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

Report to the North Carolina General Assembly

Report on Educational Performance of Children with Disabilities

SL 2006-69 (HB1908)

Date Due: October 15, 2018---
Report #29
DPI Chronological Schedule, 2018-2019

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NC
Part B

FFY2016
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 2017.

By June 1, 2018, 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, 2018. 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 2016 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. North Carolina uses 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. For the first time each LEA, in the approved Indicator 14 sample, collected and submitted its data to the NCDPI-ECD. As a result, the number of responses to the survey increased significantly, from 336 responses in FFY 2015 to 979 responses in FFY 2016 for a response rate of 45.66%.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

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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
7-2015 general supervision position paper1.15.15 final.docx	Nancy Johnson		

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.

The NCDPI-EC Division has 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 abd Regional EC Directors quarterly meetings) 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 have been consistently provided by the EC Division over the years.

When the EC Division developed its Strategic Vision for the next several years, it reviewed 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 and progress monitoring (not only training, but implementation, fidelity checks, evaluation of effectiveness)
- Professional Development aligned to identified curricular or program needs which includes provisions for high-fidelity
- Program implementation (including TA, coaching, and program evaluation)
- Relationships to State Board of Education Goals and the EC Division Strategic Vision
- Use of LEA Self Assessment data to drive customized support

The EC Division developed 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.

The EC Division, 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: Policy Compliance, Fiscal Management, IEP Development and Implementation, Research-Based Instruction and Practices, Problem-Solving for Improvement, and Communication and Collaboration. 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 EC Division 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. The LEA self-assessment process places an emphasis on data-driven decision making, and provides information that is both useful to LEAs in supporting their own growth and providing the EC Division 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 EC Division 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, EC Division staff, Curriculum & Instruction staff, and partners from 3 different TA centers (Mid-South RRC, SISEP, PBIS), the EC Division 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 were devoted to the development of each LEA's Self-Assessment. The initial LEA Self-Assessments were submitted to NCDPI's EC Division by the end of July 2016. Following implementation and a review of updated data, LEAs submit LEA Self-Assessment updates annually.

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 EC Division's identification of the specific types and levels of support an LEA requires. Information gleaned from EC Division reviews of the LEA Self-Assessment data and improvement activities selected by the LEAs during the beginning of the 2016-17 school year helped drive how the EC Division allocates time and resources to support LEAs through technical assistance and professional development. With the additional process information, the EC Division built 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.

With the implementation of the LEA Self-Assessment process, the EC Division has used the results to drive customized support for each LEA. This necessitated refining an internal process flow for planning of professional development, coaching, and technical assistance. The EC Division provides 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 was necessary and resulted in the development of an electronic professional developement catalog that includes all of the professional development offered annually by the EC Division. We expect to refine our systems of both monitoring and support to align with and utilize a tiered system model. Overall, the ECD expects these system refinements to result in improved provision of services for LEAs, strengthened systems of support for students and families, and ultimately improved outcomes for students with disabilities.

Attachments

File Name	Uploaded By	Uploaded Date

No APR attachments found.

Professional Development System:

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

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

Attachments

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 13, 2017 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 2015 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 2015 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 2015 APR in 2017, is available.

By June 1, 2018, 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, 2018.

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/ . Click on the LEA APRs 2016-17 tab at the top for the APR-2016B-NC and its accompanying attachments. A link to the APR will also be posted at http://ec.ncpublicschools.gov/. Click on the State Performance Plan on the left side of the page and then click on the links provided for the 2016-2017 school year.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Actions required in FFY 2015 response

Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results Indicator:
Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school 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%

FFY	2015
Target ≥	80.00%
Data	67.30%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

Please see the Stakeholder Involvement section of the introduction.

Enter additional information about stakeholder involvement

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2015-16 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/12/2017	Number of youth with IEPs graduating with a regular diploma	8,041	
SY 2015-16 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/12/2017	Number of youth with IEPs eligible to graduate	11,665	null
SY 2015-16 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	10/12/2017	2014-15 Regulatory four-year adjusted-cohort graduation rate table	68.90%	Calculate

FFY 2016 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 2015 Data	FFY 2016 Target	FFY 2016 Data
8,041	11,665	67.30%	80.00%	68.90%

Graduation Conditions

Choose the length of Adjusted Cohort Graduation Rate your state is using: 4-year ACGR

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

North Carolina's 4-Year Adjusted Cohort Graduation Rate is the ratio of youths with IEPs graduating with a regular diploma in 2015-16 or earlier, to all youths with IEPs entering ninth grade in 2012-13 for the first time.

Youths with IEPs entering ninth grade in 2012-13 & graduating with a regular diploma in 2015-16 or earlier ÷ All youths with IEPs entering ninth grade in 2012-13 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 Adjusted 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.

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? No

Provide additional information about this indicator (optional)

North Carolina also calculates a 5-year Adjusted Cohort Graduation Rate and the 2016-17 **5-year cohort data** are as follows:

2012-13 entering youths with IEPs, who graduated with a regular diploma in 5 years or less (Numerator) - **8,525**

Number of youths, with IEPs, entering 9th grade for the first time in 2012-13 (Denominator) - **11,665**

Percent of youths, with IEPS, entering 9th grade in 2012-13 and graduating with a regular high school diploma in 5 years or earlier - **73.1%**

Change from previous 5-year Adjusted Cohort Graduation Rate: **+ 0.8 percentage points**

Actions required in FFY 2015 response

none

Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

Results Indicator:
Percent of youth with IEPs dropping out of high school.

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

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	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%

FFY	2015
Target ≤	4.00%
Data	4.65%

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

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target ≤	3.50%	3.50%	3.00%

Key:

Targets: Description of Stakeholder Input

Please indicate whether you are reporting using Option 1 or Option 2.

- ○ Option 1
- ◉ Option 2

Has your State made or proposes to make changes to the data source under Option 2 when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012? No

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
2,280	56,012	4.65%	3.50%	4.07%

☑ **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.

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 2015-16 lag data. Rate = 100 * Numerator ÷ (Denominator + Numerator) 100 * 2,280 ÷ (53,732 + 2,280) = 4.07% or 100 * 2,280 ÷ 56,012 = 4.07%
Numerator: Number of youth with IEPs who exited special education due to dropping out Denominator: 2015 FirstMonth20DayMembership for youth with IEPs + Numerator

Provide a narrative that describes what counts as dropping out for all youth.

The definition for dropout in North Carolina 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.

Is there a difference in what counts as dropping out for youth with IEPs? No

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Actions required in FFY 2015 response

none

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. Indicator 3A – Reserved
B. Participation rate for children with IEPs.
C. Proficiency rate for children with IEPs against grade level 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%

	Group Name	FFY	2015
Reading	A Grade 3	Target ≥	95.00%
		Data	99.66%
	B Grade 4	Target ≥	95.00%
		Data	99.69%
	C Grade 5	Target ≥	95.00%
		Data	99.72%
	D Grade 6	Target ≥	95.00%
		Data	99.28%
	E Grade 7	Target ≥	95.00%
		Data	99.22%
	F Grade 8	Target ≥	95.00%
		Data	99.05%

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

	Group Name	FFY	2015
	G HS	Target ≥	95.00%
		Data	96.50%
Math	A Grade 3	Target ≥	95.00%
		Data	99.67%
	B Grade 4	Target ≥	95.00%
		Data	99.68%
	C Grade 5	Target ≥	95.00%
		Data	99.70%
	D Grade 6	Target ≥	95.00%
		Data	99.23%
	E Grade 7	Target ≥	95.00%
		Data	99.15%
	F Grade 8	Target ≥	95.00%
		Data	99.00%
	G HS	Target ≥	95.00%
		Data	95.92%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

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

Data Source: SY 2016-17 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/14/2017

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	16094	16838	16902	15595	15094	15263	n	13770	n	n	n
b. IEPs in regular assessment with no accommodations	4540	3888	3640	3648	3187	3474		3398			
c. IEPs in regular assessment with accommodations	10257	11653	11940	10682	10564	10365		8885			
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards								n			
f. IEPs in alternate assessment against alternate standards	1231	1236	1262	1158	1198	1268		1049			

Data Source: SY 2016-17 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/14/2017

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	16094	16837	16902	15596	15093	15264	n	13594	n	n	n
b. IEPs in regular assessment with no accommodations	3971	3236	2934	3025	2700	3101		2896			
c. IEPs in regular assessment with accommodations	10832	12299	12646	11307	11052	10736		9177			
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards								8			
f. IEPs in alternate assessment against alternate standards	1228	1237	1262	1157	1198	1267		1048			

FFY 2016 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3	16,094	16,028	99.66%	95.00%	99.59%
B Grade 4	16,838	16,777	99.69%	95.00%	99.64%
C Grade 5	16,902	16,842	99.72%	95.00%	99.65%
D Grade 6	15,595	15,488	99.28%	95.00%	99.31%
E Grade 7	15,094	14,949	99.22%	95.00%	99.04%
F Grade 8	15,263	15,107	99.05%	95.00%	98.98%
G HS	13,770	13,334	96.50%	95.00%	96.83%

FFY 2016 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3	16,094	16,031	99.67%	95.00%	99.61%
B Grade 4	16,837	16,772	99.68%	95.00%	99.61%
C Grade 5	16,902	16,842	99.70%	95.00%	99.65%

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
D Grade 6	15,596	15,489	99.23%	95.00%	99.31%
E Grade 7	15,093	14,950	99.15%	95.00%	99.05%
F Grade 8	15,264	15,104	99.00%	95.00%	98.95%
G HS	13,594	13,129	95.92%	95.00%	96.58%

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 Students with Disabilities Assessment Participation With and Without Accommodations click on the xlsx file for 2016-2017 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 2016-17 to view and/or download the report, that includes two documents. One document provides a description of files and codes used. The other document contains the data for each LEA, school, and the State. 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. In order to download and/or open the zip file, an updated version of the web browser used may be necessary, a different web browser may be used, or the web link may need to be copied and pasted into the browser.

Actions required in FFY 2015 response

Within 90 days of the receipt of the State's 2017 determination letter, the State must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2015, to the public, on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f). In addition, OSEP reminds the State that in the FFY 2016 SPP/APR, the State must include a Web link that demonstrates compliance with 34 CFR §300.160(f) for FFY 2016.

Responses to actions required in FFY 2015 OSEP response

During the FFY 2015 clarification period, North Carolina's APR was updated to include the correct web links that demonstrate the State has reported, for FFY 2015, to the public, on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f), as follows:

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 Students with Disabilities Assessment Participation With and Without Accommodations click on the xlsx file for 2015-2016 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, that includes two documents. One document provides a description of files and codes used. The other document contains the data for each LEA, school, and the State. 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. In order to download and/or open the zip file, an updated version of the web browser used may be necessary, a different web browser may be used, or the web link may need to be copied and pasted into the browser.

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. **Indicator 3A – Reserved**
B. **Participation rate for children with IEPs.**
C. **Proficiency rate for children with IEPs against grade level 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%

	Group Name	FFY	2015
Reading	A Grade 3	Target ≥	39.00%
		Data	18.38%
	B Grade 4	Target ≥	39.00%
		Data	15.62%
	C Grade 5	Target ≥	39.00%
		Data	14.28%
	D Grade 6	Target ≥	39.00%
		Data	14.06%
	E Grade 7	Target ≥	39.00%
		Data	12.60%
	F Grade 8	Target ≥	39.00%
		Data	10.29%

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

	Group Name	FFY	2015
	G HS	Target ≥	39.80%
		Data	13.07%
Math	A Grade 3	Target ≥	38.80%
		Data	22.04%
	B Grade 4	Target ≥	38.80%
		Data	20.38%
	C Grade 5	Target ≥	38.80%
		Data	18.93%
	D Grade 6	Target ≥	38.80%
		Data	11.36%
	E Grade 7	Target ≥	38.80%
		Data	8.68%
	F Grade 8	Target ≥	38.80%
		Data	7.37%
	G HS	Target ≥	36.70%
		Data	10.95%

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

FFY 2016 - FFY 2018 Targets

	FFY	2016	2017	2018
Reading	A ≥ Grade 3	47.70%	56.40%	56.40%
	B ≥ Grade 4	47.70%	56.40%	56.40%
	C ≥ Grade 5	47.70%	56.40%	56.40%
	D ≥ Grade 6	47.70%	56.40%	56.40%
	E ≥ Grade 7	47.70%	56.40%	56.40%
	F ≥ Grade 8	47.70%	56.40%	56.40%
	G ≥ HS	48.40%	57.00%	57.00%
Math	A ≥ Grade 3	47.60%	56.40%	56.40%
	B ≥ Grade 4	47.60%	56.40%	56.40%
	C ≥ Grade 5	47.60%	56.40%	56.40%
	D ≥ Grade 6	47.60%	56.40%	56.40%
	E ≥ Grade 7	47.60%	56.40%	56.40%
	F ≥ Grade 8	47.60%	56.40%	56.40%
	G ≥ HS	45.70%	54.70%	54.70%

Key:

Targets: Description of Stakeholder Input

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

Data Source: SY 2016-17 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/14/2017

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	16028	16777	16842	15488	14949	15107	n	13334	n	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1515	1107	828	804	661	478		584			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	841	869	806	936	835	535		709			
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	617	488	708	485	486	522		491			

Data Source: SY 2016-17 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/14/2017

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	16031	16772	16842	15489	14950	15104	n	13129	n	n	n
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1835	1337	1122	691	449	427		416			
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	1495	1504	1575	970	636	492		627			
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	311	459	408	348	167	223		376			

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3	16,028	2,973	18.38%	47.70%	18.55%
B Grade 4	16,777	2,464	15.62%	47.70%	14.69%
C Grade 5	16,842	2,342	14.28%	47.70%	13.91%
D Grade 6	15,488	2,225	14.06%	47.70%	14.37%
E Grade 7	14,949	1,982	12.60%	47.70%	13.26%
F Grade 8	15,107	1,535	10.29%	47.70%	10.16%
G HS	13,334	1,784	13.07%	48.40%	13.38%

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3	16,031	3,641	22.04%	47.60%	22.71%
B Grade 4	16,772	3,300	20.38%	47.60%	19.68%
C Grade 5	16,842	3,105	18.93%	47.60%	18.44%
D Grade 6	15,489	2,009	11.36%	47.60%	12.97%
E Grade 7	14,950	1,252	8.68%	47.60%	8.37%
F Grade 8	15,104	1,142	7.37%	47.60%	7.56%
G HS	13,129	1,419	10.95%	45.70%	10.81%

Reasons for Group E Slippage

North Carolina did not meet it's target for Group E Grade 7 Math Assessment and had slippage of 0.31 percentage point. For a small percentage (less than 10%), it is considered slippage if the worsening is more than 0.1%. In 2016-17 the number of students with disabilities in 7th grade who received a valid score and for whom a proficiency level was assigned decreased by 3.14% (484 students) and the number of students with disabilities who scored at or above proficient decreased by 6.57% (88 students). Although the data for this indicator are based on achievement standards for levels 4 and 5 which are college and career ready proficiency, it's important to identify the data for level 3 that are students who performed at NC's grade level proficiency. In addition to the 8.37% students with disabilities in 7th grade who scored at levels 4 and 5/college and career ready proficiency, an additional 4.35% (651) scored at level 3/grade level proficiency. Historically, the grade 7 math assessment rate has been one of North Carolina's lowest levels of proficiency for students with disabilities. The increased rigor in academic achievement standards has had more of an impact in math on students with disabilities who were on the cusp of cut scores and academic achievement standards. EC Division staff will work NCDPI math curriculum coordinators to review the data and determine other root causes/factors that contributed to the slippage in order to identify appropriate strategies for implementation/improvement.

Public Reporting Information

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

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☑ Provide additional information about this indicator (optional)

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.

FFY 2016 Level 3/Grade Level Proficiency: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs at Level 3/ Grade Level Proficiency	FFY 2013 Data for Level 3/Grade Level Proficiency
A Grade 3	16028	1074	6.70%
B Grade 4	16777	1362	8.12%
C Grade 5	16842	1311	7.78%
D Grade 6	15488	1107	7.15%

E Grade 7	14949	843	5.64%
F Grade 8	15107	895	5.92%
G HS	13334	863	6.47%

FFY 2016 Level 3/Grade Level Proficiency: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs at Level 3/ Grade Level Proficiency	FFY 2013 Data for Level 3/Grade Level Proficiency
A Grade 3	16031	1495	9.33%
B Grade 4	16772	990	5.90%
C Grade 5	16842	909	5.40%
D Grade 6	15489	*	< 5%
E Grade 7	14950	*	< 5%
F Grade 8	15104	*	< 5%
G HS	13129	1005	7.65%

Actions required in FFY 2015 response

Within 90 days of the receipt of the State's 2017 determination letter, the State must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2015, to the public, on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f). In addition, OSEP reminds the State that in the FFY 2016 SPP/APR, the State must include a Web link that demonstrates compliance with 34 CFR §300.160(f) for FFY 2016.

Responses to actions required in FFY 2015 OSEP response

During the FFY 2015 clarification period, North Carolina's APR was updated to include the correct web links that demonstrate the State has reported, for FFY 2015, to the public, on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f), as follows:

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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%

FFY	2015
Target ≤	2.50%
Data	0.40%

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

FFY 2016 - FFY 2018 Targets

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

Key:

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

Enter additional information about stakeholder involvement

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? Yes (○) No (●)

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
0	275	0.40%	2.50%	0%

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

(●) Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

(○) The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

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

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

Suspension and expulsion rates are computed for LEAs with a minimum cell size of 10 students with IEPs suspended/expelled, but a minimum "n" size is not used. Raw data are reviewed separately for LEAs with less than the minimum cell size to determine if a significant discrepancy exists. If determined that a significant discrepancy exists for an LEA with less than the minimum cell 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 for each LEA, all LEAs are included in the calculation's denominator.

Actions required in FFY 2015 response

In reporting the FFY 2016 data in the FFY 2016 SPP/APR, the State must report the number of districts excluded from numerator of the calculation because they did not meet the State established minimum 'n' size requirement.

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Responses to actions required in FFY 2015 response, not including correction of findings

Although suspension and expulsion rates are computed for LEAs with a minimum cell size of 10 students with IEPs suspended/expelled, a minimum "n" size is not used, and raw data are reviewed separately for LEAs with less than the minimum cell size to determine if a significant discrepancy exists. If determined that a significant discrepancy exists for an LEA with less than the minimum cell 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 for each LEA, all LEAs are included in the calculation's denominator. Therefore, no LEAs are excluded from the numerator because they did not meet a minimum "n" size.

FFY 2015 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2016 using 2015-2016 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

No LEA had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, therefore no LEA had to review its policies, procedures or practices that contributed to a significant discrepancy and didn't comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. However, if an LEA had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, with its LEA Self-Assessment submitted to the NCDPI's EC Division in May 2017, the LEA would have been required to submit 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. If such a review were submitted with an LEA's annual LEA Self-Assessment update, EC Division staff would review the documentation and make a determination about whether: 1) the policies, procedures and practices were compliant; and 2) if revisions to ensure compliance with IDEA requirements were required. When an LEA is required to revise its policies, procedures, and practices, the NCDPI -EC Division also requires the LEA to report the revisions publicly.

- (●) The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).
- ( ) The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2015

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%

FFY	2015
Target	0%
Data	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	0%	0%	0%

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? ○ Yes ◉ No

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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
0	0	275	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 cell size of 10 students with IEPs suspended/expelled, and a minimum "n" size is not used. Data are reviewed separately for LEAs with less than the minimum cell size to determine if a significant discrepancy exists. If determined that a significant discrepancy exists for an LEA with less than the minimum cell 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 for each LEA, all LEAs are included in the calculation's denominator.

Actions required in FFY 2015 response

In reporting the FFY 2016 data in the FFY 2016 SPP/APR, the State must report the number of districts excluded from numerator of the calculation because they did not meet the State established minimum "n" size requirement.

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will

not be displayed on this page.

Responses to actions required in FFY 2015 response, not including correction of findings

Although suspension and expulsion rates are computed for LEAs with a minimum cell size of 10 students with IEPs suspended/expelled, a minimum "n" size is not used, and raw data are reviewed separately for LEAs with less than the minimum cell size to determine if a significant discrepancy exists. If determined that a significant discrepancy exists for an LEA with less than the minimum cell 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 for each LEA, all LEAs are included in the calculation's denominator and no LEAs are excluded from the numerator because they did not meet a minimum "n" size.

FFY 2015 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2016 using 2015-2016 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

No LEA had 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; therefore no LEA had to review its policies, procedures or practices that contributed to a significant discrepancy and didn't comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. However, if an LEA had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, with its LEA Self-Assessment submitted to the NCDPI's EC Division in May 2017, the LEA would have been required to submit 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. If such a review were submitted with an LEA's annual LEA Self-Assessment update, EC Division staff would review the documentation and make a determination about whether: 1) the policies, procedures and practices were compliant; and 2) if revisions to ensure compliance with IDEA requirements were required. When an LEA is required to revise its policies, procedures, and practices, the NCDPI -EC Division also requires the LEA to report the revisions publicly.

- (●) The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- ( ) The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2015

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%

	FFY	2015
A	Target ≥	65.40%
	Data	66.78%
B	Target ≤	15.20%
	Data	13.87%
C	Target ≤	2.00%
	Data	1.89%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	Total number of children with IEPs aged 6 through 21	180,301	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	120,438	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	25,198	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	c1. Number of children with IEPs aged 6 through 21 in separate schools	1,839	null

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	c2. Number of children with IEPs aged 6 through 21 in residential facilities	336	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	1,123	null

FFY 2016 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	120,438	180,301	66.78%	65.30%	66.80%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	25,198	180,301	13.87%	15.20%	13.98%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements (c1+c2+c3)	3,298	180,301	1.89%	2.00%	1.83%

Actions required in FFY 2015 response

none

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results Indicator: Percent of children with IEPs aged 3 through 5 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%

	FFY	2015
A	Target ≥	37.00%
	Data	36.91%
B	Target ≤	21.30%
	Data	21.64%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089, Data group 613)	7/13/2017	Total number of children with IEPs aged 3 through 5	19,211	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089, Data group 613)	7/13/2017	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	6,890	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089, Data group 613)	7/13/2017	b1. Number of children attending separate special education class	3,949	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089, Data group 613)	7/13/2017	b2. Number of children attending separate school	208	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089, Data group 613)	7/13/2017	b3. Number of children attending residential facility	17	null

FFY 2016 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	6,890	19,211	36.91%	37.30%	35.86%
B. Separate special education class, separate school or residential facility	4,174	19,211	21.64%	20.00%	21.73%

☐ Use a different calculation methodology

Reasons for A Slippage

North Carolina's rate the 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 slipped by 1.05 percentage points in FFY 2016. LEAs are struggling to create new preschool classes due to factors such as limitations on space and constraints around childcare licensing, which necessitate additional fiscal investments to upgrade existing classroom spaces to meet the licensure building codes. Additional challenges include the legislative change in requirements for eligibility in the state's NC Pre-K program for four-year olds, whereby eligibility for inclusion into that program is more dependent upon family income level than need based on disability. The state does not provide funding for the regular education component of a program for a child who is three through five years of age and has a disability. Program administrators first attempt to make sure these children apply for regular education funding through the Title I Preschool and Head Start programs, as well as the state's NC Pre-K program. Funding for the regular education component of a program for 3-year-olds is more problematic than for 4-year-olds with a disability.

☑ Provide additional information about this indicator (optional)

The NC Department of Public Instruction (NCDPI) provided districts with professional development and technical assistance via webinars addressing indicator 6 data to help districts understand and use the data for program planning (http://nceln.fpg.unc.edu/node/2109). Preschool LRE data were disaggregated by age groups, since the challenges of providing inclusive opportunities for preschool aged children are greater than for kindergarten children. Individual LEA data displays were also provided (http://nceln.fpg.unc.edu/state-data) so that district coordinators could present their data to their local leadership teams during program improvement discussions.

During the February 2017 Preschool LRE data webinar, the newly released OSEP Dear Colleague Letter on Preschool Educational Environments (http://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/MemoEarlyChildhoodLREOSEPLetter0217.pdf) was highlighted and the data in Table 2 were discussed. The calculations for summary statements A and B were applied to the four age bands. These data indicate a significant number of placements in the most restrictive settings for three-year olds, as compared to the other age bands. Guidance from the Dear Colleague Letter on making LRE decisions was discussed. Possible options for developing inclusive classroom opportunities for 3-year-olds included increased collaboration with Head Start and fee for service programs for typically developing peers that do not quality for funding from state and federal at-risk programs.

Actions required in FFY 2015 response

none

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
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%

	FFY	2015
A1	Target ≥	82.50%
	Data	85.34%
A2	Target ≥	35.20%
	Data	34.53%
B1	Target ≥	82.52%
	Data	82.67%
B2	Target ≥	34.46%
	Data	33.38%
C1	Target ≥	82.00%
	Data	82.94%
C2	Target ≥	52.17%
	Data	50.98%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

FFY 2016 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	6242.00

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

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	47.00	0.75%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	822.00	13.17%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3205.00	51.35%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1663.00	26.64%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	505.00	8.09%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 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)	4868.00	5737.00	85.34%	82.50%	84.85%
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)	2168.00	6242.00	34.53%	35.20%	34.73%

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	44.00	0.70%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	960.00	15.38%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3107.00	49.78%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1781.00	28.53%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	350.00	5.61%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 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)	4888.00	5892.00	82.67%	82.52%	82.96%
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)	2131.00	6242.00	33.38%	34.46%	34.14%

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	0.82%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	777.00	12.45%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2250.00	36.05%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2099.00	33.63%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1065.00	17.06%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 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)	4349.00	5177.00	82.94%	82.00%	84.01%
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)	3164.00	6242.00	50.98%	52.17%	50.69%

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? Yes

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? Yes

List the instruments and procedures used to gather data for this indicator.

LEAs used the Child Outcomes Summary Form (COSF) to collect "entry" and "exit" data regarding outcomes for preschool children aged 3 through 5 with IEPs. An NCDPI memorandum was issued May 10, 2017 to LEAs regarding the data submission due dates for certain Indicators, including Indicator 7 (August 15, 2017) and how to access the Indicator 7 spreadsheet for data submission. LEAs then submitted data for Indicator 7 through NCDPI's Comprehensive Exceptional Children Accountability System (CECAS). The Indicator 7 spreadsheet for submitting the data was posted to the CECAS communication site on the Reporting Users tab http://www.nccecas.org/reportinguser/reportinguser.html. The Indicator & Spreadsheet includes an algorithm to ensure that only children who received special education and related services for at least six months during the age span of three through five years be included in the measurement. The Indicator 7 spreadsheet has also been updated with columns to notify LEAs if students have gained or lost more than three points progress. This is only a validation warning, so that LEAs can verify that the data is correct.

Provide additional information about this indicator (optional)

The state maintains a state and local data dashboard 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).

North Carolina continues to provide professional development to LEA administrators, especially to 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 PreK http://modules.nceln.fpg.unc.edu/iep/module-intro . In addition, preschool coordinators and directors were provided with state developed training and technical assistance on understanding the child outcomes data, and how to use those data for program improvement.

In December, 2017, the State released the North Carolina Learning and Development Progressions http://nceln.fpg.unc.edu/node/2772 . In order for teachers to do valid and reliable child outcome ratings, they must have an understanding of the progression of child development. These Progressions are an expansion of the North Carolina Foundations for Early Learning and Development (2013). The Progressions break down the sequence in children learn skills for emotional and social, health and physical, language and communication, and cognitive development. Skill descriptions at two, three, or six-month intervals allow teachers and families to observe and document a child's current level of development and to track incremental changes over time. Observation guidelines provide situations for observation of skills, strategies for eliciting the skill, if needed, what observed behavior indicates achievement of the skill, and routines-based intervention or embedded instruction.

