

**North Carolina**  
**Part B Annual Performance Report (APR) for 2007-2008**  
**Submitted February 2, 2009**  
**Edited April 7, 2009**

**Overview of the Annual Performance Report Development:**

The North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division gathered and analyzed data for the development of the Annual Performance Report (APR). Throughout the year, Exceptional Children Division staff met monthly to review and analyze progress made toward the development of the APR. Following discussions, reviews and analyses at each meeting, staff provided input for use in the continuing development of the APR. In the fall of 2008, during the monthly meetings, staff began a process of evaluating improvement activities contained in the APR. As a result of the continuing process, some improvement activities were revised, added, and eliminated. The *SPP/APR Improvement Activity Review Checklist* was used to guide and document the evaluation of improvement activities. The Exceptional Children Division plans to continue this evaluation process during 2008-09 to further refine and improve the APR.

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

In April of 2009, 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. The APR will be posted on the NCDPI web page and distributed directly to the LEAs. In addition, it will be made available to the media. The Exceptional Children Division will report on the performance of each local educational agency (LEA) on the targets in the State Performance Plan by July 1, 2009. The reports will be posted on the Department's website, will be sent to the LEAs and distributed to local and regional media.

The 2007-08 APR contains information specific to measuring progress or slippage against State targets for Indicators 1, 2, 3, 4A, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20. States are not required to submit information on Indicators 4B and 6 in the 2007-08 APR. Progress Data for Indicator 7 is submitted through the SPP. OSEP approved sampling plans were 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. The State also continued to contract with the University of North Carolina at Charlotte (UNC-Charlotte) to collect and analyze post school outcome data for students with disabilities for Indicator 14.

The APR also contains some revisions to the State Performance Plan (SPP). The revisions were made to the activities and targets in the SPP. These changes will be recorded in the SPP following the submission of the APR.

NCDPI has developed its *2007-08 Annual Performance Report* with input from the stakeholders' steering committee. Additional stakeholder involvement included input from LEA Special Education Administrators, the Mid-South Regional Resource Center (MSRRC), other federal Training/Technical Assistance Centers, early childhood specialists, transition specialists and NCDPI staff, and NC's LEA Determinations stakeholder committee.

Documents included with the submission of the 2007-08 APR are as follows:

- Table 6, *Report of the Participation and Performance of Students with Disabilities on State Assessments* (Indicator 3)
- Table 7, *Report of Dispute Resolution Under Part B of the Individuals with Disabilities Improvement Education Act* (Indicators 16-19)
- Indicator 11 Spreadsheet
- Indicator 12 Spreadsheet
- SPP/APR Improvement Activity Review Checklist

**Indicator #(s):** \_\_\_\_\_ **Improvement Activity:**

**Category** (indicate one): € Training/Professional Development    € Technical Assistance  
 € Policies/Procedures    € Data Collection/Analyses  
 € Systems Administration/Monitoring    € Collaboration/Coordination  
 € Program Development    € Increase/Adjust FTE    € Evaluation

<b>Question</b>	<b>Yes</b>	<b>No</b>
1. Are the data, on which the improvement activity is based, timely, accurate, and likely to produce consistent results?		
2. Is the improvement activity aligned to the indicator and/or related indicators? If compliance indicator, will the activity assist in correcting non-compliant finding?		
3. Does the improvement activity reflect state priorities regarding dedicated resources and attention?		
4. Does the improvement activity include expressed or implied action steps that make it clear what must be done to successfully implement the activity?		
5. Is the improvement activity realistic – can and will it be done?		
6. Does the improvement activity include a measure of performance – is it possible to determine and document progress?		
7. Does the improvement activity include a specific timeline?		
8. Is it clear who is responsible for implementation of the improvement activity?		
9. Are necessary resources to implement the activity identified and available?		
<b>Improvement Activity Recommendation (Select One)</b>		
€ <b>Yes, continue improvement activity, as is.</b>		
€ <b>Yes, continue with the following revision(s):</b>		
<b>No, do not continue this activity because:</b>		

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 1: Percent of youth with individualized education programs (IEPs) in the state graduating from high school with a regular diploma.**

**Measurement:** 4-Year Cohort Graduation Rate is the ratio of youths with IEPs graduating with a regular diploma in 2007-08 to all youths with IEPs entering ninth grade in 2004-05 for the first time.

Youths with IEPs entering ninth grade in 2004-05 & graduating with a regular diploma in 2007-08 ÷ all youths with IEPs entering ninth grade in 2004-05 for the first time X 100 = Percent of youths with IEPs in the state graduating from high school with a regular diploma. The 4-Year Cohort Graduation Rate used for youths with IEPs is the same graduation rate used for all students in NC.

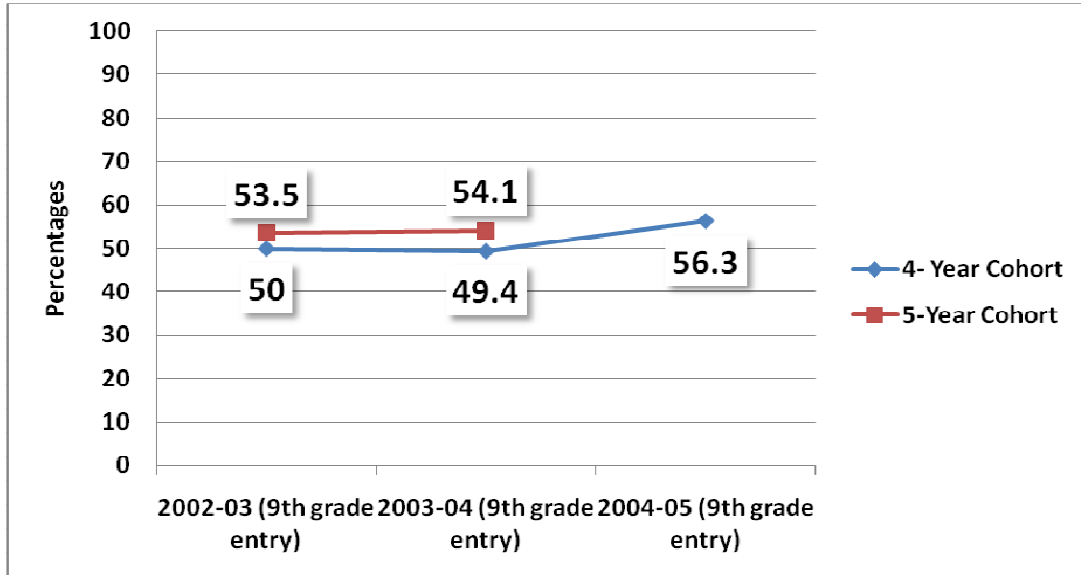
FFY	Measurable and Rigorous Target
2007-08	55% of youths with IEPs graduating from high school with regular diplomas.

**Actual Target Data for 2007-08:**

Percent of youths with IEPs entering ninth grade in 2004-05 and graduating with a regular high school diploma in 2007-08	Number of youths with IEPs entering 9 <sup>th</sup> grade in 2004-05 for the first time. (Denominator)	2004-05 entering youths with IEPs, who graduated with a regular diploma in 2007-08 (Numerator)	Change from 2006-07 cohort graduation rate
56.3 %	9316	5248	+ 6.9

Data sources for graduates for cohort graduation rate: SIMS/NCWISE 20<sup>th</sup> day membership files for 2007-08 & for 4 years in past; the collection of student names associated with Graduation Intention Surveys, and dropout files collected historically (NCDPI\Accountability\Reporting 7/25/08).

NC Cohort Graduation Rates for Students with IEPs



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Activity	Timeline	Status
Focused Monitoring of selected LEAs.	2007-2010	<b>Completed for 2007-08</b> - Conducted focused monitoring in 4 traditional LEAs. The focused monitoring includes a thorough examination of issues regarding graduation, dropouts, IEP transition components and post school outcomes.
Disseminate information to LEAs identifying which systems show high numbers of regular diplomas awarded to students with IEPs and share their process and practices used in increasing the number of youth with disabilities graduating with a regular diploma.	2006-2008	<b>Completed for 2007-08</b> - Districts' effective processes and practices, regarding increases in regular diplomas awarded to youth with disabilities, were shared during 6 regional CIPP follow-up meetings for LEAs and SOPs conducted in February 2008 and one CIPP follow-up meeting for public charter schools conducted in March 2008.
Provide focused technical assistance to LEAs on implementing practices, procedures and strategies to increase the number of regular diplomas awarded to students with disabilities.	2007-2010	<b>Completed for 2007-08</b> - The EC Division provided follow-up technical assistance to 4 traditional LEAs that were monitored through focused monitoring in the pilot year, 2006-07. The focus of the follow-up technical assistance was on implementing practices, procedures, and strategies

		to increase the # of regular diplomas awarded to students with disabilities and reducing the number of students with disabilities that drop out.
Continue monitoring LEA data to determine increase in number of regular diplomas awarded to students with disabilities compared to regular diplomas awarded to students without an IEP.	2008-2010	<b>Completed for 2007-08</b> - Although this is no longer a requirement of this Indicator, NCDPI analyzed and used this data (comparison to regular diplomas awarded to students without IEPs) for districts involved in focused monitoring. This type of State data comparison has also been presented to the State Board of Education and at statewide conferences.

**Explanation of Progress:**

North Carolina exceeded its target of 55% by 1.3 percentage points (56.3%). The 2007-08 4-year cohort graduation rate of 56.3% represents a 6.9% increase from 2006-07 (49.4%). There was a decrease of 1400 students with IEPs entering ninth grade in 2004-05 (9316 students with IEPs) and an increase of 225 students with IEPs who graduated with a standard high school diploma in 2007-08 (5248 students with IEPs).

