 indicates little practical significance or change. For example, SWD in Cohort 1 sites were 1.10 times more likely to graduate within five years in 2015-16 as compared to 2014-15. In addition, the Cohen's d effect size of .2 is generally accepted as a "small" effect, .5 as a "medium" effect, and .8 as a "large" effect. Thus, while there was statistically significant change in CRG for SWD from 2014-15 to 2015-16, it was indicative of minimal practical significance. As noted previously, small effect sizes were anticipated at this point due to the evaluation occurring within the installation stage of implementation.

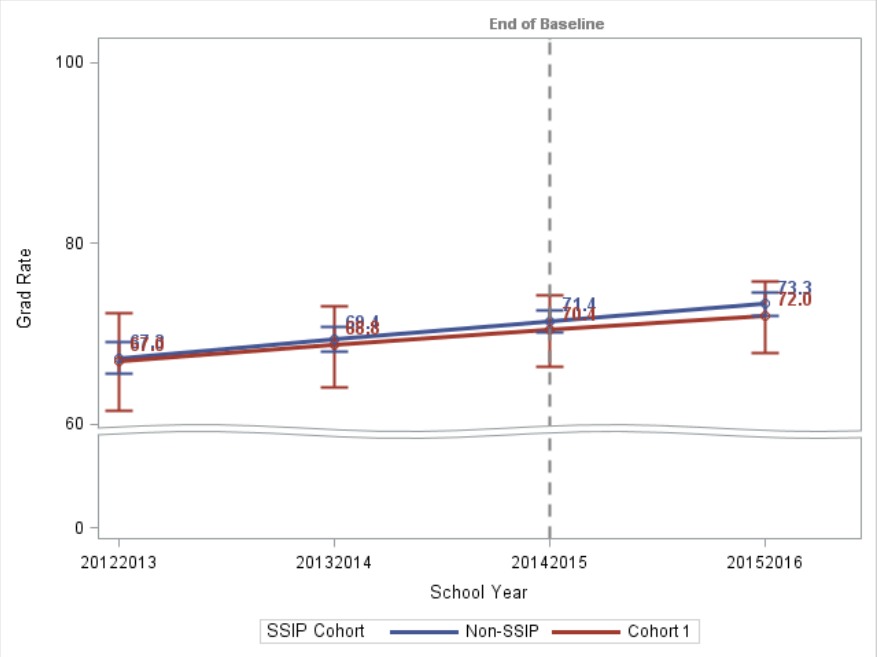


Figure 4. Mean five-year CGR Rates for SWD students, across time for NC LEAs.

A summary of key outcome comparisons to baseline is included in Table 2 below:

Table 2. Summary of key outcome comparisons to baseline

Domain	Key Outcome Comparisons to Baseline
Graduation	• The SWD five-year CGR rate exceeded the 2015-16 target, and the rate was higher in 2015-16 than it was in the three previous years
Academics	• High rates of fidelity for model reading and math instruction • The SWD subgroup attained a higher level of proficiency in reading and mathematics (3-8) • Association between fidelity of math instruction and student proficiency
Behavior	• High rates of fidelity for School-wide PBIS implementation • High rates of fidelity for SEFEL implementation • Overall, in-school, long-term out-of-school, and out-of-school (1-10 days) suspensions decreased slightly in 2015-16 compared to 2014-15. • Association between fidelity of PBIS and out-of-school suspensions
Transition	• Indicator 7 metrics A1, B1 and C1 were met • Indicator 11 LEA rates were stable, but greater than 96% in each year • Indicator 12 LEA rates were stable, but greater than 97% in each year. • An increase in the number of LEAs reaching the Indicator 14 targets in the baseline year (as there is a 1-year reporting lag).

5. Highlights of changes to implementation and improvement strategies

The evaluation data contained within this report have informed two modest changes to implementation and improvement strategies. The two changes are associated with an update to the LEA Self-Assessment (LEASA) tool and continued review and refinement of the continuum of transitions.

The Plan, Do, Study, Act (PDSA) improvement cycle has informed the development of the LEASA-Update (LEASA-U). The intent of the LEASA-U is to support districts in their assessment of progress in the implementation of their improvement plans, facilitate engagement in a systematic improvement cycle, communicate early successes and barriers to stakeholders, and sustain district teams through the implementation process. In addition, there are additional elements in the updated tool that are believed to expedite the review and analysis, resulting in increased efficiency and responsiveness by the ECD.

Concerning transition, the indicator data will be used to inform the continual refinement and training associated with the continuum of transition tool that is currently planned for usability testing during the 2017-18 school year. Specifically, data have resulted in areas of focus that include the facilitation of parent involvement and that timely evaluations and placement occur.

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress

a. Description of the extent to which the State has carried out its planned activities with fidelity

2015-16 represented the year designated for initial LEA Self-Assessment (LEASA) data collection, analysis, infrastructure alignment, and development of a tiered system of professional learning and technical assistance. The use of structured problem solving processes (Newton, Horner, Algozzine, Todd, & Algozzine, 2012) such as Plan-Do-Study-Act (PDSA) and Team Initiated Problem Solving (TIPS) is a cornerstone in the implementation science literature (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) and necessary to ensure that LEAs develop actionable and sustainable plans when implementing evidence-based practices (Fixsen, Blase, Metz, & Van Dyke, 2013). The development of problem-solving and implementation skills is integral to each district completing their own LEASA by 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. Over the course of the 2015-16 school year, ECD regional staff supported districts in their completion of the LEASA and improvement planning process through regional meetings, a March Institute, scheduled "booster sessions", and ongoing technical assistance. The broad timeline for the SSIP implementation developed during Phase II, which has been followed, is included in Figure 5 below.

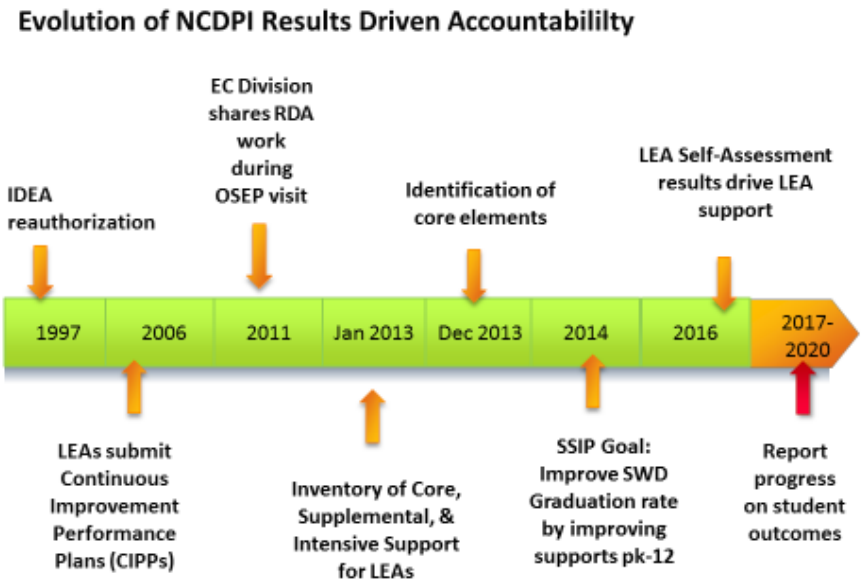


Figure 5. Evolution of NCDPI RDA work and timeline for SSIP implementation.

LEASAs were to be submitted by June 30, 2016, though some delays, primarily among charter schools, did occur. All of the LEASA were submitted to the ECD by August 28, 2016. Quantitative analysis and qualitative staff reviews of the LEASA were completed by August 29, 2016. The ECD's response to the LEASA analysis, in regard to infrastructure alignment and development of a tiered system of professional learning and technical assistance, is described below.

b. Intended outputs that have been accomplished as a result off the implementation activities

The LEASA and Improvement Planning Process

The LEASA was developed through a review of research and an iterative process involving input from ECD staff and stakeholders. The rational for the tool was derived from the usable innovations framework of implementation science (Fixen, Blase, Metz, Van Dyke, 2013) and the structure of the tool was derived from literature on the development of practice profiles (Metz, 2016). One purpose of the LEASA is to elucidate the core elements of the provision of comprehensive special education services that are required for students with disabilities to graduate from high school. Thus, the tool allows LEAs to operationalize the conceptually defined strategy of the "provision of comprehensive special education services" into knowable, teachable, doable, and assessable implementation activities. The six core elements that emerged through the development process are included in Table 3.

Table 3. Core elements identified by the LEASA

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

An LEA's completion of the LEASA results in several intended benefits. Broadly, these can be defined as increased problem identification and planning ability, practice informed policy decisions, and an increased fidelity of intervention implementation (as indicated in Table 1, Outputs and Summative Outcomes). More specifically, the completion of the LEASA will initially support many activities that are critical to the exploration stage of implementation. For example, the tool should allow districts to better identify and

prioritize needs (related to both systems that support teachers and classroom practices that support students), ultimately informing their selection of appropriate evidence-based interventions that are also aligned to the contextual fit and capacity of the LEA. The tool should also facilitate the development of local "readiness" (Scaccia et al., 2014), as the results can be used by LEA teams to cogently communicate a rationale for change based on a systematic review of local data. Finally, because the tool defines expected implementation activities that are required to produce the intended impact on the SIMR, it promotes the generation of goals, solution actions, and fidelity measures required for improvement planning. In addition to supporting districts in the exploration stage of implementation, the tool is intended to be utilized in a formal Plan, Do, Study, Act (PDSA) improvement cycle. Annually, LEAs will complete components of the LEASA, review the fidelity measures included in their improvement plan, and document the adjustments made to their goals, solution actions, and improvement plan.

Analysis of LEASA Data and Infrastructure Alignment

Upon completion and submission of the LEASA and Improvement Plans the quantitative and qualitative domains of the LEASA were analyzed. Quantitatively, descriptive statistics were obtained at the state-wide and regional levels for the core elements and critical components included in the practice profile of the LEASA. Generally, the quantitative data revealed that districts were experiencing the greatest challenges associated with Core Element 5: Research-Based Instruction and Practices and the most success with Core Element 6: Communication and Collaboration. Figure 6 represents the statewide mean percentage of points obtained within each core element.

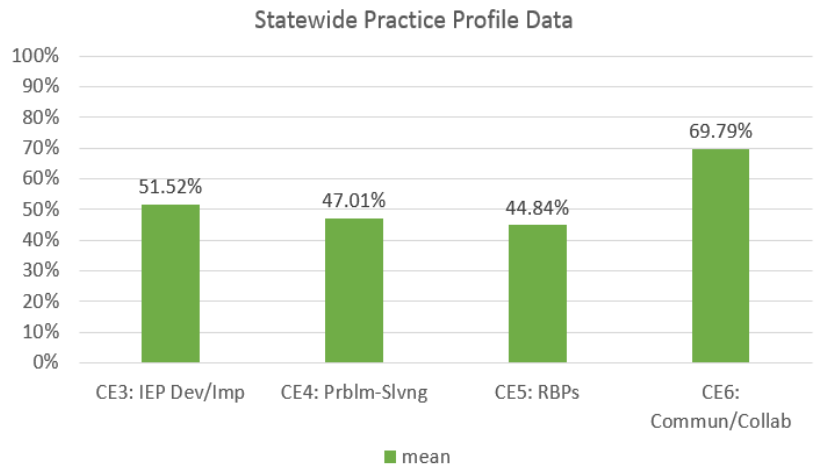


Figure 6. Statewide mean percentage of points obtained within each core element

Within Core Element 5, the lowest statewide mean scores were associated with critical components that deal with the systematic identification of research based practices and purposefully carrying out an implementation plan. These areas of baseline need in the LEASA practice profile statewide data are aligned to the rationale and purposes of the LEASA described above, and improvements within these critical components are expected as a result of engaging with the tool and process.

In addition to quantitative analysis, each LEASA and improvement plan was reviewed by three ECD staff in August 2016. ECD staff used a formal review tool (see Phase II report, appendix C) documenting satisfactory completion of the LEASA and Improvement Plan, identification of priority areas for improvement, and recommendations for the types of support that would be most aligned to priority areas. Upon completion of the review process, two primary priority areas were identified for each LEA. To verify accurate identification of priorities, the two areas were confirmed through individual emails sent to each EC director and coordinator. At the culmination of the qualitative analysis the ECD had identified priority areas aligned to improving the SIMR that were based on a systematic data review and self-assessment process occurring at the local level.

Development of a Universal Support Training Plan

The SSIP team analyzed the quantitative and qualitative data for development of a conceptual framework for the provision of universal professional learning to LEAs. The conceptual framework was designed by identifying the most commonly occurring needs reflected in the critical components of the LEASA and recommendations for support made during the ECD staff reviews. Table 4 below reflects the most commonly recommended support domains within LEAs identified by ECD staff. Each of the domains below were recommended for at least 80% of LEAs in the state.

Table 4. Commonly recommended supports.

Need	**Percent of LEAs with identified need through ECD Staff Review**
Progress Monitoring	98.17%
Specially Designed Instruction	93.75%
Implementation Planning	92.28%
Problem Solving	91.91%
IEP Implementation	90.80%
Evidence-Based Practices	88.97%
IEP Development	81.32%

As a result of this analysis, the conceptual framework for a universal training plan was developed to include the design and delivery of Specially-Designed Instruction (SDI) within a Multi-Tiered System of Support (MTSS) as the overarching universal domain (progress monitoring is considered a critical component of specially-designed instruction). In addition, the domains of problem solving, the use of evidence-based practices, and IEP development and implementation serve as critical foundational supports. Finally, the SSIP team concluded that all universal support should have content related to implementation frameworks systematically embedded within it (i.e., the implementation frameworks were to be taught within the context of the usable innovation). Figure 7 is the graphic used to develop understanding of the universal support framework with ECD staff and LEAs.

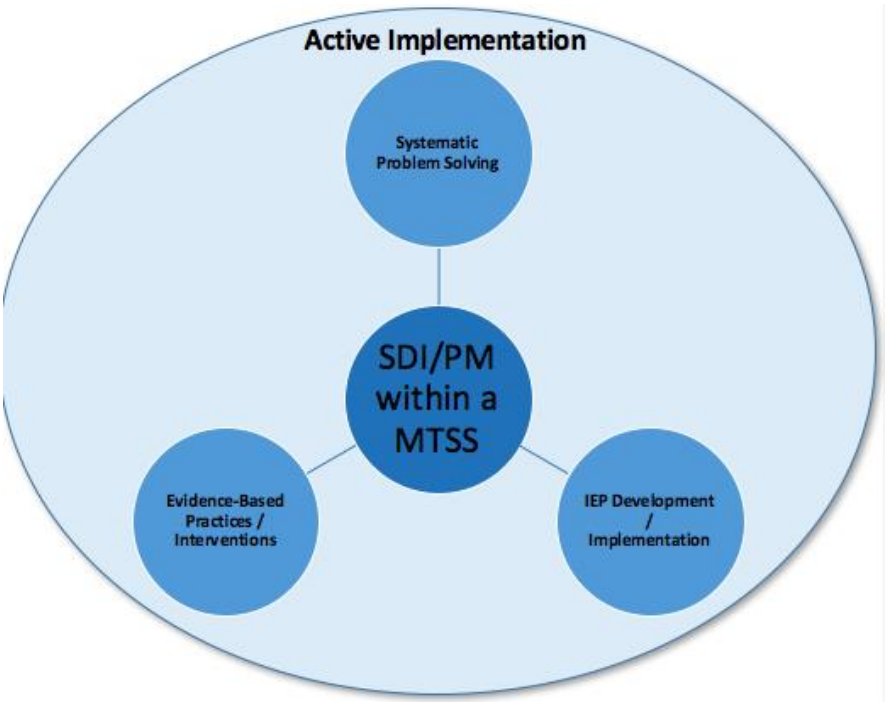


Figure 7. Conceptual framework for universal support.

The design and delivery of specially-designed instruction within an MTSS was included at the core of the universal content delivered because it is ubiquitous within the three pillars of academics, behavior, and transition that support the SIMR. As indicated in Table 1 and the Phase II report, the SSIP work is occurring in the context of state-wide implementation of MTSS. NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. The universal content delivered has emphasized how deeply enmeshed specially-designed instruction is within core, supplemental, and intensive academic instruction and behavioral programming. Plainly, the SEA is working to support districts in their alignment and integration of general and special education within a single flexible framework of school improvement. It is hypothesized that the evidence-based practices described in the next section have a higher likelihood of scalability and sustainability within a single implementation framework under MTSS, rather than parallel implementation pathways.

In addition, the specialized design and delivery of instruction is the vehicle by which educators ensure students with disabilities receive high-quality instruction and services that will result in progress toward academic and functional standards, graduation, and meaningful post-secondary outcomes. The need for clarification and strengthening of the state's understanding and delivery of SDI within an MTSS is multi-

faceted, and clearly surfaced through quantitative and qualitative review of the LEASA. The majority of students with disabilities in North Carolina spend 80% or more of the school day in general education settings, where in practice, the delivery of SDI can become difficult to distinguish, especially as differentiated instruction and universal design for learning (UDL) approaches become more prevalent in general education settings. Furthermore, within an MTSS framework, some supplemental and many intensive interventions may not look substantively different than SDI at the surface level. Given these factors, many school and program administrators have asked for guidance in the development, delivery, and monitoring of SDI, particularly as they conduct program reviews and performance evaluations for special education staff. As such, clarification on the distinctive features of SDI—or what makes special education "special"—has been offered to promote common language and understanding for all stakeholders (including general and special educators). Throughout the SDI work, the professional learning intends to operationalize the adapting of the "content, methodology, or delivery of instruction" through the application of evidence-based approaches described in the next section.

Through the use of this conceptual framework, a training plan for universal support was subsequently developed. To support implementation of the training plan, the SSIP team developed a Universal Support workgroup charged with content development, capacity building within the SEA and ECD, and delivery of professional learning. The workgroup is representative of all sections of the ECD, as well as all regions across the state. Intentional selection criteria were applied to ensure content expertise across general knowledge related to the provision of SDI within an MTSS and a wide continuum of specialized knowledge. In addition to ECD staff, three consultants from the Integrated Academic and Behavioral Supports division (the division that supports MTSS) have joined the workgroup. Recently, the SSIP team has also secured commitment for NCDPI Curriculum and Instruction staff to join, as well as implementation support from the State Implementation Team (SIT). Expansion of the workgroup across SEA divisions was deemed a critical next step in order to leverage existing SEA implementation frameworks established by MTSS, coordinate work between SEA, regional, and district teams, and present common rationale, language, and improvement strategies that are required for system-level change.

As the conceptual framework, training plan, and work structures crystallized, the SSIP team employed the universal training plan to support LEAs by leveraging existing professional learning opportunities that included regional directors' and charter coordinators' meetings, the annual EC division conference, a March Institute, New Directors' Leadership Institute (NDLI), and Charter Exceptional Children Leadership Institute (CECLI). The universal training plan is intended to enhance and support the implementation of

evidence based practices by meeting the most common needs identified through analysis of the LEASA. Over the course of the current school year, the workgroup has developed and delivered (or will deliver) universal content in the above referenced venues. The workgroup has also supported ECD staff in preparation for regional directors' and charter coordinators" meetings during monthly Division and regional team meetings.

In addition, universal professional learning has had active implementation frameworks embedded throughout. The implementation science content has included presentation of theory related to implementation frameworks (Fixsen, Naoom, Blase, Friedman, Wallace, 2005), models of implementation tools, practice completing tools, and feedback through small group discussions with ECD staff. The work completed during the professional learning has resulted in the development of selection criteria for district implementation teams, the creation of district communication plans, and the completion of a stage-based planning tool. The teams have completed this work to align with their MTSS implementation and the evidence-based practices supporting academics, behavior, and transition. During the regional directors' meetings, the audience has expanded from the historical participation of Exceptional Children (EC) directors and charter coordinators, to teams of individuals who broadly support implementation work in the district. This shift occurred in response to qualitative feedback from EC directors and charter coordinators indicating that additional participation of district staff would support the transition of implementation work from the meetings into the district. Analysis of the post-meeting surveys from December 2016 and February 2017 regional meetings indicated that participants largely believed the content was aligned and applicable to LEA identified priorities. Figures 8 and 9 represent participant feedback from the February regional meetings.

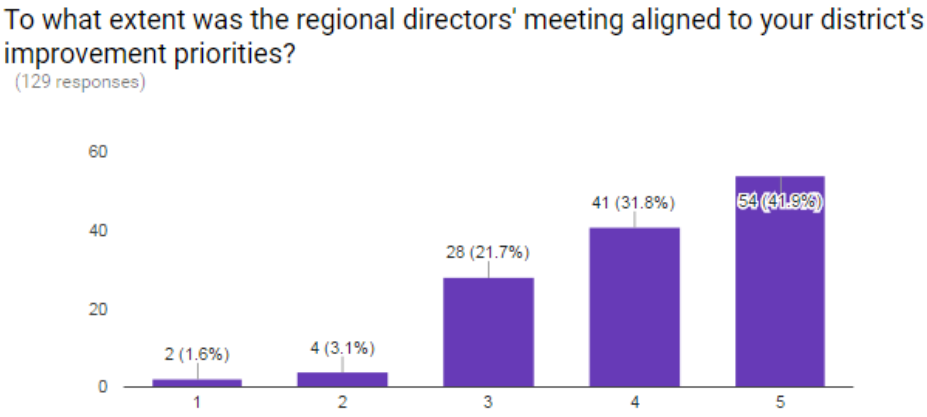


Figure 8. Alignment survey item from February regional directors' meeting.

1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

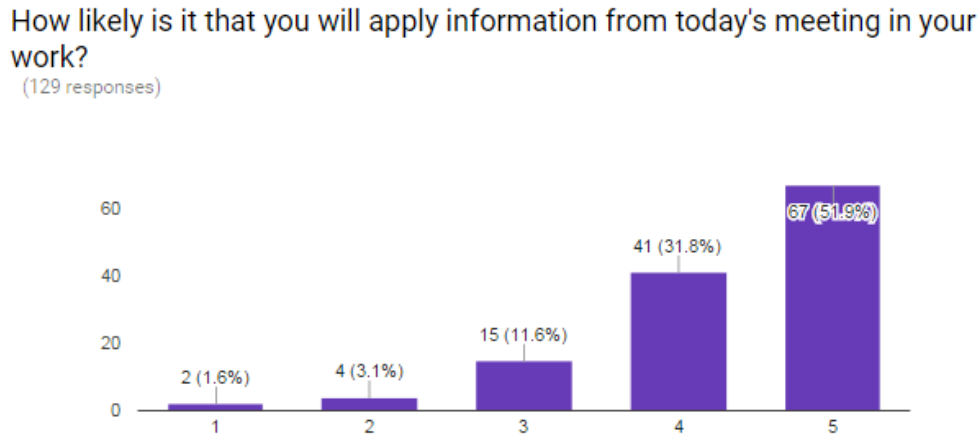


Figure 9. Application survey item from February regional directors' meeting.

1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Additional Universal Support Activities

During Phase II of the SSIP, the ECD began to streamline and align work to the SSIP and LEASA through the revision of IEP documents. As indicated in the Phase II report, the ECD engaged in a process to review and revise IEP forms with stakeholder input during the 2015-2016 school year. Broad stakeholder involvement (see Phase II report, appendix E) in the process included systematic opportunities for review and feedback from EC directors and coordinators, the Special Education Stakeholder Collaborative, the Council on Educational Services for Exceptional Children, and the Director's Advisory Council (DAC).