Actions required in FFY 2015 response

none

Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

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

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

Do you use a separate data collection methodology for preschool children? 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%

FFY	2015
Target ≥	50.00%
Data	46.22%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
753.00	1734.00	46.22%	50.00%	43.43%

The number of parents to whom the surveys were distributed	9.97%	17392.00

The percentage shown is the number of respondent parents divided by the number of parents to whom the survey was distributed

Reasons for Slippage

The North Carolina Department of Public Instruction (NCDPI) did not meet it's target of 50% and had slippage of 2.79 percentage points. A total of 17,392 surveys (3,695 - preschool; 13,697 school-aged) were sent to parents in forty-three (43) LEAs and 1,734 surveys were completed and returned for a response rate of 9.97%. This was a decrease in the number (367) of surveys completed and returned from the previous year. This represents the lowest response rate experienced and matches the low FFY 2014 response rate when there were issues with distribution of surveys. The FFY 2014 rate (43.83%) for the number of respondent parents who reported schools facilitated parent involvement as a means of improving services and results for children with disabilities was also similar to the FFY 2016 rate (43.43%). In FFY 2016, the NCDPI moved the timeline for distribution to earlier in Spring 2016 to facilitate conflicts with other events near the end of the school year. After distributing the surveys, it was determined that the deadline for returning surveys conflicted with most LEAs spring break. To address this concern, after the fact the timeline for the return of surveys was extended; however the extension only facilitated the receipt of a small number of additional surveys. The slippage in the rate of parents who reported schools facilitated parent involvement as a means of improving services and results for children with disabilities is at least partially a result of the low response rate. During the next year, with input from stakeholders, the NCDPI is reviewing its process for collecting the data to determine if revisions are needed in order to improve the response rate and the overall data.

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.

The demographics of the parents responding are representative of the demographics of children receiving special education services. No

Describe the strategies the State will use to ensure that in the future the response data are representative of those demographics.

Strategies the NCDPI will use to ensure that in the future the response data are representative of those demographics, include:

1) continuing to oversample for parents of students that were under-represented in the response data, including parents of students with specific learning disabilities, speech-language impairments, and other disabilities and parents of students who are African American.

2) reviewing the timeline for disseminating the surveys to ensure an optimal response rate.

3) with input from stakeholders, completing its review of the process for collecting the data to determine if revisions are needed in order to improve the response rate, its representativeness, and the overall data. Items currently being considered include streamlining the survey (input from participants indicate the survey is too long) and including the survey in the Every Child's Accountability & Tracking System (ECATS) so the NCDPI can work directly with LEAs to collect the data rather than contracting with a vendor to do so.

Include the State's analyses of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

A total of 17,392 surveys (school-age and preschool) were shipped to forty-three (43) LEAs sampled across the state of North Carolina. A total of 1,734 surveys were completed and returned for a response rate of 9.97%. This was a decrease of 2.26 percentage points from the previous year's response rate.

A comparison of the respondents in the annual sample to the representative survey distribution, suggests that the following response groups did not match the representative sample surveyed. To offset the underrepresentation in the response group, the NCDPI oversampled in the survey distribution. Although, the oversampling would normally impact the response rates of under-represented groups, as identified below, the overall response rate was impacted by issues identified in the reasons for slippage section.

a) The FFY 2016 data suggest that African-American students were under-represented (25.0%) while white students were over-represented (56.0%) and other races were slightly over-represented (19%) 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	25.0%	56.0%	19.0%

b) In FFY 2016, preschool children were slightly over-represented (23.0%), while students in grades K-12 were slightly under-represented (77.0%) as compared to surveys distributed. This gap decreased from previous years.

Distribution by Grade		
Surveys	Preschool	School-Age
Distributed	21.0%	79.0%
Returned	23.0%	77.0%

c) In FFY 2016, students with autism (14.0%) and developmental delays (16.0%) were over-represented while students with specific learning disabilities (24.0%), speech-language impairments (18.0%), and other disability categories (2.1%) were under-represented and students with intellectual disabilities (7.4%) 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	14.0%	16.0%	7.4%	14.0%	24.0%	18.0%	2.1%	0.0%

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.

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.

Was a survey used? Yes
Is it a new or revised survey? No

Actions required in FFY 2015 response

none

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
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%

FFY	2015
Target	0%
Data	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	0%	0%	0%

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? (•) Yes ( ) No

The State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts totally excluded from the calculation as a result of the requirement because the district did not meet the minimum n and/or cell size. 2

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 that met the State's minimum n-size	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
23	0	285	0%	0%	0%

Were all races and ethnicities included in the review? (•) Yes ( ) No

Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

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 LEAs with disproportionate representation of racial and ethnic groups in special education and related services, by annually 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-three (23) LEAs had disproportionate representation in 2016-17, which is determined by a risk ratio of ≥ 3.0*.

The NCDPI completed steps 2 and 3 for the 23 LEAs identified with disproportionate representation. Steps 2 and 3 are described in the section: Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

* Risk ratios are computed for LEAs with a minimum of 30 students of the particular race/ethnicity identified in special education and related services.

Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

To determine whether the disproportionate representation the State identified of racial and ethnic groups in special education and related services was the result of inappropriate identification, the NCDPI:

2. requires LEAs with disproportionate representation of racial and ethnic groups in special education and related services, to include in its annual LEA Self-Assessment update an updated description of an examination of local policies, procedures and practices under 618(d); and

3. reviews the results of the updated description of an examination of local policies, procedures and practices under 618(d)included in the the LEA Self-Assessment along with other factors such as trend data and student

record reviews, available through on-site Program Compliance Reviews or otherwise determined necessary, to make a determination about whether or not the disproportionate representation was a result of inappropriate identification.

Using these steps to examine the data and information for each of the twenty-three (23) LEAs with disproportionate representation of racial and ethnic groups in special education and related services., zero (0) LEAs in 2016-17, or 0% had disproportionate representation in racial and ethnic groups in special education and related services that was a result of inappropriate identification. The twenty-three (23) LEAs including twenty (20) public charter schools and three (3) traditional LEAs, that are small in size, have been identified with disproproptionate representation for the first time. In a review of records for the public charter schools, the majority of students had been identified in another LEA prior to enrolling in the charter school.

Actions required in FFY 2015 response

In reporting the FFY 2016 data in the FFY 2016 SPP/APR, the State must report the number of districts excluded from numerator of the calculation because they did not meet the State established minimum "n" size requirement.

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Responses to actions required in FFY 2015 response, not including correction of findings

North Carolina reported that two (2) districts were excluded from the calculation because they did not meet the State established minimum "n" size requirement.

Correction of Findings of Noncompliance Identified in FFY 2015

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%

FFY	2015
Target	0%
Data	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	0%	0%	0%

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? (•) Yes ( ) No

The State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts totally excluded from the calculation as a result of the requirement because the district did not meet the minimum n and/or cell size. 2

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 that met the State's minimum n-size	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
38	0	285	0%	0%	0%

Were all races and ethnicities included in the review? (•) Yes ( ) No

Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

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 specific disability categories annually, 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;

Thirty-eight (38) LEAs had disproportionate representation of racial and ethnic groups in specific disability categories in 2016-17 which is determined by a risk ratio of ≥ 3.0* of a racial/ethnic group in a specific disability category. For the districts identified with disproportionate representation, the NCDPI completed steps 2 and 3. Steps 2 and 3 are described in the section: Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

* Risk ratios are computed for LEAs with a minimum of 30 students of the particular race/ethnicity identified in the disability category.

Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

To determine whether the disproportionate overrepresentation the State identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification, the NCDPI:

2. requires LEAs with disproportionate representation of racial and ethnic groups in specific disability categories, to include in its annual LEA Self-Assessment update an updated description of an examination of local policies, procedures and practices under 618(d); and

3. reviews the results of the updated description of an examination of local policies, procedures and practices under 618(d)included in the the LEA Self-Assessment along with other factors such as trend data and student record reviews, available through on-site Program Compliance Reviews or otherwise determined necessary, to make a determination about whether or not the disproportionate representation was a result of inappropriate identification.

Using these steps to examine the data and information for each of the thirty-eight (38) LEAs with disproportionate representation, zero (0) LEAs in 2016-17, or 0% had disproportionate representation in racial and ethnic groups in specific disability categories that was a result of inappropriate identification. Additionally, twenty-eight (28) of the thirty-eight (38) LEAs including two (2) public charter schools and twenty-six (26) traditional LEAs, that are mostly small in size, have been identified with disproproptionate representation of racial and ethnic groups in a specific disability category for the first time. The ten (10) LEAs that had disproportionate representation of racial and ethnic groups in a specific disability category the previous year have made progress in reducing their risk ratio in the given racial and ethnic group and specific disability category.

Actions required in FFY 2015 response

In reporting the FFY 2016 data in the FFY 2016 SPP/APR, the State must report the number of districts excluded from numerator of the calculation because they did not meet the State established minimum "n" size requirement.

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Responses to actions required in FFY 2015 response, not including correction of findings

North Carolina reported that two (2) districts were excluded from the calculation because they did not meet the State established minimum "n" size requirement.

Correction of Findings of Noncompliance Identified in FFY 2015

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%

FFY	2015
Target	100%
Data	91.55%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	100%	100%	100%

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
42,031	38,660	91.55%	100%	91.98%

Number of children included in (a), but not included in (b) [a-b]	3,371

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 - 614

6-15 days - 674

16-25 days - 436

26-35 days - 320

36-45 days - 235

46 days or more - 1092

Total - 3,371

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

Referral paperwork not processed in a timely manner - 1885

Excessive student absences - 96

Weather delays - 138

Dealay in getting parent consent for evaluation - 309

Other - 943

Total - 3,371

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 2016-17 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 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
146	142	0	4

FFY 2015 Findings of Noncompliance Verified as Corrected

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

The 146 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 records for the 146 LEAs with findings of non-compliance, the EC Division has verified that 142 LEAs were correctly implementing the regulatory requirements.

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

The 146 LEAs with non-compliant findings had 3,577 child-specific findings of non-compliance in 2015-16. At the time of the intial determination of compliance for Indicator 11, the EC Division verified that the LEAs with non-compliance also submitted/updated data/evidence through the Comprehensive Exceptional Children Accountabilty System (CECAS) that 2,321 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 1,256 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-specific instances of non-compliance.

FFY 2015 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

Although all child-specific findings of non-compliance were corrected, following the review of new data/student records, four (4) LEAS exhibited continued low compliance rates and the EC Division could not verify within one year or subsequently that the LEAs were correctly implementing the regulatory timelines. As a result, the NCDPI is requiring the LEAs to take the following steps to correct the non-compliance and ensure the regulatory timelines are correctly implemented:

1) within 30 days of notification that the LEA did not correct or subsequently correct the non-compliant finding, the LEA is required to submit to NCDPI the root cause(s) for failure to meet the 90-day referral to placement timeline (root causes must further clarify the reasons for delay provided in the original submission of data);

2) within 30 days of notification that the LEA did not correct or subsequently correct the non-compliant finding, the LEA is required to submit to the NCDPI information documenting revisions to systems for monitoring the referral process and timelines that address the root cause(s) for failure to meet the 90-day timeline and any revisions to policies, procedures, and/or other practices that contributed to or resulted in the noncompliance; and

3) within 90 days of notification that the LEA did not correct or subsequently correct the non-compliant finding, the LEA is required to submit to the NCDPI new data/student records to ensure the LEA is correctly implementing the specific regulatory requirements. NCDPI staff will review the data/records submitted to verify compliance. In the event compliance is not achieved, the NCDPI will identify additional corrective and/or enforcement action(s) to be issued.

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%

FFY	2015
Target	100%
Data	97.74%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	100%	100%	100%

FFY 2016 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	6,635
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.	729
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	3,046
d. Number of children 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.	2,609
e. Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	140
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 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-f)]x100	3,046	3,157	97.74%	100%	96.48%

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, or f	111

Reasons for Slippage

North Carolina's rate for early childhood transition slipped 1.26 percentage points in FFY 2016 to 96.48%. The total number of children transitioning from the Part C system (6635) remained stable from FFY 2015 (6639). Ninety-eight (98) of 115 LEAs (85.22%) demonstrated 100% compliance for FFY 2016. Of the ninety-eight (98) compliant LEAs, 11 raised their performance from non-compliant to compliant. Of the seventeen (17) non-compliant LEAs, nine (9) demonstrated compliance between 90.9% and 99.9% and eight (8) demonstrated compliance of < 90%.

LEAs continued to report that limited staffing for evaluation teams impedes their ability to reschedule missed appointments for the entry evaluations and initial IEP meetings when a family issue or child issue, such as illness, causes the family to miss a scheduled appointment. However, the primary cause for the slippage resulted from one LEA having an increase of almost 100 children transitioning from Part C and a corresponding drop in of 16.28% in their data. The state initiated individual technical assistance and support to assist this LEA to build more capacity for entry level assessments.

Account for children included in (a), but not included in b, c, d, e, or f. 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 days - 18

6 to 15 days - 34

16 to 25 days - 15

26 to 35 days - 9

36 to 45 days - 7

46 days or more - 28

Total - 111

Total number of students delayed due to the following reasons -

a. Family Circumstance (e.g. illness/death in family, change in custody, etc.) - 29

b. Child Circumstance (e.g., child was sick) - 11

c. Part B Circumstance (delays related to completion of evaluations, holding timely meeting, arrangingtransportation, school enrollment paperwork, etc.) - 70

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) - 1

Total - 111

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. The Part C system begins notifying Part B of children starting at 2 years, 3 months of age. The transition process is outlined in a Guiding Practices Document and local interagency plans; and additional technical assistance is provided by numerous supporting documents (http://nceln.fpg.unc.edu/node/315).

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

The NC Department of Public Instruction (NCDPI) provides technical assistance and professional development on transition via a new preschool coordinator's orientation process (http://nceln.fpg.unc.edu/events/2016-new-ec-preschool-coordinators-orientation), regional coordinator's meetings (http://nceln.fpg.unc.edu/node/2386), and individual LEA data displays via a data dashboard (http://nceln.fpg.unc.edu/north-carolina-state-data-transition).

The NCDPI began participating in a data sharing cohort with the Part C agency in 2015, facilitated by the Center for IDEA Early Childhood Data Systems (DaSy). The project is now completing an amendment to the existing Interagency Agreement, with a chart that outlines the data sharing process. In addition, the Part B system is now implementing a new data system (July 2018 start date) in which individual child transition notifications will be entered at the state level. The goal is to ease the burden placed on the local Part C and B agencies and ensure reliable and valid child notification data.

During FFY 2016, NCDPI staff met with the Part C leadership (including the Directors of the Part C local agencies) to discuss the need to revise and amend local interagency agreements called the "Catchment Area Transition Plans." In a few cases, the NCDPI assisted with the development of new plans, although all are not updated. They are posted here: http://nceln.fpg.unc.edu/catchment-plans.

The NCDPI continues to provide professional development for LEA early childhood diagnostic teams on developmentally and culturally appropriate diagnostic practices for comprehensive evaluations, evaluations specific to early childhood autism, and in conducting early childhood vision screening. An established Preschool Assessment Demonstration Team program provides technical assistance and opportunities to observe best practices in diagnostics. The professional development and demonstration project is facilitated through the 619-funded professional development and technical assistance system, the NC Early Learning Network (http://nceln.fpg.unc.edu/). The NCDPI contracts with NC Prevent Blindness for vision screening training and the TEAACH program at UNC-Chapel Hill for training in assessment of autism.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

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 2015 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 2016, and 3) new Indicator 12 data for the first quarter of 2017. 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 seventy (70) child-specific findings of non-compliance in 2015-16. 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 fifty-eight (58) child-specific instances of non-compliance had been corrected. Seven (7) 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 twelve (12) 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-compliance.

Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance Indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Historical Data

Baseline Data: 2009

FFY	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%

FFY	2015
Target	100%
Data	88.14%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	100%	100%	100%

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
734	860	88.14%	100%	85.35%

Reasons for Slippage

North Carolina did not meet the target of 100%, and the FFY 2016 rate represented slippage of 2.79 percentage points from the previous year. Data for this indicator are collected through monitoring. The NCDPI increased the cell size for masking data in public reports from < 5 to < 10. As a result, the EC Division increased the number of records it reviews when monitoring to ensure, when possible, enough records have been included in order to report the data publicly. In FFY 2016, 860 records were reviewed to determine compliance with secondary transition components in the IEP. 489 more records were reviewed for secondary transition than in FFY 2015 (371 records reviewed). Additionally, the NCDPI conducted on-site Program Reviews in forty-four (44) LEAs as compared to thirty-three (33) LEAs the previous year. Reviewing more than twice as many records for secondary transition in had an impact on the number of compliant IEPs. LEAs were in compliance with all required components related to secondary transition except for post-secondary goals. In the 126 student-specific findings, the goals developed were not clear that they were post-secondary goals rather than secondary goals.

In addition to technical assistance and/or professional development provided specifically to address the concern about post-secondary goals, NCDPI staff have provided training through a training of trainers in each of the State's eight regions on its transition toolkit (an electronic live binder) which can be found at http://www.livebinders.com/play/play?id=1996892. Training includes access to secondary transition resources that focus on IEP and post-secondary goals. All LEAs had the opportunity to send a representative to participate in training to become a trainer in the use of the toolkit. Trainers are expected to train staff within their districts. Because of staff turnover in LEAs, additional trainings are being provided throughout the year. The EC Division is also evaluating the use of the toolkit and it's impact on transition outcomes and to make any needed revisions to the toolkit and/or training.

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 2016-17 school year, data for this indicator were gathered through on-site Program Compliance Reviews conducted in forty-four (44) LEAs, including thirty-seven (37) traditional LEAs, six (6) charter schools, and one (1) State-Operated Program (SOP) 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).

Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?

Yes No

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

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

FFY 2015 Findings of Noncompliance Verified as Corrected

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

Nineteen (19) of the thirty-three (33) 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 nineteen (19) 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

Nineteen (19) of thirty-three (33) LEAs with Program Compliance 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 (44 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). NCDPI verified the correction of the 44 IEPs that had non-compliant findings related to the transition requirements.

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
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%

	FFY	2015
A	Target ≥	39.50%
	Data	38.39%
B	Target ≥	62.50%
	Data	71.73%
C	Target ≥	73.50%
	Data	77.98%

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

FFY 2016 - FFY 2018 Targets

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

Key:

Targets: Description of Stakeholder Input

FFY 2016 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	979.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	267.00
2. Number of respondent youth who competitively employed within one year of leaving high school	345.00
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)	60.00
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).	93.00

	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 2015 Data*	FFY 2016 Target*	FFY 2016 Data

	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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A. Enrolled in higher education (1)	267.00	979.00	38.39%	39.50%	27.27%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	612.00	979.00	71.73%	62.50%	62.51%
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)	765.00	979.00	77.98%	73.50%	78.14%

Please select the reporting option your State is using:

(•) Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

( ) Option 2: Report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Reasons for A Slippage

North Carolina's FFY 2016 rate for A. Enrolled in higher education was 27.27%. The 27.27% rate represents 267 of 979 respondent youth who enrolled in higher education within one year of leaving high school. The State did not meet it's target of 39.50% and had slippage of 11.12 percentage points.

The State changed its data collection process for FFY 2016 to address concerns about low response rates, including low response rates from students who had dropped out and provide LEAs with better, more useful data. The State no longer contracted with an outside agency to conduct the survey interviews/collect and analyze the data. For the first time each LEA, in the approved Indicator 14 sample, conducted the survey interviews/collected and submitted its data to the NCDPI-EC Dvision. As a result, the number of responses to the survey increased significantly, from 336 responses in FFY 2015 to 979 responses in FFY 2016. Because of low response rates in previous years, the rate of respondent youth who enrolled in higher education within one year of leaving high school may have been inflated. Also, according to data from North Carolina's Institutes of Higher Education an increased number of first time students are not entering higher education directly from high school. An increased number of students are entering aftering having tried a course at a Community College or engaged in a work experience. One four-year university indicated this was true for 47% of its Fall enrollees. Additionally, common anecdotal comments in the FFY 2016 survey data collected identified a concern of the cost of attending college - 2 or 4-year programs, lack of funds to do so, and needing to work first to save money for costs associated with attending school.

Was a survey used? Yes
Is it a new or revised survey? No

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 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 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 all students with IEPs who graduated with a regular diploma, aged out, received a certificate, dropped out, or were expected to return but did not.

A total of 2,144 Exiters were included in the 2017 follow-up survey of the 2015-16 school Exiters. A total of 979 surveys were completed for an overall response rate of 45.66%, representing a rate increase of more than 30 percentage points from the previous year.

Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school? No

Describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

To examine potential nonresponse bias, a comparison of the known characteristics of all 2015-16 Exiters to the characteristics of those who completed the survey was conducted and noted in the following table.

Percentages of Total School Exiters, Survey Completers, and Differences between Percentages

School Leaver Characteristics	Total school Exiters (%)	Completed survey (%)	Difference* (percentage points)
Gender			
Female	32	34	+2
Male	68	66	-2
Race			

African American	37	34	-3
Hispanic	11	10	-1
White	47	50	+3
Other Races	5	6	+1
Disability			
Autism	7	8	+1
Intellectual Disability	14	16	+2
Other Health Impaired	24	22	-2
Serious Emotional Disability	5	3	-2
Specific Learning Disability	48	46	-2
Other Disabilities	3	5	+2
Type of exit			
Graduated	73	83.8	+10.8
Certificate	6	5	-1
Dropped Out	20	10.2	-9.8
Reached Maximum Age	1	1	0

*Difference between the percentage of school Exiters and the percentage of Exiters in the sample who completed the survey. The acceptable range of over/under-representation is typically +/-3 percentage points. Some percentages may not add to 100 due to rounding.

The response rate was representative about gender, race, and disability categories. The sample of Exiters who completed the survey is over-represented by those who graduated and under-represented by those who dropped out. Students who had dropped out represented approximately 20% of the students in the sample, and only 10.2% of the respondents. This potential nonresponse bias, regarding those who graduated and those who dropped out, is similar to previous years' discrepancies between the population and sample.

The State changed its data collection process for FFY 2016 to address concerns about low response rates and the under-representation of drop-outs in the response rate to provide LEAs with better, more useful data. The State no longer contracted with an outside agency to conduct the survey interviews/collect and analyze the data. For the first time each LEA, in the approved Indicator 14 sample, conducted the survey interviews/collected and submitted its data to the NCDPI-EC Division. As a result, the number of responses to the survey increased significantly, from 336 responses in FFY 2015 to 979 responses in FFY 2016 for a response rate of 45.66%. This represents a response rate increase of more than 30 percentage points. LEAs attempted to contact all students in the sample and when telephone numbers and/or email addresses didn't work, they employed methods such as finding students through social media, relatives and friends. Even with these methods, LEAs were unable to contact some former students. Also, some former students who the LEAs were able to contact chose not to participate in the survey.

Actions required in FFY 2015 response

In the FFY 2016 SPP/APR, the State must report whether the FFY 2016 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.

Responses to actions required in FFY 2015 OSEP response

North Carolina's response rate was representative about gender, race, and and disability categories. The sample of Exiters who completed the survey was over-represented by those who graduated and under-represented by those who dropped out. Students who dropped out represented approximately 20% of the students in the sample, and those who dropped out represented only 10.2% of the respondents. A comparison of the known characteristics of all 2015-16 Exiters to the characteristics of those who completed the survey was conducted and noted in the following table.

Percentages of Total School Exiters, Survey Completers, and Differences between Percentages

School Leaver Characteristics	Total school Exiters(%)	Completed survey (%)	Difference* (percentage points)
Gender			
Female	32%	34%	+2
Male	68%	66%	-2
Race			
African American	37%	34%	-3
Hispanic	11%	10%	-1
White	47%	50%	+3
Other Races	5%	6%	+1
Disability			
Autism	7%	8%	+1
Intellectual Disability	14%	16%	+2
Other Health Impaired	24%	22%	-2
Serious Emotional Disability	5%	3%	-2
Specific Learning Disability	48%	46%	-2
Other Disabilities	3%	5%	+2
Type of Exit			
Graduated	73%	83.8%	+10.8
Certificate	6%	5%	-1

Dropped Out	20%	10.2%	-9.8
Reached Maximum Age	1%	1%	0

*Difference between the percentage of school Exiters and the percentage of Exiters in the sample who completed the survey. The acceptable range of over/under-representation is typically +/-3 percentage points. Some percentages may not add to 100 due to rounding.

The State changed its data collection process for FFY 2016 to address concerns about low response rates and the under-representation of drop-outs in the response rate to provide LEAs with better, more useful data. The State no longer contracted with an outside agency to conduct the survey interviews/collect and analyze the data. For the first time each LEA, in the approved Indicator 14 sample, conducted the survey interviews/collected and submitted its data to the NCDPI-ECD. As a result, the number of responses to the survey increased significantly, from 336 responses in FFY 2015 to 979 responses in FFY 2016 for a response rate of 46.55%, representing a response rate increase of more than 30 percentage points. LEAs attempted to contact all students in the sample and when telephone numbers and/or email addresses didn't work, they employed methods such as finding students through social media, relatives and friends. Even with these methods, LEAs were unable to contact some former students. Also, some former students who the LEAs were able to contact chose not to participate in the survey.

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		
Target	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%		

FFY	2013			2014			2015		
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%
Data	50.00%			16.67%			48.84%		

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

FFY 2016 - FFY 2018 Targets

FFY	2016			2017			2018		
Target	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 2016-17 EMAPS IDEA Part B Dispute Resolution Survey, Section C: Due Process Complaints	11/1/2017	3.1(a) Number resolution sessions resolved through settlement agreements	10	null
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/1/2017	3.1 Number of resolution sessions	26	null

FFY 2016 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
10	26	48.84%	75.00% - 85.00%	38.46%

Reasons for Slippage

Data indicated that the number of resolution sessions decreased substantially in 2016-17 and fewer resolution sessions were resolved through settlement agreements. Feedback from participants involved in resolution sessions, as well as other anecdotal information gathered during various stakeholder meetings throughout the year, indicated that in several instances there was a lack of interest to resolve disagreements during resolution sessions, and the intent was only to complete the process in order to go to due process hearings and/or collect attorney fees. The NCDPI-EC Division 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 continued and increased use of early resolution processes.

Actions required in FFY 2015 response

none

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
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		
Target	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%		

FFY	2013			2014			2015		
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%
Data	77.27%			65.71%			61.54%		

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

FFY 2016 - FFY 2018 Targets

FFY	2016			2017			2018		
Target	75.00%	-	85.00%	75.00%	-	85.00%	75.00%	-	85.00%

Key:

Targets: Description of Stakeholder Input

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/1/2017	2.1.a.i Mediations agreements related to due process complaints	15	null
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/1/2017	2.1.b.i Mediations agreements not related to due process complaints	15	null
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/1/2017	2.1 Mediations held	38	null

FFY 2016 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 2015 Data*	FFY 2016 Target*	FFY 2016 Data
15	15	38	61.54%	75.00% - 85.00%	78.95%

Provide additional information about this indicator (optional)

The NCDPI-EC Divisions 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 continued and increased use of early resolution processes.

Actions required in FFY 2015 response

none

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
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	2016
Target ≥				
Data				

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

FFY 2017 - FFY 2018 Targets

FFY	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.

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.

Phase III submissions should include:

- Data-based justifications for any changes in implementation activities.
- Data to support that the State is on the right path, if no adjustments are being proposed.
- Descriptions of how stakeholders have been involved, including in decision-making.

A. Summary of Phase 3

1. Theory of action or logic model for the SSIP, including the SiMR.
2. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies.
3. The specific evidence-based practices that have been implemented to date.
4. Brief overview of the year's evaluation activities, measures, and outcomes.
5. Highlights of changes to implementation and improvement strategies.

See attachment - NC SSIP Phase Three, Year Two

B. Progress in Implementing the SSIP

1. Description of the State's SSIP implementation progress: (a) Description of extent to which the State has carried out its planned activities with fidelity—what has been accomplished, what milestones have been met, and whether the intended timeline has been followed and (b) Intended outputs that have been accomplished as a result of the implementation activities.
2. Stakeholder involvement in SSIP implementation: (a) How stakeholders have been informed of the ongoing implementation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing implementation of the SSIP.

See attachment - NC SSIP Phase Three, Year Two

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, (b) Data sources for each key measure, (c) Description of baseline data for key measures, (d) Data collection procedures and associated timelines, (e) [If applicable] Sampling procedures, (f) [If appropriate] Planned data comparisons, and (g) How data management and data analysis procedures allow for assessment of progress toward achieving intended improvements.
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 improvements to infrastructure and the SiMR, (b) Evidence of change to baseline data for key measures, (c) How data support changes that have been made to implementation and improvement strategies, (d) How data are informing next steps in the SSIP implementation, and (e) How data support planned modifications to intended outcomes (including the SIMR)—rationale or justification for the changes or how data support that the SSIP is on the right path.
3. Stakeholder involvement in the SSIP evaluation: (a) How stakeholders have been informed of the ongoing evaluation of the SSIP and (b) How stakeholders have had a voice and been involved in decision-making regarding the ongoing evaluation of the SSIP.