Of the 114 traditional LEAs that had students with IEPs entering ninth grade for the first time in 2004-05, sixty-one (61) had 4-year cohort graduation rates that exceeded the state target of 55% (rates ranged from 56.1% - 93.3%). Fifty-three (53) traditional LEAs that had students with IEPs entering ninth grade for the first time in 2004-05 did not meet the state target (52 had rates ranging from 24.5% - 54.6%; 1 had a rate of 0%). Sixteen (16) public charter schools had students with IEPs entering ninth grade for the first time in 2004-05. Ten (10) of the public charter schools had 4-year cohort graduation rates of 100%. Six (6) of the public charter schools had 4-year cohort graduation rates that were below the 55% state target (4 had rates ranging from 14.3% - 50%; 2 had rates of 0%).

Although North Carolina uses the 4-year cohort graduation rate as a target for AYP, a 5-year cohort graduation rate for students with IEPs is also calculated. The 5-year cohort graduation rate for students entering ninth grade for the first time in 2003-04 was 54.1%. This 5-year cohort graduation rate was 4.7% higher than the 4-year cohort graduation rate for 2006-07. This 5-year cohort graduation rate is important because it includes an additional 237 students with IEPs who entered ninth grade for the first time in 2003-04 and graduated with a standard high school diploma in 2007-08.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

An improvement activity has been added. This improvement activity is necessary because of new graduation requirements that will be implemented in North Carolina in 2010. One improvement activity has been deleted because it was too broad, making it difficult to measure performance as a result of its implementation. The proposed revisions are included in the table below.

Improvement Activity	Timeline	Resources
Professional development will be conducted in NC's 8 regions for all LEAs regarding the new graduation requirements that	2009 - 2010	NCDPI consultants to conduct training  Funding for a minimum of 8

<p>will take effect in 2010. The professional development will be conducted jointly with other NCDPI divisions.</p>		<p>regional trainings, including staff travel, training materials and meeting logistics</p>
<p><del>Re-design/update strategies, procedures and processes</del></p>	<p><del>2008-2010</del></p>	<p>PMA Consultants Exceptional Children Division Staff</p>

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

**Measurement:** Measurement for youth with IEPs is the same measurement as for all youth. # of youth with IEPs, in grades 9-12, that dropped out of school, divided by the # of youth with IEPs in grades 9 -12 times 100.

FFY	Measurable and Rigorous Target
<b>2007 (2007-08)</b>	Reduce the dropout rate for youth with IEPs in grades 9 – 12 to 6.5%

**Actual Target Data for 2007-08:**

Year	# of youths with IEPs, in grades 9-12, that dropped out of school	# of youths with IEPs in grades 9-12	Rate	Progress or slippage from previous year
FFY 2007 (2007-08)	4013*	49875**	<b>8.0%</b>	- 0.2

\*2007-08 Comprehensive Exceptional Children Accountability System Exit Report for Students with Disabilities

\*\*The State calculation for the denominator that is used for all youths that drop out was used in 2007-2008 for youths with IEPs that dropped out.

Rate = 100 \* Numerator ÷ (Denominator 1 + Numerator)

Numerator: Number of Dropouts

Denominator 1: (07 Membership - FM20/initial enrollee count + 08 Membership) ÷ 2

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Activities	Timelines	Status
<p>Annually review and analyze the LEAs' Continuous Improvement Performance Plans (CIPPs) to identify LEAs that are reducing dropout rates and identify their effective practices as well as those LEAs that are in need of additional and/or targeted technical assistance.</p>	<p>2005-06 and annually thereafter</p>	<p><b>Completed for 2007-08</b> - EC Division staff reviewed and analyzed each LEA's CIPP and 2007-08 data. From the review and analyses, an LEA profile was prepared for each LEA for use in the 6 regional follow-up meetings (traditional LEAs and State-Operated Programs) conducted during February 2008 and 1 public charter school meeting conducted in March 2008.</p>
<p>Following the review and analyses of the CIPPs, DPI will conduct regional meetings with LEAs: to discuss/review findings; further analyze reasons; and provide technical assistance regarding improvement strategies, including information about systems and practices that have decreased the number of youth with disabilities who drop out of school.</p>	<p>Spring 2007 and annually thereafter</p>	<p><b>Completed for 2007-08</b> - Six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs were conducted during February 2008 and one follow-up meeting for public charter schools was conducted in March 2008 to: discuss findings/LEA data profiles prepared by NCDPI; further analyze reasons for increases and decreases in dropout rates; and provide technical assistance regarding improvement strategies including information about systems and practices that have decreased the number of youth with disabilities who drop out of school.</p>
<p>Develop technical assistance and training that specifically focuses on high schools and how to implement practices which will lead to decreasing the number of youth with disabilities who drop out of school.</p>	<p>2006-2010</p>	<p>Partially completed – EC Division staff have collected/analyzed data from various sources including: CIPPs, focused monitoring, a review of trainings that include data and information for high schools, etc. A report has been prepared for a legislative study about secondary education for students with disabilities. Continuing efforts will focus on updating or revising technical assistance and training to specifically focus on high schools and effective practices.</p>



Focused Monitoring of Selected LEAs	2007-2010	<b>Completed for 2007-08</b> - Conducted focused monitoring in 4 traditional LEAs. The focused monitoring includes a thorough examination of issues regarding graduation, dropouts, IEP transition components and post school outcomes.
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*Explanation of Slippage:*

North Carolina did not meet its target of 6.5%. In 2007-08, the grade 9 -12 dropout rate for students with disabilities increased slightly to 8.0%, which was a slippage of 0.2. The minimal slippage in rate is due to a change in the source of data used for the numerator (# of youths with IEPs, in grades 9-12, who dropped out of school). In previous years, the data for the numerator, which was an event rate calculation, came from dropout files collected through the Dropout System on the Dropout website and verified by each LEA, and then was matched to the NCDPI’s Comprehensive Exceptional Children Accountability System (CECAS), which is the authoritative source for data for students with disabilities. Due to technical issues, this process did not yield the data required. Therefore, the data for the numerator came from CECAS’s 2007-08 Exit Report, which is a leaver rate calculation. Leaver rates tend to yield higher rates than event rates. In 2007-08, the actual number of youths with IEPs in grades 9-12 that dropped out (4013) 2007-08 decreased by 91 students; however the number of youth with IEPs, in grades 9-12 (49,875), decreased by 2750.

Of the 115 traditional LEAs that had students with IEPs in grades 9-12 in 2007-08, thirty-four (34) or 29.6% had dropout rates that met or exceeded the State target of 6.5% (lower rate). Eighty-one (81) traditional LEAs, or 70.4%, did not meet the State target (higher rate). Rates ranged from 6.8% - 16.8%. Thirty-two (32) public charter schools had students with IEPs in grades 9-12, in 2007-08. Twenty-seven (27) of these public charter schools, or 84.4%, met or exceeded the State target (lower rate). Five (5) public charter schools, or 15.6%, did not meet the State target (higher rate). These public charter schools had 1 – 6 students with IEPs, in grades 9 – 12, who dropped out. The focused monitoring process, which includes a thorough examination of issues regarding graduation, dropouts, IEP transition components and post school outcomes, continues to be an important factor for making progress on this indicator. This is important for not only decreasing the State dropout rate, but also for increasing the number of traditional LEAs that meet or exceed the State target.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

Measurable and rigorous targets have been revised, as proposed in the chart below, to round to the tenth place rather than the hundredth place for consistency with other Indicators.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2007</b> (2007-2008)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 6.5%.
<b>2008</b>	Reduce the dropout rate for youth with IEPs in grades 9-12 to 6.0%.

(2008-2009)	
<b>2009</b> (2009-2010)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 5.5%.
<b>2010</b> (2010-2011)	Reduce the dropout rate for youth with IEPs in grades 9-12 to 4.7% or less.

An improvement activity has been deleted and combined with another improvement activity to better reflect how it's implemented. The proposed revisions are included in the table below.

<b>Activities</b>	<b>Timelines</b>	<b>Resources</b>
Following the review and analyses of the CIPPs, DPI will conduct regional meetings with LEAs: to discuss/review findings; further analyze reasons; and provide technical assistance regarding improvement strategies, <u>including information about systems and practices that have decreased the number of youth with disabilities who drop out of school.</u>	Spring 2007 and annually thereafter	PMA and Regional Consultants/Regional Teams <u>Funding for travel and other expenses to conduct annual regional meetings.</u>
<del>Disseminate information to LEAs about which systems and practices decrease the number of youth with disabilities who drop out of school.</del>	<del>2006-2010</del>	<del>PMA Consultants Regional Consultants Exceptional Children Consultants</del>

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority:** FAPE in the LRE

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. District data indicates that the LEA met the State AYP objectives (reading and math) for progress for disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs.

**Measurement:**

Percent = [(# of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State)] times 100.

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in (a) but not included in (b), (c), (d), or (e) above.