The form revisions and training development were completed by February 2017 and initial training with draft documents was held at the 2017 March Institute.

In conjunction with development of new IEP documentation and processes, a Request for Proposals (RFP) outlining an Exceptional Children Accountability Tracking System (ECATS) designed with the capability to produce reports and improve data accessibility was finalized in February 2017. ECATS will include three modules offered at no charge to LEAs to enhance data accessibility and analysis related to the provision of EC services, Medicaid billing, and the comprehensive academic, behavioral, and engagement data used to inform decisions within an MTSS framework. ECATS will be piloted in the fall of 2017, and the system is scheduled to go online for all users, with access to new IEP documentation, by January 2018. A comprehensive training plan has been developed to support the transition to the new forms and data system, including face-to-face delivery and online modules to support LEA-level capacity to train and coach staff.

Consequently, the new documentation processes and data system will further augment a district's capacity to assess need, select evidence-based practices, and implement with fidelity. As districts develop decision support data systems to inform implementation, fragmentation of data across a multitude of sources, systems, and reporting features is a significant barrier to efficient and effective analysis. ECATS will have the capacity to seamlessly integrate data sources, including those that are aligned to both fidelity (e.g., School-Wide Evaluation Tool, the Tiered Fidelity Inventory, the Teaching Pyramid Observation Tool, and NC SIP instructional fidelity checks) and outcome data (e.g., Office Disciplinary Reports, suspension data, attendance, child outcome summaries, teacher content knowledge, and progress monitoring data). As a result, LEAs will have easier and increased access to data and reports.

Tailored and Customized Supports

In addition to the design of a conceptual framework and implementation of a universal training plan, the ECD utilized LEASA data and regional teaming structures to identify a response with tailored and customized supports. Throughout the LEASA process, the ECD recognized that despite key advantages, self-assessment possesses limitations that can be mitigated through specific actions. As the LEASA and improvement planning process began, directors and coordinators initially voiced concern that the tool may be utilized for evaluative, rather than supportive purposes. In the development of a tiered system of support, it was critical that the ECD did not conflate tiers of support with evaluative judgments. When

developing definitions for the types of support that the ECD would provide, the language of the definitions was intentionally focused on the elements of the ECD response, rather than the types or level of needs demonstrated by districts requiring or requesting that tier of support. The definitions for universal, tailored, and customized supports are contained within Table 5 below.

Table 5. Current definitions for tiers of support.

Universal	**Tailored**	**Customized**
Universal supports address state-wide priority areas identified by the LEA Self-Assessment. These priority areas include (but are not limited to): Specially Designed Instruction and Progress Monitoring within an MTSS, Implementation Planning, Problem Solving, IEP Development and Implementation, and Evidence-Based academic and behavioral practices. Universal supports are provided in face-to-face, blended, and online training modules. Examples of universal supports include Regional Directors' meetings, March Institute, the Exceptional Children's Conference, and Summer Institute.	Tailored supports address content that is aligned to common needs of regional participants that are in the process of developing district capacity to sustain and scale the critical components of the LEA Self-Assessment. District teams are utilized to provide job-embedded follow up and coaching. Tailored supports are provided in addition to the universal supports described above by regional teams and sections within NCDPI. Tailored supports are developed and provided to districts in response to common areas of regional need identified in the LEA Self-Assessment and in response to formal professional learning requests.	Customized supports address content that is specifically designed to meet unique needs of a district. Customized supports are provided in addition to universal and (possibly) tailored supports to develop readiness and begin capacity building. NCDPI staff support district staff in the provision of job-embedded follow up.

As tiers of support were defined, LEASA data were utilized in a systematic gap analysis and data visualization for the planning of tailored and customized supports. To engage in the gap analysis process, ECD sections completed a professional learning inventory to document professional learning opportunities

they currently had the capacity to support, and the alignment of those professional learning opportunities to the definitions of universal, tiered, and customized supports. Once completed, the LEA priorities from the LEASA were mapped to the professional learning inventories. In situations where an LEA priority could not be mapped to currently-developed professional learning, the priority was assessed for seriousness, urgency, and potential for growth. This priority assessment will be utilized to inform ECD sections' conceptualization and development of new professional learning for the 2017-2018 and subsequent school years.

For LEA priorities that were mapped to existing professional learning opportunities, the data were visualized on a map of North Carolina to assist sections and regional teams in the scheduling locations. These maps allowed teams to visually assess the geographic alignment of common needs and locate professional learning opportunities accordingly. Sections (organized by common work) and regional teams (cross-sectional organized geographically) utilized these data to develop a common professional learning calendar that is available electronically to districts. In addition, regional newsletters with all upcoming professional learning opportunities are provided monthly to directors and coordinators. Figure 10 represents an example of the North Carolina map containing LEA priorities related to Math Foundations.

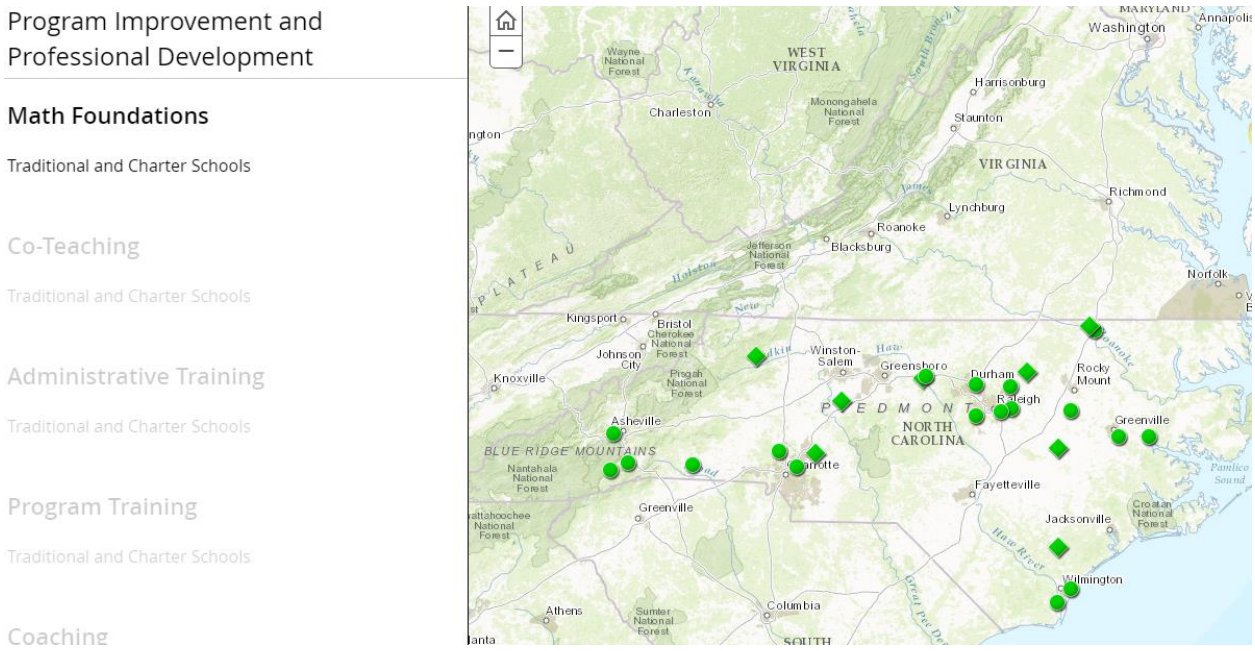


Figure 10. Visualization of LEA priorities aligned to ECD professional learning.

LEAs also have the opportunity to formally request professional learning that falls outside the scope of the universal, tailored, or customized supports that were developed in response to LEASA data. Once a formal request is made, a systematic process occurs to review and respond to the request. This process ensures that professional learning is aligned to a district's improvement plans, the ECD's infrastructure of tiered supports, capacity building within the regions, and efficient use of ECD resources. In addition, this process assures that all responses to LEAs are documented to support the evaluation process of professional learning, implementation, and outcomes.

The completion of a coherent calendar of professional learning activities, aligned to LEA needs, and implemented through regional support teams to district-level implementation teams represents a fundamental shift that has occurred in the ECD as a result of the SSIP. Historically, the ECD primarily relied upon monitoring or LEA requests for technical assistance and professional learning, and the response was inconsistently data driven, coordinated, or designed for building capacity within the LEA. Within our theory of action, the coherent improvement strategies related to the LEASA and improvement process, analysis of LEASA data, infrastructure alignment, and the development of tiered supports will lead to stronger implementation of the evidence-based practices to support the SIMR.

2. Stakeholder involvement in SSIP implementation

a. How stakeholders have been informed of the ongoing implementation of SSIP

b. How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP

Informing the SSIP external team and ECD staff

The ECD has informed stakeholders (within and outside of the agency) of the ongoing implementation in multiple ways. The structure of the SSIP team includes representation of both ECD staff and a wide range of stakeholders. The composition of the team has remained consistent since Phase II (see appendix E of the Phase II report for a list of stakeholders serving on the SSIP team). The SSIP internal team meets monthly with a general focus on implementation of the project. External stakeholders serve on SSIP workgroups that meet monthly and attend quarterly external SSIP meetings.

The SSIP external team and ECD involvement in decision-making

External meetings provide an opportunity for SSIP workgroups to provide detailed updates (including timelines and evaluation of the work), with a designated opportunity to receive feedback from external stakeholders. This feedback is recorded in notes that are shared via email to all ECD section chiefs, who subsequently share it with all ECD consultants. In addition, the notes are accompanied with an email summarizing the key decisions that were made, the rationale for the decision, and the required action items. A summary of the SSIP meeting, including the feedback from stakeholders, is provided at each monthly ECD division meeting or regional meetings.

Informing the State Education Agency

Within the broader SEA, stakeholders are primarily involved with SSIP through the State Implementation Team (SIT). The SIT includes representation from across the agency, LEAs, and institutes of higher education. This allows for stakeholder involvement 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, including ongoing evaluation.

State Education Agency involvement in decision-making

Work groups on the SIT collaboratively remove barriers, define relationships between agency projects, align the work of the agency, create common language and practices for agency staff, and provide support for LEAs through development of agency-wide infrastructure. The SIT meetings provide opportunities for SEA staff to describe overlapping work associated with the SSIP and construct intentional alignment. Prime examples of results from this work include SSIP alignment with statewide MTSS implementation, the NC SPDG grant, and the PBIS and SEFEL projects.

Informing LEAs

The implementation of the SSIP is regularly shared with LEAs during regional and statewide meetings and through their representatives on the Director's Advisory Council (DAC). The analysis of the LEASA and the rationale and details of subsequent alignment of infrastructure and development of a tiered support system have been ongoing topics shared and discussed within these meetings. This information has been

shared in presentation formats, as well as in small group discussion opportunities between LEA and ECD staff.

LEA involvement in decision-making

With the LEASA driving the ECD infrastructure alignment and development of a tiered system of support, LEAs are the predominant factor influencing the decision making related to SSIP implementation. By aligning areas of focus to LEA needs, the LEASA tool itself is a method of influencing decision making. In addition, feedback is consistently taken in survey format following all regional meetings and March Institute. These data are analyzed by the SSIP team and presented to all ECD staff during regional meetings. In addition to survey-level feedback, DAC representatives have recently been invited to engage in a systematic decision analysis process to further refine how feedback data are efficiently and effectively responded to.

C. Data on Implementation and Outcomes

1. How the state monitored and measured outputs to assess the effectiveness of the implementation plan

a. How evaluation measures align with the theory of action

Figures 1 and 2 provide an over-arching depiction of the theory of action and the logic model, respectively. The logic model displays the associations between the strategies/activities, the resulting outputs and the short, intermediate and long-term outcomes. Thus, the short-term outcomes in the logic model serve as the measures to be monitored to ensure the strategies/activities are having their intended impact at the system level (i.e., are we seeing knowledge and behaviors change with implementing adults?). The intermediate outcomes serve as direct impact measures based on changes in the short-term outcomes (i.e., are we seeing a positive impact on students?). The basis of the theory of action is grounded in the ability of the SSIP to positively impact the intermediate outcomes that, ultimately, will increase the ability of students with disabilities to graduate within five years. As indicated in the logic model, many of the short-term outcomes are related to measures of implementation and fidelity that would be early indicators of successful implementation of the evidence-based practices. Medium and long-term measures are related to student outcomes that would be expected as a result of successful implementation.

b. Data sources for each key measure

Each of the short-term outcomes is aligned with a data source readily available within NCDPI.

Coherent Improvement Strategy: Problem Solving & Effective Implementation

- **LEASA Improvement Plans**: these will provide evidence of LEAs' ability to problem solve and engage in data analysis to develop strategies and target interventions to address their needs.
- **LEASA Practice Profile**: these data will also provide evidence of LEAs' ability to problem solve and analyze data to diagnose needs. The data from the practice profile will help ECD determine which LEAs need specific type of supports, and how much support they will need.

Academics: NCSIP Reading & Math Foundations

- **Fidelity Observations**: these LEA-level data provide evidence of teachers' (aggregated to the LEA level) adherence to the Reading/Math instructional model. Teachers who have taken the Foundations and instructional model course receive at least one fidelity observation by a trained observer who has attained inter-rater reliability.
- **Student proficiency data:** End-of-Grade tests, NCEXTEND2, NCEXTEND1

Behavior: PBIS & SEFEL

- **School-Wide Evaluation Tool (SET**): this measure is designed to assess and evaluate features of school-wide behavioral supports including definition of expectations, teaching of behavioral expectations, system for responding to behavioral violations, etc. Schools are rated 0-100 on each of the components and averaged to yield an overall SET score.
- **Brief School-Wide Evaluation Tool (BSET):** a measure similar to SET involving less-intensive data collection. The calculation and range of BSET scores are similar to those attained for the SET.
- **PBIS Training/Implementation Criteria**: a measure documenting whether schools have been adequately trained on PBIS implementation strategies. The majority of NC schools have been training, limiting the utility of this measure.
- **Social and Emotional Foundations for Early Learning (SEFEL):** LEA-level measures are available to document the percent of LEAs attended SEFEL/Foundations training and what percent have implemented training with their teachers, what percent of LEAs are implementing SEFEL district-wide (including an implementation team, an implementation plan, are providing SEFEL coaching to teachers, and coaches are measuring teachers' use of SEFEL strategies with the Teaching Pyramid Observation Tool [TPOT]), and what percent of teachers in SEFEL district-wide implementation sites have reached fidelity as measured by TPOT.

Transitions: Support for a Continuum of Transitions

- **Office of Special Education Programs (OSEP) SPP/APR Indicator data:** a number of indicators to monitor various outcomes.
    - **Indicator 7:** the percent of preschool children aged 3 to 5 with IEPs who demonstrate improvement in positive social-emotional skills, acquisition and use of knowledge and skills (including early language/communication and early literacy), and the use of appropriate behaviors to meet their needs.

- **Indicator 8**: measures the percentage 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.
- **Indicator 11**: measures the percentage of students being referred that receive timely (within 90 days) evaluations and placement for special education services.
- **Indicator 12**: measures the percentage of students referred by Part C/Early Childhood Intervention prior to age 3 who are found eligible for Part B/District Special Education Services and who have an IEP (Individualized Education Program) developed and implemented by their 3rd birthday.
- **Indicator 13**: measures the percent of youth with IEPs aged 16 and above that have 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 service needs.
- **Indicator 14**: measures the percent of youth who are no longer in secondary school, and were:
    - enrolled in higher education within one year of leaving high school
    - enrolled in higher education or competitively employed within one year of leaving high school
    - 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

c. Description of baseline data for key measures

The extant performance data for each of the key measures was reviewed as a basis for future comparisons. As described previously, these data were also disaggregated by subgroups of interest. Baseline levels for key outcome indicators are summarized below (Please note, this report does not represent an exhaustive review of all the analyses conducted and reviewed by the SSIP team. This report reflects key measures, aligned to the logic model, that inform judgments about the current progress and success of SSIP implementation).

State-Identified Measurable Result: Cohort Graduation Rate

- **Five-year Cohort Graduation Rates (CGR**): these data were summarized by demographic subgroups across the 2012-13, 2013-14 and 2014-15 school years. Rates and trends were similar across years for different racial groups (e.g., Black Students 78.7, 81.1, 83.4; White Students 86.3, 87.7, 88.5). Based on the most recent 2014-15 data, the students with disabilities (SWD) subgroup was on-track with the annual target (i.e., 69.7). Overall, over half of all schools with a SWD subgroup increased their five-year CGR, while 8.3% remained the same and 41.7% declined.

Academics: NCSIP Reading and Math Foundations

- **Fidelity of Reading and Mathematics Instruction:** For baseline school years (2012-13 to 2014-15), the average change of percent of teachers achieving minimum criteria on the fidelity assessment was examined. The examination revealed an overall increase across time. Math and reading fidelity percentages varied across LEAs.
- **Academic Performance:** For baseline school years (12/13 - 14/15), proficiency rates of key demographic subgroups were examined on EOGs, NCEXTEND2, and NCEXTEND1. Across reading and mathematics content area assessments, similar trends and gaps were evident for each of the three years, with White students exhibiting the highest performance and SWD and LEP students exhibiting the lowest performance.

Behavior: Positive Behavioral Interventions and Supports (PBIS)

- **Fidelity of PBIS Implementation:**
    - **School-Wide Evaluation Tool:** For baseline school years (12/13 – 14/15), baseline and criterion-level performance on the School-Wide Evaluation Tool (i.e., > 80) was documented for the 2012-13 (M = 92.33, SD = 8.88) and 2013-14 (M = 91.74, SD = 9.94) school years. The distribution of scores was negatively skewed (indicating a high proportion of high scores), with nearly equal mean scores across baseline years.

    - **PBIS Implementation Criteria:** For baseline school years (12/13 – 14/15), PBIS implementation criteria was examined for the percentage of schools meeting different criteria levels. In 2012-13, 439 (99.3%) schools met the PBIS Trained Criteria (only three

did not meet the Trained Criteria) and 407 (92.1%) met the PBIS Implementation Criteria (35 did not meet the Implementation Criteria). In 2013-14, 566 schools (99.7%) met the PBIS Trained Criteria (only two did not meet the Trained Criteria) and 534 (94.01%) met the PBIS Implementation Criteria (34 did not meet the Implementation Criteria).

- **Discipline Data:** For baseline school years (13/14 – 14/15), the overall rates of In-School Suspensions (ISS), Out of School Suspension (OSS), and Long-Term Out of School Suspension (LT OSS) were small and ISS and OSS rates declined over time.

Behavior: Social and Emotional Foundations for Early Learning (SEFEL)

- **Scale-Up, Spread, and Fidelity of SEFEL implementation:**
  - **SEA training LEAs:** All (100%) of eligible districts attended Modules 1-7 training in 2012-13 (n = 17) and Modules 8-12 in 2012-13 (n = 16). Thirty-nine percent of LEAs attended Module 1-7 training in 2013-14 and no districts attended training for Modules 8-12 in the same year; and, 54.7% (n = 115) attended Modules 1-7 training in 2014-15 and 40% attended Modules 8-12 (n = 115).
  - **LEAs training teachers:** The percent of LEAs providing training for Modules 1-7 remained relatively consistent across 2013-14 and 2014-15, while the percent for Modules 8-12 declined. Information collected across the state tracking full, district-wide implementation showed 12% of districts had achieved district-wide implementation in 2012-13, with 23% in 2013-14 and 24% in 2014-15 and 23% in 2015-16.
  - **SEFEL Fidelity:** Median rates of teachers reaching TPOT fidelity increased from Fall to Spring each year, but declined from 2012-13 to 2013-14, with approximately similar values in 2013-14 to 2014-15 and across the state LEAs are relatively successful in helping their teachers attain TPOT fidelity.

Transition Outcomes

- **Indicator 7:** For the baseline school years (12/13 – 14/15), data were analyzed for the percent of preschool children aged 3 to 5 with IEPs who demonstrated improvement in outcomes related to positive social-emotional skills, acquisition and use of knowledge and skills (including early language/communication and early literacy), and the use of appropriate behaviors to meet their needs. Within each of these three outcomes are two different metrics and accompanying targets, outlined as follows:

1. Of those children who entered or exited the program below age expectations in the Outcome, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in the Outcome by the time they exited the program.

For the 2012-13 school year, NC did not meet the established targets for both metrics for any Indicator 7 outcomes. New baselines were established for the 2013-14 school year. For the 2014-15 school year, NC met targets for both metrics within Outcome C. Across baseline years, considerable variability existed among LEA level measures.

- **Indicator 11:** For the baseline school years (12/13 – 14/15) data were analyzed for the percentage of students being referred that receive timely (within 90 days) evaluations and placement for special education services. For the baseline school years, indicator 11 decreased slightly from 93.3% in 2012-13 to 92.5% in 2014-15. Across baseline years, considerable variability existed among LEA level measures.

- **Indicator 12:** For the baseline school years (12/13 – 14/15) Indicator 12 data were analyzed for the percentage of students referred by Part C/Early Childhood Intervention prior to age 3 who were found eligible for Part B/District Special Education Services and who had an IEP (Individualized Education Program) developed and implemented by their 3rd birthday. NC consistently failed to meet the 100% target each year, but, was consistently above 97%.

d. Data collection procedures and associated timelines

NCDPI adopted PowerSchool as the primary Student Information System (SIS) several years ago. A number of the data points necessary for tracking and reporting on the implementation and impact of the SSIP project are collected from all NC LEAs through this system. As a result, data for a particular school year for all LEAs are provided in a standardized format in the following fall. Occasionally, when standardized assessments are re-calibrated delays in reporting occur.

NC discipline data has been made available via the Common Education Data Analysis and Reporting System (CEDARS) Oracle based data warehouse. The Center for Educational Measurement and Evaluation (CEME) and ECD staff have collaborated to generate a standard query that will retrieve and summarize discipline data at the LEA level. Exports from this system will provide standardized discipline data that can be added over the life of the project.

The NC SIP fidelity data are collected through electronic forms submitted through the NC SIP data base over the course of the year. At any time, the data that can be exported from the database.

The PBIS and SEFEL projects each have their own data collection processes and submission guidelines. Data from PBIS were obtained from the project's Data Management System. Data from SEFEL was provided by the project lead in Excel format. Data are collected throughout the year and available as requested.

Indicator data are collected by separate managers within NCDPI. Though these data are also presented in a standardized format, the timeliness of their collection and summarization can vary. However, because of fewer protocols for review and release, these data are sometimes available in more timely fashion than the larger reporting efforts of NCDPI.

e. Sampling procedures

No probabilistic sampling procedures are planned for the evaluation of SSIP. Data that are already being collected and readily available are being used, thus, available longitudinal data for all LEAs will be captured.

f. Planned data comparisons

The primary research design for the evaluation of the SSIP is longitudinal, meaning the primary comparisons to be made will involve LEA performance on various metrics across time. Thus, the primary metric analyses will involve looking to see how much change occurs from the initial SSIP implementation year and subsequent years after.

That said, ECD and CEME staff will also maintain data organized by participating cohorts to facilitate comparisons of growth among LEAs from SSIP Cohort 1 and the rest of the state. In addition, comparisons of growth will be made between Cohort 1 and all other LEAs to determine if similar (or dissimilar) amounts of change are occurring in LEAs where shorter duration of SSIP participation have occurred.