See attachment - NC SSIP Phase Three, Year Two

D. Data Quality Issues: Data limitations that affected reports of progress in implementing the SSIP and achieving the SIMR

1. Concern or limitations related to the quality or quantity of the data used to report progress or results
2. Implications for assessing progress or results
3. Plans for improving data quality

See attachment - NC SSIP Phase Three, Year Two

E. Progress Toward Achieving Intended Improvements

1. Infrastructure changes that support SSIP initiatives, including how system changes support achievement of the SiMR, sustainability, and scale-up
2. Evidence that SSIP's evidence-based practices are being carried out with fidelity and having the desired effects
3. Outcomes regarding progress toward short-term and long-term objectives that are necessary steps toward achieving the SIMR
4. Measurable improvements in the SIMR in relation to targets

See attachment - NC SSIP Phase Three, Year Two

F. Plans for Next Year

1. Additional activities to be implemented next year, with timeline
2. Planned evaluation activities including data collection, measures, and expected outcomes
3. Anticipated barriers and steps to address those barriers
4. The State describes any needs for additional support and/or technical assistance

See attachment - NC SSIP Phase Three, Year Two

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: Nancy T. Johnson

Title: State Performance Plan Coordinator

Email: ntjohnso@uncc.edu

Phone: 704-576-2760

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; and
D. Program/Compliance on-site visits.

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 are summarized and analyzed to identify a focus for improvement. LEAs then design, implement, and evaluate a three year improvement plan with support from the 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

D. Program/Compliance On-site visits

Program/compliance on-site visits are conducted once every five years in each LEA, charter school, and State Operated Program (SOP) in the state. 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. 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.

E. 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 the following:

1. Charter schools in the first year of operation, and
2. 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, 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, 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.

APPENDIX D: SAMPLE K-12 SURVEY

Public Schools of North Carolina

Parent Survey - Special Education

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with special education over the past year. You may skip any item that you feel does not apply to you or your child.

Use pencil only. Fill in circle completely. Incorrect:

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
Schools' Efforts to Partner with Parents						
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	○	○	○	○	○	○
2. I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	○	○	○	○	○	○
3. At the IEP meeting, we discussed how my child would participate in statewide assessments.	○	○	○	○	○	○
4. At the IEP meeting, we discussed accommodations and modifications that my child would need.	○	○	○	○	○	○
5. All of my concerns and recommendations were documented on the IEP.	○	○	○	○	○	○
6. Written justification was given for the extent that my child would not receive services in the regular classroom.	○	○	○	○	○	○
7. I was given information about organizations that offer support for parents of students with disabilities.	○	○	○	○	○	○
8. I have been asked for my opinion about how well special education services are meeting my child's needs.	○	○	○	○	○	○
9. My child's evaluation report is written in terms I understand.	○	○	○	○	○	○
10. Written information I receive is written in an understandable way.	○	○	○	○	○	○
11. Teachers are available to speak with me.	○	○	○	○	○	○
12. Teachers treat me as a team member.	○	○	○	○	○	○
Teachers and administrators:						
13. - seek out parent input.	○	○	○	○	○	○
14. - show sensitivity to the needs of students with disabilities and their families.	○	○	○	○	○	○
15. - encourage me to participate in the decision-making process.	○	○	○	○	○	○
16. - respect my cultural heritage.	○	○	○	○	○	○
17. - ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents].	○	○	○	○	○	○
The school:						
18. - has a person on staff who is available to answer parents' questions.	○	○	○	○	○	○
19. - communicates regularly with me regarding my child's progress on IEP goals.	○	○	○	○	○	○
20. - gives me choices with regard to services that address my child's needs.	○	○	○	○	○	○
21. - offers parents training about special education issues.	○	○	○	○	○	○
22. - offers parents a variety of ways to communicate with teachers.	○	○	○	○	○	○
23. - gives parents the help they may need to play an active role in their child's education.	○	○	○	○	○	○
24. - provides information on agencies that can assist my child in the transition from school.	○	○	○	○	○	○
25. - explains what options parents have if they disagree with a decision of the school.	○	○	○	○	○	○

–Thank you for your participation.–

Items provided by the National Center for Special Education Accountability Monitoring

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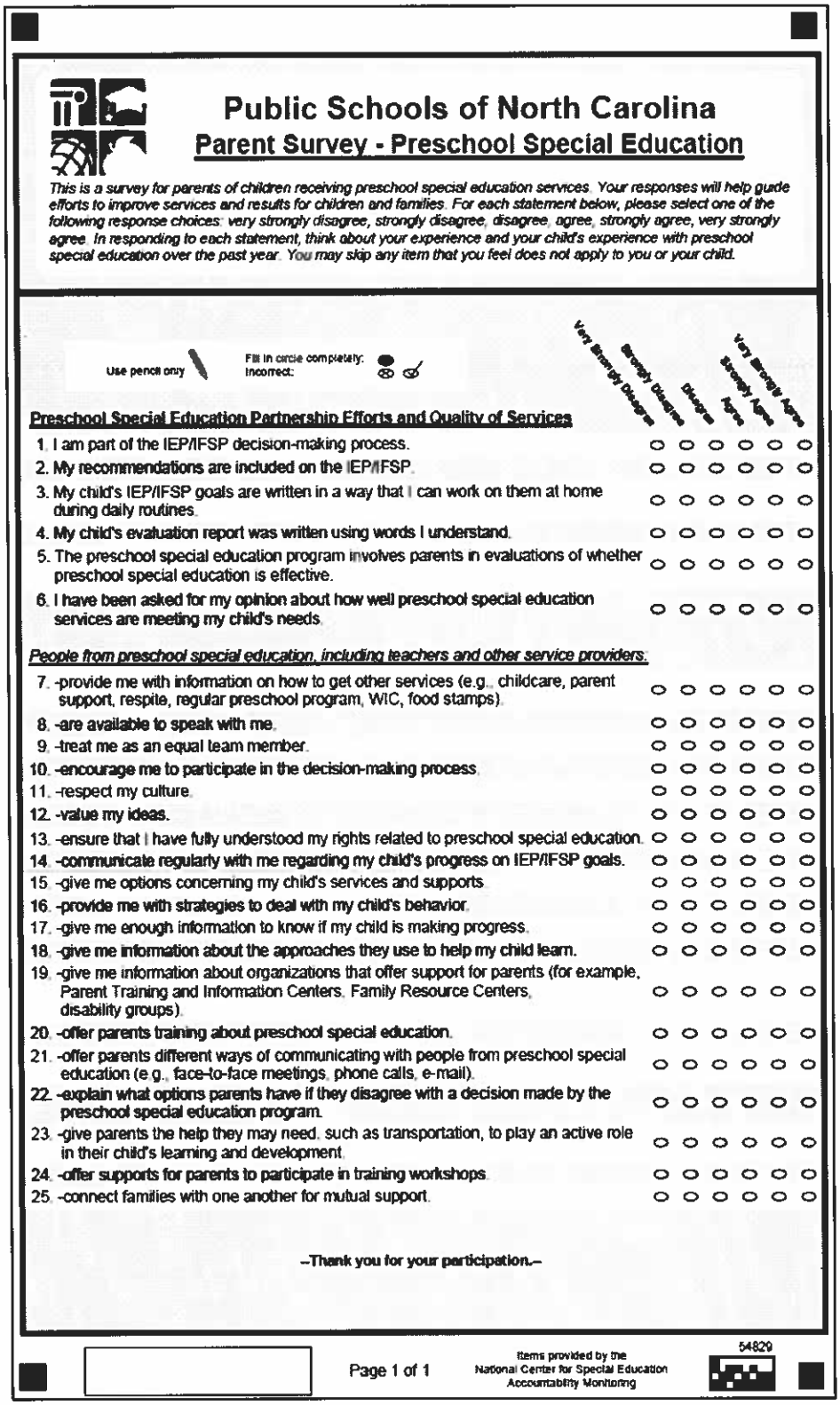
APPENDIX E: SAMPLE PRESCHOOL SURVEY



Public Schools of North Carolina
Parent Survey - Preschool Special Education

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

Use pencil only. Fill in circle completely: ● Incorrect: ⊗ ⊘

Preschool Special Education Partnership Efforts and Quality of Services	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am part of the IEP/IFSP decision-making process.	○	○	○	○	○	○
2. My recommendations are included on the IEP/IFSP.	○	○	○	○	○	○
3. My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	○	○	○	○	○	○
4. My child's evaluation report was written using words I understand.	○	○	○	○	○	○
5. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	○	○	○	○	○	○
6. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	○	○	○	○	○	○
People from preschool special education, including teachers and other service providers:						
7. -provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	○	○	○	○	○	○
8. -are available to speak with me.	○	○	○	○	○	○
9. -treat me as an equal team member.	○	○	○	○	○	○
10. -encourage me to participate in the decision-making process.	○	○	○	○	○	○
11. -respect my culture.	○	○	○	○	○	○
12. -value my ideas.	○	○	○	○	○	○
13. -ensure that I have fully understood my rights related to preschool special education.	○	○	○	○	○	○
14. -communicate regularly with me regarding my child's progress on IEP/IFSP goals.	○	○	○	○	○	○
15. -give me options concerning my child's services and supports.	○	○	○	○	○	○
16. -provide me with strategies to deal with my child's behavior.	○	○	○	○	○	○
17. -give me enough information to know if my child is making progress.	○	○	○	○	○	○
18. -give me information about the approaches they use to help my child learn.	○	○	○	○	○	○
19. -give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, disability groups).	○	○	○	○	○	○
20. -offer parents training about preschool special education.	○	○	○	○	○	○
21. -offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	○	○	○	○	○	○
22. -explain what options parents have if they disagree with a decision made by the preschool special education program.	○	○	○	○	○	○
23. -give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	○	○	○	○	○	○
24. -offer supports for parents to participate in training workshops.	○	○	○	○	○	○
25. -connect families with one another for mutual support.	○	○	○	○	○	○

--Thank you for your participation.--

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Items provided by the National Center for Special Education Accountability Monitoring

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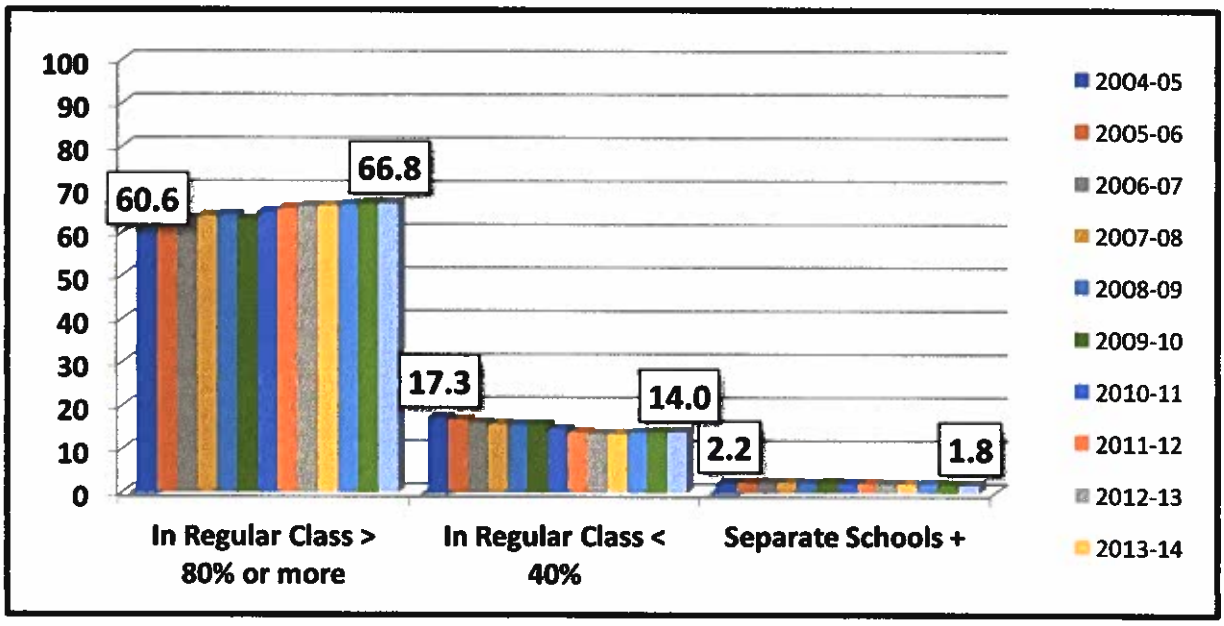
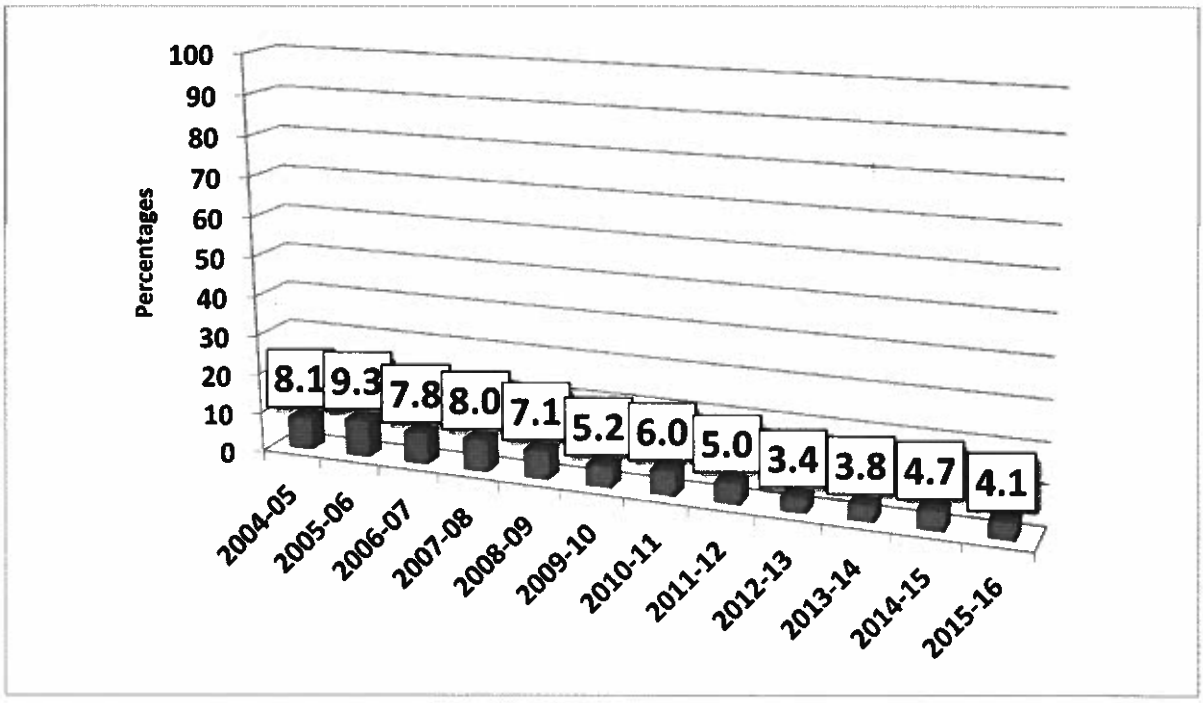
Least Restrictive Environment (LRE) Rates for School-Age (6-21) Students (Indicator 5)



Source: NC Comprehensive Exceptional Children's Accountability System Dec 1 2004 – 2016 Child Counts

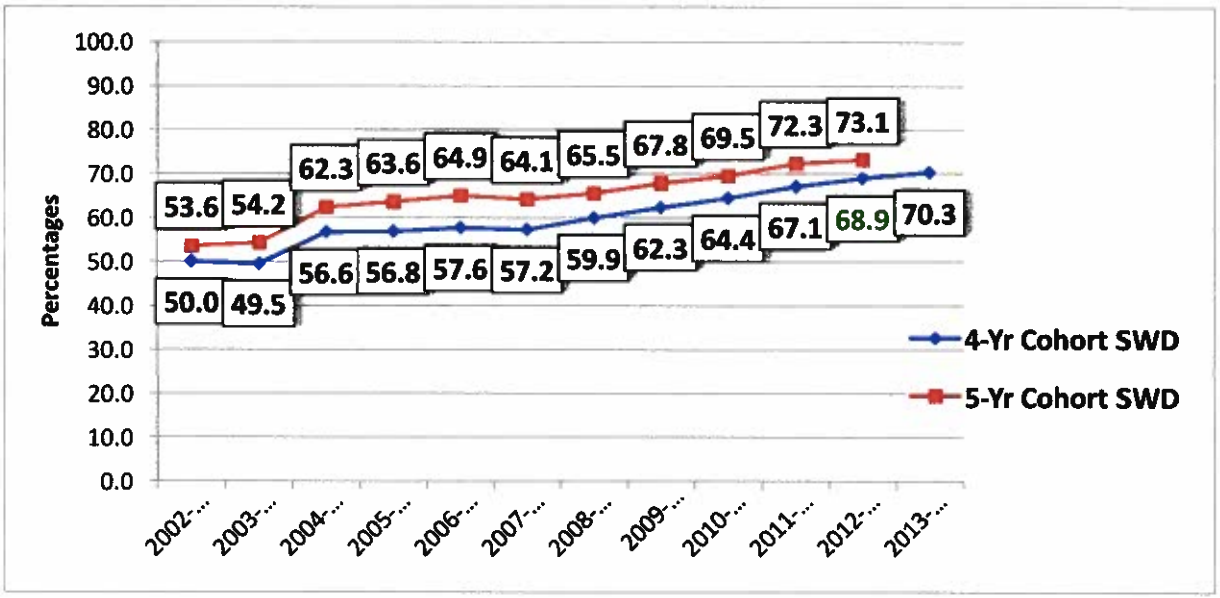
NC 2004 - 15 Drop Out Rates for Students with IEPs Grades 9 – 12



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

Source: NCDPI/Agency Operations and Management/Research and Evaluation; 2005-15 EC Exit Reports from CECAS.

NC 4 & 5-Year Adjusted Cohort Graduation Rates for Students with IEPs



Source: NCDPI\Accountability\Reporting through 2017; Consolidated State Performance Report (CSPR 12/2017)

North Carolina

Indicator 17:
State Systemic Improvement Plan (SSIP)

Phase Three, Year Two

April 2nd, 2018

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

Table of Contents

Commonly Used Acronyms

CGR	Cohort Graduation Rate
CoT	Continuum of Transitions
DAC	Director's Advisory Council
ECD	Exceptional Children Division
ECATS	Every Child 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 Interventions and Supports
PDSA	Plan, Do, Study, Act
SCI	Standards, Curriculum, and Instruction
SDI	Specially Designed Instruction
SEA	State Education Agency
SEFEL	Social Emotional Foundations for Early Learning
SET	School-Wide Evaluation Tool
SIMR	State Identified Measurable Result
SIT	State Implementation Team
SPDG	State Personnel Development Grant
SSIP	State Systemic Improvement Plan
SWD	Students with Disabilities
TPOT	Teaching Pyramid Observation Tool

Summary of Phase Three, Year Two

Description of State Identified Measurable 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.

Table 1

Progress toward SIMR Targets

FFY	**2013**
Five-Year Adjusted Cohort Graduation Rate for Students with Disabilities	67.82%

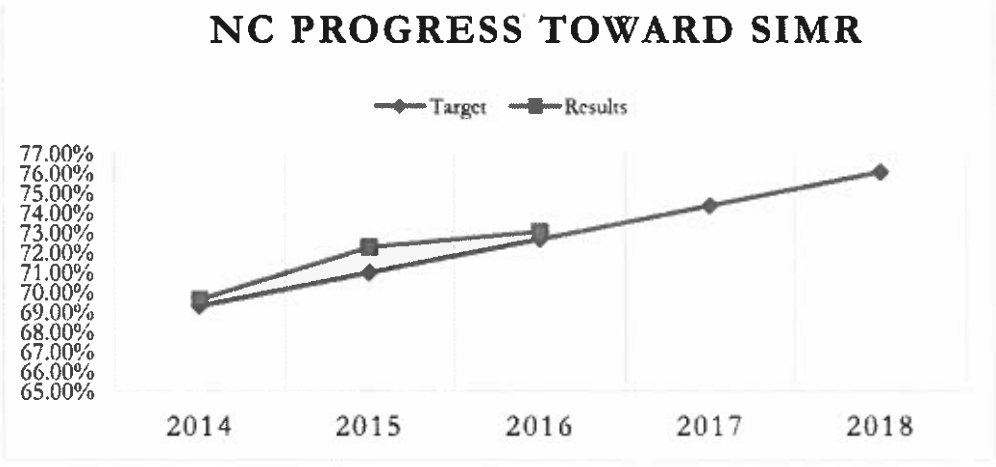
Table 2

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%	73.10%		

Figure 1

FFY 2013 – FFY 2018 Targets and Results Graph



Students with Disabilities and Non-Disabled Students

In Phase One, SIMR targets were determined from longitudinal trends and forecasting of graduation rates for students with disabilities and all students. At the time, the SIMR targets were predicted to close graduation gaps between students with disabilities and their non-disabled peers. To assess progress related to the closing of this gap, Table 3 and Figure 2 display the five-year adjusted cohort graduation rates for students with disabilities and non-disabled students from FFY 2013 to FFY 2016.

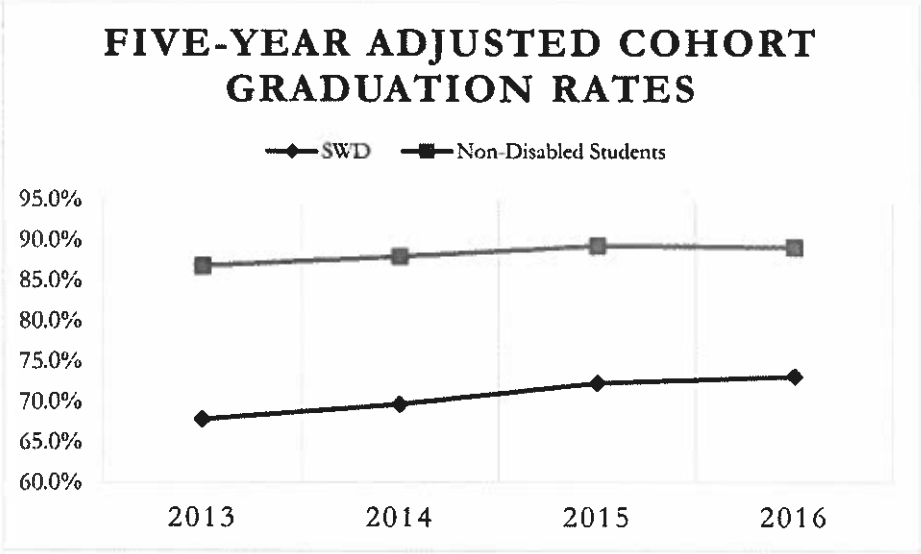
Table 3

Five-Year Adjusted Cohort Graduation Rates for Students with Disabilities and Non-Disabled Students

FFY	**2013 (Baseline)**	**2014**	**2015**	**2016**
Non-Disabled Students	86.80%	88.00%	89.30%	89.10%
Students with Disabilities	67.82%	69.65%	72.30%	73.10%
Difference	**18.98**	**18.35**	**17.00**	**16.00**

Figure 2

Five-Year Adjusted Cohort Graduation Rates for Students with Disabilities and Non-Disabled Students



From the baseline year of 2013 to the present, there has been modest narrowing of the five-year adjusted cohort graduation between students with disabilities and non-disabled students. From FFY 2013 through FFY 2015, students with disabilities and non-disabled students both showed annual increases, however, increases for students with disabilities were slightly larger. From FFY 2015 to FFY 2016, non-disabled students experienced a slight decrease in five-year adjusted cohort graduation rates while students with

disabilities experienced a slight increase. From the baseline year of FFY 2013 to FFY 2016, the gap between five-year adjusted cohort graduation rates for students with disabilities and non-disabled students has decreased by 15.7%. More detail concerning the meaning and relative size of these changes is described in the "Progress Toward Achieving Intended Outcomes" section of this report.

Theory of action and logic model

Conceptually, the theory of action has remained consistent and guides implementation, including communication and evaluation, of SSIP activities. The theory of action is based on conclusions from Phase One indicating that root cause analysis for an outcome as complex as graduation must occur at the local level (for an in-depth narrative explanation of the theory of action, please see the Phase Three, Year One report). To briefly summarize, Local Education Agencies (LEAs) must be equipped with skills, tools, and resources to identify local root cause(s) associated with lower graduation rates for students with disabilities, systematically select and communicate these interventions to the NC Department of Public Instruction (NCDPI), who must then align infrastructure and provision of comprehensive professional development and technical assistance to support implementation in local contexts. The primary process and tool driving the theory of action is the LEA Self-Assessment (LEASA) and Improvement Planning Process. During the current year, stage-based analysis suggests that North Carolina is progressing from the "awkward" stage of initial implementation, to a stage of fully integrating the LEASA and Improvement Planning Process into common practitioner and organizational practices and policies, at the Local Education Agency (LEA) and State Education Agency (SEA) levels. For example, submission of the LEASA was included in the most recent *NC Policies Governing Services for Students with Disabilities*. Furthermore, the Exceptional Children Division's alignment of professional learning to LEASA submissions (and identified local root causes) now occurs through a formalized review process. This process includes systematic linking of LEA need to a catalog of NCDPI supported professional learning, gap analysis to inform creation of new professional learning, and development and implementation of a tiered Professional Learning Plan at the state level. These established practices can now be replicated and communicated on an annual basis with adjustments made through feedback from stakeholders within Plan, Do, Study, Act (PDSA) improvement cycles.

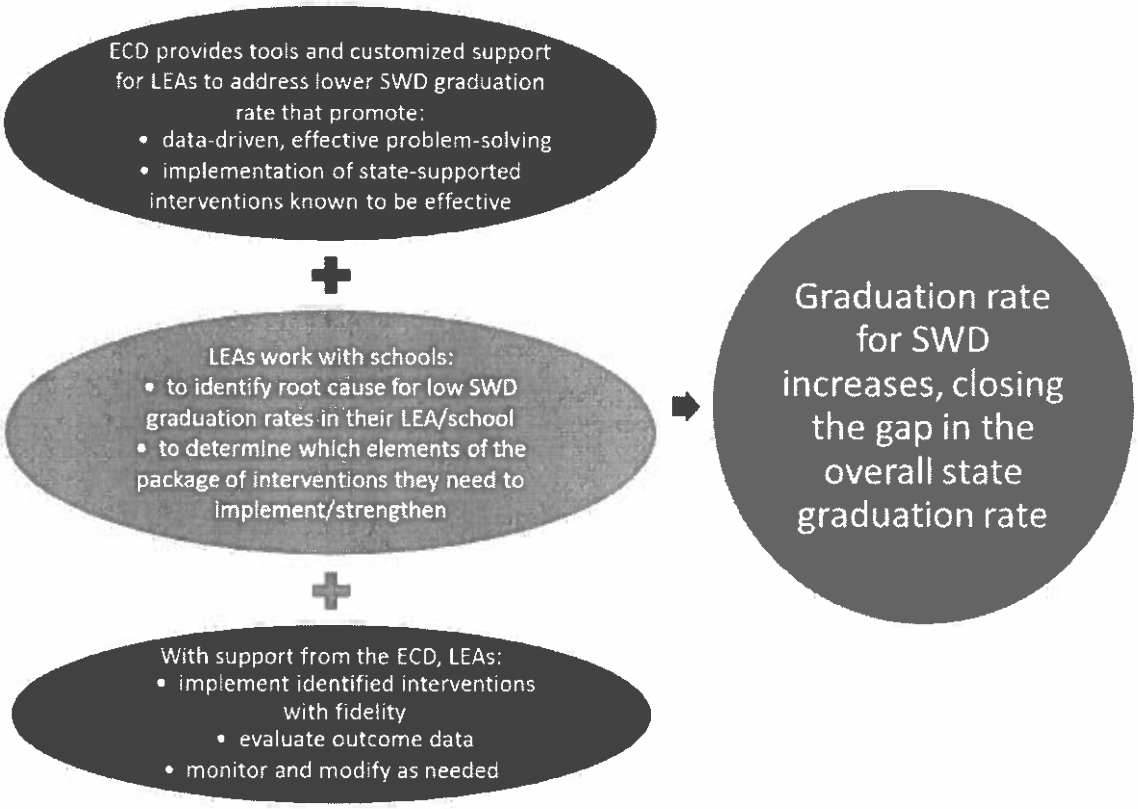
During the current year, North Carolina has also worked to more closely align evaluation activities to the theory of action. Two years of data now exist from LEASA submissions, which provide evidence for how LEAs are identifying and communicating root cause, their general capacity for implementation, and how SSIP interventions are resulting in changes at the systems (that support educators), practices (that support students), and outcomes levels. These data serve as important indicators of the first two ovals (red and

green) represented in the graphical depiction of the theory of action below (see Figure 3). Modifications to the LEASA during FFY 2016 also allowed evaluation to more closely link SSIP activities to outputs and outcomes by explicitly requiring LEAs to identify priority areas (within academics, behavior, and transition). Finally, availability of the LEASA data over the current year resulted in opportunities to evaluate the measurement characteristics of the tool itself and the reliability of NCDPI's review process.