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target																											
<p><b>2007</b> <b>(2007-08)</b></p>	A. Percentage of Districts Meeting AYP: 35.0%																											
	<p>B. Overall Participation Rate:</p>	<table border="1"> <thead> <tr> <th>Grade</th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>99.7</td> <td>99.7</td> </tr> <tr> <td>4</td> <td>99.7</td> <td>99.7</td> </tr> <tr> <td>5</td> <td>99.7</td> <td>99.7</td> </tr> <tr> <td>6</td> <td>99.6</td> <td>99.4</td> </tr> <tr> <td>7</td> <td>99.4</td> <td>99.2</td> </tr> <tr> <td>8</td> <td>99.3</td> <td>99.3</td> </tr> <tr> <td>10</td> <td>96.0</td> <td>96.0</td> </tr> </tbody> </table>	Grade	Reading	Math	3	99.7	99.7	4	99.7	99.7	5	99.7	99.7	6	99.6	99.4	7	99.4	99.2	8	99.3	99.3	10	96.0	96.0		
		Grade	Reading	Math																								
		3	99.7	99.7																								
		4	99.7	99.7																								
		5	99.7	99.7																								
		6	99.6	99.4																								
		7	99.4	99.2																								
		8	99.3	99.3																								
	10	96.0	96.0																									
C. Overall Proficiency Rate:																												

		7	63.8	49.3
		8	68.4	48.3
		10	23.0	55.6

**Actual Target Data for 2007-08:**

**A. Percentage of Districts Meeting AYP:**

<b># of LEAs that had a students with disabilities subgroup* for AYP determination</b>	<b># of LEAs that met AYP targets for students with disabilities subgroup*</b>	<b>Rate</b>	<b>Difference from 2005-06</b>
133	16	12.0%	-0.1

\*AYP subgroup ≥ 40 students

**B. Participation Rates:**

**2007-08 Math Assessment - Participation**

Gr	IEPs in regular assessments/no accommodations	IEPs in regular assessments w/ accommodations	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Denominator	Total Assessed - Numerator		Difference from 2006-07
							#	%	
3	5242	8239	34	2396	924	16906	16835	99.6	-0.3
4	3847	8798	46	2743	884	16378	16318	99.6	-0.3
5	3231	8820	36	3073	799	16009	15959	99.7	-0.2
6	2611	8215	37	2993	791	14781	14647	99.1	-0.8
7	2653	8424	61	2849	698	14833	14685	99.0	-0.9
8	2538	8261	47	2789	903	14706	14538	98.9	-1.0
10	3499	4381	23	1416	605	10812	9924	91.8	-8.2

**2007-08 Reading Assessment - Participation**

Gr	IEPs in regular assessments/no accommodations	IEPs in regular assessments w/ accommodations	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Denominator	Total Assessed - Numerator		Difference from 2006-07
							#	%	
3	4959	7595	40	2789	919	16361	16302	99.6	-0.3
4	3536	8118	46	3181	880	15814	15761	99.7	-0.2
5	2590	8207	45	3383	797	15073	15022	99.7	-0.2
6	1872	7818	41	3195	791	13830	13717	99.2	-0.4
7	1750	8074	63	3022	699	13738	13608	99.1	-0.3
8	1725	8005	43	2829	896	13670	13498	98.7	-0.8
10	1739	5402	47	1984	604	10128	9776	96.5	-3.5

**C. Proficiency Rates:**

**2007-08 Math Assessment - Proficiency**

Gr	IEPs in regular assessments against grade level standards	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Assessed - Denominator	Total Proficient - Numerator		Difference from 2006-07
						#	%	
3	7493	18	689	486	16835	8686	51.6	2.1
4	6518	31	793	444	16318	7786	47.7	3.6
5	5658	27	1101	439	15959	7225	45.3	5.3
6	4440	22	1375	463	14647	6300	43	5.3
7	4325	40	1250	408	14685	6023	41	5.8
8	4235	38	1227	452	14538	5952	40.9	4.5
10	3201	18	699	279	9924	4197	42.3	14.8

**2007-08 Reading Assessment - Proficiency**

Gr	IEPs in regular assessments against grade level standards	IEPs in alternate assessments against grade level standards	IEPs in alternate assessments against modified academic achievement standards	IEPs in alternate assessments against alternate achievement standards	Children w/IEPs Assessed - Denominator	Total Proficient Numerator		Difference from 2006-07
						#	%	
3	3897	14	431	491	16302	4833	29.6	-25.6
4	3807	18	552	446	15761	4823	30.6	-27.6
5	2897	23	755	391	15022	4066	27.1	-35.8
6	2554	13	818	406	13717	3385	27.6	-24.2
7	1929	26	720	356	13608	2675	22.3	-34.4
8	2124	23	655	483	13498	3285	24.3	-36.4
10	1873	30	332	238	9776	2473	25.3	-59.7

Source: 2007-08 Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment (Table 6)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Improvement Activity	Timeline	Status
Analyze LEA data in the State Report Card to identify LEAs that are achieving good results. Identify their effective practices.	2006 & 2007	<b>Completed</b> - EC Division staff reviewed and analyzed each LEA's CIPP and 2007-08 data. From the review and analyses, an LEA profile was prepared for each LEA for use in the 6 regional follow-up meetings (traditional LEAs and State-Operated Programs) conducted during February 2008 and 1 public charter school meeting conducted in March 2008.
Disseminate information to LEAs about which systems and practices increase academic achievement of students with disabilities.	2007-2010	<b>Completed for 2007-08</b> - Six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs were conducted during February 2008 and one follow-up meeting for public charter schools was conducted in March 2008 to: discuss findings/LEA data profiles prepared by NCDPI; and provide technical assistance regarding improvement strategies including information about systems and practices that increase academic achievement of students with disabilities. Additionally, Research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Demonstration Centers; 77 reading/ writing sites; 4 Math Demonstration Centers; and 29 math sites, all located in LEAs.
Provide training in universal design as a foundation for effective teaching practices.	2007	<b>Continuing</b>
Implement/monitor procedures through NCDPI Accountability Services to further reduce mis-administrations	2006-2010	<b>Completed for 2007-08</b>



Explanation of Progress or Slippage:

For this report, data from Table 6 was used. The sources for Table 6 are Accountability Services (authoritative source for NC assessment data) and the Comprehensive Exceptional Children's Accountability System (CECAS, the authoritative source for NC students with disabilities data). The data provided is the same as the data used for NCLB and adequate yearly progress (AYP) plus students with disabilities that were not enrolled for a full academic year. In previous years Accountability Services has been considered the authoritative source for students with disabilities data on testing days. Because of this change, the 2007-08 data includes more students with disabilities and is the most comprehensive set of data available for assessments for students with disabilities.

- A. **Percentage of Districts meeting AYP:** North Carolina did not meet its 35% target for AYP. The AYP rate remained at 12%. Although two (2) additional schools made AYP for students with disabilities in 2007-08, there were additional public charter schools that had students with disabilities subgroup the same year. A number of school districts that would have made AYP for students with disabilities did not because of lower test scores in reading this year. The North Carolina reading curriculum, corresponding assessments, and cut scores were revised to be more rigorous.
- B. **Participation Rates:** North Carolina did not meet its targets for participation rates for state reading and math assessments at each grade level 3 - 8 and Grade 10. However, at all grade levels for math and reading, participation rates exceeded the AYP participation rate of 95%, except for grade 10 math which had a 91.8% participation rate. The participation rates remained high, only slipping slightly as a result of using a more comprehensive data set.

Most students with disabilities were assessed on regular assessments with and without accommodations (math 76.6%; reading 73.1%). 23.4% of the students with disabilities were assessed on alternate assessments for math and 26.9% of the students with disabilities were assessed on alternate assessments for reading. Of the students with disabilities assessed on alternate assessments, the majority of them took an alternate assessment against modified academic achievement standards (math 75.6%; reading 77.5%).

- C. **Proficiency Rates:** North Carolina did not meet its targets for proficiency rates for reading at each grade level 3 – 8. North Carolina exceeded its target (23.0%) for grade 10 reading by 2.3 percentage points. The North Carolina reading curriculum, corresponding assessments, and cut scores were revised to be more rigorous. As with any new assessment, proficiency rates for all students, including those with disabilities decreased. New targets in 2008-2011 for reading grades 3 – 8 were proposed to better align with the new AYP reading targets for reading grades 3-8.

Although North Carolina did not meet its targets for proficiency rates for math at each grade level 3 – 8, and grade 10, progress was made at each of the grade levels, with increases ranging from 2.1 percentage points at grade 3 to 14.8 percentage points at grade 10.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

The North Carolina reading curriculum, corresponding assessments, and cut scores were revised to be more rigorous. New targets in 2008-2011 for reading grades 3 – 8 were proposed to better align with the new AYP reading targets for reading grades 3-8, as noted in the following table.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
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<b>2008-09</b>	C. Overall Proficiency Rate:	<b>Grade</b>	<b>Reading</b>
		3	38.8 %
		4	38.8 %
		5	38.8 %
		6	38.8 %
		7	38.8 %
		8	38.8 %
<b>2009-2010</b>	C. Overall Proficiency Rate:	<b>Grade</b>	<b>Reading</b>
		3	40.0%
		4	40.0%
		5	40.0%
		6	40.0%
		7	40.0%
		8	40.0%
<b>2010-11</b>	C. Overall Proficiency Rate:	<b>Grade</b>	<b>Reading</b>
		3	42.0%
		4	42.0%
		5	42.0%
		6	42.0%
		7	42.0%
		8	42.0%

The following improvement activity is being eliminated, as proposed in the table below, because it is a component of another improvement activity in the plan.

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
<del>Examine current practices and initiatives to determine extent of the impact.</del>	2006 & 2007	<del><b>LEAs with good results</b> <b>Exceptional Children Division Staff</b></del>

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

**Measurement:** A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year ÷ # of districts in the State X 100.

Significant discrepancy is defined as twice the State average rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Data source: 2007-08 Discipline data collected through NCDPI\Agency Operations\Safe Schools.

FFY	Measurable and Rigorous Target
<b>2007 (2007-08)</b>	<b>8%</b> of LEAs with a rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year that is twice the state average rate or greater.