Finally, although primary analyses will be focused on measures representative of the SWD subgroup, analyses will also investigate other subgroup categories including Economically Disadvantaged (ED), English Speakers of other Languages (ESL) or student race when data are available.

g. How data management and data analysis procedures allow for assessment of progress toward achieving intended improvement

As stated previously, the ECD deliberately chose to identify metrics associated with the SSIP that are already being collected and maintained by NCDPI. Prior to conducting initial baseline analyses, data files

provided to CEME staff by the ECD were standardized to facilitate management and the addition of future data points as the project evolves. Currently, ECD and CEME staff are working from a shared Dropbox folder allowing ECD to upload data files for the various metrics and allowing CEME staff to work from the same raw files.

As alluded to in the Planned Data Comparison section, longitudinal analyses have been the primary method for determining whether the strategies of the SSIP are having an impact on short, intermediate, and long-term outcomes. CEME staff have made use of as many years of data representing the time *before* SSIP installation to increase the statistical power (i.e., likelihood) of being able to detect statistically significant change in metrics.

2. How the State has demonstrated progress and made modifications to the SSIP as necessary

a. How the state has reviewed key data that provide evidence regarding progress toward achieving intended improvement to infrastructure and the SIMR

At the current time, longitudinal analysis was expected to yield small effect sizes associated with SSIP implementation. Implementation science literature suggests three to five years are typically required to achieve intended outcomes, if active implementation frameworks are intentionally adhered to (Fixsen, Blase, Timbers, & Wolf, 2001). Notwithstanding, trends in the longitudinal analysis of these key data points will serve to inform the judgment of progress toward achieving intended improvement to infrastructure and the SIMR. Following the logic model developed for the evaluation process, the SSIP team has primarily focused on analysis of outputs and short-term outcomes to make decisions concerning expected progress for this stage of implementation.

b. Evidence of change to baseline data for key measures

Longitudinal analysis of key measures is included below. The analysis is organized in relation to the SIMR and the domains of academics, behavior, and transition. As described previously, the longitudinal analysis indicates whether the change from baseline was statistically significant and whether participation in Cohort 1 is associated with a different change from baseline as compared to the rest of the state (i.e., to answer the question "did Cohort 1 sites experience a different impact from the 2014-15 to 2015-16 school years as associated with longer duration of SSIP implementation?). When LEA level data were available and when supported by the data, the models represent separate trajectories (i.e., random intercept) and change

over time (i.e., slope) for each LEA (as opposed to representing all LEAs with a single pattern). This formulation more appropriately accounts for the relationship (i.e., correlation) of rates for each LEA and allows for a formal diagnosis of variability among LEAs. Throughout this section, the odds ratio and Cohen's d are reported to estimate practical significance and the relative size of the effect. For interpretation purposes, an odds ratio close to 1 indicates little practical significance or change. In addition, the Cohen's d effect size of .2 is generally accepted as a "small" effect, .5 as a "medium" effect, and .8 as a "large" effect.

Graduation

What is the longitudinal trend in five-year cohort graduation for all students in North Carolina?

First, the LEA-level five-year CGR rates for all students (e.g., inclusive of all subgroups) was examined. Figure 11 shows a steady increase in the five-year CGR of all students from 2012-13 to 2015-16, and the data supported a significant linear effect for time ($p < .001$; $d = .053$, a small practical effect size). In addition, the final model supported random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the Cohort 1 indicator ($p = .907$). Despite the lack of a significant main effect or interaction term for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. For both the Cohort 1 and non-Cohort 1 groups, the change past baseline was significant ($p < .001$, odds ratio=1.10, $d = .05$ and $p = .001$, odds ratio=1.10, $d = .05$, respectively).

To answer the question above, this model suggests that five-year CGR for all students in North Carolina has been consistently increasing from 2012-13 to 2015-16. Cohort 1 sites did not experience a different impact on five-year CGR for all students from 2014-15 (end of baseline) to 2015-16 as compared to the rest of the state. The increase in CGR from 2014-15 (end of baseline) to 2015-16 was statistically significant for Cohort 1 and the rest of the state; however, the increase represents little practical significance and it did not differ significantly from the prior pattern.

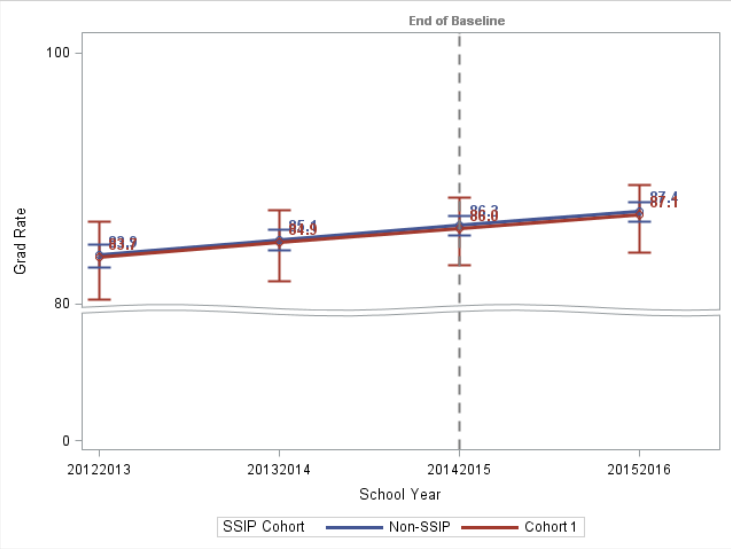


Figure 11. Mean five-year CGR Rates for all students, across time for NC LEAs.

What is the longitudinal trend in five-year cohort graduation for students with disabilities in North Carolina?

A similar analysis was conducted focusing on the students with disabilities (SWD) subgroup. Figure 12 shows a similar, steady increase in the five-year CGR of SWD from 2012-13 to 2015-16, and the data again supported a significant linear effect for time ($p < .001$; $d = .052$, a small practical effect size). In addition, the final model supported random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the Cohort 1 indicator ($p = .918$). Despite the lack of a significant main effect or interaction term for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. For both the Cohort 1 and non-Cohort 1 groups, the change past baseline was significant ($p < .001$, odds ratio=1.10, $d = .05$ and $p = .028$, odds ratio=1.08, $d = .04$, respectively).

To answer the question above, this model suggests that five-year CGR for students with disabilities (SWD) in North Carolina has been consistently increasing from 2012-13 to 2015-16. Cohort 1 sites did not experience a different impact on five-year CGR for SWD from 2014-15 (end of baseline) to 2015-16 as compared to the rest of the state. The increase in CGR for SWD from 2014-15 (end of baseline) to 2015-16 was statistically significant for Cohort 1 and the rest of the state. However, the effect was small and the pattern was consistent to the five-year CGR for all students. Keep in mind, this model is consistent with

expectations for this stage of implementation of the SSIP activities. In future years, it is the intention that the rate for students with disabilities increases at a rate that exceeds the rate of all students (to effectively close the gap).

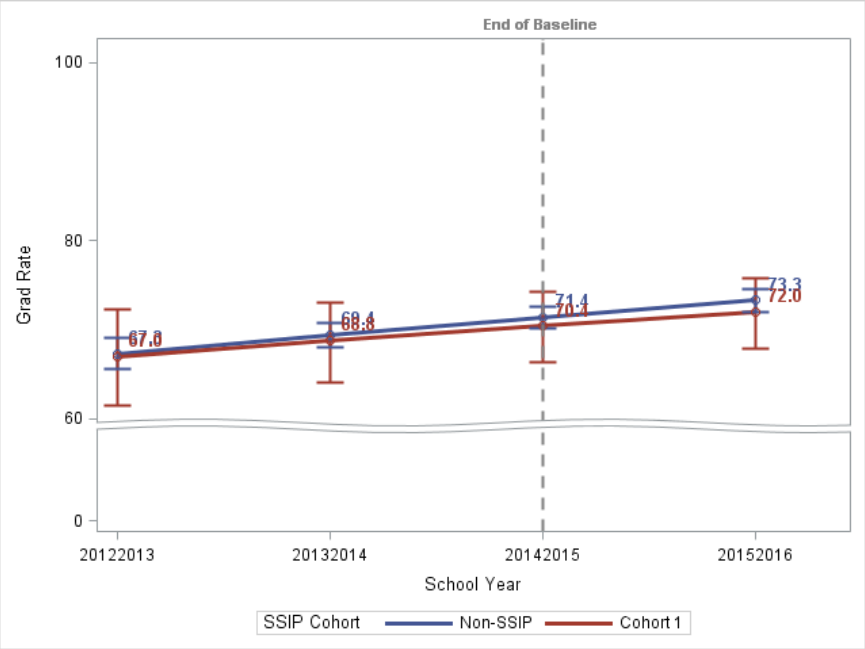


Figure 12 . Mean five-year CGR Rates for SWD students, across time for NC LEAs.

Academics: NC SIP Reading and Math Foundations

What is the longitudinal trend in the rate of teachers meeting fidelity criteria for model reading and mathematics instruction?

Figure 13 shows a steady rate of fidelity for model reading instruction across all four years. The final model supported by the data included a quadratic effect for time, random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the Cohort 1 indicator (p = .588). Despite the lack of a significant main effect or interaction term (p = .732) for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. For both the Cohort 1 and non-Cohort 1 groups the change past baseline was non-significant (p = .276, odds ratio=.817, d = .11 and p = .963, odds ratio=1.02, d = .01; respectively).

To answer the question above for fidelity of model reading instruction, the rates of teachers meeting fidelity criteria has been steadily high over time. The change in teacher fidelity rates in Cohort 1 and non-Cohort 1 sites did not differ significantly from 2014-15 (end of baseline) to 2015-16. The difference in rates of teachers meeting fidelity from 2014-15 (end of baseline) to 2015-16 was not statistically significant for Cohort 1 sites or the rest of the state. Overall, these data indicate that as SSIP sites implement NCSIP as an evidence-based practice to support academics, it is expected that teachers will reach high levels of fidelity for model reading instruction after participation in Foundations and model reading professional learning. In the SSIP logic model, this is a precursor to improved academic proficiency and increased graduation.

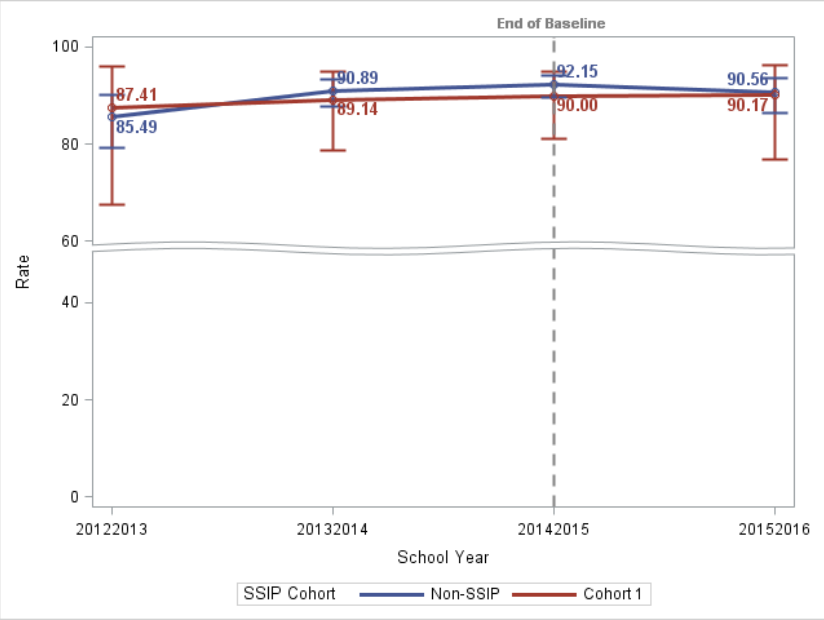


Figure 13. Mean estimated reading teacher fidelity rates across time for NC LEAs.

Figure 14 shows the corresponding analyses related to the rates of fidelity for model math instruction across all four years. The final model supported by the data included a cubic effect for time, random intercepts but no random slopes allowing each LEA their own trajectory across time, but a non-significant main effect for the SSIP Cohort indicator (p = .813). Despite the lack of a significant main effect or interaction terms (p = .657, .751 and .932 across the polynomials) for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. Change past baseline was significant for the Cohort 1 group (p = .001, odds ratio=6.34, d = 1.02) and not significant for the non-Cohort 1 group (p = .051, odds ratio=1.82, d = .33).

To answer the question above for fidelity of model math instruction, the rates of teachers meeting fidelity criteria has been steadily high over time. Cohort 1 sites did not experience a different impact on rates of teachers meeting fidelity criteria from 2014-15 (end of baseline) to 2015-16 as compared to the rest of the state. However, the difference in rates of teachers meeting fidelity from 2014-15 (end of baseline) to 2015-16 was statistically significant for the Cohort 1 sites. In addition, the large effect size reveals a dramatic increase in fidelity for Cohort 1 sites from 2014-15 to 2015-16. Overall, these data indicate that as SSIP sites implement NCSIP as an evidence-based practice to support academics, it is expected that teachers will also reach high levels of fidelity for model mathematics instruction after participation in Foundations and model mathematics professional learning. In addition, there may be an enhanced impact in NC SIP implementation in mathematics that corresponds to the LEASA improvement process.

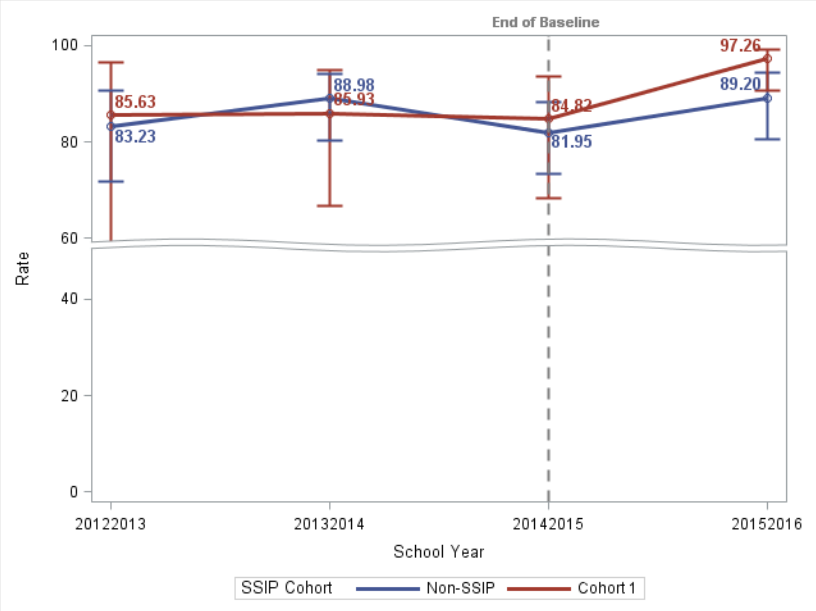


Figure 14. Mean estimated math teacher fidelity rates across time for NC LEAs.

What is the longitudinal trend in students with disabilities' proficiency in reading and mathematics?

Concerning reading proficiency for students with disabilities in grades 3-8, Figure 15 shows a dramatic increase in the proficiency of SWD from 2012-13 to 2013-14 (the shift was significant for both the Cohort 1

LEAs and the non-Cohort 1 LEAs). However, from 2013-14 forward the mean rate of proficiency remained relatively unchanged. The final model supported by the data included a cubic effect for time, random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the Cohort 1 indicator (p = .303). Despite the lack of a significant main effect or interaction term for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. For both the Cohort 1 and non-Cohort 1 groups, the change past baseline was non-significant (p = .319, odds ratio=1.03, d = .01 and p = .339, odds ratio=1.01, d = .01, respectively).

To answer the question above for students with disabilities' reading proficiency in grades 3-8, there was a large increase in proficiency from 2012-12 to 2013-14 which has since stabilized. Cohort 1 sites did not experience a different impact on reading proficiency for SWD from 2014-15 (end of baseline) to 2015-16 as compared to the rest of the state. While there was positive change from 2014-14 (end of baseline) to 2015-16, it was not significant. Overall, these data support a continued focus on academics as a root cause impacting the SIMR and active implementation of NC SIP for LEAs who have identified this as a root cause.

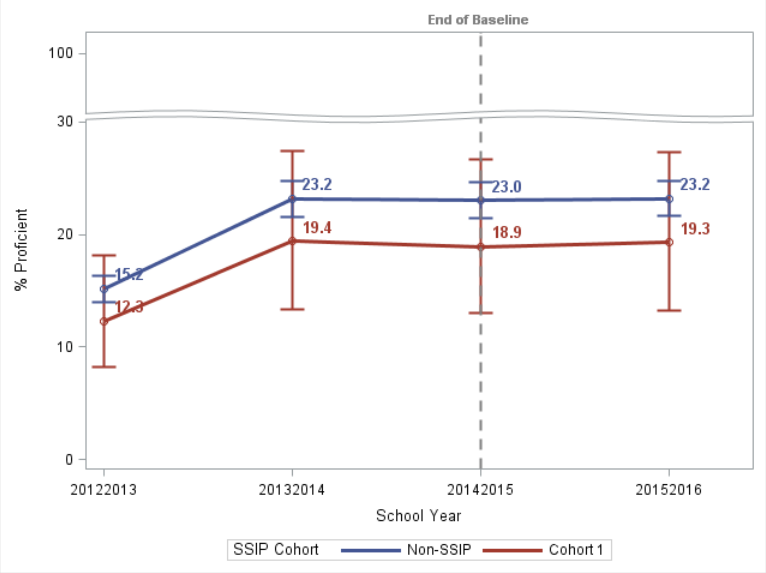


Figure 15. Mean estimated SWD reading proficiency rates across time for NC LEAs.

A similar pattern can be viewed in figure 16 associated with mathematics assessment results, where performance jumped in 2013-14 compared to 2012-13, but leveled off again in 2014-15. The final model supported by the data included a cubic effect for time, random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the Cohort 1 indicator (p = .596). Despite the lack of a significant main effect or interaction term for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. For the Cohort 1 and non-Cohort 1 groups, the change past baseline was significant (p = .027, odds ratio=1.07, d = .04 and p = .000, odds ratio=1.09 or Cohen's d = .05, respectively).

To answer the question above for students with disabilities' mathematics proficiency in grades 3-8, there was a large increase in proficiency from 2012-13 to 2013-14 which has since leveled off. The change in students with disabilities' reading proficiency rates in Cohort 1 and non-Cohort 1 sites did not differ significantly from 2014-15 (end of baseline) to 2015-16. However, the change from 2014-15 (end of baseline) to 2015-16 was statistically significant. Despite reaching statistical significance, the effect was small. Notwithstanding, the data are trending in the positive direction and additional analyses below lends further evidence to the impact of the NC SIP model on mathematics performance.

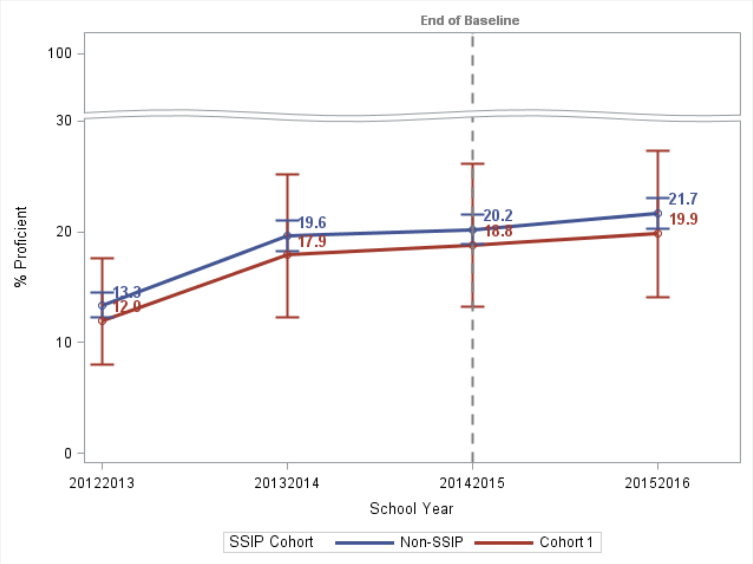


Figure 16. Mean estimated SWD reading proficiency rates across time for NC LEAs.

What is the longitudinal trend in the relationship between the rate of teachers meeting fidelity criteria and student performance?

To elucidate the relationship between teacher fidelity and student proficiency, the percentage of teachers achieving fidelity for LEAs was merged with the percent of students proficient on the NC standardized assessments. Once merged, correlational analyses were conducted to determine whether a relationship exists between an LEA's percentage of teachers achieving fidelity in reading and math and the percent of students attaining proficiency. Figure 17 provides two panels (one for the SWD subgroup, the other for all students) showing the correlation between the percent of teachers achieving fidelity and the percent proficient across time for the elementary and middle school level.

The graphs overall show relatively small correlations (i.e., less than .3) but also display separate patterns for reading and math. For SWD, the correlations in both reading and math declined from 2012-13 to 2013-14 and increased in 2014-15. However, the correlation for math increased dramatically in 2015-16 while reading leveled off again. A similar pattern can be seen for all students and math, while reading steadily increased through 2014-15 but declined in 2015-16. Note that the ability to achieve particularly high correlations is suppressed by the skewed NCSIP fidelity data (i.e., the skewed data limits the amount of variability among LEAs, which is necessary to yield a range of correlation values).

To answer the question above, the SSIP logic model posits that LEAs with larger percentages of teachers attaining fidelity would translate into better student academic outcomes and increased five-year CGR. At the very least, figure 17 suggests a strong support for this linkage for math in 2015-16. Examination of what occurred with implementation of the new SPDG grant, particularly related to job-embedded coaching to support the Math Foundations course over the 2015-16 school year, is a logical next step in translating the NCSIP professional learning into evidence-based instructional approaches, increased student proficiency, and graduation.

Figure 17. Correlations between the percent of teachers achieving fidelity and percent of students proficient across time by subject and student subgroup for the elementary/middle school level.

Behavior: Positive Behavioral Supports and Interventions

What is the longitudinal trend in fidelity of school-wide implementation of PBIS?

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the features of school-wide behavioral support, including:

1. Definition of Expectations
2. Teaching of Behavioral Expectations
3. On-Going System for Rewarding Behavioral Expectations
4. System for Responding to Behavioral Violations
5. Monitoring & Decision-Making
6. Management
7. District-Level Support

Each school receives a score of 0 to 100 on each of the components defined above, and an overall mean of those scores is calculated representing the school's overall SET score. Figure 18 below displays the distribution of LEA-level SET scores for the 2012-13 through 2014-15 school years (average across all schools in an LEA). In both years, scores are negatively skewed, with nearly equal mean scores.

To answer the question above with baseline data, from 2012-13 to 2014-15, the negatively skewed distribution with a small range of high mean scores (ranging from 91.53 to 94.63) suggests that districts who receive PBIS professional learning support are able to implement with a high degree of fidelity. Broadly, this lends credence to the selection of PBIS as an evidence-based practice to support LEAs that identify behavior as a root cause. In the SSIP logic model, fidelity of PBIS implementation is a precursor to increased student behavioral outcomes and ultimately, graduation.