The third oval (purple) is predominantly measured through data sources that are aligned to implementation of the State Personnel Development Grant (SPDG), Positive Behavior Intervention and Support (PBIS), Social Emotional Foundations of Early Learning (SEFEL), and Continuum of Transition (CoT) activities. These represent predominant state supported evidence-based practices that LEAs select and implement based on the LEASA and Improvement Planning process. These state-supported interventions are aligned to local root causes associated with academics, behavior, and transition, respectively.

Figure 3

Graphical Depiction of the NC SSIP Theory of Action



While the theory of action provides a series of broad "if-then" statements that lead to the SIMR, the NC SSIP Logic Model (Figure 4) provides more refined detail on how the NCDPI is implementing the SSIP and how those activities are linked to increased graduation rates for students with disabilities through a series of inputs, strategies, outputs, and outcomes. The logic model has been modified slightly from Phase Three, Year One to improve clarity and to reflect additional outputs and outcomes that have been identified. Following the logic model, Table 4 describes the data sources and measurement strategies aligned to each component of the logic model.

The NC SSIP Logic Model is organized in the following fashion:

ROW ONE: Coherent Improvement Strategy

The first row of the logic model represents the coherent improvement strategy that involves the LEASA and Improvement Planning process. As indicated, this has historically and continues to be supported through comprehensive tiered professional development and technical assistance. Based on LEA's identification of root cause, there is systematic selection and implementation of NCDPI supported interventions within academic, behavioral, or transition domains. Through enhanced local problem solving and improvement planning and aligned DPI infrastructure and professional development, LEAs increase capacity to implement evidence-based interventions described in the following three rows of the logic model. The primary metrics for evaluating these changes are derived from the LEASA and include summarized data from the submissions and from the NCDPI review process.

ROW TWO: Academic Supports

The second row of the logic model represents the primary academic supports that are leveraged through the SSIP activities. The State Personnel Development Grant (SPDG) supported Reading Research to Classroom Practice (RRtCP, formerly Reading Foundations) and Foundations of Mathematics (FoM) professional development courses support the implementation of evidence-based practices that correspond to improved outcomes for students with persistent problems with reading and mathematics. According to the logic model, based on participation in these courses and job-embedded follow up, teachers improve their knowledge, skills, dispositions, and behaviors related to reading and mathematics instruction and improve the fidelity in which they deliver evidence-based practices. Subsequently, the impact on students is observed through improved proficiency on summative assessments. The impact of these courses is

measured through pre-post assessments of knowledge and skills, fidelity observations of evidence-based programs, and student proficiency on the North Carolina End-of-Grade (EOG) assessments.

ROW THREE: Behavior Supports

The third row of the logic model represents the primary behavioral-emotional supports that are leveraged through SSIP activities. Positive Behavior Intervention and Support (PBIS) and Social and Emotional Foundations for Early Learning (SEFEL) are comprised of school-wide preventive and responsive practices delivered within core, supplemental, and intensive levels of support. According to the logic model, as a result of local training and coaching schools build systems supportive of PBIS and SEFEL implementation and increase the fidelity in which they implement these evidence-based practices for behavior. The subsequent impact on students is increased attendance and decreased disciplinary events (including short- and long-term suspensions). The primary metrics for evaluation include the School-Wide Evaluation Tool (SET), the Teaching Pyramid Observation Tool (TPOT), attendance, and disciplinary data.

ROW FOUR: Transition Supports

The fourth row of the logic model represents the Continuum of Transition (CoT) supports that are leveraged through SSIP activities. This includes the provision of professional development for a transition tool kit and web-based resources to be used for middle and high school transitions. In addition, specific professional development on promising practice self-determination activities (Bell Ringers) has occurred within the context of usability testing in four LEAs across the state. According to the logic model, professional development with online transition resources and activities result in improved transition, assessment planning, and student self-determination. The primary strategies for evaluation include the AIR Self-Determination Scale and Indicators 7, 8, 12, 13, and 14.

Figure 4

NC SSIP Logic Model

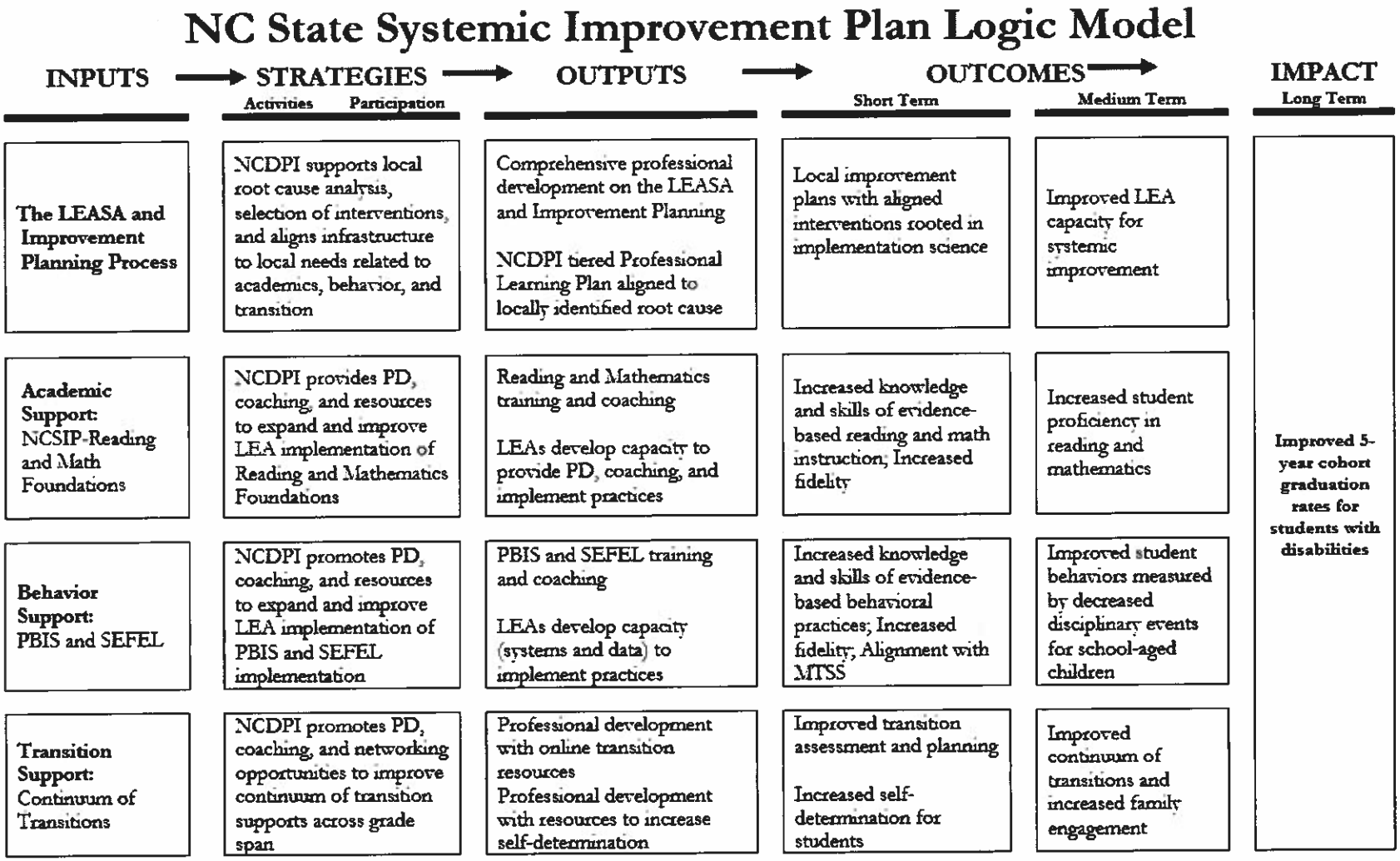


Table 4

Goals, Evaluation Questions, and Evaluation Strategies

Goals	Strategies / Activities	Outputs	Summative Evaluation Strategies	Summative Evaluation Questions
1. Increase capacity for problem solving and effective implementation	• LEA Self-Assessment and Improvement Planning • NCDPI Professional Learning Catalog	• Comprehensive professional development on the LEASA and Improvement Planning • NCDPI tiered Professional Learning Plan aligned to LEA root cause and implementation plans	• Policy changes to support LEASA and Improvement Planning • Increased LEASA ratings • Increased ratings on NCDPI reviews of submitted LEASAs	• To what extent are LEAs better able to engage in systematic problem identification and implementation using local data?
2. Increase student performance in reading and math	• Professional Development o Math/Reading Foundations o Coaching Practices o Effective Leadership	• Increased Math / Reading Content Knowledge • Increased fidelity observation scores in use of research-based instructional practices	• Increased academic proficiency on End of Grade tests	• To what extent do students exhibit an increase in academic achievement because of shorter-term outcomes being achieved (e.g. better teacher content knowledge, increased fidelity)?
3. Decrease student behavioral issues, including absenteeism and suspensions	• PBIS o Increase NC saturation / fidelity • SEFEL o Increase saturation / fidelity to early childhood communities	• Increase in % of schools meeting PBIS implementation criteria • Increase in school-level PBIS fidelity ratings (SET) • Increase in % of schools meeting Teaching Pyramid Observation Tool (TPOT)	• Decreased suspensions • Increased attendance	• To what extent has the incidence of student suspensions decreased and attendance increased (across time)?
4. Improve continuum of transitions and student self-determination	• Develop Transition Toolkit • Transition network o Representatives from across NC	• Informed students/parents about next-level academic expectations • Community of practice sharing transition resources and strategies • Self-Determination Activities	• Increased Indicators 7, 11, 12, 13, 14 • Increase AIR Self-Determination scores • Increase in student / family engagement – Indicator 8	• To what extent have LEA Indicator 7, 11, 12, 13, 14 levels increased? • To what extent have levels of student / parent engagement, measured by Indicator 8, increased (across time)?

Coherent Improvement Strategies

The coherent improvement strategy at the foundation of the NC SSIP is the LEA Self-Assessment (LEASA) and Improvement Planning process. All LEAs (including charter schools) are required to complete the comprehensive self-assessment annually and update their improvement plan based on a Plan, Do, Study, Act improvement (PDSA) cycle. Broadly, the LEASA and Improvement Planning process serves several key purposes yielding value to both LEAs and the State Education Agency (SEA).

Specific to LEAs, the LEASA and Improvement Planning process enhances an ability to:

- identify root cause(s) associated with the SIMR
- select aligned evidence-based practices that are supported by NCDPI and demonstrate a contextual fit
- engage in a deliberate process of active implementation (including PDSA improvement cycles)

At the SEA level, analysis of LEASA data enhances an ability to:

- align SEA infrastructure to local need
- develop and implement an aligned, tiered, regionally supported framework of professional development and technical assistance (delivered through a tiered Professional Learning Plan)
- engage in annual gap analysis of the tiered Professional Learning Plan
- engage in systematic improvement cycles (Plan, Do, Study, Act)

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

Specific Evidence-Based Practices Implemented to Date

The coherent improvement strategy maximizes benefit by enhancing LEA ability to select and implement evidence-based practices that are aligned to their identified root causes associated with the SIMR. Moreover, NCDPI's LEASA review process and subsequent alignment of infrastructure and delivery of an annual tiered Professional Learning Plan supports implementation drivers at the local level (e.g., systems interventions, selection, training, and coaching). This section briefly highlights broad details of each evidence-based practice. Key implementation activities (including outputs) that have occurred since the 2017 Phase III, Year One report are included in the "*Intended outputs that have been accomplished as a result off the implementation activities*" section of the report.

Academics: The North Carolina State Improvement Project

The North Carolina State Improvement Project (NC SIP) offers comprehensive professional learning for evidence-based practices for reading and mathematics. Due to evidence of effectiveness and general capacity at the SEA and LEA levels, NC SIP has been the primary evidence-based practice to support LEAs that identified academics as the root cause impacting the SIMR. NC SIP is supported by the State Personnel Development Grant (SPDG) and includes professional development and systematic regionally-based coaching related to reading, mathematics, effective leadership, and a continuum of coaching. 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.

Behavior: Positive Behavior Intervention and Support (PBIS)

State-wide support for PBIS implementation has been the primary evidence-based practice to support LEAS that identified behavior as the root cause impacting the SIMR. Notably, PBIS has recently merged with the Integrated Academics and Behavior Supports (IABS) division, which is the division that supports Multi-Tiered System of Support (MTSS) implementation. This integration occurred to leverage state-wide implementation frameworks installed through MTSS and enhance general and special education collaboration to promote core (for all students), supplemental, and tiered behavioral-emotional supports. Thus, academic and behavioral supports are now being implemented under a single framework for MTSS at the SEA and LEA levels.

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 the SIMR. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a positive behavioral intervention and support framework early educators can use to promote young children's emotional and social development and prevent and address challenging behavior. Pyramid teaching practices provide teachers with strategies to intentionally build positive relationships with and among children. They do this by creating supportive learning environments and teaching children to understand and express their emotions and use problem solving skills. As such, the preschool pyramid model aligns with school age Positive Behavior Intervention and Supports (PBIS) and the Multi-Tiered System of Support (MTSS) initiatives in NC. The preschool pyramid

model is made of three tiers of intervention practices: universal promotion for all children, secondary preventions to address the intervention needs for children at risk of social emotional delays, and tertiary interventions needed for children with persistent challenges.

Transition: Development of a Continuum of Transitions Support

A team of stakeholders has been engaged with the development and 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, developed a tool to assist schools in the documentation of transition activities and selection of evidence-based transition practices across all grade levels, and developed training and resources for promising practice activities associated with the development of self-determination.

Brief Overview of Evaluation Activities, Measures, and Outcomes

The second year of evaluation activities has continued to focus on the review and summary analysis of data aligned with the logic model and summative evaluation questions represented by Figure 4 and Table 4 above. In partnership with the Center for Educational Measurement and Evaluation (CEME) at the University of North Carolina at Charlotte (UNCC), the primary evaluation methodology includes examining and understanding longitudinal trends in data, aligned with the evaluation questions. Examining longitudinal changes associated with SSIP implementation was deemed the strongest evaluation method because statewide implementation of the SSIP precluded the possibility of a comparison group-based design. For evaluation of the SSIP, the focus has been on monitoring the change (improvement) of outputs and outcomes for LEAs across time, particularly focused on trends prior to and following implementation of SSIP activities.

When examining the analysis of longitudinal data, there are several key features to note that serve to elucidate the association between SSIP activities and changes to outputs and outcomes in the logic model.

- **Significance of change from baseline**: indicates whether there was a statistically significant change in scores prior to and after the state-wide implementation of SSIP activities (i.e., changes from 2014-15 to 2015-16 and from 2014-15 to 2016-17).

- **Significance of Cohort 1 indicator:** The 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 Two report). The data were analyzed in a fashion to determine the difference between 2014-15 (end of baseline) and 2016-17 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 2016-17 school years as associated with longer duration of SSIP implementation?"). Theoretically, changes in outputs and short-term outcomes that were the result of SSIP activities would be seen in Cohort 1 sites prior to non-Cohort 1 sites.
- **Priority Subgroup Analysis:** When possible, additional analyses were conducted for outputs and outcomes for academics and behavior for only those LEAs who identified that area as a priority on their LEASA (a new component added to the LEASA during FFY 2016). These analyses were conducted to help determine whether prioritizing one of these intervention areas had differential impact on implementation of the associated NCDPI supported intervention. Note, however, that LEAs formally identified these priorities during the Spring of 2017 and the FFY 2016 outcome data would reflect implementation of activities that predominantly occurred prior to this point in time.

In addition to statistical significance, effect sizes are also included to provide valuable information concerning the interpretation of the longitudinal change. 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, an odds ratio of 1.10 means the likelihood of meeting some criteria (i.e., graduation) is only 1.10 times more likely at one point in time compared to another. In addition, the Cohen's d effect size demonstrates the size of the change relative to the amount of variation in the sample. A Cohen's d of .2 is generally accepted as a "small" effect, .5 as a "medium" effect, and .8 as a "large" effect. Thus, effect sizes should always be interpreted with statistical significance to ascertain the practical significance of the change. In the current initial stages of implementation, effect sizes in the expected direction are expected to be present, but small.

Highlights of changes to implementation and improvement strategies

There have not been large-scale changes to the implementation and improvement strategies during Phase Three, Year Two of the NC SSIP. Rather, processes and tools to communicate and efficiently engage in the activities have been refined to become established and embedded practices over the current year. Notably,

these practices and tools have been predominantly aligned to the activities described in the "Plans for Next Year" section of the Phase Three, Year One report. Highlights of these refined and embedded practices include:

- Development of a replicable process and timeline for LEASA submission, review, NCDPI infrastructure alignment, and development of a tiered Professional Learning Plan
- Identification of technical features of the LEASA
- Identification of LEASA Review Tool items with demonstrable inter-rater reliability (a tool with which NCDPI staff review LEASA submissions)
- Creation of a catalog of all professional learning activities offered by the NCDPI EC Division that is aligned to academics / behavior / transition and each Core Element of the LEASA
- Development and dissemination of a Professional Learning Calendar and Tool that allows LEAs to link their LEASA priorities and Improvement Plan to professional learning offered by the NCDPI EC division
- Creation of new professional learning identified in a systematic gap analysis (including cross-state collaboration to define systems and practice level critical components of Specially Designed Instruction within a Multi-Tiered System of Support).

Details concerning each of these highlighted areas are included in the "*Intended outputs that have been accomplished as a result of the implementation activities*" section of this report.

Progress in Implementing the SSIP

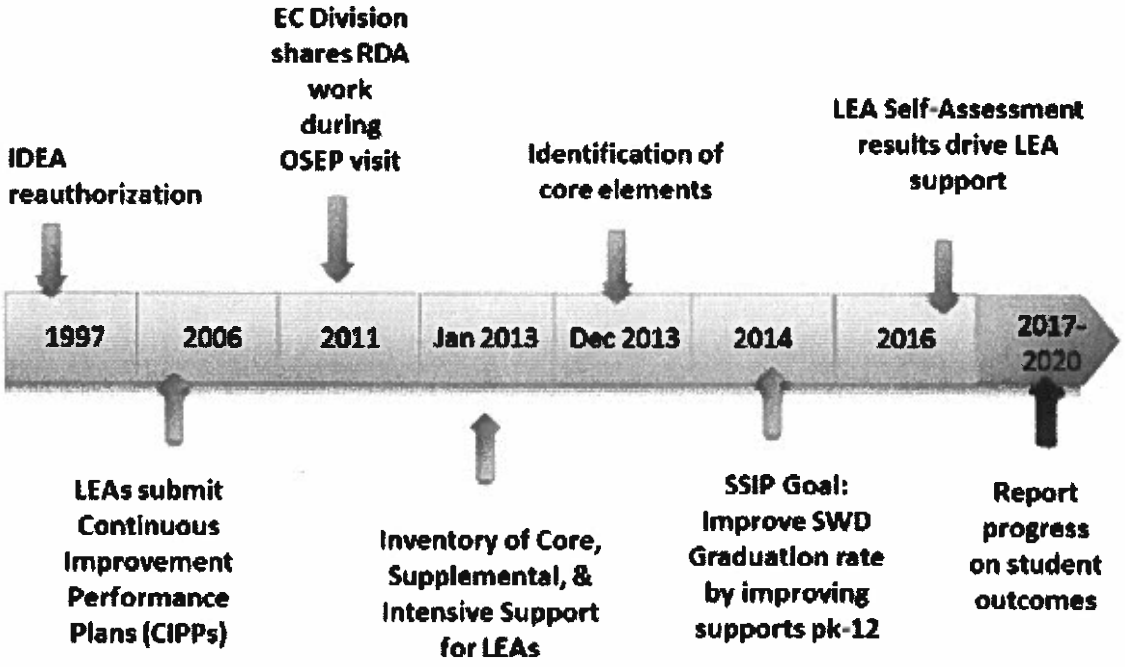
Description of the State's SSIP implementation progress

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

The broad timeline for the SSIP implementation developed during Phase Two, which has been followed, is included in Figure 5 below.

Figure 5

Evolution of NCDPI Results Driven Accountability and the NC SSIP



Implementation activities since the last report have included a more fluent completion of the LEA Self-Assessment (LEASA) submission, analysis, infrastructure alignment, and development of a tiered Professional Learning Plan. Over the course of the 2016-17 and 2017-18 school years, NCDPI staff continued to support districts in their completion of the LEASA and Improvement Planning process through training during quarterly regional meetings, a March Institute training and "drop in" coaching session, virtual resources embedded within the tool itself, and ongoing technical assistance.

For the 2016-17 school year, LEASAs were due for submission by May 22nd, 2017. This date was adjusted to occur prior to the June 30th submission date in 2016. The justification was to more quickly develop and communicate a tiered Professional Learning Plan to LEAs and allow for purposeful planning for participating in NCDPI supported professional development during the 2017-18 school year. By the beginning of review, 96% of submissions from LEAs (traditional and charter schools) were received (278 out of 290). NCDPI review and analysis of the LEASAs were completed by June 21st, 2017, with each submitted LEASA being reviewed by three NCDPI staff. The ECD's response to the LEASA analysis, including processes and tools for infrastructure alignment and development of a tiered system of professional learning and technical assistance, is described below.

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

The intended outputs that have occurred since the Phase Three, Year One report are described below. The outputs follow the logic model and are organized in terms of the LEASA and Improvement Planning process, Academics, Behavior, and Transition. Notably, from an evaluation perspective, activities reported on in the Phase Three, Year One report occurred prior to FFY 2016 outcomes described in this report. The activities described below will have occurred prior to FFY 2017 outcomes that will be described in the 2019 Phase Three, Year Three report.

Outputs related to the LEASA and Improvement Planning Process

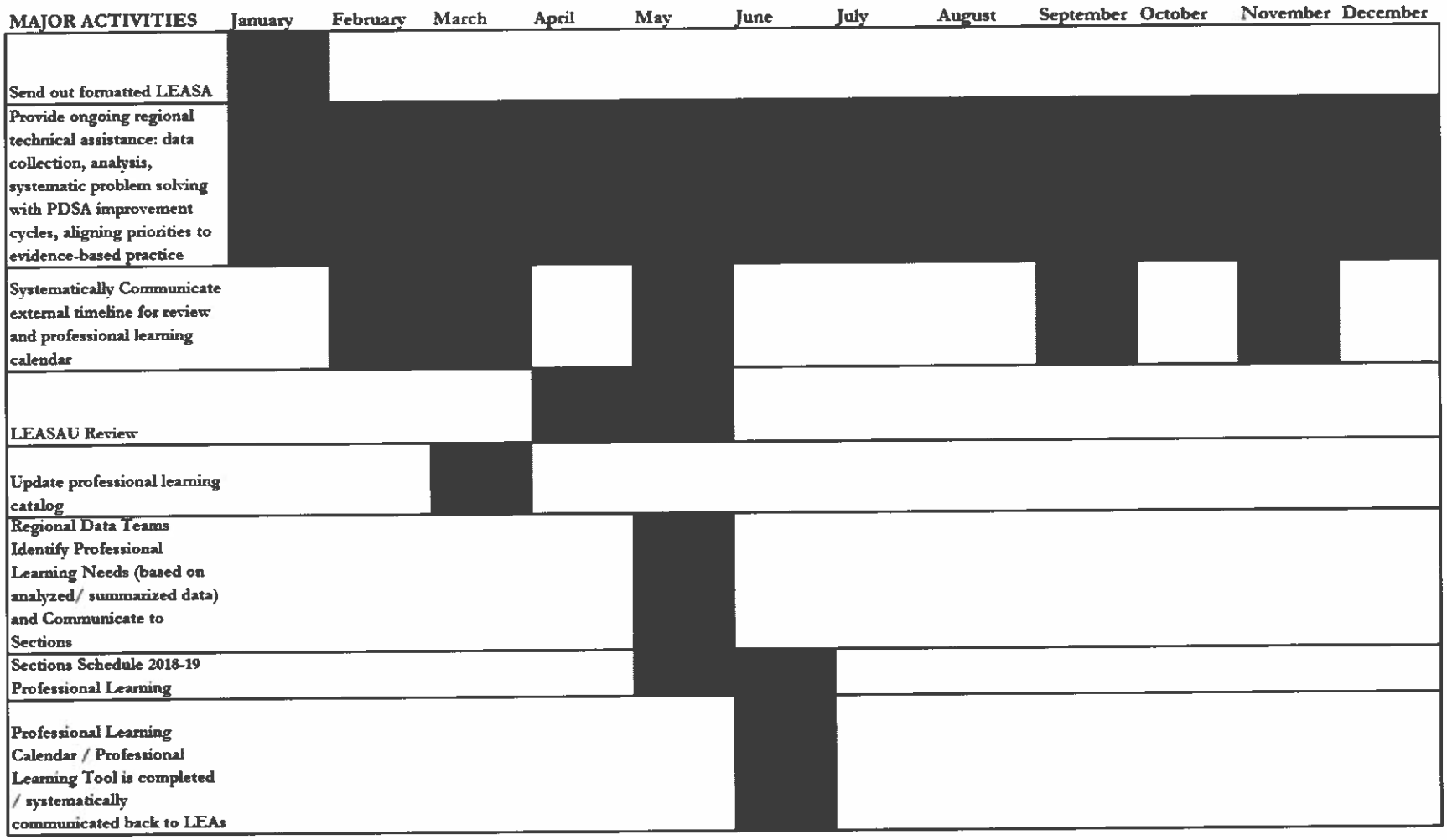
Development of a replicable timeline for LEASA submission, review, NCDPI infrastructure alignment, and development of a tiered Professional Learning Plan

During FFY 2016 a systematic process for LEASA submission, review, NCDPI infrastructure alignment, and development of a tiered Professional Learning Plan was solidified. This process (with associated tools) is being replicated during the current year (FFY 2017) and includes: sending the LEASA to LEAs, delivering professional learning on the LEASA and Improvement Planning process (including frameworks of implementation science), communicating to LEAs within a systematic plan (e.g., key messages, dates, and formats), updating the professional learning catalog, NCDPI staff reviewing LEASA submissions, analyzing and visualizing LEASA data, regional data teams aligning professional learning needs to the Professional Learning Plan, identifying professional learning gaps, finalizing the Professional Learning Plan (e.g., confirming dates and locations of professional development), and communicating the plan in the form of a

Professional Learning Calendar and Professional Learning Tool. This process can be seen in the Gantt Chart below (Figure 6).

Figure 6

LEASA Gantt Chart Timeline



Identification of Technical Features of the LEASA

During the current year, analysis of the LEASA was conducted to estimate the validity of the tool. The tool contains 18 items that are distributed within four "Core Elements". A factor analysis of the LEASA ratings obtained in 2016-17 yielded four principal components that explained 60% of the variance across the items. Items loaded most heavily within their core elements (with exception of two items) with estimates ranging from .46 to .87. In addition, a set of obtained scores on the LEASA showed a modest Pearson correlation to five-year adjusted cohort graduation rates for students with disabilities ($r = .30$, $n = 76$, $p = .01$). These data provided some support for the measurement features of the LEASA, in addition to the intended purposes of root cause identification and improvement planning.