**Actual Target Data for 2007-08:**

# of Districts identified by the State as having significant discrepancies in the rates of greater than 10 day suspensions and expulsions of children with disabilities in a school year	# of Districts in the State	Rate	% of Progress or Slippage from 2006-07
5	215*	<b>2.3 %</b>	- 2.9

\*All LEAs, including traditional school districts, public charter schools, and State-Operated Programs, were included in the calculations.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Activities	Timelines	Status
Analyze LEA long-and short-term suspension data in end-of-year reports and Continuous Improvement Performance Plans (CIPPs) to identify LEAs that need targeted technical assistance.	2006 – 07 and annually thereafter	<b>Completed</b> for 2007-08.
Analyze LEA data in end-of-year reports and CIPPs to identify LEAs, and their effective practices, that are achieving good results.	2006 – 2007 and annually thereafter	<b>Completed</b> for 2007-08.
Disseminate information to LEAs about which systems and practices decrease the number of youth with disabilities who are suspended and expelled.	2007, 2008, 2009, 2010	<b>Completed</b> for 2007-08 - Information was disseminated during six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs conducted during February 2008 and one follow-up meeting for public charter schools conducted in March 2008. Additional dissemination occurred during technical assistance and training sessions/institutes, regarding positive behavior supports and discipline, conducted throughout the year by the EC Division’s Dispute Resolution and Positive Behavior Support Consultants.
Develop/provide targeted technical assistance and training that specifically focuses on systems that need to decrease the number of youth with disabilities who are suspended and expelled.	2007, 2008, 2009, 2010	<b>Continuing</b> -The EC Division regional teams identified/met with 1 - 2 districts in each of NC’s six (6) regions to provide focused technical assistance, including professional development. Districts in the greatest need were identified based on integrated data analyses that included disciplinary data. For the last year, NCDPI has been undergoing some changes to realign staff to 8 regions (from 6) and the use of Regional

		Roundtables to provide LEAs with focused technical assistance and training. Some of the work of the EC Division regional teams has been incorporated into the larger scope of the Regional Roundtables.
Study the impact of the State's definition of significant discrepancy and revise the definition if appropriate (e.g. by making adjustments such as more than an "n" size of 1 % of its EC population; more than an "n" size of 10, among other considerations)	2007-08	<b>Completed</b> - The definition for significant discrepancy was adjusted to address small "n" sizes of ≤ 5 students with disabilities suspended/expelled and/or ≤ 1 % of a district's EC population.

*Explanation of Progress/Slippage:*

North Carolina's rate of 2.3% of the LEAs exceeded the target rate for having ≤ 8 % of the LEAs with a significant discrepancy in the rate of suspensions and expulsions of children with disabilities greater than 10 days in a school year. Progress was shown on this Indicator, since the 2007-08 rate of 2.3% was 2.9 percentage points lower than the 2006-07 rate. Many LEAs have implemented effective practices resulting in reduced numbers of suspensions and expulsions greater than 10 days for students with disabilities. As this occurred, the state average rate declined resulting in a decline of the rate used for determining a significant discrepancy. Therefore, it continued to be more challenging for some districts, particularly smaller ones to remain below twice the state average rate.

Five (5) traditional LEAs of 215 LEAs were identified as having significant discrepancies in 2007-08. One (1) of the five (5) LEAs is required to submit copies of any documents 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. The one (1) LEA will be required to make any needed revisions to the submitted documents to ensure compliance with IDEA requirements. Such revisions, if needed, will be submitted with the LEA's CIPP in April 2009. During 2008-09, the EC Division will conduct on-site verification visits, regarding the implementation of policies, practices and procedures pertaining to the suspension and discipline of students with disabilities, in four (4) of the five (5) LEAs since they have previously submitted and revised documents pertaining to the suspension and discipline of students with disabilities in the school district.

*Issues Identified in North Carolina's Part B FFY 2006 SPP/APR Response Table June 6, 2008:*

Data for FFY 2006

As required, eleven (11) LEAs submitted copies of any documents 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 to ensure compliance with IDEA requirements. Following the review of the documents by EC Division staff, four (4) districts' documents did not need revisions, seven (7) districts submitted needed revisions within their Continuous Improvement Performance Plans (CIPP) in Spring 2008. One (1) district submitted a revision to its data.

Data for FFY 2004 and FFY 2005

Additional actions of thirteen (13) LEAs that had to be completed have been completed and submitted by the thirteen (13) LEAs as required. Those actions included: documentation of procedural safeguards in place in their districts (3 of 3 LEAs); plans for training school system staff on disciplinary policies and procedures (7 of 7 LEAs); and additional information on the use of positive behaviors and supports (3 of 3 LEAs).

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08: N/A**

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See Description in Overview Section.

**Monitoring Priority: FAPE in the LRE**

**Indicator 5:** Percent of children, with IEPs, aged 6 through 21

- A. Removed from regular class less than 21% of the day.
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

**Measurement:**

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from the regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
(2007-08)	Measurement A: 62.6% Measurement B: 16.5% Measurement C: 2.1%

**Actual Target Data for 2007-08:**

	Number of Students	Rate	% Change from 2006-07/ Met Target
A. Removed from regular class less than 21% of day	109,914	64%	+0.8 / Yes



B. Removed from regular class greater than 60% of day	27,060	15.8%	-0.4 / Yes
C. Served in public or private separate schools, homebound or hospital placements	4,010	2.3%	0.0 / No

Data used for this indicator are from the December 1 Periodic Child Count submitted as part of the 618 State-reported data requirement.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Improvement Activity	Timeline	Status
Analyze End-of-Year Report and Continuous Improvement Monitoring System (CIMS) self-assessment data, disaggregated by LEA, grade level and area of disability, for populations in each setting on the LRE continuum.	2005-2010, annually	Following the review and analyses of CIPPs, DPI staff conducted six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs during February 2008 and one follow-up meeting for public charter schools in March 2008 to: discuss findings/LEA data profiles prepared by NCDPI; further analyze reasons for LRE data; and provide technical assistance regarding improvement strategies.
Provide statewide training and technical assistance in the implementation of the LRE determination process.	2006-2010	In January and February 2008 NCDPI staff conducted training in each of the State's 6 regions for all LEAs. The training was for using the revised state forms, including the LRE determination process.
Provide parent training on LRE.	2006-2010	The NCDPI EC Division's webpage of Parent Resources and the one for the State Advisory Panel were updated.
Increase the quality of supplemental aides and services by: A. Examining and reducing barriers that prevent a fluid continuum of instructional services through regular and special education (i.e., universal design). B. Increasing promotion and implementation of research-based reading, math and writing instructional strategies in special and general education settings.	2005-2010	Research-based reading, math and writing instructional strategies were promoted and implemented through NC's 7 Reading/ Writing Demonstration Centers; 77 reading/writing sites; 4 Math Demonstration Centers; and 29 math sites, all located in LEAs.

<p>C. Increasing promotion and implementation of Positive Behavioral Supports, Instructional Consultation Teams, and Response to Intervention Models.</p>		<p>Since 2001, 99 LEAs* have been trained and are in various stages of Positive Behavioral Supports; 8 traditional LEAs have been trained and are implementing Instructional Consultation Teams; and 101 LEAs* have been trained and are in various stages of implementation of Response to Intervention Models.</p> <p>*LEAs include traditional school districts, public charter schools and State-Operated Programs.</p>
<p>Provide targeted technical assistance, regarding LRE decision-making, to identified LEAs that have continued to fail to make progress towards the State targets.</p>	<p>2007 - 2011, annually</p>	<p>NCDPI staff conducted training about effective educational programming for students with mental disabilities, multiple disabilities and autism. Staff consultants have provided individual on-site technical assistance to identified LEAs regarding educational programming for students with these disabilities.</p>

**Explanation of Progress or Slippage that occurred for 2007-08:**

- A. North Carolina met its target for 2007 and made progress by increasing the placement rate. The number of children with IEPs, ages 6 – 21, removed from the regular class less than 21% of the day increased from the previous year by 1043. Seventy-two (72) of 115 traditional LEAs (62.6%) met or exceeded the target of 62.59%. Forty-three (43) traditional LEAs (37.4%) did not meet the target. The range of traditional LEA rates was 30% - 81%. Ninety (90) of 98 public charter schools (91.8%) met the target. Eight (8) of 98 public charter schools (8.2%) did not meet the target. Public charter schools' rates ranged from 38% - 100%. None of the three (3) state-operated programs met the target. The range of state-operated programs, the majority of which are residential settings, was 0.28% - 43%.
- B. North Carolina met its target for 2007 and made progress by decreasing the placement rate. The number of children with IEPs, ages 6 – 21, removed from the regular class greater than 60% of the day decreased from the previous year by 859 children. Sixty-nine (69) of 115 traditional LEAs (60%) met the target of 16.47%. Forty-six (46) traditional LEAs (40%) did not meet the target. The range of traditional LEA rates was 1.89% - 35.71%. Ninety-six (96) of 98 public charter schools (98%) met the target. Two (2) of 98 public charter schools (2%) did not meet the target. Public charter schools' rates ranged from 0% - 30%. The three (3) state-operated programs, the majority of which are residential settings, met the target. The range of state-operated programs was 0.28% - 11.11%. Additionally, when the LRE data were disaggregated by disability, the data indicate that at least 50% of students identified in each of the disability categories of mental disabilities, multiple disabilities and autism continued to be removed from the regular class greater than 60% of the day.
- C. Although North Carolina did not meet its target for 2007, there was no change in the placement rate from 2006 and there was a slight decrease in the number of children in the placement options that make up C. North Carolina's rate remained below the national average. The number of children with IEPs, ages 6 – 21, decreased from the previous year by 15 children. Ninety-three (93) of 115 traditional LEAs (80.9%) met the target of 2.13%. Twenty-two (22) traditional LEAs (19.1%) did not meet the target. The range of traditional LEA rates was 0% - 11.33%. Eight (8) of 115 traditional

LEAs had rates that were more than twice the state rate of 2.34%. Ninety-four (94) of 98 public charter schools (95.9%) met the target. Four (4) of 98 public charter schools (4.1%) did not meet the target. Public charter schools' rates ranged from 0% - 5.26%. None of the three (3) state-operated programs, which are residential settings, met the target. The range of state-operated programs was 21.78% - 99.17%.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