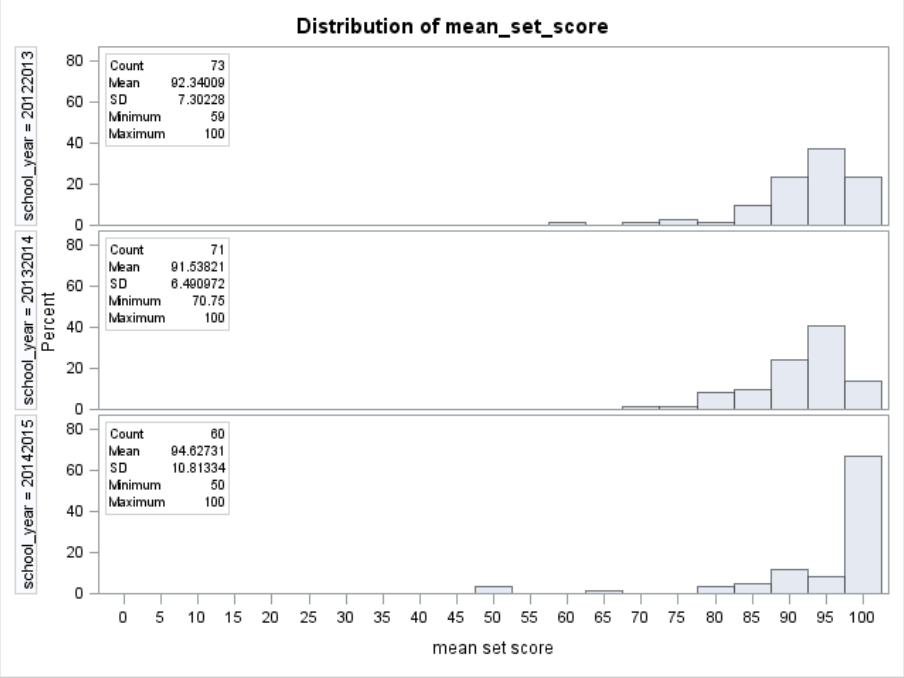


Figure 18. Distribution of NC Schools Overall Mean SET Scores by School Year.

What is the longitudinal trend in schools meeting NCDPI PBIS implementation criteria?

In 2012-13, 433 (99.5%) schools met the PBIS Trained Criteria (only two did not meet the Trained Criteria) and 402 (92.4%) met the PBIS Implementation Criteria (33 did not meet the Implementation Criteria). In 2013-14, 562 schools (99.8%) met the PBIS Trained Criteria (only one did not meet the Trained Criteria) and 530 (94.1%) met the PBIS Implementation Criteria (33 did not meet the

Implementation Criteria). Finally in 2014-15, 581 schools (99.8%) met the PBIS Trained Criteria (three did not) and 557 met the PBIS Implementation Criteria (95.7%) and 25 did not.

When isolating schools that had Trained Criteria data in all years, two schools did not meet the Implementation Criteria in all three years, while one school didn't meet the criteria in 2012-13 or 2013-14 but did in 2014-15. Additionally, there were 12 schools that met the Implementation Criteria in 2012-13 and 2013-14 but failed to meet it in 2014-15. 307 schools met in all three years.

To answer the question above, the majority of schools that attend PBIS professional learning are subsequently meeting NCDPI implementation criteria. Again, this supports the use of PBIS as an evidence-based practice to support behavior and indicates a high transfer of training into the implementation practices of the school.

What is the longitudinal trend in behavioral outcomes for students in North Carolina?

Figure 19 below displays the rates for each type of behavioral measure for the three school years (2013-14 to 2015-16), where rates were calculated as the LEA-level number of days of each behavioral outcome divided by the total days of student enrollment for the LEA. This provides a standardized measure across LEAs of different sizes, but also yields rates less than 1% (because the majority of students enrolled are not suspended; and those that are suspended only serve suspensions for a small portion of their total days enrolled).

To answer the question above, the graph reveals two main findings, including (a) the overall rates of ISS, OSS, and LT OSS are relatively low and (b) ISS and OSS rates declined slightly (non-significantly) across time. However, as described in the Data Quality section below, issues with the PowerSchool data information system prevented disaggregation of behavioral outcome data by subgroups of interest (including students with disabilities). Continued analysis of these trends, including subgroups of interest, is expected to continue throughout the evaluation process.

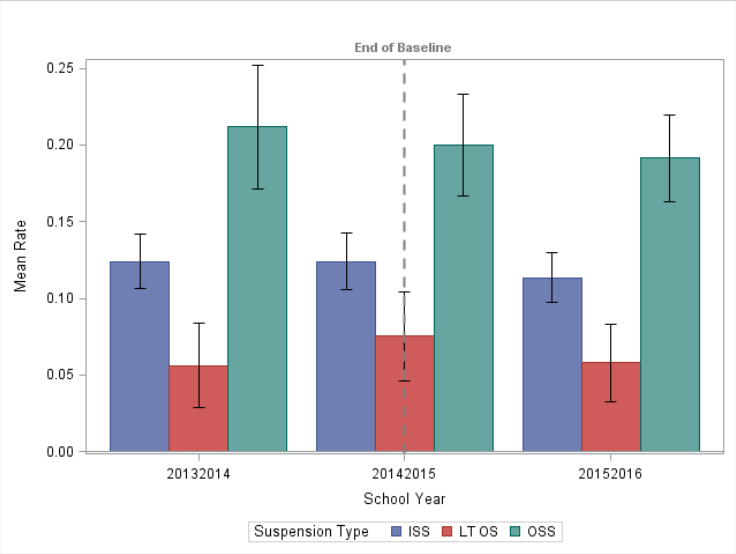


Figure 19. Mean LEA rates of suspension type across the 2013-14 to 2015-16 school years.

What is the longitudinal trend in the relationship between fidelity of school-wide implementation of PBIS and Out of School Suspension (OSS) Days rates?

LEA-level SET scores were merged with suspension information to determine whether a relationship existed. In their original, skewed forms, 2013-14 LEA-level SET scores were negatively correlated with OSS Days rates (r = -.15). However, the skewed distributions may violate the requirements for a linear measure of association. Kendall's Tau b correlation, as a non-parametric form of association, uses ranks based on agreeable (concordant) and non-agreeable (discordant) pairs. Using this metric, 2013-14 LEA-level SET scores were still negatively OSS Days rates (r_τ = -.011). The correlations in 2014-15 were weaker, with a Pearson r = -.002 and a Kendall's Tau b correlation of -.03.

To answer the question above, the analysis revealed a weak negative relationship between SET scores and OSS Days rates. In other words, as SET scores increased the number of OSS Days rates decreased. While not a strong relationship, this analysis lends support (within the expected range) to the SSIP logic model that posits that increased fidelity of PBIS implementation will lead to improved behavioral outcomes for students.

Behavior: Social Emotional Foundations for Early Learning (SEFEL)

What is the longitudinal trend in the percent of LEAs attending and completing SEFEL training (i.e., what is the ECD's capacity to spread the training)?

Figure 20 below depicts the percent of LEAs attending and completing the SEFEL Modules 8-12 training from 2012-13 to 2015-16. The graph shows that for both Cohort 1 and non-Cohort 1 LEAs, no LEAs were trained during 2013-14 (LEAs were receiving modules 1-7) but dramatic increases in the mean percentages occurred over 2014-15 and 2015-16. Each LEA had its own trajectory (i.e., a random intercept effect), though the change in trajectories (i.e., slopes) did not vary among LEAs. The model supported a quadratic trajectory ($p < .001$) and a marginally significant interaction between time and the SSIP cohort indicator ($p = .078$) representing the cross-over between red and blue lines from 2013-14 to 2015-16. Focusing on the change from 2014-15 to 2015-16, there was a significant effect for both the non-Cohort 1 ($p = .000$, odds ratio=10.48, $d = 1.30$) and Cohort 1 sites ($p = .004$, odds ratio=49.8, $d = 2.15$).

To answer the question above for the culminating SEFEL training modules 8-12, there has been a significant positive trend in the percentage of LEAs attending and completing the SEFEL trainings from 2012-13 to 2015-16. Notably, the interaction described above reveals that Cohort 1 sites were impacted differently over time than the non-Cohort 1 sites. Focusing on the odds ratio, Cohort 1 sites were 49.8 times more likely to receive modules 8-12 training in 2015-16 as compared to 2014-15. This lends strong evidence of the ECD's capacity to provide the requisite professional learning to support SEFEL as an evidence-based practice to support the SIMR.

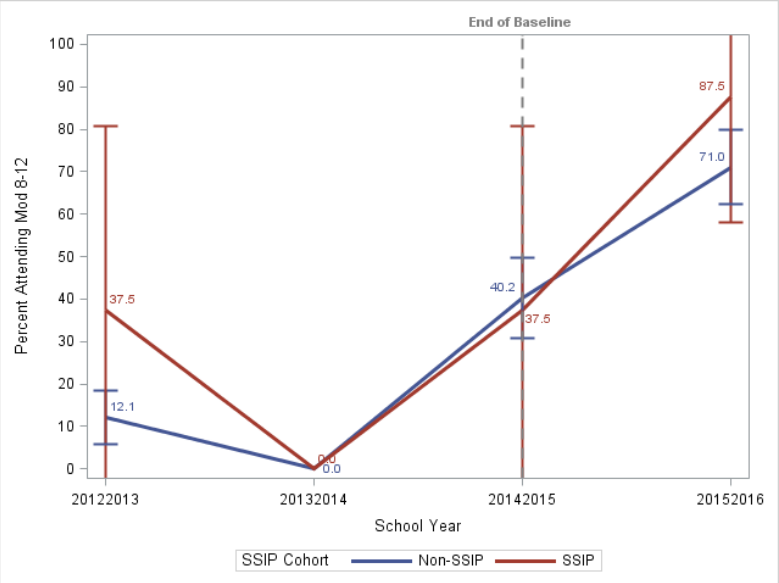


Figure 20. Percent of LEAs Attending SEFEL Training Modules 8-12 in 2012-13 through 2015-2016 by SSIP Cohort.

What is the longitudinal trend in the percent of LEAs completing SEFEL training with its teachers (i.e., what is the LEA's capacity to spread the training)?

Figure 21 below depicts the percent of LEAs providing training modules 8-12 to teachers and LEA staff. The graph shows that for both non-SSIP and SSIP Cohort 1 LEAs, no training modules were provided during the 2012-13 school year. An increase occurred during the 2013-14 school year, with a small decline in 2014-15 as the last baseline year. A significant effect for time was supported by the data ($p < .000$), but an interaction with the Cohort 1 indicator was not supported ($p = .854$). Focusing on the line segment between 2014-15 and 2015-16 for the non-Cohort 1 and SSIP groups, results showed a significant effect for the non-Cohort 1 group ($p = .040$, odds ratio=2.60, $d = .53$) but not for the Cohort 1 group ($p = .102$, odds ratio=2.35, $d = .47$).

To answer the question above, there was overall significant progress in the spread of SEFEL training from LEAs to its teachers and staff. The change from 2014-15 (end of baseline) to 2015-16 was statistically significant for the non-Cohort 1 group, but not the Cohort 1 group. However, note that the odds ratio and effect size are quite similar across both groups. Despite the steeper slope of the Cohort 1 group, the sample size likely prevented a significant result.

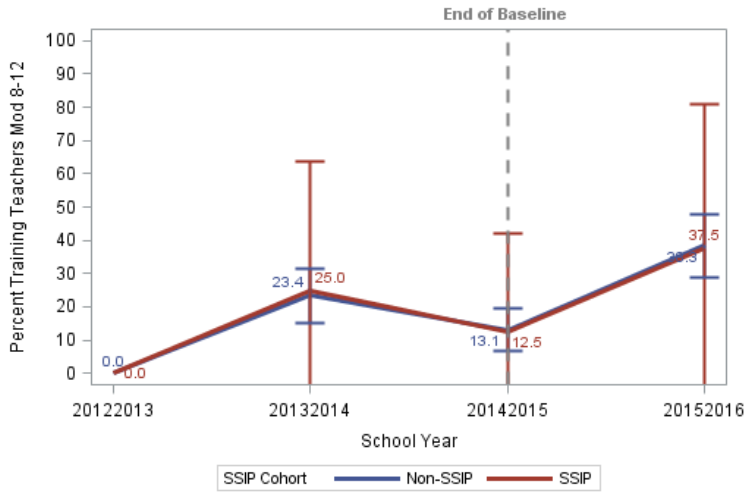


Figure 21. Percent of LEAs Providing Teachers SEFEL Training Modules 8-12 in 2012-13 through 2015-2016 by SSIP Cohort.

Broadly, looking across the SEFEL statewide training data, the percent of LEAs attending SEFEL training and providing training to teachers generally increased across time. In particular, rates tended to increase between 2014-15 and 2015-16, during what is considered the first year of SSIP implementation. Across all SEFEL training outcomes (including some not presented in this report), the odds ratios (a standardized effect) suggest larger change in rates for the SSIP LEAs compared to the non-SSIP LEAs, despite the lack of consistent statistical significance. Overall, these data reaffirm the ECD's capacity to fully support LEAs to build local capacity to provide the professional learning required to actively implement SEFEL as an evidence-based practice for behavior to support the SIMR.

What is the longitudinal trend in the distribution of teachers' fidelity for implementing SEFEL?

Figure 22 shows the distribution of Teaching Pyramid Observation Tool (TPOT) percentage scores earned by teachers in district-wide implementation LEAs across the Fall and Spring of the 2012-13 through 2015-16 school years. The circle within each box represents the mean TPOT score (scaled as a percentage), the line across the boxes represents the median percentage. In general, the distributions are skewed, suggesting the median may be a more appropriate central tendency metric.

To answer the question above, median scores increased from Fall to Spring each year. Importantly, the scores presented below do not include Fall TPOT ratings for teachers who achieved fidelity in the previous

school year (these are conducted to identify possible supports they may need). As indicated in the boxplots, the median score drops each fall, which may be accounted for new teachers who are only beginning to develop implementation practices. Broadly, the fact that the median rates are relatively similar and hover near 80% in the spring (which meets SEFEL fidelity criteria), it seems that LEAs are relatively successful in supporting their teachers in reaching fidelity. This supports the SSIP logic model, as this is a precursor to an increase in positive behavioral outcomes for students.

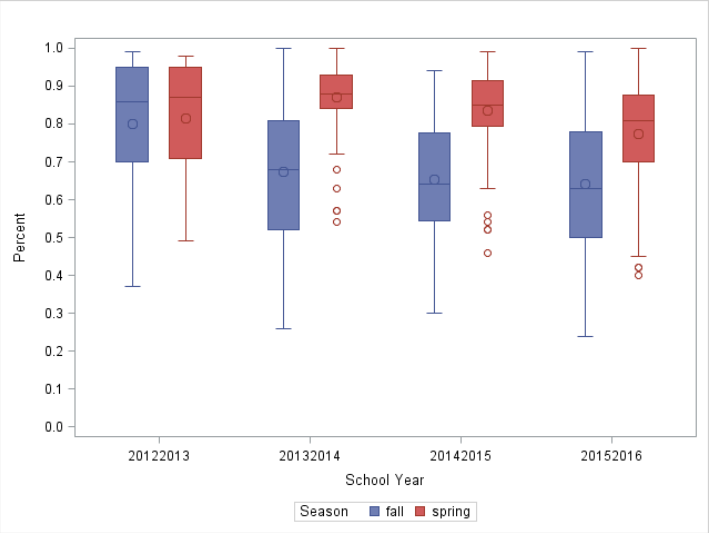


Figure 22. Distribution of Teacher TPOT scores in District-Wide Implementation Sites.

Transition: A Continuum of Transitions

While a continuum of transitions tool is planned for usability testing during the 2017-18 school year, transition data are presented for trend analysis for the transition activities that have occurred to date (including the secondary transition toolkit). However, it should be noted that the implementation of the continuum of transition supports is within the exploration stage.

What is the longitudinal trend in the percent of preschool children aged 3 to 5 with IEPs who demonstrate improvement in positive social-emotional skills, acquisition and use of knowledge and skills (including early language/communication and early literacy) and the use of appropriate behaviors to meet their needs?

Figure 23 below depicts the percentage of students who demonstrate improvement in positive social-emotional skills for metrics 1 and 2 for the 2012-13 through 2015-16 school years. Metrics 1 and 2 are described below.

1. Of those children who entered or exited the program below age expectations in the outcome, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in the outcome by the time they exited the program.

To answer the question above in relation to social emotional skills, rates have remained relatively stable over time. Most recently, NC met the established target for metric 1 during the 2015-16 school year but failed to meet the target for metric 2.

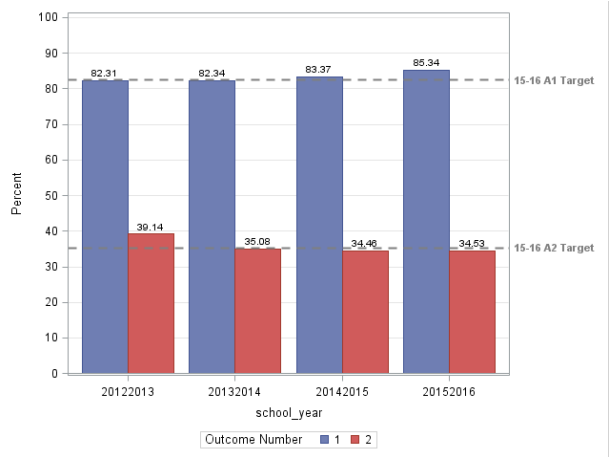


Figure 23. NC SEA Indicator 7 Positive Social Emotional Skills (Outcome A) Rates for 2012-13 through 2015-16 school years.

Figure 24 below depicts the percentage of students who demonstrate improvement in acquisition and use of knowledge and skills, metrics 1 and 2 for the 2012-13 through 2015-16 school years. To answer the question above for this metric, we again see relative stability over time. Most recently, NC met the established target for outcome B, metric 1 but not metric 2 during the 2015-16 school year.

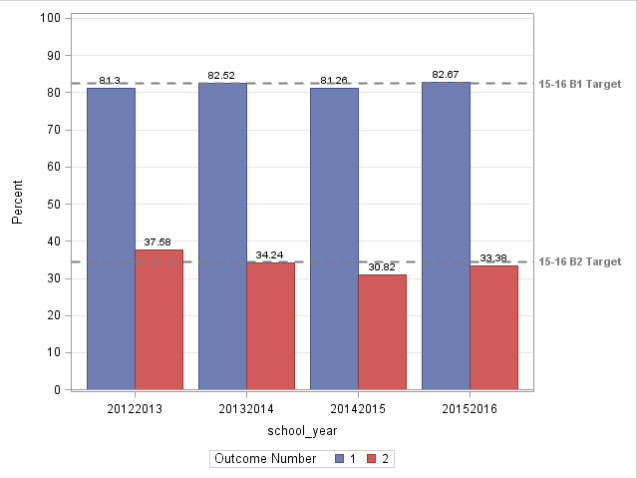


Figure 24. NC SEA Indicator 7 Acquisition and Use of Knowledge/Skills (Outcome B) Rates for 2012-13 through 2015-16.

Figure 25 below depicts the percentage of students who demonstrate improvement with the use of appropriate behaviors, metrics 1 and 2 for the 2012-13 through 2015-16 school years. To answer the question above, once again, there is relative stability in the data over time. NC met the established targets for outcome C, metric 1 but not metric 2 during the 2015-16 school year.

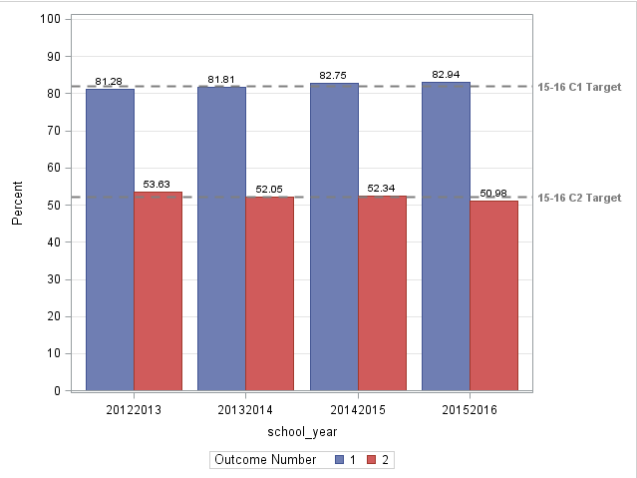


Figure 25. NC SEA Indicator 7 Appropriate Behaviors (Outcome C) Rates for 2012-13.

What is the longitudinal trend in the percentage 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?

Table 6 below displays the counts, by school year of the Indicator 8 target attainment status. In both years, the target percentage for North Carolina was 50.0% (at the SEA level, the rates were 46.0% and 43.8%, respectively, for 2013-14 and 2014-15). As illustrated in the table, in 2013-14, 31.6% of LEAs with available data attained a percentage of parents greater than the 50.0% target while 31.0% of LEAs had a percentage greater than 50.05% in 2014-15. To answer the question above, there was a stable number of LEAs meeting the target percentage of 50% from 2013-14 to 2014-15. However, this indicator supports the facilitation of parent involvement as a critical component of the continuum of transitions work.

Table 6. Count and percent of LEAs by Indicator 8 target attainment status.

School Year	Target Attainment Status								Total
	<5		Not Applicable		No		Yes		
	n	%	n	%	n	%	n	%	N
20132014	7	18.4	.	.	19	50.0	12	31.6	38
20142015	6	14.3	1	2.4	22	52.4	13	31.0	42
Total	13	16.3	1	1.3	41	51.3	25	31.3	80

What is the longitudinal trend in the percentage of students being referred that receive timely (within 90 days) evaluations and placement for special education services?

Using LEA-level data, individual LEA rates were modeled across time in Figure 26. The final model supported by the data included a linear effect for time, random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the Cohort 1 indicator (p = .515). Despite the lack of a significant main effect or interaction term for the Cohort 1 indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 as an indication of impact of the SSIP model. For the Cohort 1 group the change from 2014-15 to 2015-16 was not significant (p = .969, odds ratio=.993, d = .09) and it was significant for the non-Cohort 1 group (p = .000, odds ratio=.835 or Cohen's d = .11).

To answer the question above, this model suggests that the percentage of students who receive timely evaluation and placement in North Carolina has been consistent for the Cohort 1 group from 2012-13 to 2015-16 and slightly decreasing for non-Cohort 1 group. While the decrease in timely evaluation and placement from 2014-15 (end of baseline) to 2015-16 was statistically significant for the non-Cohort 1 group, the effect was small with little practical significance. However, the general decreasing trend strongly suggests the continuum of transitions support should focus on timely evaluation and placement.

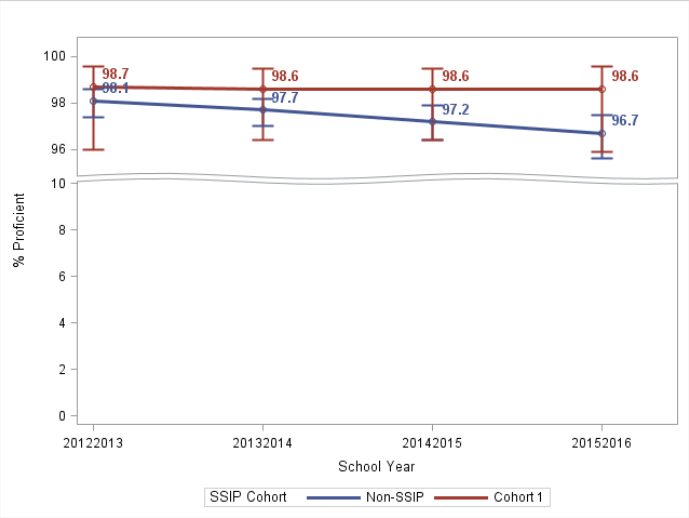


Figure 26. Mean estimated Indicator 11 rates across time for NC LEAs.

What is the longitudinal trend in the percentage of students referred by Part C/Early Childhood Intervention prior to age 3 who are found eligible for Part B/District Special Education Services and who have an IEP developed and implemented by their 3rd birthday?