Identification of LEASA Review Tool items with demonstrable inter-rater reliability (a tool with which NCDPI staff review LEASA submissions)

To ensure reliable LEASA review data from NCDPI staff, the review tool was analyzed for inter-rater reliability. To complete this analysis, 74 NCDPI staff members completed a review of one submitted LEASA. After this review, the joint probability of agreement was analyzed for each item of the review tool. Only items that obtained a joint probability of 80% or greater were maintained in the final tool (i.e., at least 80% of the 74 staff members made the same rating on the item). In addition, inter-item correlation matrices were analyzed within each section of the review tool and any items that did not reach a significant correlation with items in the same section were discarded. The reliability of this tool is critically important because it serves a predominant function in aligning LEASA data to the professional learning of the ECD.

Creation of a catalog of all professional learning activities offered by the NCDPI EC Division that is aligned to academics / behavior / transition and each critical component of the LEASA

To facilitate the alignment of the NCDPI Professional Learning Plan to the root causes and improvement strategies identified in the LEASAs, the ECD engaged in a professional learning inventory resulting in a "Professional Learning Catalog". The inventory process involved each section of the ECD documenting all professional learning that could currently be supported, along with critical features including the format (e.g., face-to-face, virtual, or blended), intended educator and student outcomes, core elements of the LEASA it supported, evaluation methodology, and presence of job-embedded follow up.

There were several intended purposes to cataloging the professional learning of the division that included:

- Internal assessment of redundancy and gaps in professional learning
- Internal assessment of evidence-based professional learning practices
- Facilitating alignment of LEASA data to professional learning (e.g., allowing LEAs and reviewers an opportunity to make a direct link from root cause to professional learning supported by NCDPI)
- External communication of the ECDs professional learning

Broad analyses of the catalog allowed for a summarization of the ECD's capacity to provide professional learning and use of evidence-based practices related to evaluation, fidelity monitoring, and job-embedded follow-up. Figures 7 – 12 summarize the catalog regarding: the type of professional learning (professional development or technical assistance), the tier of support (universal, tailored or customized), alignment to each Core Element of the LEASA, presence of pre-post evaluation, presence of fidelity tools, and presence of job-embedded follow-up, respectively. ECD definitions concerning professional development, technical assistance, universal support, tailored support, and customized support can be found in the Phase Three, Year One report. Notably, these data address current *capacity* to provide professional learning.

Figure 7

Percent of professional learning classified as professional development or technical assistance

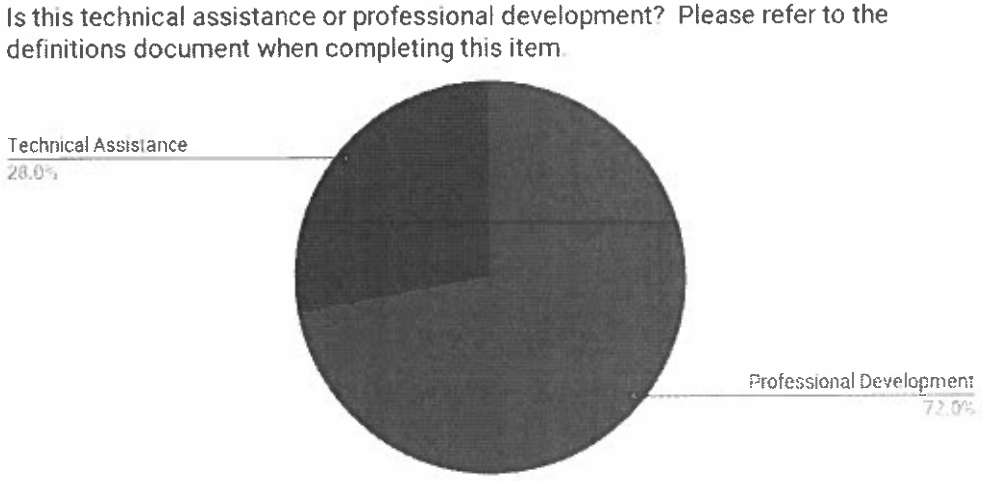


Figure 8

Percent of professional learning at each tier

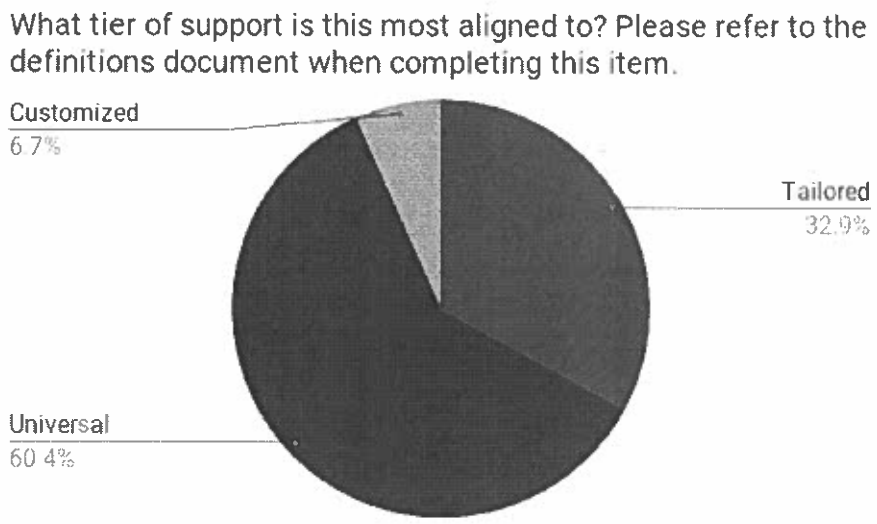


Figure 9

Count of professional learning per Core Element

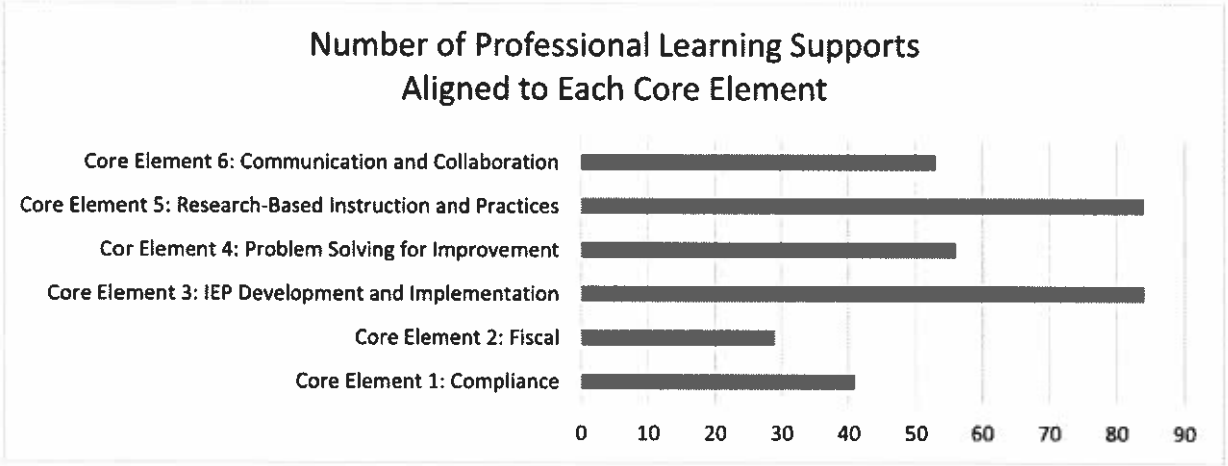


Figure 10

Percent of professional learning with pre-post evaluation

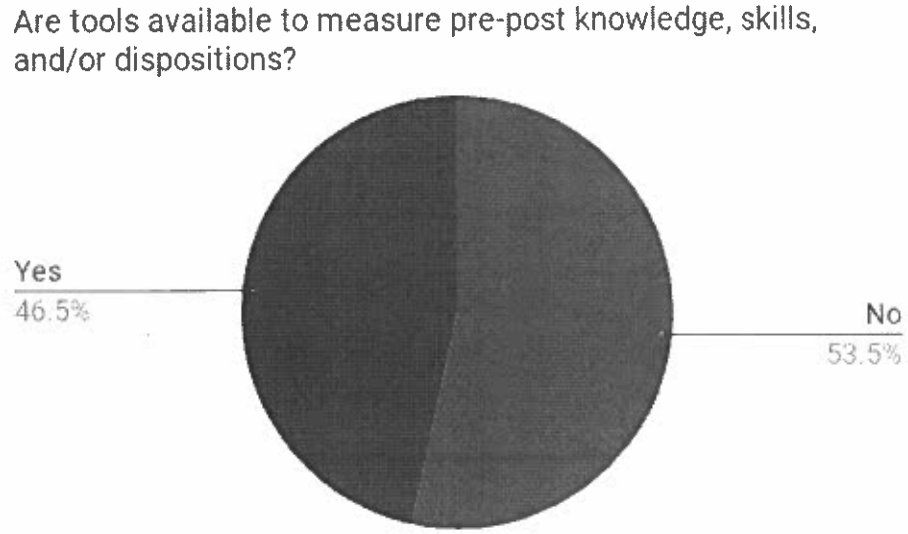


Figure 11

Percent of professional learning with available fidelity tools

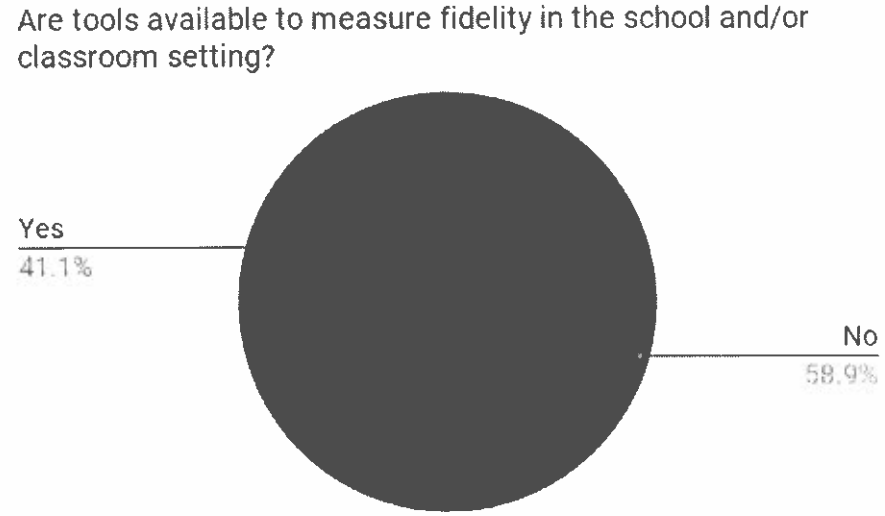
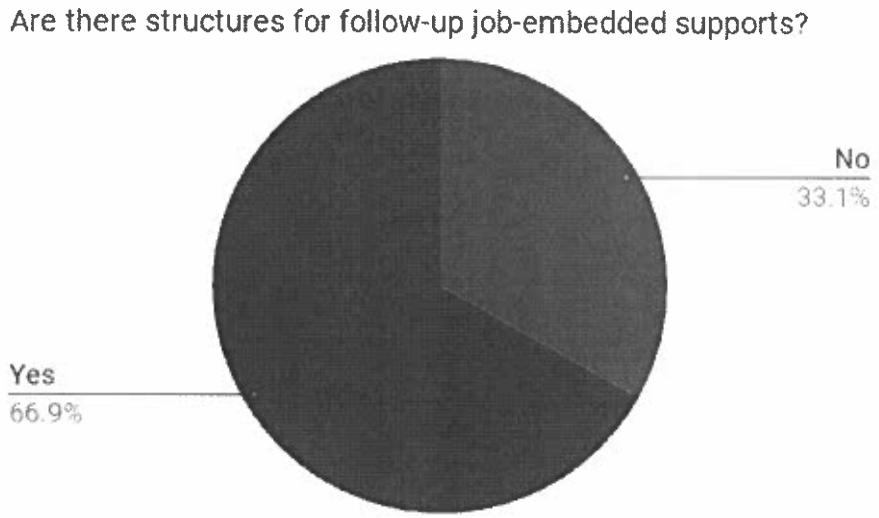


Figure 12

Percent of professional learning with follow-up job-embedded supports



As a result of sharing these analyses with stakeholders, the following recommendations were discussed to further enhance alignment and effectiveness of all professional learning provided by the ECD. These recommendations will be implemented FFY 2018 and include:

- Streamline professional learning data collection across registration, evaluation, and tracking (e.g., number of participants, alignment to LEASA core elements, types of follow-up) within a single platform
- Develop a common evaluation tool to be used with customization for each professional learning session
- Inventory, align, and develop fidelity tools to evaluate impact of identified professional learning
- Further embed coaching supports into professional learning

Development and dissemination of a Professional Learning Calendar and Tool that allows LEAs to link their LEASA priorities and Improvement Plan to professional learning offered by the NCDPI EC division

During FFY 2016, the ECD consolidated communication of professional learning to a single searchable calendar located on the division's webpage. Furthermore, an online google tool was created in which districts can input the Core Elements from the LEASA they identified as priorities and all professional development, locations, and registration options are populated. Districts can find the details of each professional learning session based on the information contained in the Professional Learning Catalog that is directly linked in the tool. This tool is housed in a password protected central communication hub at the request of LEA Exceptional Children directors. Thus, directors are now aware of the professional learning activities teachers in the LEA are registering for and can ensure alignment with the LEASA Improvement Plan. The consolidation of the communication of the ECD's Professional Learning Plan to a single calendar and tool converged multiple communication methods that previously required multiple calendar searches and registration processes to access professional learning offered by NCDPI. The consolidation and associated processes allow for the state to systematically align professional learning to the local and regional needs of LEAs and subsequently, for LEAs to ensure the professional learning teachers are engaged with is aligned to their local root cause and Improvement Plans.

Creation of new professional learning identified in a systematic gap analysis

As indicated in the Phase Three, Year One report, a common universal need expressed by LEAs centered around the delivery of Specially-Designed Instruction (SDI) within a Multi-Tiered System of Support (MTSS). Consequently, the apparent gap in the ECD's Professional Learning Catalog led to the formation of a multi-disciplinary team to develop new professional learning. This team includes members from the ECD, Integrated Academic and Behavior Supports, and Standards, Curriculum, and Instruction (SCI) divisions at the NCDPI. In addition, the team regularly reports to a leadership team of directors of each division.

The implementation of the professional learning will begin over 2018-19 within the context of active frameworks established through MTSS. For example, the district leadership and implementation teams for MTSS are playing important roles in the: determination of readiness, selection of an LEA professional learning team to provide training and coaching support, selection of schools to act as transformation sites, communication to stakeholders, and alignment of systems (e.g., professional learning calendars, school

schedules, communities of practice). Concurrently, the school and district teams will be supported through regional teams that are largely comprised of NCDPI staff who serve the corresponding region. These regional teams are supported by the state-level team forming cascading structures and feedback loops that will be established through regularly occurring regional face-to-face meetings. The delivery of the professional learning will be flexible in nature, providing LEAs the resources to deliver through face-to-face, blended, or virtual means. In addition, structured "just-in-time" communication packages are provided to the LEA district implementation team to deliver to school-based administrators where teachers will be implementing the practices contained within the professional learning (e.g., information on analyzing school level Least Restrictive Environment data, the role of special education in total school improvement, and developing schedules and routines that promote general and special education communication and collaboration).

The content of the modules was established through a systematic professional learning theory of action and is currently in the process of final review (including internal and external vetting). The theory of action resulted in five modules that reach audiences including district and school level administration, general education teachers, special education teachers, and related service providers. An overview of the main content areas of each of the modules is included in a webinar designed for the receipt of stakeholder feedback. Stakeholder feedback and alignment to local need has been a consistent feature in the development of this professional learning. In addition to 73% of LEAs in MTSS cohorts 1 and 2 (those who were deemed most ready to implement the professional learning) providing survey feedback to the webinar linked above, 29 LEA stakeholders (representing 14 LEAs) attended a full day "fine tuning" in which stakeholders provided critical feedback related to the content and delivery methodology of the professional learning.

Finally, NCDPI has also partnered with the National Center for Systemic Improvement (NCSI) to operationally define Specially Designed Instruction. Bringing in multiple states who have expressed interest in similar work, it has evolved into the development of two Practice Profiles (at the "systems" and "practices" levels). Practice profiles are a tool developed by the State Implementation and Scaling of Evidence-Based Practices (SISEP) center to make innovations knowable, teachable, doable, and assessable. At this point in time, the systems level workgroup (the workgroup NCDPI participates in) has generated critical components to support the development of infrastructure that supports educators in their implementation of SDI to improve outcomes for students with disabilities. The team is now in the process of defining developmental variations of each of these components to states and districts as they develop

common language and practices to communicate, train, coach, and evaluate the delivery of Specially Designed Instruction within an MTSS. Based on current timelines, these tools are planned to be completed by August 2018.

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

The comprehensive professional learning for reading and mathematics instruction offered through The North Carolina State Improvement Project (NC SIP) has continued to be the primary evidence-based practice to support districts that identify academics as the root cause impacting the SIMR. The implementation of this model has continued to include four major components since the Phase Three, Year Two report:

- 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

In terms of building capacity at the state level, 12 NCDPI staff, 16 LEA-based regional coaches for literacy, and 12 LEA-based regional coaches for mathematics have continued to build skills related to a continuum of coaching to support transer of training, including bug-in-ear "e-coaching". Consequently, face-to-face training on a continuum of coaching activities has been developed to support the online coaching modules. Thus far in FFY 2017, 35 participants who serve in coaching roles at the LEA level have engaged in the professional development, which has included ongoing "coaching of the coaches". These 35 individuals now serve critical roles within their district to ensure that participants of the Reading Research to Classroom Practice and Foundations of Mathematics courses are supported through job embedded follow-up that spans observations of models of best practice, individual coaching on specific evidence-based practices, and group coaching to overcome common problems of practice.

In congruence with the SSIP work, NC SIP has systematically supported implementation science frameworks in the Professional Learning Plan. Focusing on an audience of district-level administrators, the *All Leaders Understand, Support, and Collaborate to Provide Evidence-Based Instruction* has been provided to 241 individuals, focusing on the use of organizational, leadership, and competency drivers to support implementation of evidence-based practices for reading and mathematics. While this professional

development is aligned to the academic work, it is also designed to support skills sets that enhance implementation of any evidence-based practice.

The project has also continued to build capacity to provide the five-day reading and mathematics professional development courses to LEAs targeting academics as a root cause. During the current year, 1025 LEA staff have attended Reading Research to Classroom Practice and 518 have attended Foundations of Mathematics. This capacity to support the courses has been enhanced through regional coaches described above and the 8 "Best Practice" and 1 "Demonstration" sites that have a responsibility to support the professional development regionally, offering seats to districts with identified need.

Finally, the integration of the reading and mathematics courses described above into the pre-service coursework at Institutes of Higher Education has expanded from four colleges and universities to eight. This is a particularly strategic step in building capacity for implementation of evidence-based practices across the state, as higher proportions of newly entering teachers will have baseline knowledge and skills for teaching students with persistent reading and mathematics problems. In addition, these IHEs are working intentionally to pair student teachers to individuals who have been through the reading and math courses to further promote the transfer of skills into the classroom setting. Currently, Fayetteville State University, Greensboro College, NC Agricultural and Technical State University, North Carolina State University, University of North Carolina Charlotte, University of North Carolina Pembroke, and Western Carolina are offering the courses or have staff working on the credentials to offer the course.

Behavior: Positive Behavioral Interventions and Supports (PBIS)

Over the course of the current year, the Exceptional Children Division (ECD) and the Integrated Academic and Behavioral Systems (IABS) division have worked collaboratively to align NCDPI infrastructure to support tiered, evidence-based practices for behavior within a Multi-Tiered System of Support (MTSS) framework. Consequently, six ECD staff who supported PBIS joined IABS in January 2018 to more closely align and integrate the work. Broadly, this transition fosters general and special collaboration, focusing on both preventative core supports and responsive supplemental and intensive practices. Over the course of the current year, NCDPI staff have continued to provide comprehensive professional learning modules to LEAs that that are aligned to universal (484 LEA participants), supplemental (369 LEA participants), and intensive (106 participants) behavioral supports. Additional professional learning has occurred within the Professional Learning Plan for Team-Initiated Problem

Solving (TIPS), classroom management, Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs), and school-based mental health.

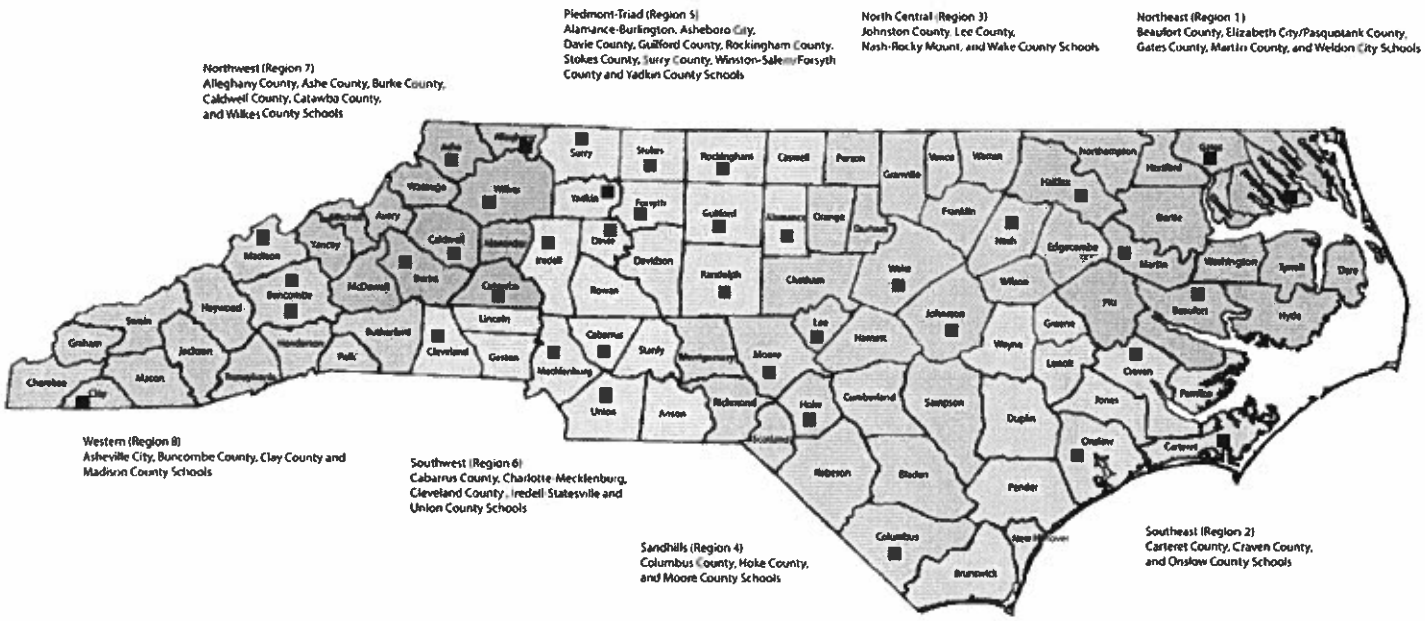
Additionally, current planning is taking place to integrate these professional learning offerings within MTSS professional development modules that focus on establishing readiness and defining core instruction and building a system of interventions (e.g., standard treatment protocol and intensive intervention for non-responders). In addition to the integration of professional development, this transition will allow for alignment of other state, regional, district, and school systems related to leadership, implementation teams, data sources, and problem-solving activities where there was previously duplication and language inconsistencies.

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

As of January 2018, there are now 39 LEAs in the Targeted Preschool Pyramid Project, at various stages of implementation (see Figure 13 below). As new LEAs agree to enter the project, they ensure that they will identify a leadership team that will develop an implementation plan, evaluate that plan using a practice profile, implement a program assessment tool, and report data on the implementation process to the NC OEL. As indicated in the implementation plan, designated LEA coaches provide support to classroom teachers to implement the practices with fidelity. Coaches receive a series of trainings from the NC ELN on the coaching process, and must reach fidelity in administering the teacher fidelity measure, the TPOT. Coaches utilize an on-line coaching log, which allows the NC OEL to capture data on the teacher's fidelity on the TPOT and provides coaches with feedback upon which teaching practices they are coaching.

Figure 13

SEFEL Implementation Sites as of January 2018



The scaling of this work over time can be seen in Table 5 below. In the 2015-16 school year, there were 27 out of 115 traditional LEAs enrolled in the project (23%); in 2016-17, participation grew to 30% (34 out of 115 LEAs). In the 2017-18 school year, this amount grew to 39 out of 115 LEAs (34%).

Table 5

Percent of Traditional LEAs in Preschool Pyramid Project

Time frame	**7/1/12-6/30/13**	**7/ 1/13-6/30/14**	**7/1/14-6/30/15**	**7/1/15 - 6/30/16**	**7/1/16-6/30/17**	**7/1/1-7 6/30/18**
Total Number	14	27	29	27	34	39
Percent	12%	23%	25%	23%	30%	34%

Transition: Development of a Continuum of Transitions Support

The most recent Continuum of Transitions (CoT) work has been informed by two sessions seeking stakeholder input. During these meetings, stakeholders identified needs related to a general dearth of resources related to supporting transitions within elementary grades, collecting and documenting data across grade spans, and intervening to positively impact self-determination. Based on this feedback, the CoT workgroup (a workgroup of the SSIP stakeholder team) created an initial professional development session that included the following components:

- A review of the research around post school outcomes for SWD, which included postsecondary education and employment outcomes (WHY)
- An implementation plan (beginning with usability testing) for a promising practice of self-determination "Bell Ringer" activities, which included identifying a diverse group of LEAs across the state as participants (WHO)
- The specific steps of administering the AIR Self-Determination Assessment (which served as pre-post measures) and implementing the "Bell Ringer" self-determination activities (HOW)

In addition to these training components, materials were shared that included "Bell Ringer" PowerPoints, with reviewed, scripted self-reflection questions.

For the usability testing of the activities, four initial sites were identified that represented geographic and demographic diversity, as well as a willingness to use the measures across grades. Prior to delivering the "Bell Ringer" lessons, teachers involved in the pilot completed the AIR Self-Determination Assessment for each of the students participating in the activities to gather pre-intervention data. Pilot teachers then implemented the Bell Ringer activities (teachers were asked to complete the activities on a consistent basis, no less than two sessions per week for a full nine weeks). During the activities, students engaged in a discussion around a statement related to self-awareness, disability awareness, and / or self-directed IEPs. Students were asked to consider the statement and respond with their thoughts about how the statements applied to them individually (Did they understand that skill? Did they demonstrate that skill? Did they need to develop that skill?). After nine weeks of providing "Bell Ringers", teachers again completed the AIR Self-Determination Assessments to gather post-intervention data.

The usability testing revealed several findings that will guide implementation of this promising practice next year. First, the effect of the intervention appeared to be larger for elementary students *paired t*(143)=

11.41, $p < .01$, $d = .95$ than middle and high school students *paired* $t = 2.35(85)$, $p = .02$, $d = .25$. Additionally, while there were standardized approaches to delivering the intervention activities (e.g., a minimum of 2 sessions per week for 9 weeks), there was a wide range of sessions (i.e., dosage) that were delivered across the classrooms (M = 21.31, SD = 10.24). This is particularly salient because when controlling for the pre-test scores, the number of sessions accounted for significant variance in the post-test scores (i.e., dosage impacted outcome). Thus, the team will need to consider how to ensure teachers have the right contexts in place (e.g., schedules, planning time, caseloads) to ensure minimal dosages of the intervention are delivered

In addition to the usability testing of self-determination activities, the following resources were created for LEAs to use for transition planning (1) a Continuum of Transition Tool for documenting student transition activity through their school experience, (2) a transition wiki-page, (3) a recommended CoT Plan, (4) links to a multitude of transition activities for all grade levels, and (5) a Guiding Questions Tool that is aligned with the state SSIP goals.

Finally, in partnership with the National Technical Assistance Center on Transition the team has started conversations concerning the alignment of evidence-based transition practices to the LEASA. This alignment tool is intended to help schools and teachers identify the practices that are most closely aligned to their root causes and improvement plans.