Measurable and rigorous targets have been revised, as proposed in the chart below, to round to the tenth place rather than the hundredth place. Stakeholders requested this change for ease in reading and for consistency with other Indicators. Although, there was not an intent to change the rigor of the targets, in some instances/years, due to the rounding, some targets in some years are slightly less rigorous and some are slightly more rigorous.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2007 (2007-2008)	Measurement A: 62.6% Measurement B: 16.5% Measurement C: 2.1%
2008 (2008-2009)	Measurement A: 63.6% Measurement B: 16.1% Measurement C: 2.1%
2009 (2009-2010)	Measurement A: 64.6% Measurement B: 15.7% Measurement C: 2.0%
2010 (2010-2011)	Measurement A: 65.6% Measurement B: 15.3% Measurement C: 2.0%

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Parent Participation**

**Indicator 8:** 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))

**Measurement:** Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

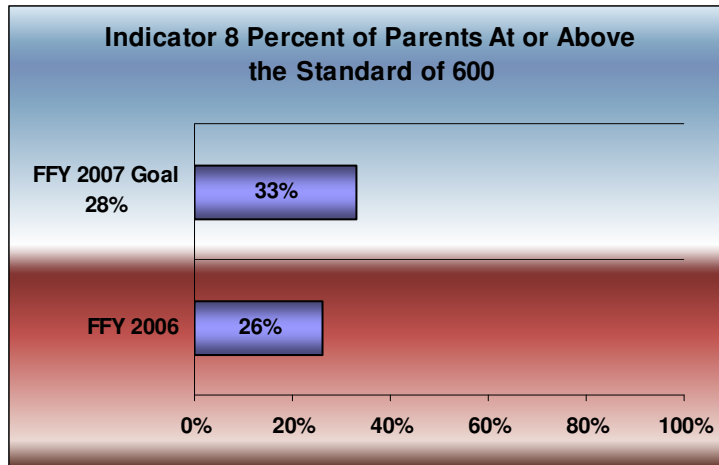
FFY	Measurable and Rigorous Target
2007 (2007-08)	Twenty-eight percent (28%) of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Actual Target Data for 2007-08:**

FFY	Number of Surveys	Number Completed	Percent at or above the Standard Measure of 600	Progress / Slippage
2007-08	23,107	2,738	<b>33%</b>	+7.0

In FFY 2007, the data indicated that thirty-three percent (**33%**) of the parent respondents, with a measure at or above the adopted standard of 600, reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The number of parents whose responses met the standard of 600 was 892. Respondents of children in grades K - 12 met the standard on five of the 25 items, and parents of preschool children met the standard on six of the 25 items.

(A detailed explanation regarding setting the standard at 600 is contained in the State Performance Plan.)



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007/2008:**

*Improvement Activities:*

<b>Activity</b>	<b>Timeline</b>	<b>Status</b>
Employ full-time statistician	October 2007	<b>Completed</b>
Work with Exceptional Children Assistance Center (ECAC) to ensure completion and return of surveys. Explore other means of ensuring completion and return of surveys.	March – May 2008	<b>Partially completed</b> – worked with ECAC to assist parents regarding the completion and return of surveys. The EC Division will continue to explore other means to improve the return rate.
Make available to parents and school systems the Facilitated IEP Process.	July 2006 –June 2011	<b>Completed</b> – Twenty-one facilitators attended three days of training. In FFY 2007-08 there were 145 facilitated IEP meetings conducted.
Provide to LEAs statewide training in How to Conduct <i>Effective IEP Meetings</i> .	January 2007- June 2009	<b>Completed</b> -Six trainings on <i>Conducting Effective IEP Meetings</i> with 720 participants.
Develop web-based and DVD <i>Procedural Safeguards (Handbook of Parents' Rights)</i> .	June 2008	<b>Completed</b> in September 2008
Conduct trainings for Parents on IDEA Federal Regulations and State Policies (minimum of 3	July 2007-June 2011	<b>Completed for 2007-08</b> - The EC Division and the

each year).		ECAC jointly conducted 3 trainings, throughout the State, for parents on IDEA Federal regulations and State policies.
Redesign Website to facilitate the use of available Parent Resources.	July 2008	<b>Completed</b> - The EC Division webpage of Parent Resources and the one for the State Advisory Panel have been updated. The links were moved to the menu of the main page for the EC Division and both sites are currently undergoing changes to provide more information to stakeholders.
Develop web-based training modules on the implementation of IDEA Federal Regulations and State Policies.	July 2008	<b>Partially completed</b> - The Policy, Monitoring and Audit Section website has been updated to make it more user-friendly and a page for training materials has been added. Some training modules and power points have been posted. Additional training modules and power points will be posted when completed.

North Carolina exceeded its 2007-08 28% target by five (5) percentage points, achieving a rate of 33%. The State made progress regarding the percentage of respondents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The use of a statewide survey to gather data does not provide information that can be used to conclusively determine what, if any, of the improvement activities account for the progress.

Reducing the number of questions from 100 to 25 may have been a factor in the number of surveys returned, which could have attributed to the progress. The number of parents whose responses indicated a “response set” of very strongly agree is high and may have been a factor in the progress.

The EC Division also wanted to improve the data collection process to increase the percentage of surveys completed and returned. The number of surveys that were distributed was 23,107 (5,352 Preschool and 17,755 K - 12). A total of 2,738 surveys were returned (869 Preschool and 1,869 K - 12); however, four were incomplete and not scored. The response rate, which doubled in FFY 2007, was **11.9%**. Comparison of respondents to the representative survey distribution suggested that the following groups were not accurately represented in the report: a) black students were under-represented while students of other races/ethnicities were over-represented; b) school-aged students were under-represented while preschool students were over-represented; and c) students with specific learning disabilities were under-represented, followed by students with intellectual disabilities, serious emotional disabilities and other health impairments while students with autism and developmental delays were over-represented. Strategies for addressing this sampling bias will be addressed prior to the 2009 parent involvement survey.

The mean measure for all returned surveys was **549**. The 95% confidence interval for the mean was 543.7 - 554.9. A 95% confidence interval means there is a 95% likelihood that the true mean falls within this range. A mean of 549 indicates that schools are facilitating parent involvement in many ways. For example, the percent of respondents who answered agree (A), strongly agree (SA), or very strongly agree (VSA) was 80% of the respondents at the K - 12 grade level and 94% of the respondents at the preschool level indicated the school encourages them to participate in the decision-making process. Eighty-eight percent at the K - 12 level and 95% at the preschool level indicated that information they receive is written in a way they can understand.

One must take into account the fact that some respondents used the same rating for all 25 items. When respondents fail to make any distinction among items that are known to have different levels of agreeability, they are considered to display a “response set”, i.e. a uniform way of responding that makes it hard to determine whether the responses are authentic or are, in effect, a way of complying with the task. Most of the respondents in the “response set” answered very strongly agree for all 25 items.

Tables 1 and 2, attached, provide information on the number and percent of respondents for each item. Each LEA received an individualized LEA report. Tables 3 – 6, attached, provide information on the number and percent of respondent scores who responded strongly agree (SA) and very strongly agree (VSA) and agree (A), SA, and VSA rated at or above the standard of 600 in the following order: local educational agency (LEA), grade level, category of disability, and race/ethnicity.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007/2008:**

In FFY 2007, the SEA achieved the target set for 2010; therefore, the proposed targets have been reset as indicated in the following table.

<b>FFY</b>	<b>Measurable and Rigorous Target<sup>±</sup></b>
<b>2008 (2008-2009)</b>	<del>Thirty percent (30%)</del> <u>Forty percent (40%)</u> of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2009 (2009-2010)</b>	<del>Thirty-two percent (32%)</del> <u>Forty-five percent (45%)</u> of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2010 (2010-2011)</b>	<del>Thirty-three percent (33%)</del> <u>Fifty percent (50%)</u> of respondents, with a measure at or above the adopted standard of 600, will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Six of the following improvement activities have been eliminated because they are steps in the implementation process, described in the State Performance Plan, for the data collection rather than improvement activities. One improvement activity has been revised to address under-representation of certain populations in survey responses. One improvement activity has been combined with a similar improvement activity. Two improvement activities have been added to promote and increase parent involvement. The table below contains these proposals.