Table 7 below shows the descriptive statistics across each of the school years 2012-13 to 2015-16. The median values of 100, coupled with the large negative skew values confirm that little variability among rates exist. To answer the question above, the LEA rates are consistent across the school years and while missing the target, are consistently above 97%.

Table 7. Descriptives on LEA rates of IEPs in place by child's 3rd birthday.

	n	Mean	Med	SD	Min	Max	Skew
20122013	112	97.76	100.00	7.43	50.0	100.0	-4.16
20132014	115	97.81	100.00	7.34	50.0	100.0	-4.23
20142015	114	98.92	100.00	3.69	80.0	100.0	-3.92
20152016	113	98.42	100.00	5.31	66.7	100.0	-4.31

What is the longitudinal trend in Indicator 13 data?

Indicator 13 data represent the percent of youth with IEPs aged 16 and above that have 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 service needs.

Table 8 below displays the counts, by school year of the Indicator 13 target attainment status. In both years, the target percentage for North Carolina was 100.0% (at the SEA level, the rates were 85.1% and 88.4%, respectively, for 2013-14 and 2014-15). As we can see, in 2013-14, 6.5% of LEAs with available data attained a percentage of youth aged 16 and above with an IEP that meets the secondary transition requirements target while 10.5% of LEAs had a percentage greater than 100.0% in 2014-15. This represents a small increase over time, however, this indicator should also be a focus of the continuum of transition work.

Table 8. Count and percent of LEAs by Indicator 13 target attainment status.

School Year	Target Attainment Status						Total
	<5		No		Yes		
	n	%	n	%	n	%	N
20132014	12	38.7	17	54.8	2	6.5	31
20142015	8	42.1	9	47.4	2	10.5	19
Total	20	40.0	26	52.0	4	8.0	50

What is the longitudinal trend in the percent of youth who are no longer in secondary 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?***

Table 9 below displays the counts, by school year of the Indicator 14 target attainment status (indicated by A, B, and C above). The target percentages for North Carolina were >= 39.5% (target A), >= 62.5% (target B) and >= 73.5% (target C). At the NC SEA level, the rates were 30.0%, 54.0% and 73.5%, respectively, for targets A, B and C in 2013-14 and 31.8%, 61.1% and 72.7%, respectively, for targets A, B and C in 2014-15. To answer the question above, we can see that across targets there was an increase in the percentage of LEAs meeting targets from 2013-14 to 2014-15.

Table 9. Count and percent of LEAs by Indicator 14 target attainment status.

Target/School Year		Target Attainment Status								Total
		<5		No Response		No		Yes		
		n	%	n	%	n	%	n	%	N
A	20132014	8	21.1	11	28.9	15	39.5	4	10.5	38
	20142015	8	26.7	.	.	15	50.0	7	23.3	30
B	20132014	8	21.1	11	28.9	12	31.6	7	18.4	38
	20142015	8	26.7	.	.	10	33.3	12	40.0	30
C	20132014	8	21.6	11	29.7	13	35.1	5	13.5	37
	20142015	8	27.6	.	.	9	31.0	12	41.4	29
Total		48	23.8	33	16.3	74	36.6	47	23.3	202

c. How data supports changes that have been made to the implementation and improvement strategies

At the current time, the evaluation data support staying the course and making minimal changes to implementation and improvement strategies. The coherent improvement strategy at the foundation of the SSIP is a systematic LEA Self-Assessment (LEASA) process. The current evaluation data support the use of the process to improve the problem-solving and implementation capacity of LEAs to address

root cause associated with the SIMR. To defend this argument, the state developed the infrastructure and capacity to support districts in completing the process with a high degree of fidelity. The LEASA tool was largely completed and submitted by LEAs in a timely fashion and the review process was completed in a thorough and expeditious manner. The LEASA served the purpose of providing a robust data set from which to develop a conceptual framework for universal supports as well as inform the development of a tiered system of support. Data garnered from LEAs during regional meetings lends support to accurate data analysis and subsequent infrastructure alignment.

In regard to supporting academics through the implementation of NC SIP the fidelity data reveal that high levels of fidelity of model reading and mathematics instruction are attained after teachers complete the professional learning. In addition, there was a dramatic increase in the association with the fidelity of math model instruction and student achievement from 2014-15 to 2015-16. During that period, ECD and district staff were expanding their use of evidence-based coaching practices to support the training. This model is currently being studied by the ECD and applied to the provision of other professional learning.

In regard to behavior, the PBIS professional learning modules also result in high levels of fidelity with school-wide PBIS implementation. In addition, over the time periods examined in the analysis, in-school, long-term out-of-school, and out-of-school (1-10 days) suspensions decreased slightly. This supports the continued implementation of PBIS as an evidence-based practice to improve behavioral outcomes for students. The Social-Emotional Foundations for Early Learning (SEFEL) data indicate that the ECD is able to quickly develop capacity within LEAs to train and support teachers to the point of reaching fidelity of implementation. Future data sources will allow the evaluation to determine the impact of high fidelity implementation on student outcomes.

d. How data are informing next steps in SSIP implementation

In regard to transition, the data were examined primarily within the context of a baseline analysis. This data will be used to inform the continual refinement and training associated with the continuum of transition tool that is currently planned for usability testing during the 2017-18 school year. The stakeholder team is taking into account particular areas of focus to ensure the facilitation of parent involvement and that timely evaluation and placement of SWD occur.

In addition, while the LEASA process has shown to be an effective tool for LEA level implementation planning and SEA infrastructure alignment, many of the longitudinal data showed insignificant differences between Cohort 1 and non-Cohort 1 sites in terms of short-term outcomes. Much of this can likely be accounted for in the small sample size associated with the Cohort 1 indicator, though, it also lends insight in the responsiveness of the ECD to analyze and subsequently respond to data in a way that quickly impacts implementation (i.e., within the course of a year). As a result, the ECD has revised the LEASA-Update tool and developed a new set of timelines for data analysis and response for the 2017-18 school year.

The Plan, Do, Study, Act improvement cycle informed the development of the LEASA-Update (LEASA-U) that was shared with districts during the February regional directors' and coordinators' meetings. All LEAs that engaged in the LEA self-assessment and improvement process during the 2015-2016 school year will submit the LEASA-U in May 2017. New charter schools will complete the original LEASA. The intent of the LEASA-U is to support districts in their assessment of progress in the implementation of their improvement plans, facilitate engagement in a systematic improvement cycle, communicate early successes and barriers to stakeholders, and sustain district teams through the implementation process. In addition, as noted above, there are additional elements that are believed to expedite the review and analysis of the tool, resulting in increased efficiency and responsiveness by the ECD. For example, additions to the LEASA-U include:

- An analysis tab that graphs core element and critical component data from the 2015-2016 and 2016-2017 practice profile
- A priority analysis tab that asks LEAs to directly align priorities to core elements and the pillars of academics, behavior, and transition
- Opportunities for districts to document modifications to goal statements and the details of their implementation plan.

During the February director's meeting, several items were modified from the Usage Rating Profile-Assessment to receive feedback on the LEASA-U from EC directors and coordinators (Chafouleas, et al., 2012). The items are aligned to usability domains of assessment that include acceptability, understanding, system climate, and system support (Chafouleas, et al., 2012). Summarized data from those items are presented in Figures 27-30 below (n=94).

Item: The LEA Self-Assessment Update supports improvement planning.

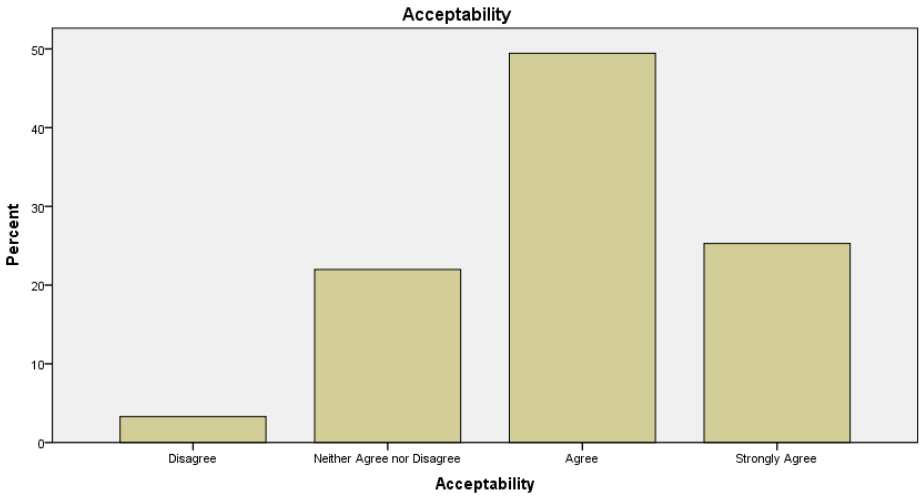


Figure 27. February Meeting LEASA-U Acceptability Item.

Item: I understand the purpose and rationale of the LEA Self-Assessment Update.

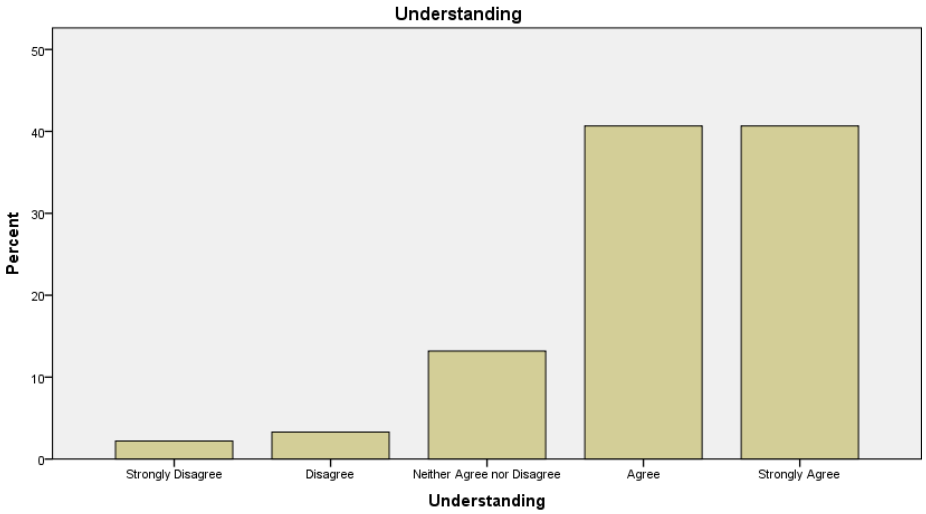


Figure 28. February Meeting LEASA-U Understanding Item.

Item: Use of the LEA Self-Assessment Update is consistent with the way things are done in this district or charter school.

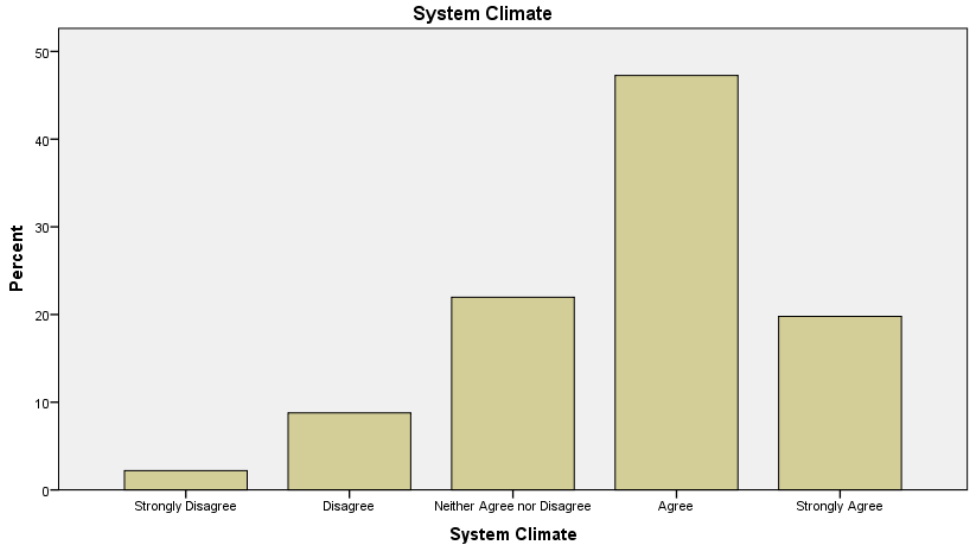


Figure 29. February Meeting LEASA-U System Climate Item.

Item: I have the necessary resources and support to engage in the process and complete the LEA Self-Assessment update.

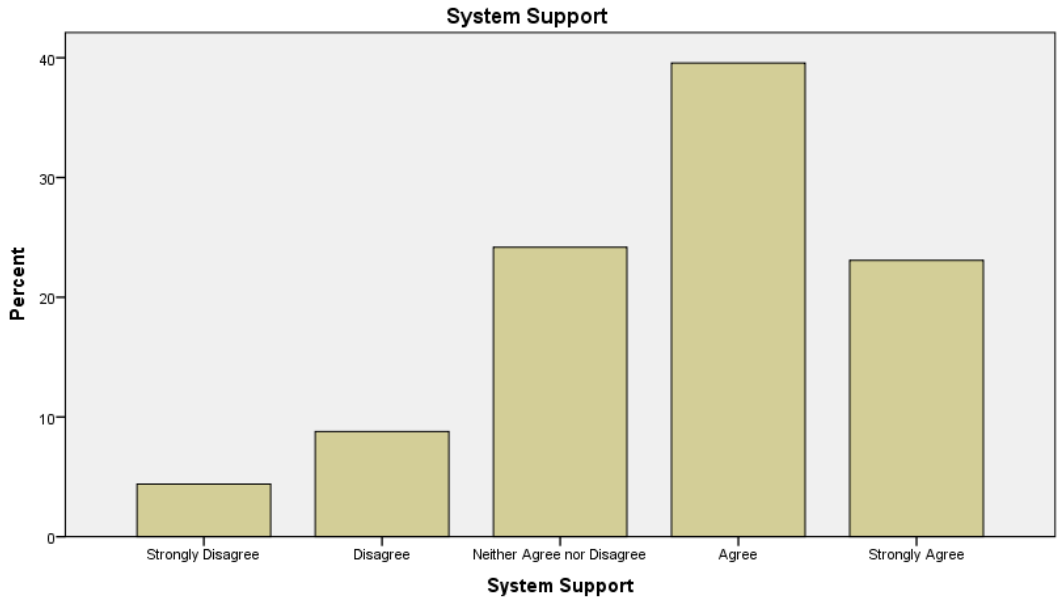


Figure 30. February Meeting LEASA-U System Support Item.

From a usability standpoint, these data lend evidence that the LEASA-U will generally be used in a context in which internal (acceptability and understanding) and external factors (system climate and system support) will facilitate the use of the tool. 5% or less of respondents indicated disagreement related to internal factors (acceptability and understanding) and approximately 13% of districts indicated disagreement related external factors (system climate and system support). When respondents indicated disagreement, they had an opportunity to provide qualitative feedback describing the greatest barriers they faced in completing the tool and the types of support that they would consider most effective. Through frequency analysis of the qualitative data, the greatest barriers described by EC directors and charter school coordinators was the timely access to fidelity and outcome data to effectively engage in the plan, do, study, act improvement process. As a result, future webinars, meetings, and technical assistance opportunities will describe accessible data sets from which to study the implementation process.

e. How data support planned modifications to intended outcomes (including the SIMR) and rationale for how data support that the SSIP is on the right path

As indicated throughout the longitudinal analysis, the outputs and short-term outcomes of the logic model are generally being met within expected timelines, supporting the overarching theory of action. Notably, the data reveal that the ECD has developed the capacity and infrastructure to adequately provide professional learning and technical assistance for the LEASA and improvement process, the NC SIP Reading and Math Foundations professional learning, PBIS, and SEFEL. The ECD is currently developing the capacity to support the continuum of transitions tool. As a result of this support, relatively high levels of fidelity are being reached for the completion of the LEASA tool, model instructional programs, schoolwide PBIS implementation, and SEFEL implementation. Subsequently, longitudinal data trends show increases in graduation rate for students with disabilities, increases in students with disabilities' proficiency in reading and mathematics, and decreases in-school and out-of-school suspensions. The strong support for achievement of the intended outputs and the current trends in short-term outcomes lend credence and justification to continue on the same path.

3. Stakeholders involvement in the SSIP evaluation

a. How stakeholders have been informed of the ongoing evaluation of SSIP

The ECD has informed stakeholders (within and outside of the agency) of the ongoing evaluation in multiple ways. As indicated previously, the structure of the SSIP team includes representation of both ECD staff and a wide range of stakeholders. The SSIP internal team meets monthly with a consistent agenda item related to the ongoing evaluation of the project. Updates on analyses conducted and their implications on the work moving forward have become ingrained and expected practices for the meetings. The SSIP meetings provide an opportunity for key stakeholder involved with the implementation of the evidence-based practices to describe the data sources they have access to as well as suggest the types of analysis that would be most conducive to answering the desired evaluation questions.

b. How stakeholders have had a voice in the evaluation process

As described in the Phase II report, stakeholders shared their voice during the development of the evaluation plan in Phase II. The broad components of the evaluation plan have been adhered to (e.g., the theory of action and the components of the logic model). In addition, these components are aligned to the needs of the broad SSIP evaluation process, as well as evaluation of the coherent improvement strategy and specific evidence-based interventions. This evaluation framework has facilitated discussion of the implication of various evaluation metrics from a broad and narrow focus, providing multiple avenues for sharing feedback. For example, the SSIP meetings typically spark feedback concerning the examination of state-wide implementation of the LEASA, while disaggregated data associated with the implementation of evidence-based practices lends itself to feedback offered through regional and sectional meetings. In addition, the broad evaluation plan has been shared in various venues (e.g., EC Conference Town Hall Meeting and National Center for Systemic Improvement meetings) that have allowed for feedback and subsequent refinement of the evaluation process.

D. Data Quality Issues

1. Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR due to quality of the evaluation data

a. Concerns or limitations related to the quality or quantity of the data used to report progress or results

The predominant issue related to data quality is in regard to the behavioral outcome information. With the state-wide conversion to the PowerSchool data information system, the ability to maintain archival, accurate information pertaining to disciplinary actions and incident involvement has been difficult. The complexities of the information captured when an incident occurs, coupled with a lack of flexibility in the PowerSchool system have made longitudinal recovery of data problematic. As such, all new disciplinary/behavioral outcome data was obtained for the 2013-14 through the 2015-16 school years. Thus, models and data originally explored in the initial NCSSIP baseline report were replaced using the latest, most accurate information supplied by NCDPI.

b. Implications for assessing progress or results

Due to the issues described above, the current discipline information is available at the student level while enrollment (the number of days enrolled in a school) is only available at the LEA level. The implication for this was that it was impossible to calculate aggregate days of enrollment could by student subgroups of interest (e.g., SWD, Economically Disadvantaged, etc.). As of now, only overall LEA-level information is available. CEME staff will continue to work with NCDPI staff and the CEDARS system to identify a way to capture more nuanced data.

c. Plan for improving data quality

As indicated previously, a Request for Proposals (RFP) outlining an Exceptional Children Accountability Tracking System (ECATS) was finalized in February 2017. ECATS will have the capacity to seamlessly integrate data sources, including those that are aligned to both fidelity (e.g., School-Wide Evaluation Tool, the Tiered Fidelity Inventory, the Teaching Pyramid Observation Tool, and NC SIP instructional fidelity checks) and outcome data (e.g., Office Disciplinary Reports, suspension data, attendance, child outcome summaries, teacher content knowledge, and progress monitoring data). That said, the authoritative data

source for some ECATs data will be PowerSchool. As a result, we are in discussion with the vendors to ensure data are available in the necessary formats for SSIP evaluation.

E. Progress Toward Achieving Intended Improvements

1. Assessment of progress toward achieving intended improvement

a. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up

During Phase II, regional teaming structures were developed and implemented that have persisted into Phase III. Primarily, ECD staff are now collaborating not only in sections organized by focus of work, but also by the regions of the state they are serving. In addition, the data from the LEASA process are able to provided operationalized guidance as to the greatest needs of the region in the provision of high quality special education services. This infrastructure has several distinct advantages that support sustainability over time and the scaling up of critical components of evidence-based practices across sites. First, these systematic teaming structure facilitate bi-directional information flows between the SSIP team, sections, regional teams, and LEAs. Second, the use of self-assessment data have proven to be a more reliable way conceptualize and implement universal and tiered supports to districts. As opposed to a system that typically relied upon LEA requests for professional learning, the new process is evolving to result in systematic analysis of need, selection of evidence-based practice, intentional professional learning opportunities to develop LEA capacity, and evaluation.

An additional infrastructure focus has been removing barriers to nimbly accessing data sources. 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 a tedious and time consuming process. To address these data needs, the Exceptional Children Accountability Tracking System (ECATS) will drastically improve the ease and capability to produce reports and improve data accessibility. In addition, 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. By the fall of 2017-2018, LEAS will have free access to validated tools for screening and progress monitoring in reading and mathematics that should continue to augment the implementation and evaluation of SSIP evidence-based practices.

Moreover, because students with disabilities are general education students first (and many receive the majority of instruction in the general education setting), the initiatives and improvement plans across the agency impact students with disabilities as well as their general education peers. In recognition of this, the

ECD has intentionally worked across divisions in the agency to promote alignment. One notable example is in regard to the universal work associated with the provision of specially-designed instruction (SDI) within a Multi-Tier System of Support (MTSS). This work is bringing together individuals across the agency to tackle the challenges of developing seamless tiered systems of support that includes the provision of SDI throughout the framework.

Finally, a fundamental shift has occurred with the RDA work specific to developing implementation capacity within the LEAs. The State Implementation Team (SIT) has produced guidance documents and tools to support critical implementation activities across stages of implementation, with the expectation that these activities become common practice across the agency and within districts. Most notably, professional learning that is offered through the ECD is designed and delivered with the intent to develop and sustain the LEA's capacity to provide the training to its staff, measure the transfer of training with reliable fidelity measures, provide job-embedded follow up, and engage in critical evaluation activities.

b. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects

The first significant piece of evidence suggesting that SSIP's practices are being carried out was the completion of the LEA Self-Assessments over the summer of 2016. Having all LEAs and charter schools engaging in Self-Assessments to identify target areas for improvement is the main, over-arching practice that has the potential for positively impacting how LEAs implement the evidence-based practices. The evaluation data reveal that the ECD has the capacity to support this process with fidelity and that the LEAs find the utility of the process and connect it to improvement planning.

In addition, this evaluation report has provided data suggesting high fidelity of evidence-based practices including:

- High levels of fidelity for Reading and Math Foundations instructional implementation by teachers
- High levels of fidelity for School-wide PBIS
- Substantial longitudinal increases in NC SEFEL training outcomes such as the percent of LEAs providing training modules and the percent of LEAs attending training
- High levels of SEFEL implementation by teachers

c. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR

Table 10. Progress toward key outcomes

Domain	Key Outcome Comparisons to Baseline
Graduation	• The SWD five-year CGR rate exceeded the 2015-16 target, and the rate was higher in 2015-16 than it was in the three previous years
Academics	• High rates of fidelity for model reading and math instruction • The SWD subgroup attained a higher level of proficiency in reading and mathematics (3-8) • Association between fidelity of math instruction and student proficiency
Behavior	• High rates of fidelity for School-wide PBIS implementation • High rates of fidelity for SEFEL implementation • Overall, in-school, long-term out-of-school, and out-of-school (1-10 days) suspensions decreased slightly in 2015-16 compared to 2014-15. • Association between fidelity of PBIS and out-of-school suspensions
Transition	• Indicator 7 metrics A1, B1 and C1 were met • Indicator 11 LEA rates were stable, but greater than 96% in each year • Indicator 12 LEA rates were stable, but greater than 97% in each year. • An increase in the number of LEAs reaching the Indicator 14 targets in the baseline year (as there is a 1-year reporting lag).

d. **Measureable improvement in the SIMR relation to targets**

A review of the graphs related to the five-Year Cohort Graduation Rates shows a positive trend in graduation rates across all subgroups, including SWD students, with rates currently surpassing previously-established targets. The most recent rates from 2015-16 have continued a trend over the last several years where rates have steadily increased. The long-term trends cannot be ignored as a currently positive indicator for the attainment of SIMR targets.