Stakeholder involvement in SSIP implementation

How stakeholders have been informed of the ongoing implementation of SSIP

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

The SSIP external team

External stakeholders serve on SSIP workgroups and attend quarterly external SSIP meetings. The purpose of the quarterly external meetings is to construct broad implementation frameworks, macro-planning (big picture / systems level decisions), share evaluation findings, pose specific decision points for formal analysis by the team, and provide general feedback on implementation. For example, one external stakeholder meeting shared the results of the Professional Learning Catalog summary, the LEASA review

analysis, and the Professional Learning Plan and focused on the refinement of the process based on the data. Large-scale decisions are typically reserved for these external meetings and are made using a modified consensus process of decision making (i.e., can everyone live with and publicly support the decision). The external stakeholder team is diverse and includes members from across NCDPI, LEA leadership, parent representatives, IHE representatives, and technical assistance centers. The SSIP internal team meets monthly with a general focus on details and management of the large-scale frameworks and decisions made by the external team.

The Exceptional Children Division

The SSIP team has created a Google Folder that houses the notes and decisions made for each SSIP meeting that is made available to NCDPI staff. In addition, brief recorded videos have now been created after meetings to highlight the key points of the meeting and implications for NCDPI staff and other stakeholders. This communication is made prior to monthly division and regional team meetings so staff can review and reflect on the content prior to opportunities to provided structured feedback (in the form of facilitated processes) during division and regional data team meetings. Furthermore, the videos link to a survey where stakeholders can provide feedback related to questions, considerations, and potential contributions to the SSIP work.

Informing the State Education Agency

Within the broader SEA, stakeholders are primarily involved with SSIP through the State Implementation Team (SIT). The SIT is comprised of representation from across the agency, LEAs, and institutes of higher education (IHEs). Over the course of the current year, the SIT has provided professional development and coaching to NCDPI staff related to active implementation frameworks. Thus far, professional development and coaching sessions have focused on usable interventions, including the systematic selection process (i.e., the Hexagon Tool) and operationalizing of interventions through a Practice Profile. Consequently, the following divisions have created a practice profile for an initiative they are currently implementing: Standards, Curriculum and Instruction (SCI), Career and Technical Education (CTE), K-3 Literacy, Digital Teaching and Learning (DTL), Instructional Technology (IT), Accountability, and Virtual Public Schools (VPS), Online Professional Learning (OPL), and Exceptional Children (EC). Over the course of this professional learning, the LEASA was used as a model for both the development and use of a practice profile. This has resulted in a common framework for operationalizing work that is evolving into alignment for how the agency communicates (internally and externally), trains, coaches, and

evaluates work. In addition, 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 have provided multiple opportunities for SEA staff to describe overlapping work associated with the SSIP and construct intentional alignment. Examples since the Phase Three, Year One report include SSIP alignment with SDI to MTSS implementation and initial discussion about the development of a single district improvement plan that synthesizes data sources across multiple domains (e.g., EC, MTSS, Title One, and School Improvement).

Informing LEAs

The implementation of the SSIP continues to be regularly shared with LEAs during regional and statewide meetings and through their representatives on the Director's Advisory Council (DAC). DAC representatives are EC directors and coordinators who have been nominated and elected by their peers. Over the course of the current year, the ECD has worked closely with DAC to change the format of the quarterly Regional Directors' and Coordinators' Meetings. Through structured processes at these meetings, DAC representatives gather information about topics, including those that related to SSIP implementation, that LEA stakeholders find most salient and time sensitive. After gathering those data, DAC meets with ECD staff to construct an agenda for the subsequent meeting. This occurs through a structured process that results in statewide delivery of "just-in-time" communication, professional development, or systematic opportunities to engage around a problem of practice. In addition to these agenda items that are delivered consistently across the state, regional data teams work with their respective DAC representatives to address agenda items specific to their region. It is the intent of this process to result in more responsive communication and content that is aligned to both statewide and regional needs.

Data on Implementation and Outcomes

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

How evaluation measures align with the theory of action

Figures 3 and 4 above provide an over-arching depiction of the updated theory of action and logic model, respectively. The logic model displays the presumed associations between the strategies / activities, the resulting outputs and the short, intermediate and long-term outcomes. Currently, the outputs and short-term outcomes in the logic model serve as the most relevant metrics to monitor for change to ensure the strategies / activities are having the intended impact at the system level. The intermediate outcomes serve as direct impact measures presumed to occur as the results of changes in the short-term outcomes. 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. The alignment of specific evaluation measures to the relevant outputs and outcomes is included in Figure 5. A detailed description of data sources for each measure is included below. As indicated in the logic model, many of the outputs and short-term outcomes are related to measures of implementation and / or 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 following sustained implementation.

Data sources for each key measure

State-Identified Measurable Result:

- **Five-year Adjusted Cohort Graduation Rate for SWD:** is determined by using the ratio of youth with Individualized Education Programs (IEPs) graduating with a regular high school diploma to all youths with IEPs entering ninth grade for the first time five years prior. 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.

Coherent Improvement Strategy: Problem Solving & Effective Implementation

- **LEASA Practice Profile**: these data provide evidence of LEAs' ability to implement Core Elements of comprehensive special education services for students with disabilities. The data from the practice profile will assist the ECD in determining which LEAs need specific types of supports,

how much support they will need, and how support has resulted in change in their capacity over time.

- **LEASA Improvement Plans**: the NCDPI review data from the LEASA Improvement Plans provide evidence of LEAs' ability to problem solve to target interventions aligned to local root cause. In addition, the review data elucidate the presence or absence of key components of successful implementation plans.

Academics: NCSIP Reading & Math Foundations

- **Fidelity Observations**: these LEA-level data provide evidence of teachers' (aggregated to the LEA level) adherence to the evidence-based Reading / Math instructional model selected by the LEA. 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. These fidelity checks are developed and validated by the developer / publisher of the evidence-based programs.
- **Student proficiency data:** include NC End-of-Grade tests.

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.
- **Teaching Pyramid Observation Tool:** is a fidelity measure of teachers' use of SEFEL strategies
- **Discipline Data:** include a common metric for In-school (ISS), Out-of-School (OSS), and Long-Term Out-of-School suspension data.

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

Description of baseline data for key measures

As indicated in the Phase Three, Year One report, the extant performance data for each of the key measures (typically occurring prior to SSIP implementation) was reviewed as a basis for future comparisons. These data are summarized in that report, but are also included here for ease of access and comparison. 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 judgements about the current progress and success of SSIP implementation). Also of note, as new measurement tools have

been implemented into the evaluation plan, new baselines have been established due to the lack of pre-existing data. These baseline data should be interpreted as occurring within the context of ongoing implementation.

State-Identified Measurable Result: Cohort Graduation Rate

- **Five-year Cohort Graduation Rates (CGR)**: baseline data for five-year adjusted cohort graduation 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). During the baseline period, over half of all schools with a SWD subgroup increased their five-year CGR, 8.3% remained the same, and 41.7% declined.

LEA Self-Assessment

- **Practice Profile Ratings:** these data were summarized across LEAs for total score, score per Core Element, and score across items related to systems, practices, and outcomes for 2015-16 and 2016-17. Ratings for the LEASA were first submitted in 2015-16.
- **LEA Self-Assessment Review Data:** the current review tool was first utilized during the 2016-17 school year. The review data describe the presence or absence of key implementation criteria within the improvement plan.

Academics: NCSIP Reading and Math Foundations

- **Fidelity of Reading and Mathematics Instruction:** baseline data for fidelity of implementation of evidence-based reading and mathematics practices were summarized across the 2012-13, 2013-14, and 2014-15 school years. 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 showed considerable variation across LEAs.
- **Academic Performance:** baseline data for academic performance were summarized across the 2012-13, 2013-14, and 2014-15 school years. Proficiency rates of key demographic subgroups were examined on EOGs. 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)

- **School-Wide Evaluation Tool (SET):** baseline data for fidelity of PBIS implementation as measured by the SET were summarized across the 2012-13, 2013-14, and 2014-15 school years. The distribution of scores was negatively skewed (indicating a high proportion of high scores), with nearly equal mean scores across baseline years.
- **Discipline Data:** baseline data for the overall rates of In-School Suspensions (ISS), Out of School Suspension (OSS), and Long-Term Out of School Suspension (LT OSS) were summarized across the 2012-13, 2013-14, and 2014-15 school years. Overall, ISS and OSS rates declined over the baseline period.

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

- **SEFEL Fidelity (TPOT):** baseline data for the fidelity of SEFEL implementation as measured by the TPOT were summarized across the 2012-13, 2013-14, and 2014-15 school years. The 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. Broadly, however, LEAs were relatively successful in supporting their teachers attain TPOT fidelity during the baseline period.

Transition Outcomes

- **Indicator 7:** baseline Child Outcome Summary Form (COSF) data were summarized across the 2012-13, 2013-14, and 2014-15 school years. The COSF data yield 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 8:** baseline data summarized the counts of the Indicator 8 target attainment status for 2013-14 and 2014-15. The target percentage for North Carolina in both years was 50.0% (at the SEA level during baseline, the mean rates were 46.0% in 2013-14 and 43.8% in 2014-15). In 2013-14, 31.6% of LEAs with available data attained a percentage of parents greater than the 50.0%, while 31.0% had a percentage greater than 50.0% in 2014-15.
- **Indicator 11:** baseline data were summarized for the percentage of students being referred that receive timely (within 90 days) evaluations and placement for special education services across the 2012-13, 2013-14, and 2014-15 school years. 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:** baseline data were summarized 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 during the 2012-13, 2013-14, and 2014-15 school years. During the baseline period, NC consistently failed to meet the 100% target, but, was consistently above 97%.

- **Indicator 13:** baseline data summarized the counts of the Indicator 13 target attainment status for 2013-14 and 2014-15. The target percentage for North Carolina in both years was 100.0% (at the SEA level, the rates were 85.1% in 2013-14 and 88.4% in 2014-15. 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% had a percentage greater than 100.0% in 2014-15.

- **Indicator 14:** baseline data summarized the counts of the Indicator 14 target attainment status (for Targets A, B, and C) for 2013-14 and 2014-15. 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 69%, respectively, for targets A, B and C in 2013-14 and 31.9%, 61.1% and 72.7%, respectively, for targets A, B and C in 2014-15.

Data collection procedures and associated timelines

Data collection procedures and timelines remained consistent to those described in the Phase Three, Year One report. NCDPI adopted PowerSchool as the primary Student Information System (SIS) several years ago. A number of databases / procedures were leveraged for the SSIP evaluation. Once compiled, necessary data were shared with the Center for Education Measurement and Evaluation at the University of North Carolina-Charlotte for analysis.

These databases and data procedures utilized are described below:

- **Powerschool**: is the primary Student Information System (SIS). Several 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.
- **LEASA**: are submitted annually via Excel. Data are then aggregated for analysis purposes.
- **Common Education Data Analysis and Reporting System (CEDARS)** is an Oracle based data warehouse that provides standardized discipline data that can be accessed over the life of the project.
- **The NC SIP data base:** is a data based specific to the North Carolina State Improvement 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 Data Management System (DMS)**: is a database specific to PBIS which has specific annual data collection and submission guidelines.
- **SEFEL Data:** were 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 vary.

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.

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 (most notably, prior to and following SSIP implementation). Thus, the primary analyses will involve examining how much change occurs from the initial SSIP implementation year and subsequent years. Data are also 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. Predominantly, this cohort indicator allows analysis of the association between time of implementation and changes on various outputs and outcomes. During the current year, analyses have also occurred across specific priorities contained within the LEASA Improvement Plan. Thus, this analysis allows for determination of whether districts who focus SSIP implementation in a specific priority area see different changes over time with related outputs and outcomes. To note, the priorities were identified in the spring of 2017 and are indicative of implementation activities occurring during the current 2017-18 academic year (and thus, would not heavily influence FFY 2016 outcomes).

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

The data management process has allowed for reliable access to data that are associated with various outputs and outcomes in the SSIP logic model. In addition, these data are collected and available at regular intervals that allow for longitudinal analysis over time. 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. The use of several years of data representing the time *before* SSIP installation has increased the statistical power (i.e., likelihood) of being able to detect statistically significant change in metrics. However, as noted previously, effect sizes are reported when possible to describe practical impact (i.e., sometimes the relatively large sample sizes yield statistically significant results with little practical meaning).

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

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

For the current year, longitudinal analysis is expected to yield consistent trends in outputs (including fidelity data) and short-term outcomes as many LEAs transition into initial implementation of their improvement plans and NCDPI better aligns infrastructure and professional learning. Small effect sizes associated with outcomes are still expected in this stage of implementation. Implementation science literature suggests three to five years are typically required to achieve intended outcomes, if active implementation frameworks are intentionally adhered to. Thus, based on the current stage of implementation, focus areas of the evaluation data for the application of improvement cycles is predominantly occurring as it relates to outputs and short-term outcomes.

Evidence of change to baseline data for key measures

The longitudinal analysis is organized in relation to the SIMR, the LEA Self-Assessment and Improvement Process, and the domains of academics, behavior, and transition. As described previously, the longitudinal analysis indicates whether the change from baseline (from 2014-15 to 2015-16 and from 2014-15 to 2016-17) 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?). This year, additional analysis is also conducted to ascertain the association between LEAs who focused on a specific priority area and related outputs and outcomes (e.g., do districts who focused on behavior interventions see significant increases in PBIS implementation fidelity and significant decreases in disciplinary events?).

Graduation

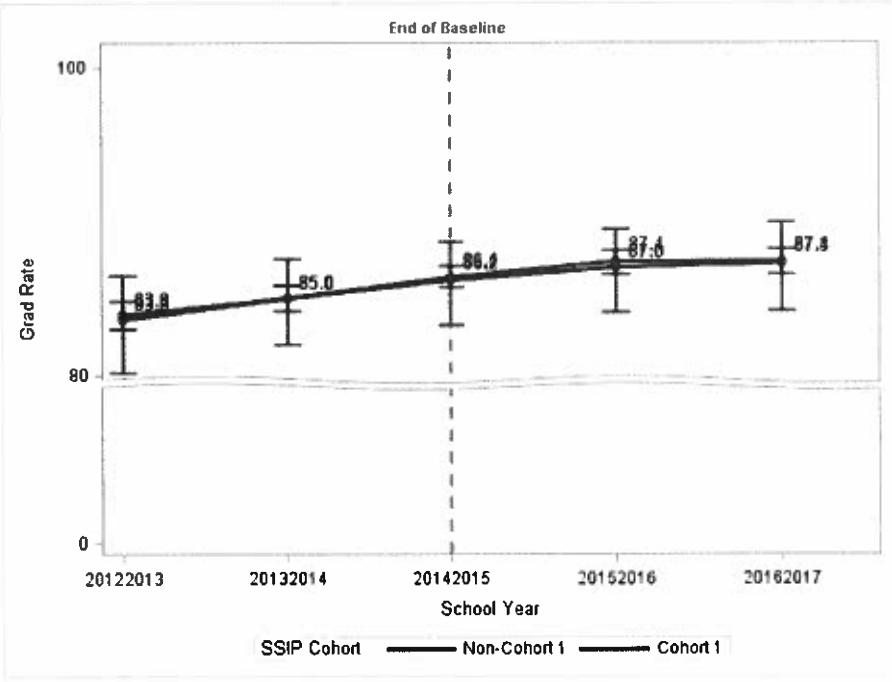
What is the longitudinal trend in five-year cohort graduation for <u>all students</u> in North Carolina?

First, the LEA-level five-year adjusted CGR rates for all students (e.g., inclusive of all subgroups) were examined. Figure 14 shows a steady increase in the rates of all students from 2012-13 to 2015-16 with a leveling off in the 2016-17 school year supporting a significant cubic effect for time ($p < .001$; $d = .004$, a very small practical effect size). The final model also 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 ($p = .844$). 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 and 2015-16 to 2016-17 as an indication of impact of the SSIP model. For both the Cohort 1 and non-Cohort 1 groups, the change from baseline (from 2014-15 to 2015-16) was marginally non-significant ($p = .086$, odds ratio=1.01, $d = .05$ and $p = .070$, odds ratio=1.07, $d = .04$, respectively). Looking at the change from 2015-16 to 2016-17, both the Cohort 1and non-Cohort 1 groups achieved significant differences ($p = .005$, odds ratio=1.01, $d = .002$ and $p = .026$, odds ratio=1.03, $d = .014$, respectively). We also examined the change between baseline (2014-15) and the most recent year's data (2016-17). The non-Cohort 1 group difference was statistically significant ($p = .019$, odds ratio=1.09, $d = .05$) and the Cohort 1 group was marginally significant ($p = .053$, odds ratio=1.11, $d = .05$). Overall, the odds ratios near one suggest that mean graduation rates were relatively equal over time. Note also the comparably larger confidence interval around each time point for the Cohort 1 LEAs, due to the smaller sample size. This trend will hold true for the remaining graphs as well, representing a greater range of possible estimate values given the increased estimation error associated with a smaller sample.

To answer the question above, the change in five-year adjusted CGR from baseline (2014-15) to 2016-17 did not differ among Cohort 1 LEAs when compared to the rest of the state. For both Cohort 1 and non-Cohort 1 groups, the change from 2015-16 to 2016-17 and baseline (2014-15) to 2016-17 was significant (or marginally significant). However, this change was of little practical importance. This model broadly suggests the while the overall five-year adjusted CGR (for all students) has been steadily increasing since 2012-13, it saw a leveling off in 2016-17.

Figure 14

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?

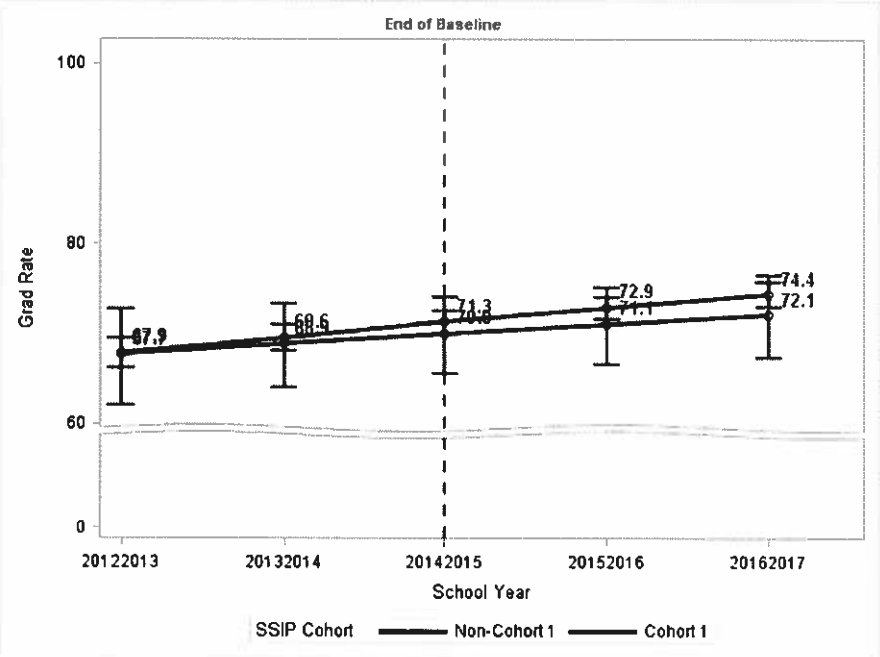
A similar analysis was conducted focusing just on the students with disabilities (SWD) subgroup. Figure 15 shows a similar, steady increase in the 5-year CGR of SWD students from 2012-13 to 2016-17, however, the data supported a significant linear (as opposed to cubic for all students above) effect for 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 ($p = .948$). 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 2016-17 as an indication of impact of the SSIP model. For both groups the change past baseline (from 2014-15 to 2015-16) and between 2015-16 and 2016-17 were the same due to the inclusion of a single, linear effect of time. The time effect was significant ($p = .001$, odds ratio=1.08, $d = .04$) while the Cohort 1 effect was non-significant ($p = .07$, odds ratio=1.05, $d = .03$, respectively). We also examined the change between baseline (2014-15) and the most recent year's data (2016-17). The non-Cohort 1 group difference was statistically

significant (p =.000, odds ratio=1.17, d = .09) and the Cohort 1 group was non-significant (p =.074, odds ratio=1.11, d = .06). The odds ratios near one suggest that mean graduation rates were relatively equal. Overall, for SWD students, the 5-year CGR has been steadily increasing since 2012-13, a pattern consistent through the most recent 2016-17 data.

To answer the question above, this model suggests that five-year adjusted CGR for students with disabilities (SWD) in North Carolina has been consistently increasing from 2012-13 to 2016-17. While all students saw somewhat of a leveling off in the 2016-17 school year (hence the cubic effect), SWD continued the positive trend (a linear effect). For Cohort 1, the change from baseline (2014-15) to 2016-17 was non-significant, while the change for non-Cohort 1 was significant. However, it should be noted these were small practical effects and the small sample size of Cohort 1 results in less statistical power.

Figure 15

Mean five-year CGR Rates for SWD, across time for NC LEAs



In addition to the analysis above, Table 6 provides a summary of the change in CGR rates from 2015-16 to 2016-17 for SWD by SSIP cohort. If the 2016-17 CGR was less than the 2015-16 CGR by more than the "No Change" caliper (currently .1*SD_{change} in percentage points; roughly a small effect size as defined by Cohen's d), then the change was labelled a decrease. If the 2016-17 CGR rate was greater than 2015-16 by more than the caliper, the change was labelled an increase. Any change falling within the caliper was

denoted "No Change". As can be seen below, Cohort 1 had less LEAs that experienced a decrease in CGR and more that saw an increase relative to Non-Cohort 1 sites.

Table 6

Change in CGR rates from 2015-16 to 2016-17 for SWD by SSIP cohort

	Group												All					
	Non-Cohort 1						Cohort 1											
	CRG Rate Change						CGR Rate Change						CGR Rate Change					
	Decrease		No Change		Increase		Decrease		No Change		Increase		Decrease		No Change		Increase	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
SWD	48	43.64	15	13.64	47	42.73	2	25	1	12.5	5	62.5	50	42.37	16	13.56	52	44.07

LEA Self-Assessment

What is the longitudinal trend in the total scores obtained by LEAs on the LEASA?

Figures 16 and 17 show the distributions of total scores of LEASA ratings for LEAs from 2015-16 and 2016-17, respectively. The distributions are relatively normal and show an increase in mean total score from 2015-16 (M=19.38, SD=6.74) to 2016-17 (M=22.74, SD=6.36). A paired-sample t-test revealed a significant difference between total score means obtained in 2015-16 and 2016-17, *paired t*(189) = 12.50, p = <.000, d = .91.

Figure 16

Distribution of 2015-16 LEASA Total Scores

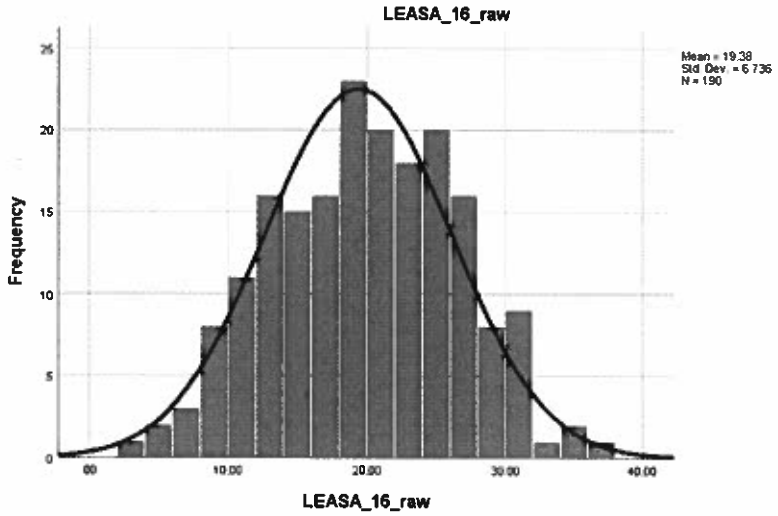
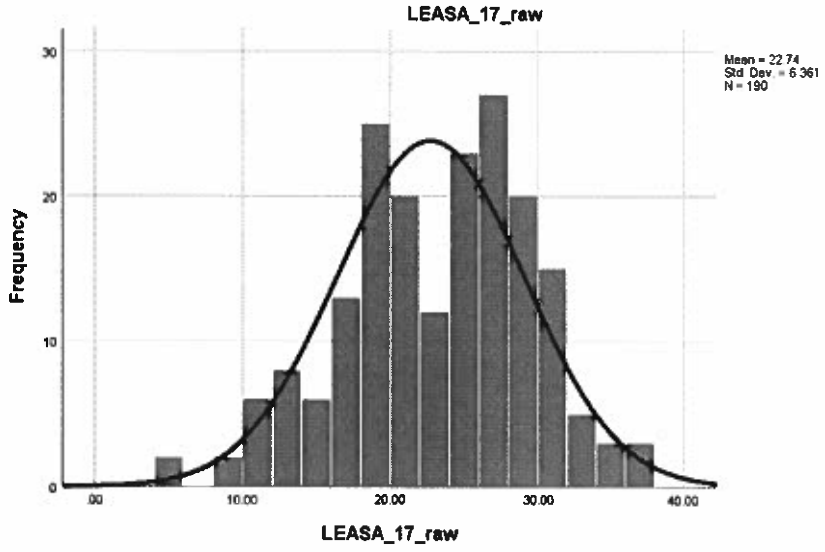


Figure 17

Distribution of 2016-17 LEASA Total Scores



To answer the question above, districts demonstrated higher mean total scores on the LEASA in 2016-17 when compared to 2015-16. This means that LEAs rated themselves higher across critical components that reflect capacity to deliver comprehensive special education services that promote graduation for

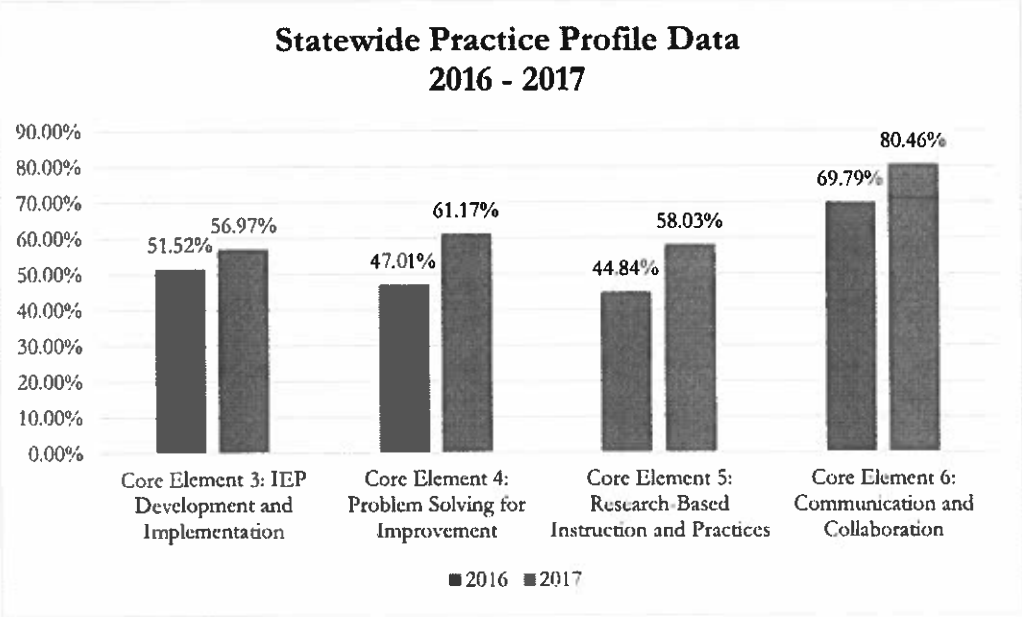
students with disabilities. In addition, it yields some indication that LEAs are increasing their general capacity to problem solve and implement evidence-based based practices.

What is the longitudinal trend in the core element scores obtained by LEAs on the LEASA?

Descriptive statistics were obtained state-wide for the Core Elements included in the practice profile of the LEASA. Figure 18 below shows the mean percentage of total points obtained by LEAs in Core Elements 3-6 of the LEASA. To answer the question above, generally, LEAs had higher mean self-ratings in each core element in 2017 as compared to 2016. The largest gains were seen in core elements 4 and 5, which represented the domains with the lowest mean self-ratings in 2016. Notably, the two lowest individual item means (and the only ones that fell below a 1, indicating meeting a developmental variation of implementation) were related to student outcomes in Core Element 3 (3.1 for SWD meeting academic proficiency standards and 3.2 for SWDs making progress toward IEP goals), which would be the last to experience change relative to the NC SSIP logic model.