<u>Activity</u>	<u>Timeline</u>	<u>Resources</u>
Run random sample and ensure representation based on disability, race/ethnicity, and grade level.	January 2008	<ul style="list-style-type: none"> <li>• Comprehensive Exceptional Children Accountability System (CECAS) Team</li> <li>• PMA Statistician</li> </ul>
Draft cover letter to accompany survey and prepare envelopes. Include importance of LEAs, charter schools and state operated programs maintaining correct demographics in CECAS, SIMS, NCWISE and third party programs used within each LEA.	February 2008	<ul style="list-style-type: none"> <li>• Dispute Resolution Consultants</li> <li>• PMA Section Chief</li> <li>• EC Division Director and State Superintendent</li> </ul>
Obtain at least 16,000 K-12 and preschool National Center for Special Education Accountability Monitoring (NCSEAM) surveys.	February 2008	<ul style="list-style-type: none"> <li>• Dispute Resolution Consultants</li> <li>• PMA Section Chief</li> </ul>
Determine if parent survey will need to be made available in languages other than English and Spanish.	March 2006	<ul style="list-style-type: none"> <li>• Dispute Resolution Consultant</li> </ul>
Distribute surveys to EC Directors of LEAs, charter schools and state operated programs.	March 2008	<ul style="list-style-type: none"> <li>• Dispute Resolution Consultants</li> <li>• PMA Section Chief</li> </ul>
Send surveys for analysis and report.	April 2008	<ul style="list-style-type: none"> <li>• Dispute Resolution Consultants</li> </ul>
Conduct trainings on IDEA Federal regulations and State policies	July 2007 – June 2011	
Work with Exceptional Children Assistance Center (ECAC) to ensure completion and return of surveys. Explore other means of ensuring completion and return of surveys, particularly for under-represented populations.	<p>March – May 2008</p> <p>March – May 2009</p>	<ul style="list-style-type: none"> <li>• Dispute Resolutions Consultants</li> <li>• ECAC staff</li> </ul>
The EC Division provides funds for stipends for parents participating as instructors in IHE B-K programs. This support encourages parent involvement in personnel preparation.	2008 - 2011	<p>619 funds for parent stipends</p> <p>NCDPI – EC Consultant and ECAC staff to coordinate the program.</p>



<p><u>The EC Division and ECAC co-sponsor training institutes, for parents and educators together, across the State and throughout the school year. This joint training promotes parent involvement.</u></p>	<p><u>2008 - 2011</u></p>	<p><u>Funds to conduct training institutes</u></p> <p><u>NCDPI – EC staff consultants and ECAC staff to coordinate the institutes and provide the training.</u></p>
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<b>Table 1 Survey Items Grades K - 12</b> 1,865 completed and scored; 1,337 below the standard of 600; 528 at or above the standard of 600			
<b>Percent at or above the standard of 600</b>			
<b>Item Calibration</b>	<b>Percent Responded SA or VSA</b>	<b>Percent Responded A, SA, or VSA</b>	<b>Item</b>
673	19%	43%	I was offered special assistance, e.g. child care, so I could participate in the IEP meeting.
653	20%	43%	The school offers parents training about special education issues.
647	19%	41%	I was given information about organizations that offer support for parents of students with disabilities.
634	22%	48%	The school provides information on agencies that can assist my child in the transition from school.
600	27%	59%	The school explains what options parents have if they disagree with a decision of the school.
<b>Percent below the standard of 600</b>			
<b>Item Calibration</b>	<b>Percent Responded SA or VSA</b>	<b>Percent Responded A, SA, or VSA</b>	<b>Item</b>
591	34%	62%	I have been asked for my opinion about how well the special education services my child receives are meeting his/her needs.
581	34%	70%	The school gives parents the help they may need to play an active role in their child's education.
573	34%	74%	Written justification was given for the extent that my child would not receive services.
570	34%	67%	The school gives me choices with regard to services that address my child's needs.
564	36%	71%	At the IEP meeting, we discussed how my child would participate in statewide assessments.
561	33%	74%	The school offers parents a variety of ways to communicate with teachers.
550	39%	75%	The school communicates regularly with me regarding my child's progress on IEP goals.
544	39%	75%	Teachers and administrators seek out parent input.
533	41%	77%	Teachers and administrators show sensitivity to the needs of students with disabilities.
528	39%	79%	Teachers and administrators ensure that I have fully understood the Procedural Safeguards.
526	43%	80%	Teachers and administrators encourage me to participate in the decision-making process.
523	40%	83%	The school has a person on staff who is available to answer parents' questions.
513	48%	85%	All of my concerns and recommendations were documented on the IEP.
511	47%	83%	Teachers treat me as a team member.
507	48%	85%	I am considered an equal partner with teachers and other professionals in planning my child's program.
505	48%	90%	Written information I receive is written in an understandable way.
504	43%	91%	Teachers and administrators respect my cultural heritage.
492	50%	89%	Teachers are available to speak with me.
490	52%	91%	At the IEP meeting, we discussed accommodations and modifications that my child would need.

<b>Table 2 Survey Items Preschool</b> 869 Completed; 505 below the standard of 600; 364 at or above the standard of 600			
<b>Percent at or above the standard of 600</b>			
<b>Item Calibration</b>	<b>Percent Responded SA or VSA</b>	<b>Percent Responded A, SA, or VSA</b>	<b>Item</b>
689	25%	53%	People from preschool special education, including teachers and other service providers: -connect families with one another for mutual support.
653	29%	57%	-offer parents training about preschool special education.
647	34%	63%	-give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers, etc.)
642	29%	59%	-offer supports for parents to participate in training workshops.
639	34%	64%	-provide me with information on how to get other services (e.g. childcare, parent support, respite, regular preschool program, WIC, food stamps).
600	40%	72%	-explain what options parents have if they disagree with a decision made by the preschool special education program.
<b>Percent below the standard of 600</b>			
<b>Item Calibration</b>	<b>Percent Responded SA or VSA</b>	<b>Percent Responded A, SA, or VSA</b>	<b>Item</b>
591	47%	76%	I have been asked for my opinion about how well preschool special education services are meeting my child's needs.
581	43%	79%	People from preschool special education, including teachers and other service providers: -give parents the help they may need, e.g. transportation, to play an active role in their child's learning and development.
576	45%	79%	-provide me with strategies to deal with my child's behavior.
570	46%	87%	-give me options concerning my child's services and supports.
561	47%	81%	-offer parents different ways of communicating with people from preschool special education, e.g. face-to-face meetings, phone calls, email.
558	52%	81%	-give me information about the approaches they use to help my child learn.
550	59%	86%	-communicate regularly with me regarding my child's progress on IEP goals.
545	53%	94%	The preschool special education program involves parents in evaluations of whether preschool special education is effective.
534	57%	86%	People from preschool special education, including teachers and other service providers: -give me enough information to know if my child is making progress.
530	56%	91%	My child's IEP goals are written in a way that I can work on them at home during daily routines.
528	58%	90%	People from preschool special education, including teachers and other service providers:

			-ensure that I have fully understood my rights related to preschool special education.
526	58%	89%	-encourage me to participate in the decision-making process.
524	58%	91%	-value my ideas.
518	66%	94%	I am part of the IEP decision-making process.
513	61%	92%	My recommendations are included on the IEP.
511	59%	90%	People from preschool special education, including teachers and other service providers: -treat me as an equal team member.
505	68%	95%	My child's evaluation report was written using words I understand.
504	61%	97%	People from preschool special education, including teachers and other service providers: -respect my culture.
492	57%	93%	-are available to speak to me.

<b>Table 3 LEA</b>				
Note: In North Carolina, charter schools only have grades K - 12.				
<b>LEA</b>	<b>Number Distributed</b>	<b>Number Completed</b>	<b>Number at or above 600</b>	<b>Percent at or above 600</b>
Alamance-Burlington	812	103	29	28%
Alexander	508	76	27	36%
American Renaissance	58	9	3	33%
Anson	560	57	22	39%
Arapahoe Charter	71			
Asheville City	434			
Bethel Hill Charter	35	5	2	40%
Brevard Academy Charter	15	2		
Bridges Charter	45			
Brunswick	673	89	27	30%
Buncombe	854	89	28	31%
Carter Community Charter	12			
Casa Esperanza Charter	37	7	1	14%
Catawba	754	92	31	34%
Charlotte-Mecklenberg	1,558	254	85	33%
Cleveland	800	85	33	39%
Clover Garden	42	16	7	44%
The Community Charter	25	11	10	91%
Community Partners High	34	3		
Craven	744	85	22	26%

<b>Table 3 LEA</b> Note: In North Carolina, charter schools only have grades K - 12.				
<b>LEA</b>	<b>Number Distributed</b>	<b>Number Completed</b>	<b>Number at or above 600</b>	<b>Percent at or above 600</b>
Crosscreek Charter	25	7	2	29%
Cumberland	1,096	143	44	31%
Duplin	615	59	13	22%
Elkin City	131	18	7	39%
Exploris Charter MS	29	4	2	50%
Graham	153	19	5	26%
Greene	399	43	9	21%
Greensboro Academy Charter	48	13	5	38%
Guilford	1,309	175	68	39%
Henderson	675	17	9	53%
Hoke	607	61	13	21%
Iredell-Statesville	782	39	7	18%
Laurinburg Charter	5			
Lenoir	630	63	22	35%
Millennium Charter Academy	48	9	3	33%
Mitchell	346	31	13	42%
Montgomery	459	28	6	21%
Newton-Conover City	321	35	13	37%
Onslow	815	101	30	30%
Perquimans	198	29	8	28%
Phoenix Academy Charter	21			
Quest Academy Charter	16	8	2	25%
Richmond	579	60	24	40%
Rowan-Salisbury	790	98	31	32%
Sallie B. Howard Charter	73	1	1	100%
Sampson	592	73	21	29%
Sugar Creek Charter	51			
Surry	649	63	14	22%
Vance Charter	40	7	3	43%
Wake	1,744	297	92	31%
Warren	414	40	19	48%
Whiteville City	269	22	8	36%
Woods Charter	51	13	13	48%
WS-Forsyth	1,050	175	68	39%

<b>Table 4 Grade Level</b>			
<b>Grade Level</b>	<b>Number Completed</b>	<b>Number at or above 600</b>	<b>Percent at or above 600</b>
Preschool	869	364	43%
K - 5	1,019	329	32%
6 - 8	408	87	21%
9 - 12	438	112	26%

<b>Table 5 Area of Disability</b>			
<b>Area of Disability</b>	<b>Number Completed</b>	<b>Number at or above 600</b>	<b>Percent at or above 600</b>
Autism Spectrum Disorder	180	48	27%
Deafness-Blindness	2		
Deafness or Hearing Impairment	39	13	33%
Developmental Delay	530	212	40%
Intellectual Disability	278	79	28%
Multiple Disabilities	31	9	29%
Orthopedic Impairment	17	4	24%
Other Health Impairment	364	96	26%
Serious Emotional Disability	66	12	18%
Specific Learning Disability	502	141	28%
Speech and/or Language Impairment	701	270	29%
Traumatic Brain Injury	6	1	17%
Visual Impairment, including Blindness	18	7	39%

<b>Table 6 Race / Ethnicity</b>			
<b>Race / Ethnicity</b>	<b>Number Completed</b>	<b>Number at or above 600</b>	<b>Percent at or above 600</b>
African-American or Black	646	212	33%
American Indian or Alaskan Native	32	7	22%
Asian or Pacific Islander	53	18	34%
Hispanic or Latino	157	61	39%
Multi-Racial	102	40	39%
White	1,744	554	32%

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority:** Disproportionate Representation-Child with a Disability

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Measurement:**  
 Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.  
 Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g. monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (2007-08)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Actual Target Data for 2007-08:**

North Carolina met the 2007-08 target of 0% of its districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Year	# of Districts with Disproportionate Representation that is the Result of Inappropriate Identification	# of Districts in the State	Rate
2007-08	0	215*	0%

\*2007-08 - 115 traditional LEAs, 97 public charter schools, 3 state-operated programs

Sources: 2007-08 First Month Race and Gender Enrollment Data Report, December 1, 2007 Periodic Child Count (618 State-reported data), and Fall 2008 LEA Self-Assessment for Disproportionate Representation data and/or its update.