F. Plans for Next Year

1. Additional Activities to be implemented next year, with timelines

In addition to sustaining the implementation of the evidence-based practices described in this report, there are two primary activities that will begin next year. The first of these includes the installation of the tool to support a continuum of transitions. A broad timeline with key implementation activities for this work includes:

- May 2017 - June 2017: Review and finalize complete grade band sections of tool: Pre-K; K-3; 4-5; 6-8; 9-12
- May 2017 - June 2017: Develop Stakeholder Usability Training Session
- July 2017: Convene Stakeholder Usability Session
- August 2017 - May 2018: Engage in Usability Testing with Stakeholders
- August 2017 – May 2018: Refine professional learning for implementation
- August 2017 – May 2018: Develop and validate fidelity tools
- August 2018 – May 2019: Provide professional learning at Regional Meetings
- August 2018 – May 2019: Develop coaching modules & follow-up supports

In addition to the continuum of transition tool, the ECD is also planning for the review, analysis, and response to the LEASA-Update data. As described previously, the intent of this planning is to ensure efficient and responsive support from the ECD to LEAs through the provision of universal and tiered supports. The plan for this process includes:

- April 2017: Refine and confirm consensus on ECD definitions of tiers of support and technical assistance
- April 2017: Revise the professional learning inventory by section to align to established definitions
- April 2017: Revise the LEASA-Update Revision tool based on the revised professional learning inventory
- May 2017: Receipt of LEASA-Updates
- May 2017: ECD coaching sessions on use of the LEASA-Update Review Tool
- May 2017: Sections schedule universal professional learning for 2017-18 school year
- May 2017 - June 2017: ECD staff review the LEASA-Updates
- June 2017: Analyzed LEASA Update data (and LEASA data for new charter schools) are reviewed by regions and sections
- June 2017: Tailored and Customized supports are planned and scheduled
- June 2017 – May 2018: Universal and tiered support plans support implementation of evidence-based practices

2. Planned evaluation activities including data collection, measures, and expected outcomes

The planned evaluation activities for the following year mirror the activities of the current year. Additional evaluation activities will need to be developed for the implementation of the continuum of transitions tool. Over the course of the year, a fidelity instrument will need to be developed and validated as well as metrics to evaluate the spread of the training across the state. Based on the current evaluation data, the measures related to the coherent improvement strategies and evidence-based practices will remain the same (substituting the LEASA-Update for the LEASA).

3. Anticipated Barriers and steps to address those barriers

The primary barrier for next year includes unforeseen issues with the installation of the ECATS data system. While data are transferred, business rules are developed and implemented, and LEAs are trained on the system – the awkward initial stage of implementation has the potential to compromise the quality and efficiency of data collection in a time limited fashion. To prepare for this, redundant data systems will be used through January of 2018 to ensure data are available and accessible.

4. Supports and Technical Assistance

As the ECD has shifted into Phase III, we have continued to engage with several technical assistance providers and partners:

- Exceptional Children Assistance Center (ECAC), to provide professional learning and improve collection of parent and student information;
- National Technical Assistance Center for Transition (NTACT), as a resource for development of the continuum of transition supports;
- IDEA Data Center (IDC) for review of and feedback on evaluation logic and SSIP plan;
- National Center for Systemic Improvement (NCSI) 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.

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

EXCEPTIONAL CHILDREN DIVISION

General Supervision Position Paper

In 1975, Congress passed PL 94-142, the Education of the Handicapped Act, which said that all students with disabilities are entitled to a free appropriate public education (FAPE). The Education of the Handicapped Act has been reauthorized six times since its inception, in 1983, 1986, 1990, 1992, 1997, and in 2004. The North Carolina Department of Public Instruction Exceptional Children Division (NCDPI – ECD) has the responsibility to ensure that all students with disabilities in this state receive a FAPE. Section 616 of the 2004 amendments to the Individuals with Disabilities Education Improvement Act (IDEA) states, " The primary focus of the Federal and State Monitoring activities described in paragraph (1) shall be on— (A) improving educational results and functional outcomes for all children with disabilities; and (B) ensuring that States meet the requirements under this part, with a particular emphasis on the requirements that are most closely related to improving educational results for children with disabilities. NCDPI-EC Division under its general supervision authority 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 Program (OSEP) monitors 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:

1. Supports practices that improve educational results and functional outcomes for children and youth with disabilities;
2. Uses multiple methods to identify and correct noncompliance as soon as possible but no later than one year after noncompliance is identified; and
3. 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:

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 NCDPI – EC Division complies with federal regulations.

1. State Performance Plan (SPP) and Annual Performance Report (APR)

IDEA 2004 required all states to submit a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of Part B of the Act. The State Performance Plan (SPP) serves as an accountability mechanism for states and local education agencies (LEA). Each of the SPP indicators has been purposely written to provide a measurable indication of a state's performance in specific statutory priority areas under Part B – Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Disproportionality, and Effective General Supervision, including Child Find and Effective Transitions. The SPP contains 17 prescribed indicators that are clustered in three priority areas. For the areas of General Supervision and Disproportionality, measurable and rigorous targets were established by the Office of Special Education Programs (OSEP). North Carolina, through stakeholders, established the measurable and rigorous targets for some of the FAPE indicators. Data are used to establish baselines, to set targets, and to measure progress and slippage towards reaching the target. Certain FAPE indicators were aligned with the targets set by the Elementary and Secondary Education Act. The SPP is a living document that is revised as needed and used as the mechanism for guiding improvement efforts at the state and local levels. The analysis of the progress and slippage, including compliance and performance, is used to prioritize the Division's activities for each upcoming year. Improvement activities relate to the targets and are based on the analysis and interpretation of the data gathered. North Carolina evaluates LEAs' performance against the targets. Resources and technical assistance to facilitate improved results are allocated to LEAs.

Annually, performance on the SPP indicators is submitted in the Annual Performance Report (APR). This document must be submitted February 1 of each year through 2014. North Carolina is required to report publicly on the performance of each LEA against the SPP targets. The public reports can be found at www.ncpublicschools.org/ec.

Authority: 34 CFR 300.169(c) and (d); 300.361(a) (3); 300.602(b) (1) (i) (A); 300.602(b) (1) (i) (B))

2. Policies, Procedures, and Effective Implementation

North Carolina is required to have policies and procedures that are aligned to support the implementation of IDEA. Article 9 of the state statutes governing special education was revised to align with the requirements of the IDEA. The revised Article 9 was signed into law and became effective July 1, 2006.

Policies Governing Services for Children with Disabilities was revised to comply with IDEA 2004. The State Board of Education approved those revisions on November 1, 2007, with the most recent amendment in July 2014. The procedural safeguards notice, Handbook on Parents' Rights has undergone revisions to comply with IDEA. LEAs to include charter schools, State Operated Programs, and Psychiatric Residential Treatment Facilities (PRTFs) are provided ongoing training and technical assistance or the implementation of the requirements. Additionally, the NCDPI–ECD provides model forms to facilitate implementations of the regulations.

Authority: 34 CFR 300.100; 34 CFR 76.700; 20 U.S.C 1232d (b) (1); 34CFR 300.600(a); 34CFR 80.40(a) and 80.43; U.S.C. 1232d; 34 CFR 300.200-300.201; U.S.C. 1232(b) (1) and 1232 e (b) (1); 34CFR 300.156(a) and 300.201; CFR 300.156; 34 CFR 300.100 and 300.200; 34CFR 300.154

3. Dispute Resolution – Mediations, Complaints, and Due Process,

The NCDPI–EC Division provides offers the formal means for dispute resolution required by federal and state law. Mediation, formal written complaints, and due process hearings are all components of the system. The timely resolution of complaints, mediations, and due process actions is required for compliant dispute resolutions. Effective dispute resolutions also track the issues identified to determine whether patterns or trends exist. Additionally, through the tracking of the issues over time, it is possible to evaluate the resolutions' effectiveness and determine whether resolution was maintained in future situations. It is important to determine the extent to which parents, families, and students understand their rights related to dispute resolution. In addition to the formal processes, the system also includes informal inquiries and the facilitation IEP process. Dispute Resolution Consultant as well as other consultants within the EC Division responses to numerous inquiries from a variety of customers. This information is considered with decisions.

Mediation

Under IDEA, special education mediation must be made available to parents of children with disabilities. Mediation is an informal meeting of parents and school representatives led by a neutral third party, the mediator. Mediation is a voluntary process, which the parties themselves control. The mediator helps the parents and school system resolve disagreements concerning the child's identification, evaluation, program or placement. Mediation is a confidential process.

IDEA requires the NCDPI-EC Division to provide the option of mediation whenever a due process hearing is requested and as a stand-alone (w/o a due process petition).

Mediation may be requested by the parent, guardian, or surrogate parent of a student with a disability, the district and/or the student who has reached the age of majority. A request for mediation is sent to the Exceptional Children Division and then a staff person from DPI contacts the other party to the dispute to determine whether they agree to mediate. If both parties agree, the DPI contact assigns a case number and a mediator.

Formal Complaints

IDEA and the Education Department General Administrative Regulations (EDGAR) require the NCDPI-EC Division to investigate and resolve complaints alleging the Department, LEA or participating public agency has violated a provision (statute or regulation) of Part B of the IDEA, the EDGAR (34CFR parts 74 and 76) or Article 9 of Chapter 115C of North Carolina General Statutes.

Due Process

The NCDPI-ECD is required to administer requests for due process hearings regarding the identification, evaluation, and educational placement of the student or the provision of FAPE to a student with a disability. A parent or adult student or an LEA may request a due process hearing regarding the school district's proposal or refusal to initiate or change the identification, evaluation, educational placement and /or provision of FAPE to the student. A request for a due process hearing may be initiated by filing a petition with the OAH and the superintendent of the local school system.

Facilitated IEP Meeting

In 2005 North Carolina developed a Facilitated Individualized Education Program (IEP) Team Meeting Program. When parents or school representatives are apprehensive about the IEP meeting, or it is a complex meeting with numerous participants, or communication between home and school is becoming tense, an impartial facilitator can be requested to assist the IEP team members in communicating more effectively, keeping the focus on student outcomes, and developing compliant IEPs. There is a cadre of trained facilitators and one can be assigned when a request is made.

Authority: 34 CFR 300.152(a); 300.506(b)(5); 300.508; 300510; 300.511(e) and 300.515; CFR500.152; 300.506(b)(6) and(7); 300.510(d)(2); 300.513; 300.514; and 300.537; 300.506(b)(1)(iii) and 300511(c); NC1504-1

4. Data Collection

As a part of the state's general supervision responsibilities the following actions are undertaken when data are used for decision making about program management and improvement. The following actions occur:

1. Collection and verification of data;
2. Examination and analysis of data;
3. Reporting of data;
4. Status determination; and
5. Improvement.

Collection and Verification of Data

Data are collected from LEAs through such means as the 618 State-reported data collection. To effectively use these data, LEAs regularly update the data and NCDPI-ECD routinely examines and verify the collected data.

NCDPI-ECD uses the 618 data and information from other sources, such as state collected data, patterns and trends in dispute resolution data, and previous monitoring findings to evaluate the performance of the state and LEAs on the SPP indicators. These data are also useful in selecting LEAs for monitoring based on performance, especially when these data are compared across

indicators.

Another important consideration is the extent to which NCDPI-ECD can ensure the data collected from LEAs are accurate, as well as submitted in a timely manner. Accuracy has multiple levels including that the data follow rules of entry or submission and that they reflect actual practice at the program level.

Examination and Analyses

Data must be examined in a variety of ways to identify and determine patterns and trends. SPP indicators are clustered to identify connections among the indicators. These connections are considered when developing improvement activities.

Reporting of Data

The 618 data are required submissions to the federal government. These data are a part of the annual report to Congress and must be valid, reliable and timely. Additionally, the NCDPI - EC must annually report on the performance of each LEA on the SPP indicators compared to the state targets. Each LEAs performance is publicly accessible. The LEA reports are reported to the public and are publicly accessible.

Status Determinations

Data on the performance of each LEA on the SPP indicators, as well as from other sources (e.g. fiscal audits, timely submissions) are used to make determinations of the status of each LEA. LEAs are categorized as *meets requirements*, *needs assistance*, *needs intervention*, or *needs substantial interventions*.

Improvement

Through the NCDPI-ECD improvement activities in the SPP and from the examination of the LEAs performance, data are used for program improvement as well as progress measurement. Technical assistance activities, designed to address the needs of each individual LEA, are based on data that are collected and analyzed. The NCPI-ECD analyze the data for each LEA and determine the LEAs that are in the greatest need of program improvement.

Authority: 334 CFR 300.640-300.646; 34CFR 300.601(b); 34CFR 300.602(b) (1) (B); 34 CFR 300.602(b); 34CFR 300. 600(a); 1505-3

5. Monitoring Activities

The North Carolina Continuous Improvement Focused Monitoring System (CIFMS) includes the following:

A. LEA Self-Assessment and Improvement Plan

B. Targeted on-site visits;
C. Focused Monitoring;
D. Program Compliance Reviews; and
E. LEA Program Assessments.

A.) **LEA Self-Assessment and Improvement Plan** - The LEAs, charter schools, and state operated programs (SOPs) conduct a self-assessment and develop an improvement plan. This process supports problem-solving; drives decision-making and technical assistance at the LEA, regional, and state levels; and bridges improvement efforts across the agency. The five-step process includes data collection, summary and analysis, improvement planning, implementation, and evaluation. The SEA provides a data profile which includes indicator and other relevant data as well as the LEAs status on policy and fiscal compliance. The LEA then completes a practice profile to assess how the LEA develops and implements IEPs, uses problem-solving for improvement, selects and implements research-based instructional practices and programs, and communicates and collaborates with stakeholders (including the SEA). Data from all of these sources is summarized and analyzed to identify a focus for improvement. LEAs then design, implement, and evaluate a three year improvement plan with support from NCDPI-ECD.

B.) **Targeted On-site Visits**

Targeted on-site visits target a particular area where the data suggest that there is a systematic problem. Examples of targeted on-site visits include review of students placed on homebound; Intellectually Disabled (ID) and Serious Emotional Disabled (SED) record reviews to address disproportionate representation, verification of CIPP indicators, and verification of child counts. In addition to selecting districts for targeted on-site visits based on data, districts may also be selected due to a pattern of issues identified through the IDEA complaint process.

C.) **Focused Monitoring**

Focused monitoring is a process that purposefully selects state priority areas to examine for compliance and results while not specifically examining other areas for compliance. Focused monitoring is intended to maximize resources, emphasize important variables and increase the probability of improved results. The primary goal of focused monitoring is to positively impact educational results and functional outcomes for all children with disabilities while ensuring that districts meet state and federal requirements under IDEA 2004. It draws attention to those requirements that are most closely related to improving educational results for children with disabilities. This goal is addressed by the department through focused monitoring activities that include:

- Verifying the accuracy of data reported by districts;
- Helping districts identify why students with disabilities are not achieving desired outcomes;
- Helping identify research-based strategies to address needs;
- Helping identify district and state resources; and
- Providing technical assistance.

These activities occur at various stages in the focused monitoring process.

Stakeholder Involvement

A key principle of an effective focused monitoring system is input and feedback from a diverse group of stakeholders. The NCDPI-EC Division worked with the National Center for Special

Education Accountability Monitoring (NCSEAM) on the development of the CIFMS and the stakeholder process. NCDPI-EC Division in collaboration with NCSEAM brought together a group of diverse stakeholders. A stakeholder meeting was held in August 2006 with representation from across the state. The Stakeholders selected four indicators in need of attention through the focused monitoring system.

They were:

- Increase the number of students with disabilities graduating with a regular diploma;
- Decrease the number of students with disabilities dropping out of high school;
- Improve transition services; and
- Improve post school outcomes.

District Selection

NCDPI uses student outcome data to identify districts that are in need of improvement in the priority areas. In 2004, the CIFMS stakeholder group identified four student enrollment groups within the state from which a select number of school districts are identified for focused monitoring. NCDPI ranks districts within the enrollment groups using data related to each priority area. NCDPI uses trend data to identify districts for focused monitoring. Data are also used to determine which school buildings within a district the NCDPI on-site team visits. In addition to group size, trend data and geographic location are considered.
Authority: 34 CFR 300.600; 300.600(b), (c), and (d); 1505-1.1-1.3

E. Program Compliance Reviews

Program Compliance Reviews are on-site visits conducted once every five years in each LEA, charter school, and State Operated Program (SOP) in the state. The visit is also conducted for charter schools during the second semester of the first year of operation and every five years thereafter. Each entity is monitored by the Exceptional Children Division for compliance with IDEA procedures and regulations at the individual and district level. During the on-site visit a sampling of exceptional children records are reviewed using the revised North Carolina Monitoring Protocol. The data gathered from the on-site visits are reported in the SPP/APR for Indicators 13 and 15. Additional data are gathered in order to provide recommendations and provide technical assistance to ensure meaningful student outcomes at the local level. A written report is sent to the LEAs, charter schools, and SOPs identifying any noncompliance that has been identified. Upon receipt of that letter, all noncompliance must be corrected as soon as possible, but in no case later than one year from notification.

Core Elements Include:

1. Student Record Review;
2. Interviews regarding EC Process;
3. Student Service Verification;
4. Related Services Verification;
5. Student Outcomes;
6. LEA Resources; and
7. Licensure of EC Service Providers.

F. LEA Program Assessment

The LEA Program Assessment is a comprehensive monitoring activity where data are collected in multiple areas to determine the effectiveness of the Exceptional Children Program. This monitoring activity will be conducted for LEAs that failed to meet the targets set for student outcomes indicators over multiple years.

Data Analysis - Prior to the on-site visit the LEA provides the following information, as applicable:

1. Policies, Procedures, and Practices pertaining to attendance, discipline, and dropout prevention;
2. Suspension data;
3. LRE data;
4. Demographic data for each school;
5. Graduation/drop out data for each school (as applicable);
6. Copies of Licensure of all EC personnel;
7. School District Improvement Plan;
8. List of EC staff;
9. School bell schedules;
10. Master schedules;
11. Schedules of EC staff and related service provider;
12. Class size enrollment;
13. Caseload schedule;
14. Student performance on statewide assessments;
15. Student/Staff handbook;
16. Student Code of Conduct; and
17. For charter schools, a copy of the Charter and student enrollment & application forms.

On-site Activities

Activities conducted during the on-site Program Assessment visit are based on the review of all relevant data sources. Activities for each Program Assessment visit may include but are not limited to the following:

1. Interviews with LEA administrators, teachers, and other school personnel;
2. Interviews with parents;
3. Student Record Review;
4. Classroom Observations; and
5. Review schedules and licensure of EC staff and related service providers.

For virtual charter schools, online access to classes will be required. DPI-ECD staff will need to be able to log-on, observe instruction, and view any student and teacher interaction, as part of the monitoring process.

F. Data Base Review

Indicators 4B, 9, and 10

Annually the State data base collects data from all LEAs, charter schools, and SOPs that are used to calculate discrepancies in suspensions by race/ethnicity and disproportionate representation by race/ethnicity in the exceptional children population of LEAs, charter schools, and SOPs that have 40 or more students in the subgroup. If LEAs, charter schools, and SOPs do not meet the state criteria, the second step of the process is to review the practices, policies and procedures in each agency to determine if there is noncompliance. Targeted on-site visits can be scheduled based the review of the practices, policies and procedures. If noncompliance is identified, the LEA will be notified of the finding and must correct the noncompliance within a year.

Virtual charter schools should plan for NCDPI-EC staff to log-on to activities that may include professional development for staff; consultation and collaboration between general education, special education and coaches; IEP Team meetings; and implementation of IEPs.

Indicator 11

The data for Indicator 11 are collected annually through the Comprehensive Exceptional Children Accountability System (CECAS). All LEAs, charter schools, and SOPs enter data annually into CECAS. LEAs, charter schools, and SOPs with findings of noncompliance are required to submit data/evidence of correction as soon as possible and no later than one year from notification, that the referral, evaluation, eligibility and placement determinations have been completed for all child specific findings for whom the 90 day timeline was not met. Additional data are reviewed through CECAS to document correct implementation of the regulatory requirement(s) for all students.

Virtual charter schools should clearly outline Child Find procedures to include a network of evaluators across all catchment areas that includes face-to-face interaction between the evaluator and the student.

Indicator 12

Annually each LEA that provides special education and related services to the pre-school population submits data electronically utilizing a Department created excel spreadsheet which automatically calculates the percentage of timely transitions. Each LEA is directed to have the Exceptional Children Director sign a letter of assurance as to the accuracy of the data. LEAs with findings of noncompliance are required to submit data/evidence of correction as soon as possible and no later than one year from notification that the transition of students from Part C to Part B has been completed. LEAs are required to submit additional data for review to document correct implementation of the regulatory requirement(s) for all students.

6. Improvement, Correction, Incentives, and Sanctions

The enforcement of regulations, policies, and procedures are required by the IDEA and state statutes. Successful completion of corrective actions and improvement activities means the LEA has corrected the noncompliance and made progress towards meeting the targets on the performance indicators. The strategy to reward and recognize high performing and the most improved school districts and to provide consequences to low performing and substantially noncompliant schools districts centers on public reporting. Its foci are to (1) identify and recognize those school districts that achieve or exceed targets and indicators of the SPP that demonstrate significant improvement over time; (2) provide the consequences to low performing school districts that are substantially noncompliant with statutory and regulatory requirements.

The system must be based on a continuum of consequences and sanctions that are efficient and effective and result in timely compliance and improvement. An efficient and effective system of recognition and sanctions for school districts to improve results for students with disabilities must consider our own resources and be based on building public support, creating partnerships and promoting effective practices. The proposed system of recognition and rewards had been designed to serve as an incentive for school districts to be high performers and to lead to the identification and replication of best practices. An incentive for change occurs when there is public notice about results.
The following incentives may be used to acknowledge districts performance or improvement:

- Letter of commendation/acknowledgement to superintendent and/or local board of education from the State Superintendent and the Chairman of the State Board of Education;
- Commendation on the NCDPI website;
- Identification as a exemplary school district; and/or
- Allocation of grant funds, as available, for replication of commended strategies.

The following are the determinations that could be assigned to an agency after an analysis of data, documentation of evidence of change, or documentation of correction of noncompliance.

Level One: Meets Requirements

Level Two: Needs Assistance (Noncompliance not corrected within two years)

In the instance when the SEA determines that an LEA, charter school or SOP needs assistance in implementing the requirements of the IDEA requirements and the CIFMS, the SEA shall take one or more of the following actions:

- The SEA will direct the LEA, charter school, or SOP to allocate additional time and resources for technical assistance and guidance related to areas of noncompliance. Technical assistance may include assistance from NCDPI, distinguished superintendents, principals, special education administrators, and staff at institutions of higher education, special education teachers, and other teachers to provide recommendations, technical assistance and support.
- The SEA will impose special conditions on the LEA's application for IDEA funds.