Figure 18

Statewide Practice Profile Data 2016 – 2017

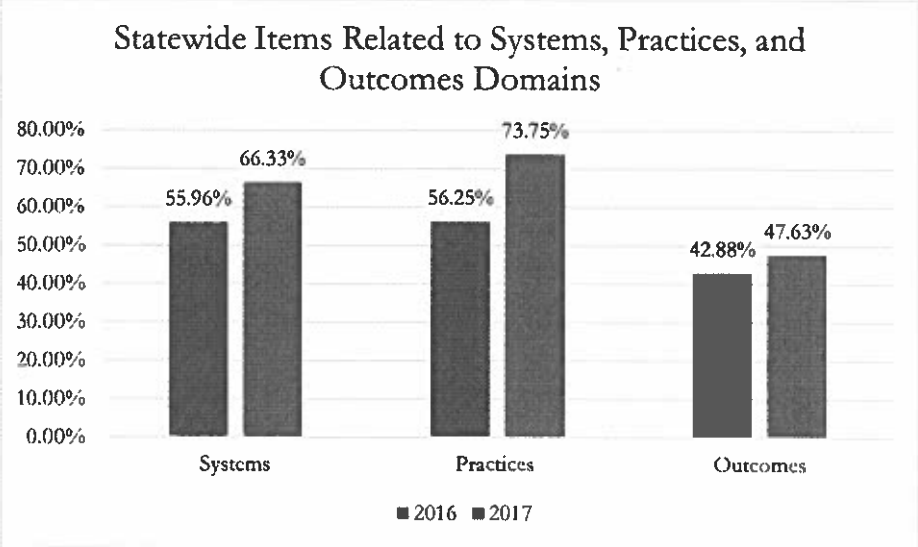


What is the longitudinal trend in LEASA items related to systems, practices, and outcomes?

During FFY 2016, the SSIP team classified individual LEASA items by systems (supports put in place that impact teachers), practices (supports put in place that impact students), and outcomes. Following this classification, the ECD provided professional learning on how the LEASA could be used for implementation planning within the systems and practices domains to impact outcomes. Based on the NC SSIP logic model, changes in systems (e.g., systematic use of data for problem solving, developing communication plans and protocols, etc.) and practices (e.g., implementing IEPs with a high level of fidelity, using progress monitoring data for instructional decision making) would be impacted by the SSIP work prior to outcomes. Thus, as seen in Figure 19, the data from the LEASA submission were also analyzed across these three domains for 2016 and 2017. As can be seen, all three domains increased from 2016 to 2017. The practices domain saw the largest increase, followed by the systems domain, followed by the outcomes domain and is consistent with the NC SSIP logic model.

Figure 19

Statewide Items Related to Systems, Practices, and Outcomes Domains



Are LEAs integrating key elements into their improvement plans?

The NCDPI LEASA Review Tool is used by NCDPI to perform three reviews per submitted LEASA. Through the process, the LEA's Improvement Plan is aligned to professional learning provided by NCDPI and the plan is reviewed for the presence of key implementation criteria that are associated with successful implementation. The criteria included in the Review Tool were those found to be reliably measured, and thus, are not intended to be an exhaustive list of important implementation criteria. The review yielded data on the presence of the following in the improvement plans submitted by all LEAs:

- The training or adult skills required to implement the plan
- A measure or method for monitoring fidelity
- A detailed description of progress toward goals
- The identification of priorities based on formal data analysis

Table 7

Presence of Key Implementation Criteria in LEASA Improvement Plans

	Strong Evidence	**Some Evidence**	**Minimal Evidence**
Training or Adult Skills	70.70%	22.80%	6.60%
Monitoring Fidelity	62.10%	29.30%	8.60%
Progress Toward Goal	70.70%	22.80%	6.60%
Priority Identification	64.60%	24.40%	11.10%

Based on this analysis, most LEAs demonstrated at least some evidence of including these key implementation criteria in their improvement plans. However, the SSIP teams' review of the data also lead to two primary conclusions about the professional learning provided to LEAs on the LEASA and Improvement Planning process. First, it is critical that NCDPI identify or develop appropriate fidelity measures to accompany the evidence-practices being trained on and ensure LEAs are equipped to administer, analyze, and respond to their use. These data converge with the analysis of the professional learning catalog indicating that too few professional learning offerings include access to a fidelity tool. As indicated previously in this report, agency work on developing practice profiles is one way in which this work has begun, as practice profiles have the potential to be modified and validated as fidelity instruments.

Second, using LEASA data to identify key priorities through an integrated and focused improvement plan has been a consistent topic of professional learning over the current year.

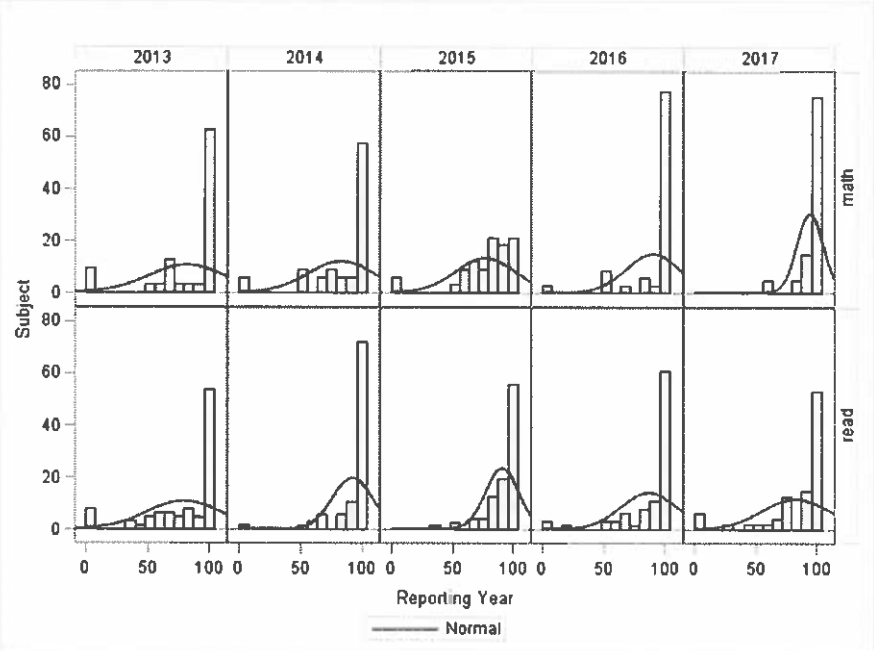
Academics: NC SIP Reading and Math Foundations

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

NCSIP Teachers completing the Reading / Math Foundations training and implementing a reading / math model program are to be observed annually (fidelity observation process documentation). Based on the ratings assigned, LEA level data are available detailing the percent of teachers achieving fidelity. Figure 20 displays the distribution of the percent of teachers attaining fidelity in math and reading across LEAs for 2012-13 through 2016-17. The data are somewhat negatively skewed (indicating a high proportion of high scores), however, some variability among LEAs does exist. Thus, to answer the question above, a large proportion of LEAs tend to have a high proportion of teachers meet criteria for fidelity after participating in Foundations training (and this has remained steady over time).

Figure 20

Distributions of percent of teaching attaining fidelity



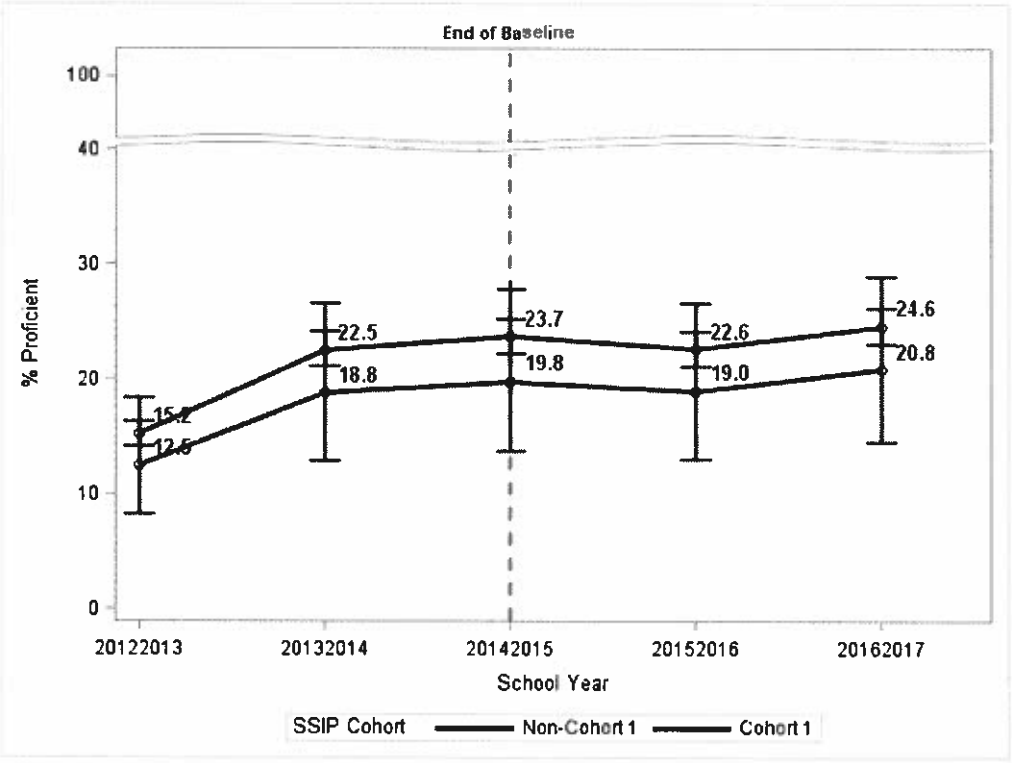
What is the longitudinal trend in students with disabilities' proficiency in reading and mathematics?

Concerning reading proficiency in grades 3-8, Figure 21 shows a dramatic increase in the proficiency of SWD students 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 = .36). 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 and 2015-16 to 2016-17 as an indication of impact of the SSIP model. For both the Cohort 1 and non-Cohort 1 groups, the change from baseline to 2015-16 was significant (p = .000, odds ratio=0.942, d = .03 and p = .004, odds ratio=0.945, d = .03, respectively). The odds ratios less than one suggest that mean rate of proficiency was relatively equal, but slightly lower in 2015-16 compared to 2014-15. Similar results were found when comparing 2016-17 to 2015-16 data, though positive odds ratios were obtained (p = .000, odds ratio=1.123, d = .06 and p = .000, odds ratio=1.119, d = .06, respectively). Finally, the change between baseline and 2016-17 was examined. The change for both the Cohort 1 and non-Cohort 1 groups was significant (p = .000, odds ratio=1.06, d = .03 and p = .000, odds ratio=1.05, d = .03, respectively).

To answer the question above, 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 2016-17 as compared to the rest of the state. Both Cohort 1 and non-Cohort 1 groups saw statistically significant increases in 2016-17 when compared to baseline (2014-15). However, the small effect sizes indicate a small practical impact. Overall, these data indicate a somewhat stagnant longitudinal trend in reading proficiency and warrant a more intense focus on literacy as a root cause impacting the SIMR.

Figure 21

Mean estimated SWD reading proficiency rates across time for NC LEAs

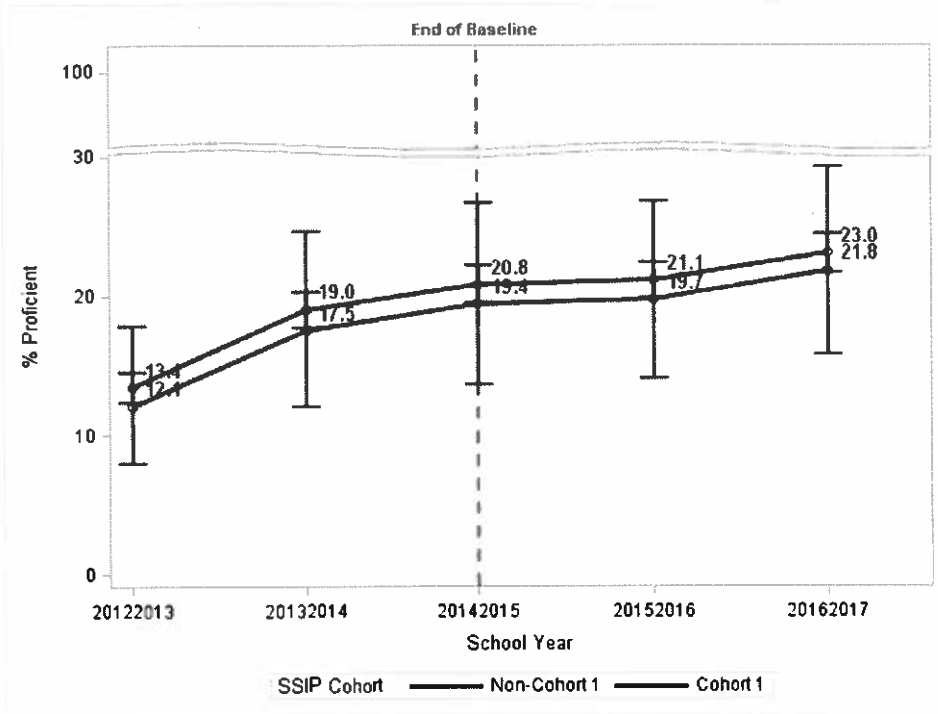


For mathematics, Figure 22 shows from baseline (2014-15) to 2015-16 the amount of change for both groups was smaller relative to other comparisons. The final model supported by the data included a cubic effect for time, random intercepts and slopes allowing each LEA their own trajectory and change across time, but a non-significant main effect for the SSIP Cohort indicator (p = .612). Despite the lack of a significant main effect or interaction term for the SSIP Cohort indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 and 2015-16 to 2016-17 as an indication of impact of the SSIP model. For the Cohort 1 group the change from baseline to 2015-16 was non-significant (p = .426, odds ratio=1.02, d = .01) as it was for the non-Cohort 1 group (p = .075, odds ratio=1.02 or Cohen's d = .009). When comparing 2016-17 to 2015-16 results, both the Cohort 1 and non-Cohort 1 groups reached significance (p = .001, odds ratio=1.13 or Cohen's d = .07; p = .001, odds ratio=1.12 or Cohen's d = .06, respectively). Finally, we compared the 2016-17 data to baseline, with again both groups reaching significance (p = .003, odds ratio=1.16 or Cohen's d = .08; p = .001, odds ratio=1.14 or Cohen's d = .07, respectively).

To answer the question above, there has been a small positive trend in proficiency rates in mathematics. Cohort 1 sites did not experience a different impact on mathematics proficiency for SWD from 2014-15 (end of baseline) to 2016-17 as compared to the rest of the state. However, both Cohort 1 and non-Cohort 1 groups saw statistically significant increases in 2016-17 when compared to 2015-16 and the end of baseline in 2014-15. Again, as with reading, the small effect sizes indicate a small practical impact.

Figure 22

Mean estimated SWD math proficiency rates across time for NC LEAs



Finally, to obtain a better understanding of how individual LEAs are performing, Table 8 below provides a summary of the change in school percent proficiency rates from 2015-16 to 2016-17 by reading and mathematics. If the 2016-17 percent proficient was less than the 2015-16 percent proficient by more than the "No Change" caliper (currently $.1*SD_{change}$ in percentage points; roughly a small effect size as defined by Cohen's d), then the change was labelled a decrease. If the 2016-17 percent proficient was greater than 2015-16 by more than the caliper, the change was labelled an increase. Any change falling within the caliper was denoted "No Change". As can be seen, for both reading and mathematics, substantially more districts experienced increases in school percent proficiency rates as compared to no change or decreases.

Table 8

Change in Percent Proficiency Rates from 2015-16 to 2016-17

	% Proficency Change					
	Decrease		No Change		Increase	
	n	%	n	%	n	%
Reading	80	27.3	72	24.57	141	48.12
Mathematics	81	27.65	63	21.5	149	50.85

What is the longitudinal trend in students with disabilities' proficiency in reading and mathematics whose LEA indicated academics as a priority on the LEASA and Improvement Plan?

To better isolate the impact of SSIP implementation, similar longitudinal analysis was completed for only LEAs that selected academics as a priority area in the LEASA and Improvement Plan. At the current time, these analyses did not yield substantially different findings for proficiency rates or longitudinal changes in reading and mathematics proficiency in grades 3-8 compared to those with all LEAs represented. However, this indicator and priority focus was identified in the spring of 2017, continued to be trained on in FFY 2017, and a larger impact would be expected in following years evaluation reports. These data will be important to follow, because as outputs and short term-outcomes are met, this metric will help isolate the impact of SSIP related activities on student outcomes.

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

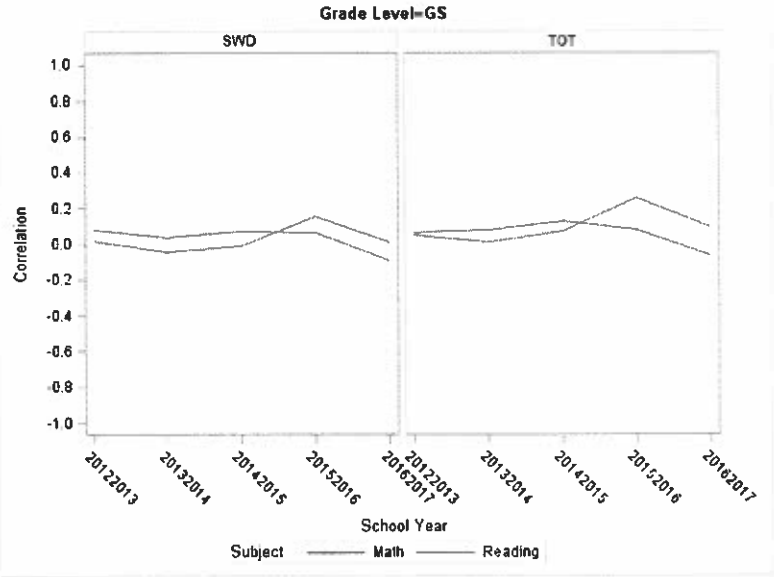
To elucidate the relationship between fidelity and student proficiency, the percentage of teachers achieving fidelity for LEAs was merged with the percent of students proficient on the NC standardized assessments. Once merged, correlational analyses were conducted to determine whether a relationship exists between an LEA's percentage of teachers achieving fidelity in reading and math and the percent of students attaining proficiency. Figure 21 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 school level.

To answer the question above, 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, with correlations dipping lower in 2016-17. A similar pattern can be seen for all students and math and reading. Thus, overall, there currently appears to be modest positive associations between fidelity and outcomes.

From an evaluation perspective, it is important that fidelity data are associated with student outcomes. At the current time, this association is roughly estimated above, and seems to have a modest positive correlation. Note, however, 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). Thus, a different system of measurement yielding more variability of normally distributed ranges of LEA performance might yield larger correlations (and will be considered for future evaluation). In addition, in the future, student proficiency data can be matched specifically to teachers to more closely estimate the association between teachers meeting fidelity and student outcomes.

Figure 23

Correlations Between Percentage of Teachers Meeting Fidelity and Percent of Student Proficiency



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:

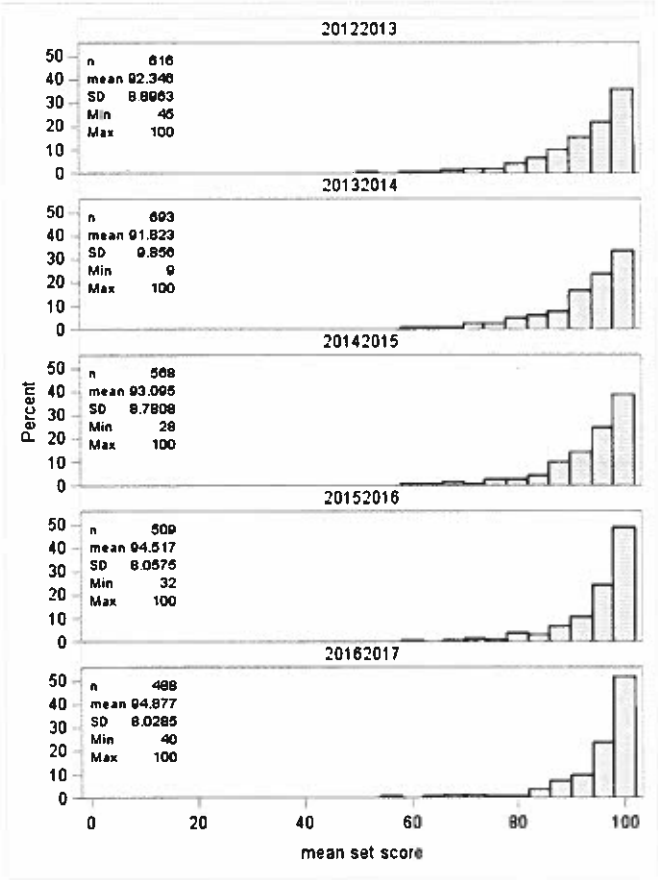
1. Definition of Expectations
2. Teaching of Behavioral Expectations
3. On-Going System for Rewarding Behavioral Expectations
4. System for Responding to Behavioral Violations
5. Monitoring & Decision-Making
6. Management
7. District-Level Support

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 24 below displays the distribution of LEA-level SET scores for the 2012-13 through 2016-17 school years (average across all schools in an LEA). In all years, scores are negatively skewed, with nearly equal mean scores.

To answer the question above, the SET data have consistently demonstrated a negatively skewed distribution with a small range of high mean scores. This suggests that districts who receive PBIS professional learning support implement with a high degree of fidelity at the total school level. 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 24

Distribution of NC Schools Overall Mean SET Scores by School Year



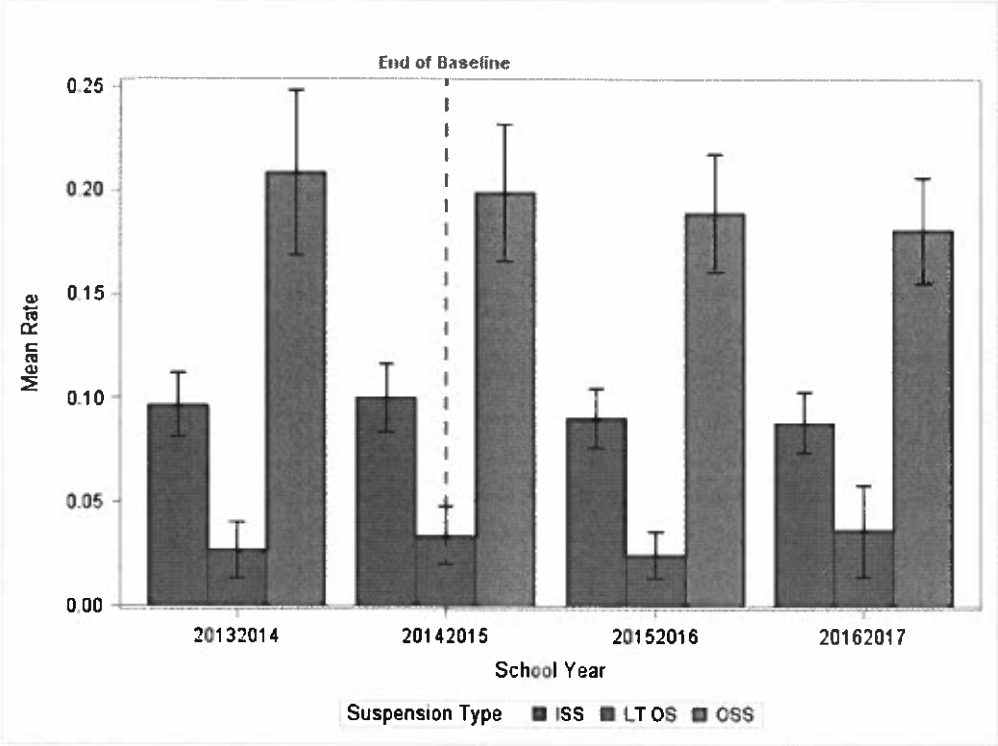
What is the longitudinal trend in behavioral outcomes for students in North Carolina?

Figure 25 below displays the rates for each type of behavioral measure for the four school years (2013-14 to 2016-17), 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 In-School Suspension (ISS), Out-of-School Suspension (OSS), and Long-Term Out-of-School Suspension (LT OSS) are relatively low and (b) ISS and OSS rates declined slightly across time.

Figure 25

Mean LEA rates of suspension type across the 2013-14 to 2016-17 school years



What is the longitudinal trend in behavioral outcomes whose LEA indicated behavior as a priority on the LEASA and Improvement Plan?

For OSS, the longitudinal trends for similar for LEAs focused on behavior relative to all other LEAs. However, those focused on behavior exhibited rates .03 to .06 points higher than Cohort 1 LEAs and .14 to .17 points higher than non-Cohort 1 LEAs. Similarly, the ISS rates for LEAs focused on behavior were .02 to .05 points lower than Cohort 1 LEAs and .08 to .10 points higher than non-Cohort 1 LEAs. These results provide some indication that LEAs reporting a focus on behavior identified an accurate root cause, as they appear to be exhibiting suspension rates above most LEAs in the state.

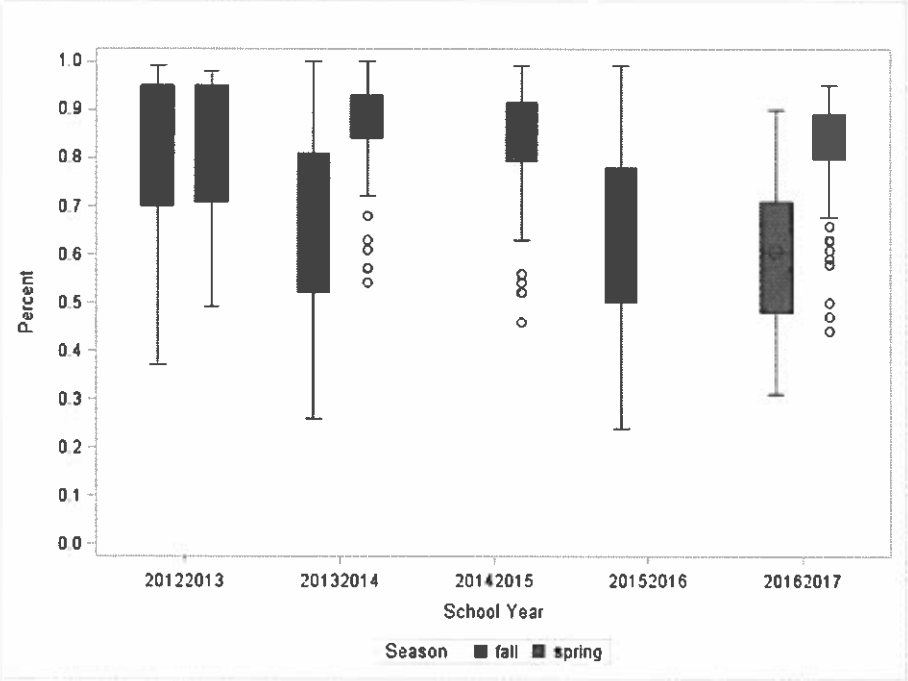
Behavior: Social Emotional Foundations for Early Learning (SEFEL)

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

Figure 26 shows the distribution of TPOT percentage scores earned by teachers in district-wide implementation LEAs across the Fall and Spring of the 2012-13 through the 2016-17 school year. 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. We can see that median scores increased from Fall to Spring, each year. Note, however, that only 8 LEAs contributed to the 2012-13 boxplots, with 25 contributing to the 2013-14, 22 in 2014-15, 24 in 2015-16 and 19 in 2016-17 plots. To answer the question above, these data indicate that NCDPI and LEAs are successful in supporting teachers (through training and coaching) in the attainment of high TPOT scores, positioning them well to reach fidelity (a score of 80% with no noted issues). Note, that 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).

Figure 26

Distribution of Teacher TPOT scores in District-Wide Implementation Sites



Transition: A Continuum of Transitions

While the continuum of transitions tool and self-determination activities were implemented on a small scale to perform usability testing during the 2017-18 school year, transition data are presented for trend analysis for 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 currently within the exploration / initial implementation stages.