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

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

No district had disproportionate representation in 2007-08 by over-representation which is determined by a risk ratio of  $\geq 3^*$ . Also upon review of the data no district had findings of under-representation, determined by a risk ratio of  $<.03^*$ . Since there were no districts identified with disproportionate representation, the NCDPI did not have to complete steps 2 and 3 for this indicator.

\* Risk ratios are computed for LEAs with a minimum of 20 students of the particular race/ethnicity enrolled in the district and at least 10 students of the particular race/ethnicity identified in the disability category. Data is reviewed separately for LEAs with less than the minimum enrollments specified.

2. Surveys districts with disproportionate representation, using a State-developed LEA Self-Assessment for Disproportionate Representation or an updated self-assessment if previously completed, which is an examination of local policies, procedures and practices under 618(d); and
3. Examines the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors such as risk ratio trend data, and age and grade levels of students in the program, and student record reviews to make a determination about whether or not the disproportionate representation is a result of inappropriate identification.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Activity	Timeline	Status
Train key school system staff on how to conduct a Targeted Record Review.	January 2006 through August 2006 and ongoing	<b>Completed</b> - EC Division consultants trained school district staff, on how to conduct targeted record reviews in 4 LEAs where SEA on-site record reviews were conducted. Additional LEAs were trained upon request.
LEAs will develop a technical assistance and professional development plan within their Continuous Improvement Performance Plan (CIPP). The plan will include training tailored for all stakeholders.	September 2006 and ongoing	<b>Completed</b> – LEAs submitted technical assistance/ professional development plans as part of the district’s CIPP submitted in the Spring of 2008.
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based research strategies.	December 2006 and ongoing	<b>Continuing</b> - Using data and information from NC’s reading/writing, math and positive behavior support demonstration centers and sites, the EC Division Regional teams of consultants monitored identified strategies and provided technical assistance



		and training to LEAs regarding scientifically-based research strategies.
Publicize State and school system disproportionate representation data on the Exceptional Children Division “Data and Reports” website.	Annually	<b>Partially completed</b> – Some information for all districts has been publicized on the EC Division website through the use of the LEA public reports. Some additional data for districts with disproportionate representation has also been posted on the website. The EC Division is working on re-establishing the publicizing of the risk ratio comparative data for all districts, including those that do not have disproportionate representation.
Staff will analyze LEA data regarding disproportionate representation in racial and ethnic groups in specific disability categories that was the result of inappropriate identification to determine districts that met the state target and districts, if any, that did not meet the state target in preparation for February and March regional meetings to review/discuss CIPPs, including progress/ slippage and improvement activities.	February and March 2007, and annually thereafter	<b>Completed for 2007-08</b> - EC Division staff reviewed and analyzed each LEA’s CIPP and 2007-08 data. From the review and analyses, an LEA profile was prepared for each LEA for use in the 6 regional follow-up meetings (traditional LEAs and State-Operated Programs) conducted during February 2008 and 1 public charter school meeting conducted in March 2008.
Staff from the Exceptional Children Division will meet with LEAs in regional meetings to review/discuss Continuous Improvement Performance Plans (CIPPs),including disproportionate representation in racial and ethnic groups in specific disability categories that was the result of inappropriate identification, improvement activities that LEAs had completed and that helped to maintain progress on this indicator, those improvement	Fall 2007 and annually thereafter	<b>Completed for 2007-08</b> - Six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs were conducted during February 2008 and one follow-up meeting for public charter schools was conducted in March 2008 to: discuss findings/LEA data profiles prepared by NCDPI; further analyze reasons for disproportionate representation of racial and ethnic groups that was a result of inappropriate identification; and provide technical assistance regarding

<p>activities that LEAs had not completed and/or did not help with maintaining progress on this indicator.</p>		<p>improvement strategies.</p>
<p>The Exceptional Children Division regional teams identified and began meeting with one - two districts in each of NC's six (6) regions to provide focused technical assistance, including professional development. Districts that were in greatest need of focused technical assistance were identified based on integrated data analyses that included graduation rates, drop-out rates, proficiency rates on statewide reading and math assessments, disciplinary data, and other program improvement implementation data, including disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.</p>	<p>2007 – 2010</p>	<p><b>Continuing</b> - This has been a continuing effort in NC. For the last year, NCDPI, including the EC Division, has been undergoing some changes to realign staff to 8 regions (from 6) and the use of Regional Roundtables to provide LEAs with focused technical assistance and training. Some of the work of the EC Division regional teams has been incorporated into the larger scope of the Regional Roundtables.</p>

Explanation of Progress or Slippage:

North Carolina met the target of 0%, since no districts were identified as having disproportionate representation of racial and ethnic groups in special education and related services that was a result of inappropriate identification. North Carolina maintained progress on this indicator by continuing the rate of 0% in 2007-08.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

The five (5) improvement activities in the table below have been eliminated because they are part of routine maintenance for this indicator rather than improvement activities.

**Improvement Activities/Timelines/Resources:**

Activity	Timeline	Resources
<p><del>Identify LEAs with disproportionate representation based on Westat's Disproportionality Excel Spreadsheet Application, updating the data annually.</del></p>	<p><del>On-going from November 2005</del></p>	<p><del>•Research and Evaluation Consultant</del></p>

<p>Annually review/approve LEA policies and/or revisions to existing <del>Disabilities</del> during the VI-B project application review/approval process for federal funds.</p>	<p>May 1 — September 15, 2006 and annually thereafter</p>	<ul style="list-style-type: none"> <li>•VI-B Project Consultant</li> <li>•Regional Consultants</li> </ul>
<p>Letter to Superintendents and Exceptional Children Directors identifying their school system for Targeted Record Review, Professional Development and Technical Assistance.</p>	<p>November 2005 through February 2006 and ongoing</p>	<ul style="list-style-type: none"> <li>•Associate Superintendent, Curriculum and School Reform Services</li> <li>•Exceptional Children Director</li> </ul>
<p>LEAs with disproportionate representation in a specific disability category will complete and submit an LEA Self-Assessment for Disproportionate Representation regarding policies, procedures, and practices</p>	<p>Fall 2007 and ongoing</p>	<ul style="list-style-type: none"> <li>•Disproportionality Community of Practice</li> <li>•Designated School Staff</li> <li>•LEA stakeholders</li> </ul>
<p>Based on an examination of the results from the LEA Self-Assessment for Disproportionate Representation, risk ratio trend data, age and grade of special education placements and other factors the SEA will determine if each LEA's disproportionate representation is due to inappropriate identification.</p>	<p>April 2007 and ongoing</p>	<ul style="list-style-type: none"> <li>•Disproportionality Community of Practice</li> <li>•PMA Section</li> <li>•Program Improvement Professional Development Section</li> </ul>

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Disproportionate Representation – Eligibility Category**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**Measurement:** Percent = # of districts with disproportionate representation of racial and ethnic groups, in specific disability categories, that is the result of inappropriate identification ÷ # of all districts in the State times 100.

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618 (d), etc.

FFY	Measurable and Rigorous Target
2007 (2007-08)	0% of the LEAs will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**Actual Target Data for 2007-08:**

Year	# of Districts with Disproportionate Representation that is the Result of Inappropriate Identification	# of Districts in the State	Rate
2007-08	0	215*	0%

\*2007-08 - 115 traditional LEAs, 97 public charter schools, 3 state-operated programs

Sources: 2007-08 First Month Race and Gender Enrollment Data Report, December 1, 2007 Periodic Child Count (618 State-reported data), and Fall 2008 LEA Self-Assessment for Disproportionate Representation data and/or its update.

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

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

Sixty-nine (69) LEAs had disproportionate representation in 2007-08 by over-representation which is determined by a risk ratio of  $\geq 3^*$  of a racial/ethnic group in a specific disability category. Also upon

review of the data no district had findings of under-representation, determined by a risk ratio of  $<.03^*$ . For the districts identified with disproportionate representation, the NCDPI completed steps 2 and 3.

\* Risk ratios are computed for LEAs with a minimum of 20 students of the particular race/ethnicity enrolled in the district and at least 10 students of the particular race/ethnicity identified in the disability category. Data is reviewed separately for LEAs with less than the minimum enrollments specified.

2. Surveys districts with disproportionate representation, using a State-developed LEA Self-Assessment for Disproportionate Representation or an update of the self-assessment, which is an examination of local policies, procedures and practices under 618(d); and
3. Examines the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors such as: risk ratio trend data, age/and grade levels of students in the program, and student record reviews, to make a determination about whether or not the disproportionate representation is a result of inappropriate identification.