- The SEA will direct how the LEA utilizes IDEA funds to address the remaining findings of noncompliance. The LEA must track the use of these funds to show the SEA how the funds are targeted to address areas of noncompliance.

Level Three: Needs Intervention (Noncompliance not corrected within three years)

If the SEA determines for three consecutive years that an LEA needs assistance in implementing the requirements of IDEA and the CIFMS, the following shall apply:

- The SEA may take any of the actions described in Level One;
- The SEA shall withhold in whole or in part, any further payments of IDEA funds to the LEA; and
- The SEA shall require the LEA enter into a compliance agreement if the SEA believes that the LEA cannot correct the problem within one year.

Level Four: Needs Substantial Intervention

In addition to the sanctions described in Levels One and Two, at any time the SEA determines that an LEA needs substantial intervention in implementing the requirements of the IDEA and the CIFMS, or that there is substantial failure to comply, the SEA shall take one or more of the following actions:

- The SEA will direct the LEA's implementation of a Compliance Agreement, billed to the LEA;
- Recover IDEA funds; or
- Refer the LEA for appropriate enforcement under State or Federal law.

Authority: 20 U.S.C. 1232(b)(3)(A) and(E); 20U.S.C. 1232d(b)(3)(B); 34 CFR 300.222, 300.603-300.604 and 300.608; 34 CFR 80.12; 20 U.S.C. 1232(b)(3)(C) and (D); 20U.S.C. 1232d(b)(4); 34 CFR 300.608(a); 300.608(b); 1505-1.4-1.10 Article 9

7. Technical Assistance and Professional Development

Technical assistance is directly linked to the SPP indicators and to the improvement activities. The NCDPI- EC Division provides LEAs with a variety of assistance to improve performance of students with disabilities across the state and to ensure ongoing compliance with the federal and state regulations governing students with disabilities. The data on each of the indicators of the SPP are reviewed to make decisions related to LEAs in most need of improvement. Those LEAs in the most need of improvement are offered assistance.

8. Fiscal Monitoring

NCDPI-EC Division has three tiers that make up the fiscal monitoring process. Each tier is described below:

Tier I:

- Review of Budget vs. Expenditure Reports for PRC 49 and PRC 60. All LEAs are reviewed annually to ensure that the LEAs are spending funds in agreement with their approved budgets.
- Review of Budget vs. Expenditure Reports for PRC 114 – Risk Pool. All LEAs receiving these funds are reviewed annually to ensure that the LEAs are spending funds in agreement with their approved budgets.
- Direct contact is made with any LEA whose overspent lines total more than 10% of the approved budget, to require that the budget be revised to bring them in line with the standard in EDGAR 80.30.

Tier II:

- An IDEA Fiscal Desk Review is completed by all LEAs, charter schools and state-operated programs every five years. Approximately fifty five* (55) IDEA Fiscal Desk Reviews are annually submitted by October 1 and reviewed by December 31st. The IDEA Fiscal Desk Review addresses Time and Effort, Equipment (purchase and inventory), Maintenance of Fiscal Effort and Proportionate Share.
- A copy of the IDEA Fiscal Desk Review is mailed to the LEA, charter school and state-operated program within ninety (90) days of receipt of audit documentation.

* A random sample of LEAs and charter schools and state-operated programs from each of the eight State Board of Education regions participate annually.

Tier III:

- At least 15 IDEA Fiscal Monitoring On-site or Virtual on-site visits are completed annually. The following Risk-based criteria are used to determine on-site or virtual on-site visit sites:
    - Findings from the IDEA Fiscal Desk Review
    - Annual LEA Single Audit Findings
    - LEA Special Education Administrator turn-over
    - SEA identified potential fiscal issues

A summary report with any required actions is mailed to the LEA, charter school, and state-operated program within sixty (60) business days after the on-site.

Coordinated Early Intervening Services (CEIS) - Monitoring

1. Budget vs. Expenditure reports reviewed quarterly for all providers.

2. Program Compliance Reviews include a review of documentation of a student tracking process for LEAs providing CEIS.

3. An on-site or virtual on-site CEIS monitoring is completed for all "mandatory LEAs" with Significant Disproportionality. The monitoring includes:

- Review of the CEIS Plan in the Grant Application;
- Comparison of the CEIS Plan with budget transactions;
- Review of payroll at Time & Effort documentation (if applicable);
- Review of the process for tracking students receiving CEIS; and
- Visits or virtual visits to site(s) of CEIS.

4. CEIS monitoring (see above) is completed for any LEA (providing CEIS) scheduled for on-site or virtual on-site fiscal monitoring visit.

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

EXCEPTIONAL CHILDREN DIVISION

General Supervision Position Paper

In 1975, Congress passed PL 94-142, the Education of the Handicapped Act, which said that all students with disabilities are entitled to a free appropriate public education (FAPE). The Education of the Handicapped Act has been reauthorized six times since its inception, in 1983, 1986, 1990, 1992, 1997, and in 2004. The North Carolina Department of Public Instruction Exceptional Children Division (NCDPI – ECD) has the responsibility to ensure that all students with disabilities in this state receive a FAPE. Section 616 of the 2004 amendments to the Individuals with Disabilities Education Improvement Act (IDEA) states, " The primary focus of the Federal and State Monitoring activities described in paragraph (1) shall be on— (A) improving educational results and functional outcomes for all children with disabilities; and (B) ensuring that States meet the requirements under this part, with a particular emphasis on the requirements that are most closely related to improving educational results for children with disabilities. NCDPI-EC Division under its general supervision authority 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 Program (OSEP) monitors 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:

1. Supports practices that improve educational results and functional outcomes for children and youth with disabilities;
2. Uses multiple methods to identify and correct noncompliance as soon as possible but no later than one year after noncompliance is identified; and
3. 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:

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 NCDPI – EC Division complies with federal regulations.

1. State Performance Plan (SPP) and Annual Performance Report (APR)

IDEA 2004 required all states to submit a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of Part B of the Act. The State Performance Plan (SPP) serves as an accountability mechanism for states and local education agencies (LEA). Each of the SPP indicators has been purposely written to provide a measurable indication of a state's performance in specific statutory priority areas under Part B – Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), Disproportionality, and Effective General Supervision, including Child Find and Effective Transitions. The SPP contains 17 prescribed indicators that are clustered in three priority areas. For the areas of General Supervision and Disproportionality, measurable and rigorous targets were established by the Office of Special Education Programs (OSEP). North Carolina, through stakeholders, established the measurable and rigorous targets for some of the FAPE indicators. Data are used to establish baselines, to set targets, and to measure progress and slippage towards reaching the target. Certain FAPE indicators were aligned with the targets set by the Elementary and Secondary Education Act. The SPP is a living document that is revised as needed and used as the mechanism for guiding improvement efforts at the state and local levels. The analysis of the progress and slippage, including compliance and performance, is used to prioritize the Division's activities for each upcoming year. Improvement activities relate to the targets and are based on the analysis and interpretation of the data gathered. North Carolina evaluates LEAs' performance against the targets. Resources and technical assistance to facilitate improved results are allocated to LEAs.

Annually, performance on the SPP indicators is submitted in the Annual Performance Report (APR). This document must be submitted February 1 of each year through 2014. North Carolina is required to report publicly on the performance of each LEA against the SPP targets. The public reports can be found at www.ncpublicschools.org/ec.

Authority: 34 CFR 300.169(c) and (d); 300.361(a) (3); 300.602(b) (1) (i) (A); 300.602(b) (1) (i) (B))

2. Policies, Procedures, and Effective Implementation

North Carolina is required to have policies and procedures that are aligned to support the implementation of IDEA. Article 9 of the state statutes governing special education was revised to align with the requirements of the IDEA. The revised Article 9 was signed into law and became effective July 1, 2006.

Policies Governing Services for Children with Disabilities was revised to comply with IDEA 2004. The State Board of Education approved those revisions on November 1, 2007, with the most recent amendment in July 2014. The procedural safeguards notice, Handbook on Parents' Rights has undergone revisions to comply with IDEA. LEAs to include charter schools, State Operated Programs, and Psychiatric Residential Treatment Facilities (PRTFs) are provided ongoing training and technical assistance or the implementation of the requirements. Additionally, the NCDPI–ECD provides model forms to facilitate implementations of the regulations.

Authority: 34 CFR 300.100; 34 CFR 76.700; 20 U.S.C 1232d (b) (1); 34CFR 300.600(a); 34CFR 80.40(a) and 80.43; U.S.C. 1232d; 34 CFR 300.200-300.201; U.S.C. 1232(b) (1) and 1232 e (b) (1); 34CFR 300.156(a) and 300.201; CFR 300.156; 34 CFR 300.100 and 300.200; 34CFR 300.154

3. Dispute Resolution – Mediations, Complaints, and Due Process,

The NCDPI–EC Division provides offers the formal means for dispute resolution required by federal and state law. Mediation, formal written complaints, and due process hearings are all components of the system. The timely resolution of complaints, mediations, and due process actions is required for compliant dispute resolutions. Effective dispute resolutions also track the issues identified to determine whether patterns or trends exist. Additionally, through the tracking of the issues over time, it is possible to evaluate the resolutions' effectiveness and determine whether resolution was maintained in future situations. It is important to determine the extent to which parents, families, and students understand their rights related to dispute resolution. In addition to the formal processes, the system also includes informal inquiries and the facilitation IEP process. Dispute Resolution Consultant as well as other consultants within the EC Division responses to numerous inquiries from a variety of customers. This information is considered with decisions.

Mediation

Under IDEA, special education mediation must be made available to parents of children with disabilities. Mediation is an informal meeting of parents and school representatives led by a neutral third party, the mediator. Mediation is a voluntary process, which the parties themselves control. The mediator helps the parents and school system resolve disagreements concerning the child's identification, evaluation, program or placement. Mediation is a confidential process.

IDEA requires the NCDPI-EC Division to provide the option of mediation whenever a due process hearing is requested and as a stand-alone (w/o a due process petition).

Mediation may be requested by the parent, guardian, or surrogate parent of a student with a disability, the district and/or the student who has reached the age of majority. A request for mediation is sent to the Exceptional Children Division and then a staff person from DPI contacts the other party to the dispute to determine whether they agree to mediate. If both parties agree, the DPI contact assigns a case number and a mediator.

Formal Complaints

IDEA and the Education Department General Administrative Regulations (EDGAR) require the NCDPI-EC Division to investigate and resolve complaints alleging the Department, LEA or participating public agency has violated a provision (statute or regulation) of Part B of the IDEA, the EDGAR (34CFR parts 74 and 76) or Article 9 of Chapter 115C of North Carolina General Statutes.

Due Process

The NCDPI-ECD is required to administer requests for due process hearings regarding the identification, evaluation, and educational placement of the student or the provision of FAPE to a student with a disability. A parent or adult student or an LEA may request a due process hearing regarding the school district's proposal or refusal to initiate or change the identification, evaluation, educational placement and /or provision of FAPE to the student. A request for a due process hearing may be initiated by filing a petition with the OAH and the superintendent of the local school system.

Facilitated IEP Meeting

In 2005 North Carolina developed a Facilitated Individualized Education Program (IEP) Team Meeting Program. When parents or school representatives are apprehensive about the IEP meeting, or it is a complex meeting with numerous participants, or communication between home and school is becoming tense, an impartial facilitator can be requested to assist the IEP team members in communicating more effectively, keeping the focus on student outcomes, and developing compliant IEPs. There is a cadre of trained facilitators and one can be assigned when a request is made.

Authority: 34 CFR 300.152(a); 300.506(b)(5); 300.508; 300510; 300.511(e) and 300.515; CFR500.152; 300.506(b)(6) and(7); 300.510(d)(2); 300.513; 300.514; and 300.537; 300.506(b)(1)(iii) and 300511(c); NC1504-1

4. Data Collection

As a part of the state's general supervision responsibilities the following actions are undertaken when data are used for decision making about program management and improvement. The following actions occur:

1. Collection and verification of data;
2. Examination and analysis of data;
3. Reporting of data;
4. Status determination; and
5. Improvement.

Collection and Verification of Data

Data are collected from LEAs through such means as the 618 State-reported data collection. To effectively use these data, LEAs regularly update the data and NCDPI-ECD routinely examines and verify the collected data.

NCDPI-ECD uses the 618 data and information from other sources, such as state collected data, patterns and trends in dispute resolution data, and previous monitoring findings to evaluate the performance of the state and LEAs on the SPP indicators. These data are also useful in selecting LEAs for monitoring based on performance, especially when these data are compared across

indicators.

Another important consideration is the extent to which NCDPI-ECD can ensure the data collected from LEAs are accurate, as well as submitted in a timely manner. Accuracy has multiple levels including that the data follow rules of entry or submission and that they reflect actual practice at the program level.

Examination and Analyses

Data must be examined in a variety of ways to identify and determine patterns and trends. SPP indicators are clustered to identify connections among the indicators. These connections are considered when developing improvement activities.

Reporting of Data

The 618 data are required submissions to the federal government. These data are a part of the annual report to Congress and must be valid, reliable and timely. Additionally, the NCDPI - EC must annually report on the performance of each LEA on the SPP indicators compared to the state targets. Each LEAs performance is publicly accessible. The LEA reports are reported to the public and are publicly accessible.

Status Determinations

Data on the performance of each LEA on the SPP indicators, as well as from other sources (e.g. fiscal audits, timely submissions) are used to make determinations of the status of each LEA. LEAs are categorized as *meets requirements*, *needs assistance*, *needs intervention*, or *needs substantial interventions*.

Improvement

Through the NCDPI-ECD improvement activities in the SPP and from the examination of the LEAs performance, data are used for program improvement as well as progress measurement. Technical assistance activities, designed to address the needs of each individual LEA, are based on data that are collected and analyzed. The NCPI-ECD analyze the data for each LEA and determine the LEAs that are in the greatest need of program improvement.

Authority: 334 CFR 300.640-300.646; 34CFR 300.601(b); 34CFR 300.602(b) (1) (B); 34 CFR 300.602(b); 34CFR 300. 600(a); 1505-3

5. Monitoring Activities

The North Carolina Continuous Improvement Focused Monitoring System (CIFMS) includes the following:

A. LEA Self-Assessment and Improvement Plan

B. Targeted on-site visits;
C. Focused Monitoring;
D. Program Compliance Reviews; and
E. LEA Program Assessments.

A.) **LEA Self-Assessment and Improvement Plan** - The LEAs, charter schools, and state operated programs (SOPs) conduct a self-assessment and develop an improvement plan. This process supports problem-solving; drives decision-making and technical assistance at the LEA, regional, and state levels; and bridges improvement efforts across the agency. The five-step process includes data collection, summary and analysis, improvement planning, implementation, and evaluation. The SEA provides a data profile which includes indicator and other relevant data as well as the LEAs status on policy and fiscal compliance. The LEA then completes a practice profile to assess how the LEA develops and implements IEPs, uses problem-solving for improvement, selects and implements research-based instructional practices and programs, and communicates and collaborates with stakeholders (including the SEA). Data from all of these sources is summarized and analyzed to identify a focus for improvement. LEAs then design, implement, and evaluate a three year improvement plan with support from NCDPI-ECD.

B.) **Targeted On-site Visits**

Targeted on-site visits target a particular area where the data suggest that there is a systematic problem. Examples of targeted on-site visits include review of students placed on homebound; Intellectually Disabled (ID) and Serious Emotional Disabled (SED) record reviews to address disproportionate representation, verification of CIPP indicators, and verification of child counts. In addition to selecting districts for targeted on-site visits based on data, districts may also be selected due to a pattern of issues identified through the IDEA complaint process.

C.) **Focused Monitoring**

Focused monitoring is a process that purposefully selects state priority areas to examine for compliance and results while not specifically examining other areas for compliance. Focused monitoring is intended to maximize resources, emphasize important variables and increase the probability of improved results. The primary goal of focused monitoring is to positively impact educational results and functional outcomes for all children with disabilities while ensuring that districts meet state and federal requirements under IDEA 2004. It draws attention to those requirements that are most closely related to improving educational results for children with disabilities. This goal is addressed by the department through focused monitoring activities that include:

- Verifying the accuracy of data reported by districts;
- Helping districts identify why students with disabilities are not achieving desired outcomes;
- Helping identify research-based strategies to address needs;
- Helping identify district and state resources; and
- Providing technical assistance.

These activities occur at various stages in the focused monitoring process.

Stakeholder Involvement

A key principle of an effective focused monitoring system is input and feedback from a diverse group of stakeholders. The NCDPI-EC Division worked with the National Center for Special

Education Accountability Monitoring (NCSEAM) on the development of the CIFMS and the stakeholder process. NCDPI-EC Division in collaboration with NCSEAM brought together a group of diverse stakeholders. A stakeholder meeting was held in August 2006 with representation from across the state. The Stakeholders selected four indicators in need of attention through the focused monitoring system.

They were:

- Increase the number of students with disabilities graduating with a regular diploma;
- Decrease the number of students with disabilities dropping out of high school;
- Improve transition services; and
- Improve post school outcomes.

District Selection

NCDPI uses student outcome data to identify districts that are in need of improvement in the priority areas. In 2004, the CIFMS stakeholder group identified four student enrollment groups within the state from which a select number of school districts are identified for focused monitoring. NCDPI ranks districts within the enrollment groups using data related to each priority area. NCDPI uses trend data to identify districts for focused monitoring. Data are also used to determine which school buildings within a district the NCDPI on-site team visits. In addition to group size, trend data and geographic location are considered.
Authority: 34 CFR 300.600; 300.600(b), (c), and (d); 1505-1.1-1.3

E. Program Compliance Reviews

Program Compliance Reviews are on-site visits conducted once every five years in each LEA, charter school, and State Operated Program (SOP) in the state. The visit is also conducted for charter schools during the second semester of the first year of operation and every five years thereafter. Each entity is monitored by the Exceptional Children Division for compliance with IDEA procedures and regulations at the individual and district level. During the on-site visit a sampling of exceptional children records are reviewed using the revised North Carolina Monitoring Protocol. The data gathered from the on-site visits are reported in the SPP/APR for Indicators 13 and 15. Additional data are gathered in order to provide recommendations and provide technical assistance to ensure meaningful student outcomes at the local level. A written report is sent to the LEAs, charter schools, and SOPs identifying any noncompliance that has been identified. Upon receipt of that letter, all noncompliance must be corrected as soon as possible, but in no case later than one year from notification.

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Virtual charter schools should clearly outline Child Find procedures to include a network of evaluators across all catchment areas that includes face-to-face interaction between the evaluator and the student.

Indicator 12

Annually each LEA that provides special education and related services to the pre-school population submits data electronically utilizing a Department created excel spreadsheet which automatically calculates the percentage of timely transitions. Each LEA is directed to have the Exceptional Children Director sign a letter of assurance as to the accuracy of the data. LEAs with findings of noncompliance are required to submit data/evidence of correction as soon as possible and no later than one year from notification that the transition of students from Part C to Part B has been completed. LEAs are required to submit additional data for review to document correct implementation of the regulatory requirement(s) for all students.

6. Improvement, Correction, Incentives, and Sanctions

The enforcement of regulations, policies, and procedures are required by the IDEA and state statutes. Successful completion of corrective actions and improvement activities means the LEA has corrected the noncompliance and made progress towards meeting the targets on the performance indicators. The strategy to reward and recognize high performing and the most improved school districts and to provide consequences to low performing and substantially noncompliant schools districts centers on public reporting. Its foci are to (1) identify and recognize those school districts that achieve or exceed targets and indicators of the SPP that demonstrate significant improvement over time; (2) provide the consequences to low performing school districts that are substantially noncompliant with statutory and regulatory requirements.

The system must be based on a continuum of consequences and sanctions that are efficient and effective and result in timely compliance and improvement. An efficient and effective system of recognition and sanctions for school districts to improve results for students with disabilities must consider our own resources and be based on building public support, creating partnerships and promoting effective practices. The proposed system of recognition and rewards had been designed to serve as an incentive for school districts to be high performers and to lead to the identification and replication of best practices. An incentive for change occurs when there is public notice about results.
The following incentives may be used to acknowledge districts performance or improvement:

- Letter of commendation/acknowledgement to superintendent and/or local board of education from the State Superintendent and the Chairman of the State Board of Education;
- Commendation on the NCDPI website;
- Identification as a exemplary school district; and/or
- Allocation of grant funds, as available, for replication of commended strategies.

The following are the determinations that could be assigned to an agency after an analysis of data, documentation of evidence of change, or documentation of correction of noncompliance.

Level One: Meets Requirements

Level Two: Needs Assistance (Noncompliance not corrected within two years)

In the instance when the SEA determines that an LEA, charter school or SOP needs assistance in implementing the requirements of the IDEA requirements and the CIFMS, the SEA shall take one or more of the following actions:

- The SEA will direct the LEA, charter school, or SOP to allocate additional time and resources for technical assistance and guidance related to areas of noncompliance. Technical assistance may include assistance from NCDPI, distinguished superintendents, principals, special education administrators, and staff at institutions of higher education, special education teachers, and other teachers to provide recommendations, technical assistance and support.
- The SEA will impose special conditions on the LEA's application for IDEA funds.

- The SEA will direct how the LEA utilizes IDEA funds to address the remaining findings of noncompliance. The LEA must track the use of these funds to show the SEA how the funds are targeted to address areas of noncompliance.

Level Three: Needs Intervention (Noncompliance not corrected within three years)

If the SEA determines for three consecutive years that an LEA needs assistance in implementing the requirements of IDEA and the CIFMS, the following shall apply:

- The SEA may take any of the actions described in Level One;
- The SEA shall withhold in whole or in part, any further payments of IDEA funds to the LEA; and
- The SEA shall require the LEA enter into a compliance agreement if the SEA believes that the LEA cannot correct the problem within one year.

Level Four: Needs Substantial Intervention

In addition to the sanctions described in Levels One and Two, at any time the SEA determines that an LEA needs substantial intervention in implementing the requirements of the IDEA and the CIFMS, or that there is substantial failure to comply, the SEA shall take one or more of the following actions:

- The SEA will direct the LEA's implementation of a Compliance Agreement, billed to the LEA;
- Recover IDEA funds; or
- Refer the LEA for appropriate enforcement under State or Federal law.

Authority: 20 U.S.C. 1232(b)(3)(A) and(E); 20U.S.C. 1232d(b)(3)(B); 34 CFR 300.222, 300.603-300.604 and 300.608; 34 CFR 80.12; 20 U.S.C. 1232(b)(3)(C) and (D); 20U.S.C. 1232d(b)(4); 34 CFR 300.608(a); 300.608(b); 1505-1.4-1.10 Article 9

7. Technical Assistance and Professional Development

Technical assistance is directly linked to the SPP indicators and to the improvement activities. The NCDPI- EC Division provides LEAs with a variety of assistance to improve performance of students with disabilities across the state and to ensure ongoing compliance with the federal and state regulations governing students with disabilities. The data on each of the indicators of the SPP are reviewed to make decisions related to LEAs in most need of improvement. Those LEAs in the most need of improvement are offered assistance.