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?

Indicator 7 measures 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. Within each of these outcomes are two different metrics and accompanying targets, outlined as follows:

Outcome A (Positive social-emotional skills)

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

Outcome B (Acquisition and use of knowledge and skills)

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

Outcome C (Use of appropriate behaviors to meet their needs)

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

Figure 27 below depicts the percentage for outcome A, metrics 1 and 2 for the 2012-13 through 2016-17 school years. With respect to outcome A, NC met the established target for metric 1 during the 2016-17 school year but marginally failed to meet the target for metric 2.

Figure 27

NC SEA Indicator 7 Positive Social Emotional Skills (Outcome A) Rates for 2012-13 through 2016-17 school years

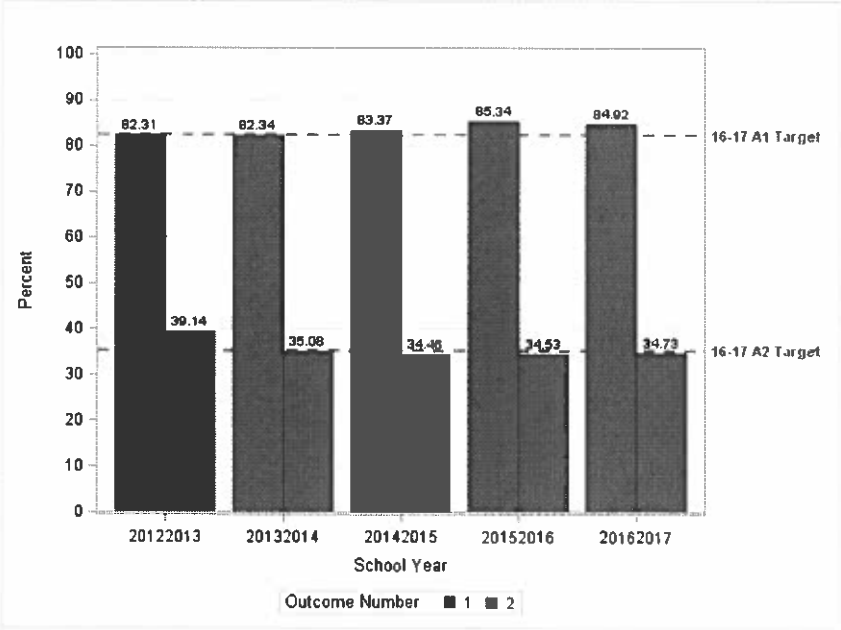


Figure 28 below depicts the percentage for outcome B, metrics 1 and 2 for the 2012-13 through 2016-17 school years. Again, we see that NC met the established target for outcome B, metric 1 but not metric 2 during the 2016-17 school year.

Figure 28

NC SEA Indicator 7 Acquisition and Use of Knowledge / Skills (Outcome B) Rates for 2012-13 through 2016-17

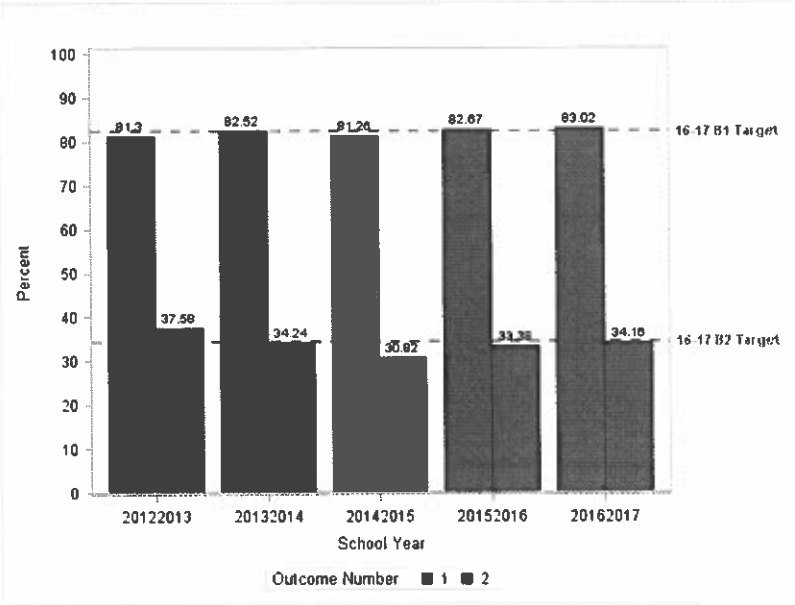
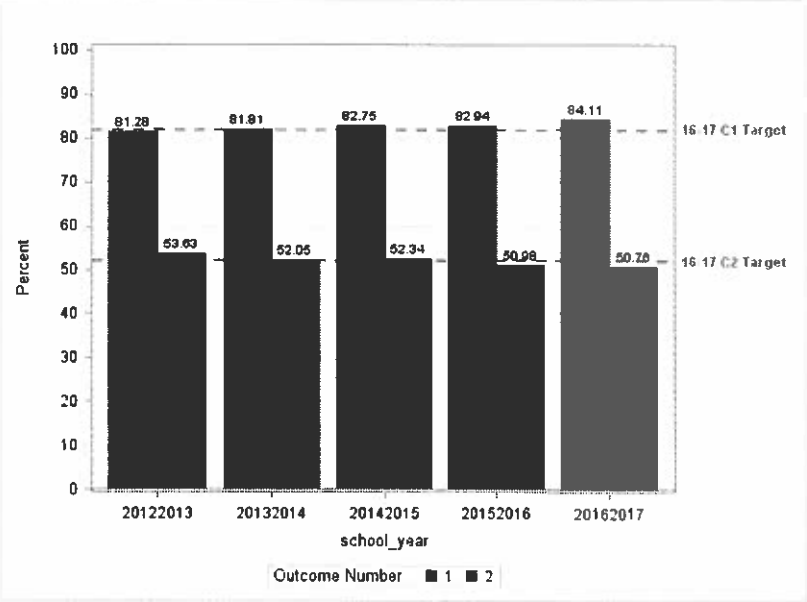


Figure 29 below depicts the percentage for outcome C, metrics 1 and 2 for the 2012-13 through 2016-17 school years. NC met the established targets for outcome C, metric 1 but not metric 2 during the 2016-17 school year.

Figure 29

NC SEA Indicator 7 Appropriate Behaviors (Outcome C) Rates for 2012-13 through 2016-17



Understanding the critical role of early prevention and intervention, the Indicator 7 data reveal students are making progress toward social emotional, early academic, and behavioral outcomes. However, many are not functioning within age-level expectations when transitioning into kindergarten. This is particularly salient for the continuum of transition work to ensure students continue to make progress toward these outcomes and receive supports they were responsive to while in preschool.

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 9 below displays the counts, by school year of the Indicator 8 target attainment status. In all years, the target percentage for North Carolina was 50.0% (at the SEA level, the mean rates were 46.0%, 43.8%, 46.0%, and 43.43% respectively, for 2013-14 through 2016-17). As displayed 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 50.0% in 2014-15, 32.5% in 2015-16 and 34.1% in 2016-17. To answer the question above, there was a relatively stable state mean and number of LEAs meeting the target percentage of 50% prior to and following SSIP implementation. Additionally, this indicator supports the facilitation of parent involvement as a critical component of the continuum of transitions work.

Table 9

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
20152016	6	15.0	.	.	21	52.5	13	32.5	40
20162017	.	.	.	.	27	65.9	14	34.1	41
Total	19	11.8	1	0.6	89	55.3	52	32.3	161

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?

Figure 30 below displays the state-level Indicator 11 rates for the 2012-13 through 2016-17 school years. Children not counted in the numerator may have (a) transferred in / out of the LEA, dropped out, or died within 90 days of referral, (b) transferred into LEA after 90-day timeline expired, (c) parents failed to produce the child for evaluation (d) had no referral of EC Services evaluation or (e) the determination was made beyond 90 days. Using LEA-level data, LEA rates were also modeled across time.

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 SSIP Cohort indicator (p = .112). Despite the lack of a significant main effect or interaction term for the SSIP Cohort indicator, these effects were included to model the difference in rates from 2014-15 to 2015-16 and 2015-16 to 2016-17 as an indication of impact of the SSIP model. For the Cohort 1 group the change from 2014-15 to 2015-16 (or from 2015-16 to 2016-17 as the model was linear across time points) was not significant (p = .725, odds ratio=.954, d = .03). For the non-Cohort 1 group, the change from 2014-15 to 2015-16 (and from 2015 to 2016-17) was significant (p = .000, odds ratio=.896 or d = .06). Comparing 2016-17 to baseline, the non-Cohort 1 group difference was also significant (p = .000, odds ratio=.804, d = .12) and the Cohort 1 was non-significant (p = .725, odds ratio=.911, d = -.05). Despite attaining significance, the odds ratios suggest that non-Cohort 1 LEAs were only slightly less likely to have lower rates of on-time placement. The estimated Indicator 11 rates by Cohort 1 group can be seen in Figure 31.

To answer the question above, there has been little change from baseline (2014-15). Cohort 1 sites did not experience a different impact on Indicator 11 rates from 2014-15 (end of baseline) to 2016-17 as compared to the rest of the state. In addition, Cohort 1 sites have experienced relatively stable rates since SSIP implementation. However, the non-Cohort 1 group continued to experience statistically significant decreases in 2016-17 when compared to 2015-16 and the end of baseline in 2014-15. Again, this was a small practical effect. With that noted, the general trend suggests the continuum of transitions support should focus on timely evaluation and placement.

Figure 30

Indicator 11 Rate From 2012-13 to 2016-17

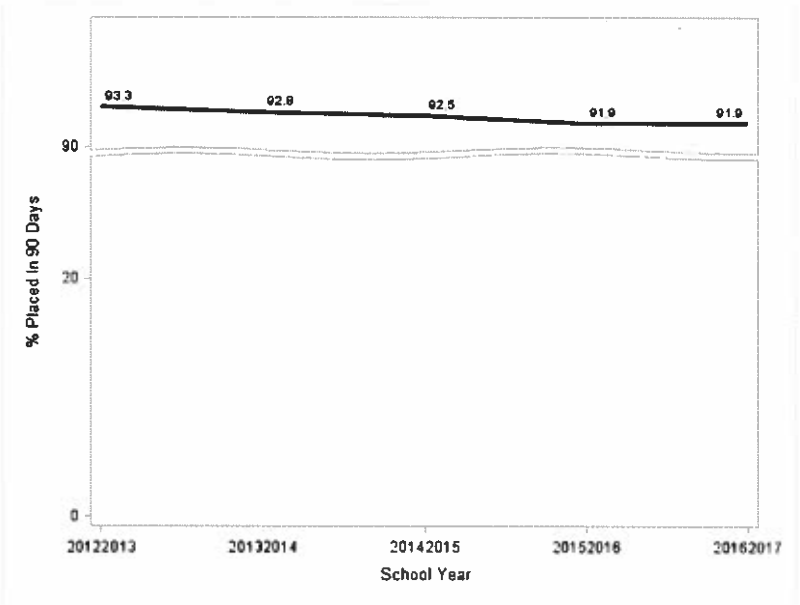
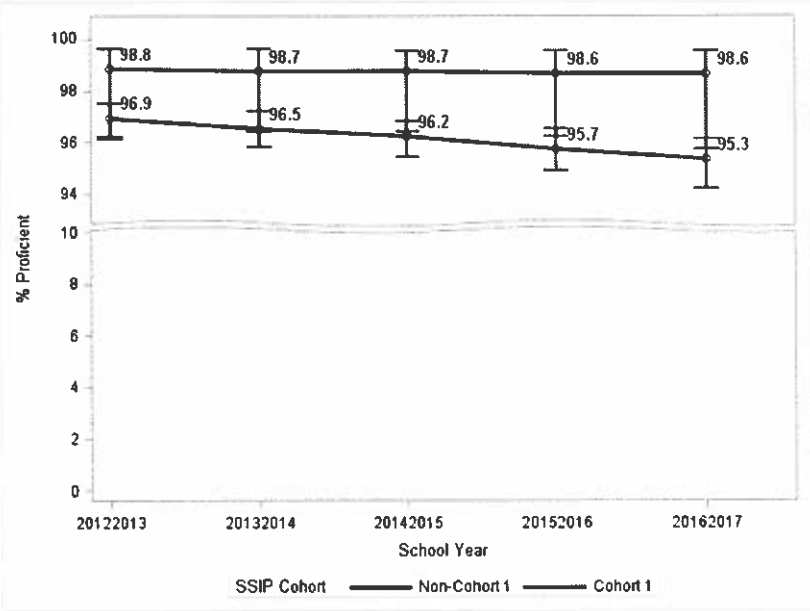


Figure 31

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 10 below shows the descriptive statistics across each school year (2012-13 to 2016-17). The median values of 100, coupled with the large negative skew values confirm that little variability among rates exist, making predictive modeling difficult. To answer the question above, the LEA rates have been consistent across the school years.

Table 10

Descriptive statistics on LEA rates of IEPs in place by child's 3rd birthday

School Year	N	Mean	Median	Std Dev	Minimum	Maximum	Skewness
20122013	112	97.76	100.00	7.43	50.00	100.00	-4.16
20132014	115	97.81	100.00	7.34	50.00	100.00	-4.23
20142015	114	98.92	100.00	3.69	80.00	100.00	-3.92
20152016	113	98.42	100.00	5.31	66.67	100.00	-4.31
20162017	112	96.84	100.00	13.99	0.00	100.00	-6.20

What is the longitudinal trend in the 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 11 below displays the counts, by school year of the Indicator 13 target attainment status. In all years, the target percentage for North Carolina was 100.0% (at the SEA level, the rates were 85.1%, 88.4%, 88.1%, and 85.2% for 2013-14 through 2016-17, respectively). As demonstrated, 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. Over 20% attained the same measure in 2015-16, but only 13.6% did the same in 2016-17. To answer the question above, these indictor data showed a gradual increase through 2015-16, though a drop in 2016-17. It will be important that professional learning on the use of the transition work (and the associated evidence-based practices) is targeted to those LEAs not meeting targets.

Table 11

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
20152016	8	27.6	15	51.7	6	20.7	29
20162017	1	2.3	37	84.1	6	13.6	44
Total	29	23.6	78	63.4	16	13.0	123

What is the longitudinal trend in the Indicator 14 data?

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.

Table 7 below displays the counts, by school year of the Indicator 14 target attainment status. The targets A, B and C are:

- Target A: enrolled in higher education within one year of leaving high school
- Target B: enrolled in higher education or competitively employed within one year of leaving high school
- Target C: enrolled in higher education, or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school

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 69%, 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 and 38.4%, 71.7% and 78.0%, respectively, for targets A, B and C in 2015-16. For those LEAs with valid data, we can see that across targets there was an increase in the percentage of LEAs meeting targets from 2013-14 to through 2015-16.

Table 12

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
	20152016	10	37.0	.	.	8	29.6	9	33.3	27
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
	20152016	10	35.7	.	.	2	7.1	16	57.1	28
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
	20152016	10	38.5	.	.	5	19.2	11	42.3	26
Total		78	27.6	33	11.7	89	31.4	83	29.3	283

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

The predominant data sources that have informed implementation and improvement strategies have been derived from the LEASA and Improvement Plans. The crux of the NC SSIP rests upon using these data as a fulcrum to leverage comprehensive professional learning that is aligned to root causes identified by LEAs through a systematic data analysis and problem-solving process. In fact, the entire Professional Learning Plan and calendar for the ECD was developed based on the data obtained from the submitted LEASA and reviews. Notably, this year has lent some confidence to this approach, through validation work of the LEASA and ensuring the reliability of the Review Tool. Furthermore, districts' capacity to problem solve through this process and build their own implementation capacity appears to be improving as indicated by longitudinal changes in LEASA ratings related to total scores, each core element, and domains associated with systems, practices, and outcomes. In addition, substantial work has been done in the development of new professional learning related to the provision of Specially-Designed Instruction within an MTSS. The creation of this comprehensive professional learning was based on a systematic gap

analysis when aligning LEA needs identified in the LEASA to the capacity of the ECD to provide professional learning.

Concerning supporting districts who identify academics as root cause, the NC SIP fidelity data continue to reveal that high levels of fidelity of model reading and mathematics instruction are attained after teachers complete the professional learning. In addition, increases in fidelity appear to have modest associations to increases in academic proficiency. It is believed that with some changes in measurement strategies (e.g., modifying fidelity observation tools to yield more variability and more closely linking students to teachers who are completing the fidelity checks) these correlations could be higher. The output data related to the number of teachers trained and the growing capacity of the project to support leadership and job-embedded coaching indicate that this approach should be continued to target LEAs that identify root causes associated with academics.

Concerning behavior, the PBIS professional learning modules also result in high levels of fidelity with school-wide PBIS implementation. In addition, over the period since SSIP implementation, in-school and out-of-school (1-10 days) suspensions decreased slightly. However, being a school-based approach to improving behavioral-emotional outcomes for *all* students, the PBIS work has transitioned to the Integrated Academics and Behavioral Supports (IABS) division to more seamlessly integrate academic and behavioral supports through the systems and frameworks implemented through MTSS. Given broader support and leadership at the SEA and LEA levels to encompass both general and special education, it is expected that stronger core behavioral programming and prevention efforts will continue or enhance the positive trends currently. In addition, at an early age, the Social-Emotional Foundations for Early Learning (SEFEL) data indicate that the ECD and LEAs can quickly develop capacity to train and support teachers to the point of reaching fidelity of implementation.

Regarding transition, usability testing has resulted in gradual modification of the transition tool and associated training. The data gleaned from the self-determination activities also suggests that it will be important to establish systematic processes concerning the dosage and fidelity of implementation of the intervention. In addition to these implementation data, it will be important for the SSIP team to carefully select where to scale these efforts and create transformation zones, particularly identifying districts that have a high capacity for implementation as well as a need as indicated by the transition indicator data.

How data are informing next steps in SSIP implementation

The Plan, Do Study Act (PDSA) improvement cycle informs the continual improvement of the NC SSIP. At the current time, many of the major metrics of the evaluation are indicative of broad implementation strategies. With that in mind, the ECD realizes that more granular and closely associated implementation data will support the implementation refinement process. As a result, there are several strategic efforts being made around both output and short-term outcome data that will continue to contribute to the robust data collection and analysis efforts.

First, while NC SIP, PBIS, SEFEL, and the Continuum of Transition work serve as the predominant evidence-based interventions, they are not the only intervention efforts contained within the comprehensive Professional Learning Plan. At the current time, registration, evaluation, fidelity monitoring, and tracking of these professional learning activities has occurred through different platforms and means, making a detailed picture of effort and output data challenging to ascertain. However, in FFY 2018 the ECD will use a single platform (Qualtrics) that will house all output data for all professional learning related to NC SSIP implementation. In addition, common evaluation tools have been created and will be validated next year to further elucidate what components of the professional learning plan are demonstrating the most positive impact across academics, behavior, and transition. This analysis will further allow the ECD to align and prioritize infrastructure and professional learning based on those interventions that appear to have the greatest impact.

Second, data for LEAs to complete the LEASA and for the ECD to align outcomes to the outputs contained in Qualtrics will be more accessible as NCDPI transitions to Every Child Accountability and Tracking System (ECATS) in FFY 2018. Notably, ECATs will house IEP and progress monitoring data that will allow LEAs to access and aggregate data to engage in the LEASA process. In addition, a single platform that houses a variety of outcome data that can be directly linked at the classroom level will provide enhanced ability to link specific NC SSIP activities to increases in fidelity and student outcomes.

In addition, while creating longitudinal models based on the priorities identified by LEAs generally did not yield any significant results in the current year, this metric will be important to continue to analyze as implementation progresses into initial and full implementation stages. Linking specific outcomes to specific root causes identified by LEAs through the LEASA and Improvement Planning Process will yield evidence as to the value NC SSSIP activities have had on implementation evidence-based practices.

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

The current evaluation data related to the outputs and outcomes (including the SIMR) of the logic model do not provide any indication that major modifications should occur. As the Professional Learning Plan is developed for FFY 2018 and the availability of data sources is enhanced through Qualtrics and ECATS, additional outputs may be identified and aligned to the plan. Longitudinal data trends show increases in graduation rates for students with disabilities, increases in students with disabilities' proficiency in reading and mathematics, and decreases in-school and out-of-school suspensions. This lends support for achievement of the intended outcomes and lends credence and justification to continuing on the same general path.

Stakeholders involvement in the SSIP evaluation

How stakeholders have been informed of the ongoing evaluation of SSIP

How stakeholders have had a voice in the evaluation process

The ECD has continued to informed stakeholders (within and outside of the agency) of the ongoing evaluation in multiple ways. For the external SSIP team, progress toward outputs and outcomes contained within the logic model have been shared at each quarterly meeting, as data become available. As the data and implications are shared, the group has opportunity to provide feedback on both the interpretation of the findings as well as engage in the process of determining next steps. In addition, a summary of this report, the major implications, and opportunities for feedback will be provided at the next stakeholder meeting.

LEAs have also been kept informed of the evaluation activities during regional directors' and coordinators' meetings. To deter implementation drift and continually reinforce and communicate the work toward the SIMR, outputs and outcomes related to the logic model are shared throughout the year. In addition, during a Town Hall meeting at the Exceptional Children conference and during the March Directors' and Coordinators' Institute the progress toward the SIMR has been shared and celebrated with districts (with the thankful acknowledgement that the progress toward the SIMR is a result of their local data).

Data Quality Issues

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

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

While data access and quality will generally be enhanced through Qualtrics and ECATS next year, there are several metrics that may pose challenges to the longitudinal evaluation approach.

- First, new standards for literacy and mathematics have been approved by the state board and will result in new assessments in FFY 2018. The scaled scores and proficiency cut points will be based on new normative data and standard setting, and thus, will not be directly comparable to prior years.
- As PBIS transitions to MTSS, school-wide fidelity tools will likely be converged. Rather than collect SET data, items from the SET and / or Tiered Fidelity Inventory (TFI) will likely be incorporated into the NC Self-Assessment of MTSS (SAM). This tool will have to be validated and based on the outcomes of this process, longitudinal measurement of fidelity of tiered behavioral supports may need to be revised.

Implications for assessing progress or results

There are no clear issues for the current evaluation report related to implication of assessing progress or results. However, given the issues above that will arise next year, the ECD will have to consider the most robust methods of gauging large-scale change over time as metrics evolve, and in some case, become incomparable. This work will be done in partnership with the Center for Educational Measurement and Evaluation at the University of North Carolina at Charlotte.

Plan for improving data quality

As indicated previously ECATS (going online for FFY 2018) will have the capacity to seamlessly integrate data sources, including those that are aligned to both fidelity (e.g., dosage data) and outcome data (e.g., Office Disciplinary Reports, suspension data, attendance, child outcome summaries, teacher content knowledge, and progress monitoring data). That said, all these features will not be available during initial

implementation. In addition, the authoritative data source for much of ECATs data will be PowerSchool. Currently, the SSIP evaluation metrics will be cross-walked with availability in ECATs to ensure seamless transition and access to data.

In addition, a single platform will be used for professional learning registration, evaluation, fidelity monitoring, and tracking. This single platform (Qualtrics) will provide consistent access to output data for all components of the Professional Learning Plan.

Progress Toward Achieving Intended Improvements

Assessment of progress toward achieving intended improvement

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

First, what began initially as a fundamental shift in how the ECD designed and delivered professional learning has now become an embedded practice. The development of the Professional Learning Plan each year is derived from data aggregated at regional and state levels that elucidate local root causes associated with the SIMR. In addition, the professional learning is evolving in design and delivery with the intent to develop and sustain the LEAs' 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. The ECD now organizes itself and allocates it resources based on documented LEA need, rather than scattered LEAs requests that may or may not be rooted in data.

Second, during Phase Three, Year One ECD staff began collaborating not only in sections organized by focus of work, but also by the regions of the state they are serving. This occurred through the development of regional teaming structures, that when linked to the state-level SSIP team and district implementation teams, are associated with improved sustainability. Over the course of Phase Three, Year Two, however, the collaborative nature of the work progressed beyond just the ECD to across the agency (and with other states). The most prominent example of this is the professional learning developed by a comprehensive group of stakeholders across divisions to support the delivery of Specially-Designed Instruction within an MTSS. In addition to the collaborative nature in the design of the professional learning, it is also leveraging implementation frameworks and systems that are designed to impact total district and school improvement.

Thus, the work is being integrated into district and school improvement plans and local leadership is considering outcomes of students with disabilities when developing these plans.

Finally, the work has also led to broader conversations within the agency concerning the use of systems-levels needs assessment. This has generated structured processes to identify overlap and potential gaps in these tools, with the ultimate outcome of reduced redundancy and fragmentation and the development of a single improvement and implementation plan at the district and school levels.

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

As the LEASA and Improvement Plan process has become embedded practice, the submission and review processes now happen with a high level of procedural fidelity (e.g., the vast majority of the LEASAs are submitted on time, the majority contain all required components, the review process occurs within the indicated timeframe, and the Professional Learning Plan is developed and systematically communicated). In addition, now that the tool has established measurement characteristics, districts appear to be increasing their capacity to implement core elements of special education services as indicated by their increased ratings on the LEASA.

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
- High levels of SEFEL implementation by teachers

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

Table 13

Progress Toward Key Outcomes

Domain	Key Outcome Comparisons to Baseline
Graduation	• The SWD five-year CGR rate exceeded the 2016-17 target, and the rate was higher in 2016-17 than it was in the three previous years • The gap between five-year cohort graduation rates for Students with Disabilities and Non-Disabled Students has decreased each year since baseline
LEASA and Improvement Planning Process	• Increases in mean LEASA total score ratings from 2016 to 2017 • Increases in mean Core Element total score ratings from 2016 to 2017 • Increases in mean Systems, Practices, and Outcomes domains score ratings from 2016 to 2017
Academics	• High levels of fidelity for research-based programs in reading and mathematics • Significant positive changes from baseline (2014-15) to 2016-17 in reading and mathematics proficiency for SWD
Behavior	• Consistent high rates of fidelity for School-wide PBIS implementation • Consistent High rates of fidelity for SEFEL implementation • Overall, in-school and out-of-school (1-10 days) suspensions decreased slightly from baseline to 2016-17
Transition	• Indicator 7 metrics A1, B1 and C1 were met • Usability testing revealed promising practice associated with self-determination interventions

Measurable improvement in the SIMR relation to targets

The 5-Year adjusted Cohort Graduation Rates for students with disabilities show a continued positive trend, despite a recent leveling off for non-disabled students. The current rate (FFY 2016) continue to surpass previously-established targets. In addition, from the baseline year of FFY 2013 to 2016, the gap between five-year adjusted cohort graduation rate for students with disabilities and non-disabled students has decreased by 15.7%.

Plans for Next Year

Additional Activities to be implemented next year, with timelines

The ECD is planning to continue the review, analysis, and response to the LEASA data. These and additional activities that will be implemented next year include:

- April 2018: Update Professional Learning Calendar
- May 2018: Review LEASA submissions and summarize data
- May 2018: Aggregate state and regional professional learning needs
- June 2018: Finalize Professional Learning Plan and Communicate to LEAs
- June 2018: Finish usability testing and transition to Qualtrics
- June 2018: Transition to professional learning evaluation with common items
- August 2018: Begin first cohort of SDI within an MTSS professional learning
- October 2018: Fully transition to ECATS
- April 2018 – April 2019: Review agency needs assessments, align or integrate tools, and develop a single tool for district improvement planning

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

The planned evaluation activities for FFY 2018 are largely consistent with the current year. As the professional learning plan for FFY 2018 is developed, it will be aligned to data sources that may add outputs and short-term outcomes to the SSIP logic model. In addition, a review of the professional learning catalog for the alignment and / or development of fidelity tools may lead to the availability of additional metrics.

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 and the changing metrics described in the "Data Quality" section of this report. 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. Currently, redundant data systems exist that they could still be accessed in case data quality issues arise with ECATs.

Supports and Technical Assistance

As the ECD has continued engagement 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 work related to success gaps;
- National Center for Systemic Improvement (NCSI) for Graduation and Specially-Designed instruction; and
- UNC Charlotte for evaluation planning, support, and statistical analysis

These partnerships are expected to continue 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.