8. Fiscal Monitoring

NCDPI-EC Division has three tiers that make up the fiscal monitoring process. Each tier is described below:

Tier I:

- Review of Budget vs. Expenditure Reports for PRC 49 and PRC 60. All LEAs are reviewed annually to ensure that the LEAs are spending funds in agreement with their approved budgets.
- Review of Budget vs. Expenditure Reports for PRC 114 – Risk Pool. All LEAs receiving these funds are reviewed annually to ensure that the LEAs are spending funds in agreement with their approved budgets.
- Direct contact is made with any LEA whose overspent lines total more than 10% of the approved budget, to require that the budget be revised to bring them in line with the standard in EDGAR 80.30.

Tier II:

- An IDEA Fiscal Desk Review is completed by all LEAs, charter schools and state-operated programs every five years. Approximately fifty five* (55) IDEA Fiscal Desk Reviews are annually submitted by October 1 and reviewed by December 31st. The IDEA Fiscal Desk Review addresses Time and Effort, Equipment (purchase and inventory), Maintenance of Fiscal Effort and Proportionate Share.
- A copy of the IDEA Fiscal Desk Review is mailed to the LEA, charter school and state-operated program within ninety (90) days of receipt of audit documentation.

* A random sample of LEAs and charter schools and state-operated programs from each of the eight State Board of Education regions participate annually.

Tier III:

- At least 15 IDEA Fiscal Monitoring On-site or Virtual on-site visits are completed annually. The following Risk-based criteria are used to determine on-site or virtual on-site visit sites:
    - Findings from the IDEA Fiscal Desk Review
    - Annual LEA Single Audit Findings
    - LEA Special Education Administrator turn-over
    - SEA identified potential fiscal issues

A summary report with any required actions is mailed to the LEA, charter school, and state-operated program within sixty (60) business days after the on-site.

Coordinated Early Intervening Services (CEIS) - Monitoring

1. Budget vs. Expenditure reports reviewed quarterly for all providers.

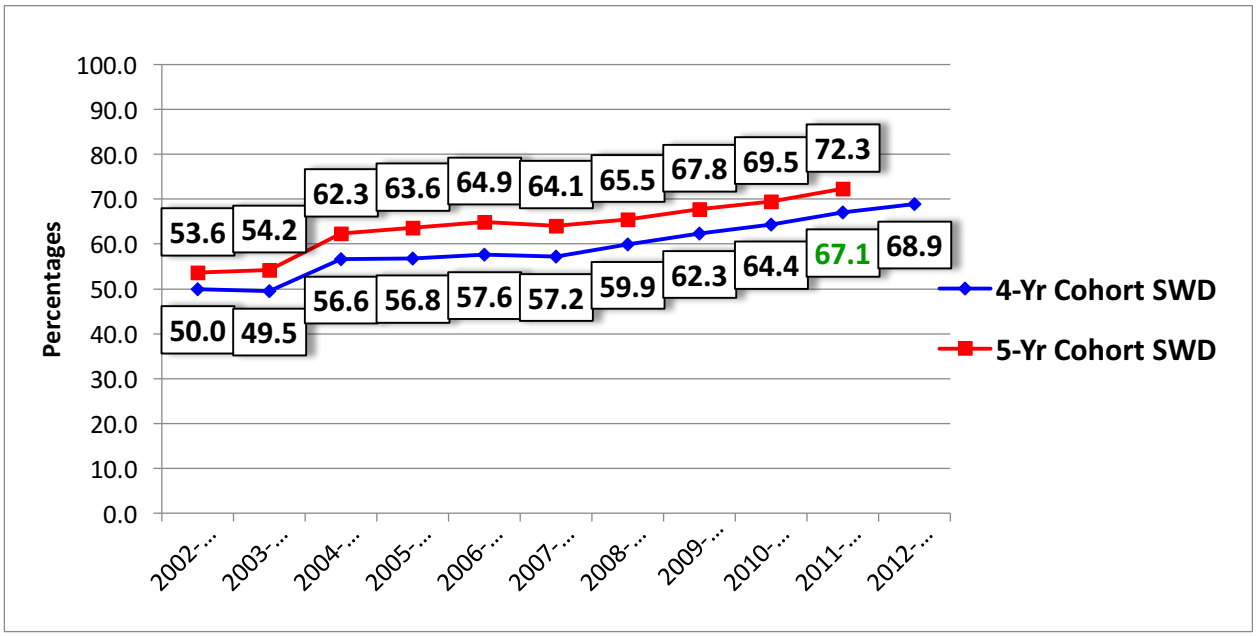
2. Program Compliance Reviews include a review of documentation of a student tracking process for LEAs providing CEIS.

3. An on-site or virtual on-site CEIS monitoring is completed for all "mandatory LEAs" with Significant Disproportionality. The monitoring includes:

- Review of the CEIS Plan in the Grant Application;
- Comparison of the CEIS Plan with budget transactions;
- Review of payroll at Time & Effort documentation (if applicable);
- Review of the process for tracking students receiving CEIS; and
- Visits or virtual visits to site(s) of CEIS.

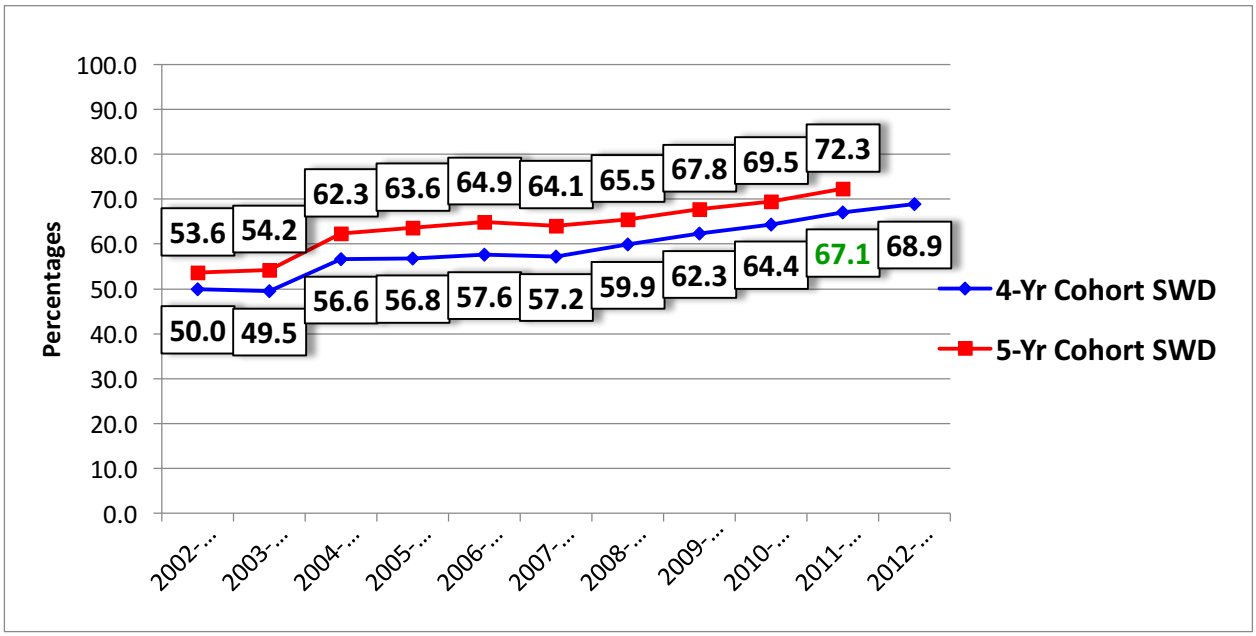
4. CEIS monitoring (see above) is completed for any LEA (providing CEIS) scheduled for on-site or virtual on-site fiscal monitoring visit.

NC Cohort Graduation Rates for Students with IEPs (Indicator 1)



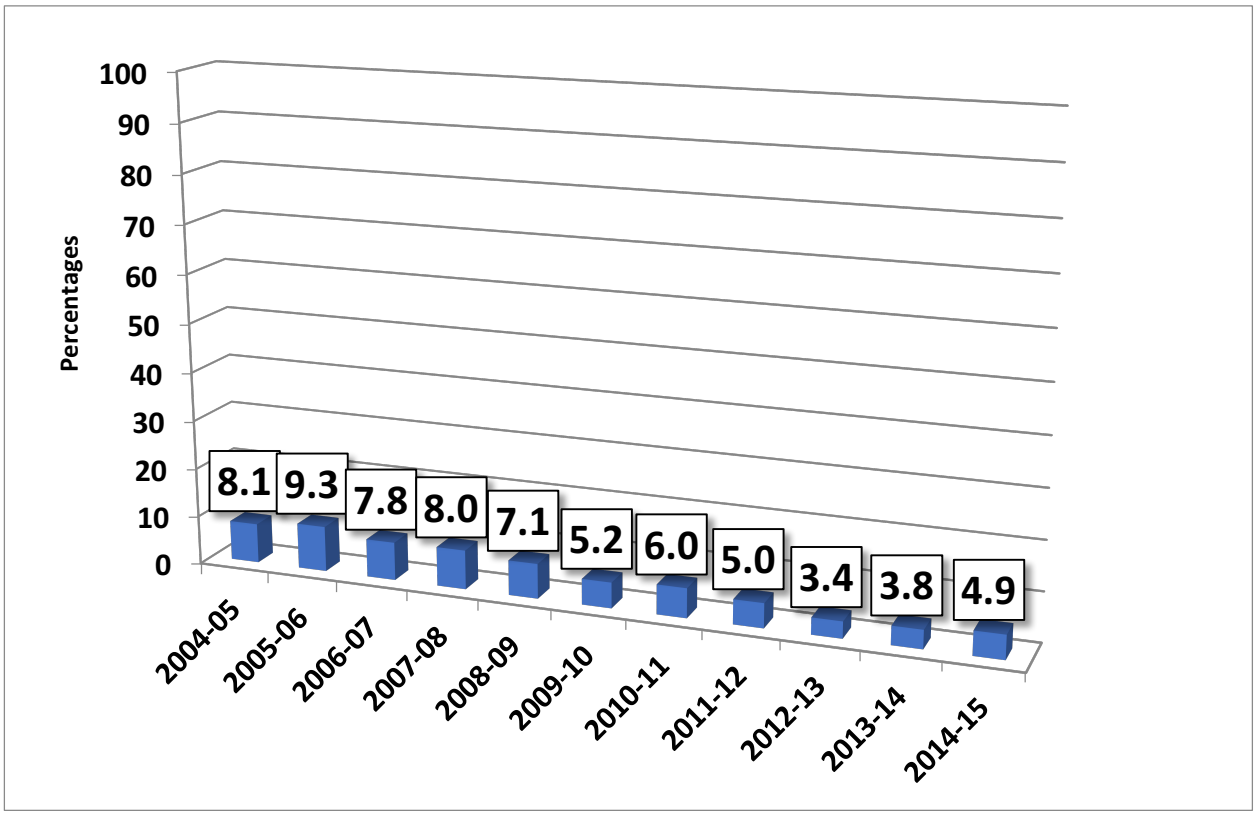
Source: NCDPI\Accountability\Reporting through 2016: Consolidated State Performance Report (CSPR 12/2016)

NC Cohort Graduation Rates for Students with IEPs (Indicator 1)



Source: NCDPI\Accountability\Reporting through 2016: Consolidated State Performance Report (CSPR 12/2016)

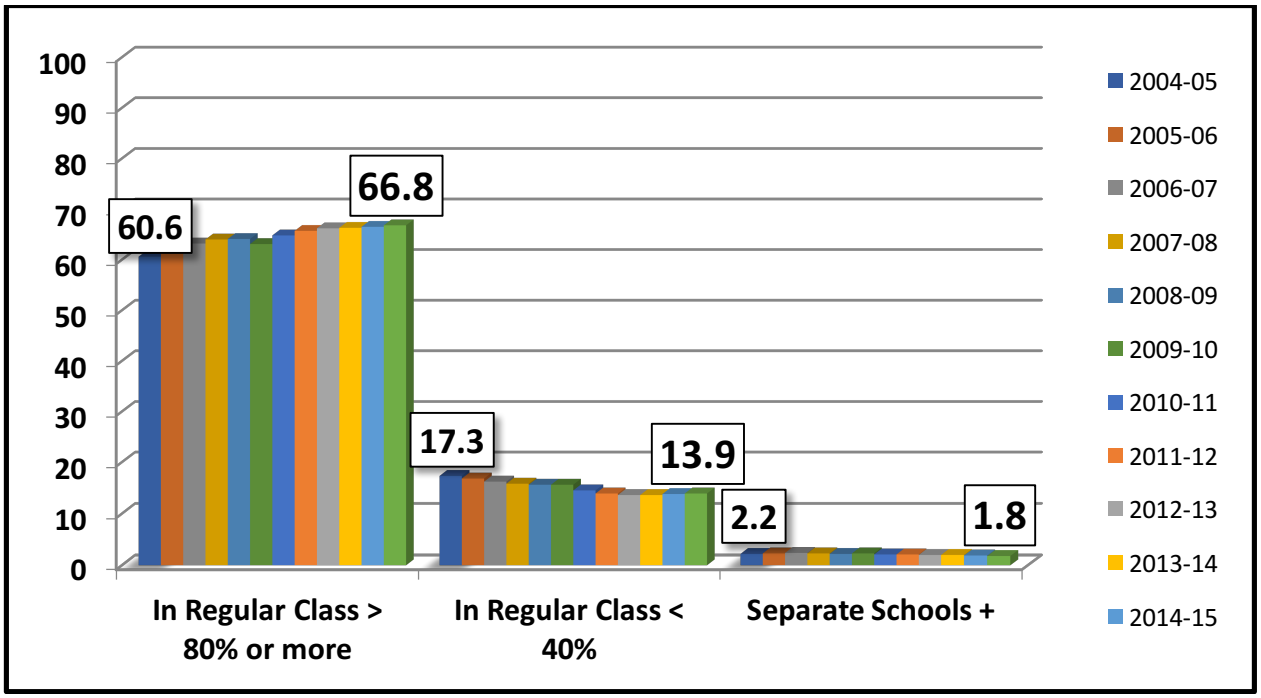
NC 2004 - 14 Drop Out Rates for Students with IEPs Grades 9 – 12 (Indicator 2)



Source: NCDPI/Agency Operations and Management/Research and Evaluation; 2005-14 EC Exit Reports from CECAS.

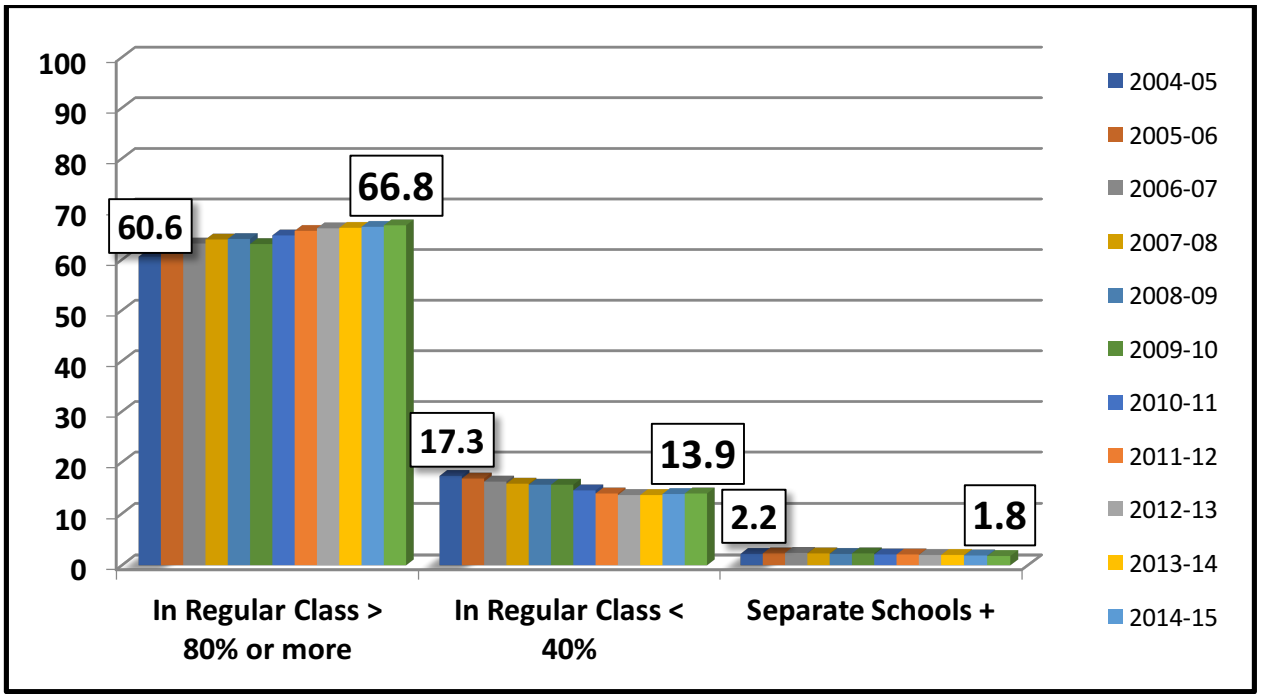
Notes: Calculation for denominator was changed in 2006-07 for students w/IEPs to be the same as the calculation for all youth.

Least Restrictive Environment (LRE) Rates for School-Age (6-21) Students (Indicator 5)



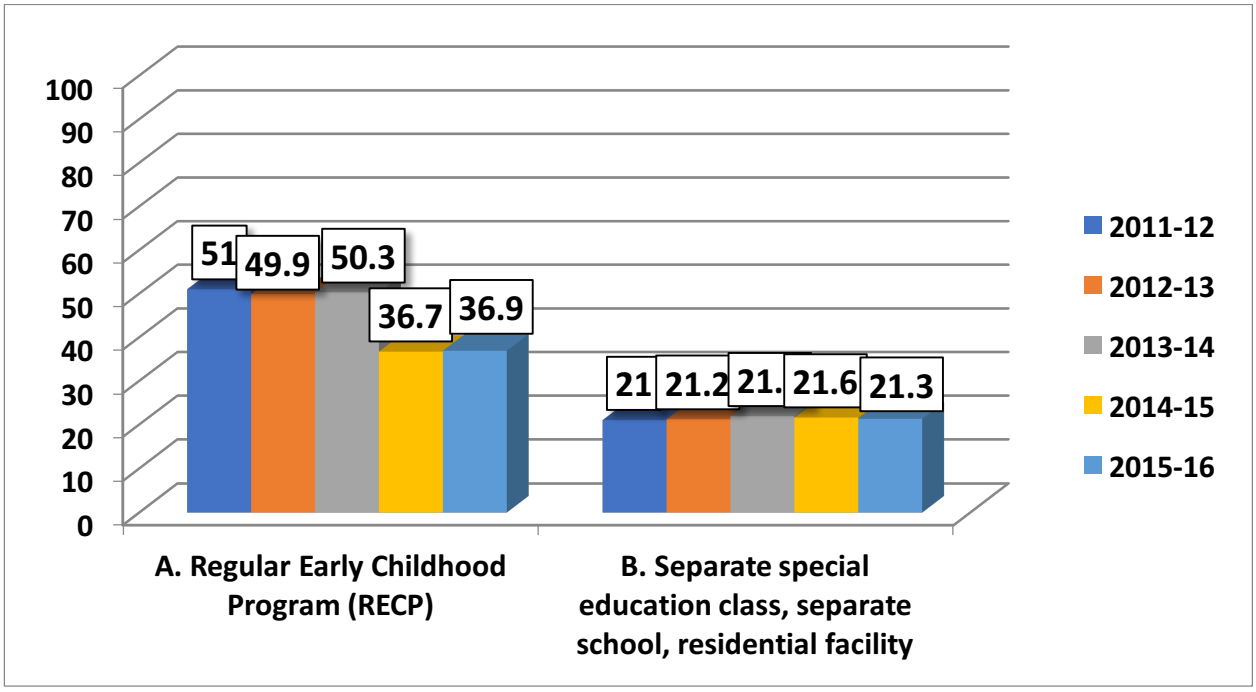
Source: NC Comprehensive Exceptional Children's Accountability System Dec 1 2004 -2015 Child Counts

Least Restrictive Environment (LRE) Rates for School-Age (6-21) Students (Indicator 5)



Source: NC Comprehensive Exceptional Children's Accountability System Dec 1 2004 -2015 Child Counts

Least Restrictive Environment (LRE) for Students, Ages 3-5 (Indicator 6)



Source: NC Comprehensive Exceptional Children's Accountability System Dec1, 2011- 2015 Periodic Counts.
Note: A change in definition occurred in 2014-15 and baseline & targets were reset.

EMAPS
EDFacts Metadata and Process System

North Carolina

IDEA Part B - Dispute Resolution
School Year: 2015-16

Section A: Written, Signed Complaints

1.	**Total number of written signed complaints filed.**	**100**
1.1	Complaints with reports issued.	53
1.1.a	Reports with findings of noncompliance.	43
1.1.b	Reports within timelines.	36
1.1.c	Reports within extended timelines.	6
1.2	Complaints pending.	2
1.2.a	Complaints pending a due process hearing.	1
1.3	Complaints withdrawn or dismissed.	45

Section B: Mediation Requests

2.	**Total number of mediation requests received through all dispute resolution processes.**	**94**
2.1	Mediations held.	65
2.1.a	Mediations held related to due process complaints.	31
2.1.a.i	Mediation agreements related to due process complaints.	16
2.1.b	Mediations held not related to due process complaints.	34
2.1.b.i	Mediation agreements not related to due process complaints.	24
2.2	Mediations pending.	2
2.3	Mediations withdrawn or not held.	27

Section C: Due Process Complaints

3.	**Total number of due process complaints filed.**	**81**
3.1	Resolution meetings.	43
3.1.a	Written settlement agreements reached through resolution meetings.	21
3.2	Hearings fully adjudicated.	1
3.2.a	Decisions within timeline (include expedited).	0
3.2.b	Decisions within extended timeline.	1
3.3	Due process complaints pending.	26
3.4	Due process complaints withdrawn or dismissed (including	54

resolved without a hearing).

Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

4.	**Total number of expedited due process complaints filed.**	**4**
4.1	Expedited resolution meetings.	2
4.1.a	Expedited written settlement agreements.	2
4.2	Expedited hearings fully adjudicated.	0
4.2.a	Change of placement ordered.	0
4.3	Expedited due process complaints pending.	0
4.4	Expedited due process complaints withdrawn or dismissed.	4

Comment:

Additional Comment:

This report shows the most recent data that was entered by North Carolina. These data were generated on 10/17/2016.

Self-Scoring Rubric for Part B -
APR and 618 -Timely and Accurate State Reported Data

DATE: February 2017 Submission

Please read the following guidelines before completing the Rubric for Part B - Timely and Accurate Data:

This rubric is a worksheet to assist in compiling data for the timeliness and accuracy of State reported data.

In each cell, select **1** if your State met the requirements for the given APR indicator or 618 data collection, **0** if your State did not meet the requirements , and "**N/A**" if the requirement is not applicable to your State.

Please see below the definitions for the terms used in this worksheet.

SPP/APR Data

1) Valid and Reliable Data - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

618 Data

1) Timely – Data for tables for 618 are submitted on or before each tables' due date.

2) Complete Data – No missing sections. No placeholder data. State-level data include data from all districts or agencies.

3) Passed Edit Check - 618 data submissions do not have missing cells or internal inconsistencies. (See https://www.ideadata.org/618DataCollection.asp regarding data edits).

4) Responded to Data Note Request - Provided written explanation, as requested, of year to year changes for inclusion in Data Notes to accompany 618 data submissions.