Using these steps to examine the data, 0 districts in 2007-08, or 0% had disproportionate representation, in racial and ethnic groups in specific disability categories, that was a result of inappropriate identification.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

Activity	Timeline	Status
Train key school system staff on how to conduct a Targeted Record Review.	January 2006 through August 2006 and ongoing	<b>Completed</b> - EC Division consultants trained school district staff, on how to conduct targeted record reviews in 4 LEAs where SEA on-site record reviews were conducted. Additional LEAs were trained upon request.
LEAs will develop a technical assistance and professional development plan within their Continuous Improvement Performance Plan (CIPP). The plan will include training tailored for all stakeholders.	September 2006 and ongoing	<b>Completed</b> – LEAs submitted technical assistance/ professional development plans as part of a district’s CIPP submitted in the Spring of 2008.
Monitor strategies identified in CIPP to ensure that LEAs are implementing scientifically-based research strategies.	December 2006 and ongoing	<b>Continuing</b> - Using data and information from NC’s reading/writing, math and positive behavior support demonstration centers and sites, the EC Division Regional teams of consultants monitored identified strategies and provided technical assistance and training to LEAs regarding scientifically-based research

		strategies.
Publicize State and school system disproportionate representation data on the Exceptional Children Division "Data and Reports" website.	Annually	<b>Partially completed</b> – Some information for all districts has been publicized on the EC Division website through the use of the LEA public reports. Some additional data for districts with disproportionate representation has also been posted on the website. The EC Division is working on re-establishing the publicizing of the risk ratio comparative data for all districts, including those that do not have disproportionate representation.
Staff will analyze LEA data regarding disproportionate representation in racial and ethnic groups in specific disability categories that was the result of inappropriate identification to determine districts that met the state target and districts, if any, that did not meet the state target in preparation for February and March regional meetings to review/discuss CIPPs, including progress/ slippage and improvement activities.	February and March 2007, and annually thereafter	<b>Completed for 2007-08</b> - EC Division staff reviewed and analyzed each LEA's CIPP and 2007-08 data. From the review and analyses, an LEA profile was prepared for each LEA for use in the 6 regional follow-up meetings (traditional LEAs and State-Operated Programs) conducted during February 2008 and 1 public charter school meeting conducted in March 2008.
Staff from the Exceptional Children Division will meet with LEAs in regional meetings to review/discuss Continuous Improvement Performance Plans (CIPPs), including disproportionate representation in racial and ethnic groups in specific disability categories that was the result of inappropriate identification, improvement activities that LEAs had completed and that helped to maintain progress on this indicator, those improvement	Fall 2007 and annually thereafter	<b>Completed for 2007-08</b> - Six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs were conducted during February 2008 and one follow-up meeting for public charter schools was conducted in March 2008 to: discuss findings/LEA data profiles prepared by NCDPI; further analyze reasons for disproportionate representation of racial and ethnic groups that was a result of inappropriate identification; and provide technical assistance regarding

<p>activities that LEAs had not completed and/or did not help with maintaining progress on this indicator.</p>		<p>improvement strategies.</p>
<p>The Exceptional Children Division regional teams identified and began meeting with one - two districts in each of NC's six (6) regions to provide focused technical assistance, including professional development. Districts that were in greatest need of focused technical assistance were identified based on integrated data analyses that included graduation rates, drop-out rates, proficiency rates on statewide reading and math assessments, disciplinary data, and other program improvement implementation data, including disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.</p>	<p>2007 – 2010</p>	<p><b>Continuing</b> - This has been a continuing effort in NC. For the last year, NCDPI, including the EC Division, has been undergoing some changes to realign staff to 8 regions (from 6) and the use of Regional Roundtables to provide LEAs with focused technical assistance and training. Some of the work of the EC Division regional teams has been incorporated into the larger scope of the Regional Roundtables.</p>

*Explanation of progress or slippage:*

North Carolina met the 2007-08 target of 0% of the LEAs having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. The State made progress by reducing its rate of 11.4% in 2006-07 to 0% in 2007-08.

In step one (1) of the determination process for this indicator, the NCDPI identified sixty-nine (69) of 215 LEAs with disproportionate representation of racial and ethnic groups in specific disability categories. The 69 LEAs were comprised of traditional school districts.

Steps two (2) and three (3) of the process were conducted to determine if the disproportionate representation of racial and ethnic groups in specific disability categories in the 69 LEAs was a result of inappropriate identification. In step 2, the 69 LEAs completed and submitted for an updated or a newly developed LEA Self- Assessment for Disproportionate Representation. In step 3, NCDPI staff examined the results of the LEA Self-Assessment for Disproportionate Representation, along with other factors including: risk ratio trend data for ages 6- 21, grades K-6 risk ratio data, age/and grade levels of students in the program, internal student record reviews for each of the 69 LEAs. NCDPI staff also examined some student records in CECAS and conducted on-site targeted record reviews in four (4) LEAs. In each of the 69 LEAs, the NCDPI determined that the disproportionate representation of racial and ethnic groups in specific disability categories was not a result of inappropriate identification.

During the conduct of the examinations/reviews, the NCDPI noted that LEAs were implementing various practices to continue to reduce disproportionate representation of racial and ethnic groups in specific disability categories, including identifying and addressing other factors unique to LEAs that may be contributing to disproportionate representation.

*Correction of FFY 2006 Non-compliant Findings:*

Twenty-four (24) of twenty-four (24) LEAs corrected FFY 2006 non-compliant findings within one year. Corrections were documented through evidence submitted with CIPPs in the Spring of 2008, including updates to existing LEA Self-Assessments for Disproportionate Representation about policies, practices and procedures implemented to address disproportionate representation that was a result of inappropriate identification.

*Additional Issues Identified in North Carolina’s Part B FFY 2006 SPP/APR Response Table June 6, 2008:*  
FFY 2005

Twenty-four (24) of sixty-eight (68) districts that had not corrected non-compliance in FFY2005 completed required enforcement actions and subsequently corrected the non-compliances identified. Corrections were documented through evidence submitted about action steps taken to address disproportionate representation of racial and ethnic groups in specific disability categories and updates to each existing LEA Self-Assessment for Disproportionate Representation which included information about policies, practices and procedures. The documentation was submitted to NCDPI during and/or following technical assistance meetings between NCDPI staff and individual LEAs.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

The five (5) improvement activities in the table below have been eliminated because they are part of routine maintenance for this indicator rather than improvement activities.

**Improvement Activities/Timelines/Resources:**

Activity	Timeline	Resources
<del>Identify LEAs with disproportionate representation based on Westat’s Disproportionality Excel Spreadsheet Application, updating the data annually.</del>	<del>On-going from November 2005</del>	<del>●Research and Evaluation Consultant</del>
<del>Annually review/approve LEA policies and/or revisions to existing Disabilities during the VI-B project application review/approval process for federal funds.</del>	<del>May 1 — September 15, 2006 and annually thereafter</del>	<del>●VI-B Project Consultant ●Regional Consultants</del>
<del>Letter to Superintendents and Exceptional Children Directors identifying their school system for Targeted Record Review, Professional Development and Technical Assistance.</del>	<del>November 2005 through February 2006 and ongoing</del>	<del>●Associate Superintendent, Curriculum and School Reform Services ●Exceptional Children Director</del>



<p>LEAs with disproportionate representation in a specific disability category will complete and submit an LEA Self-Assessment for Disproportionate Representation regarding policies, procedures, and practices</p>	<p>Fall 2007 and ongoing</p>	<ul style="list-style-type: none"> <li>•Disproportionality Community of Practice</li> <li>•Designated School Staff</li> <li>•LEA stakeholders</li> </ul>
<p>Based on an examination of the results from the LEA Self-Assessment for Disproportionate Representation, risk ratio trend data, age and grade of special education placements and other factors the SEA will determine if each LEA's disproportionate representation is due to inappropriate identification.</p>	<p>April 2007 and ongoing</p>	<ul style="list-style-type: none"> <li>•Disproportionality Community of Practice</li> <li>•PMA Section</li> <li>•Program Improvement Professional Development Section</li> </ul>

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B/Child Find**

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

**Note:** North Carolina has an established timeline (90 days) from receipt of the referral to the placement determination, as indicated in the measurement. The 90-day timeline/receipt of the referral begins before parental consent to evaluate.

**Measurement:**

- a. # of children for whom referral for evaluation was received.
- b. # determined not eligible whose referral, evaluations, eligibility, and placement determinations were completed within 90 days (State established timeline).
- c. # determined eligible whose referral, evaluations, eligibility, and placement determinations, including IEP, were completed within 90 days (State established timeline).

Account for children included in “a” but not included in “b” or “c”. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

FFY	Measurable and Rigorous Target
<b>2007 (2007-08)</b>	The level of performance is 100%.

**Actual Target Data for 2007-08:**

# of Referrals received July 1, 2007 – June 30, 2008	# of students determined not eligible whose placement determination was made within 90 days	# of students determined eligible whose placement determination was made within 90 days –	Rate (B + C divided by A times 100)	# of students for whom placement determinations exceeded the 90- day timeline
<b>34173*</b>	<b>9895</b>	<b>19309</b>	<b>85.5%</b>	<b>4969</b>

\*Removed from this number - children who transferred in or out of the LEA, dropped out, or died within 90 days of receipt of referral (945); children who transferred into the LEA after the 90 day timeline expired (48); and children whose parent(s) repeatedly failed or refused to produce them for the evaluation (280).

Range of days beyond 90 days –

1 to 5 days – **857**

6 – 15 days – **877**

16 – 25 days – **521**

26 – 35 days – **446**

36 – 45 days – **341**

46 days or more – **1927**

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

Referral paperwork not processed in a timely manner – **1902**

Excessive student absences – **118**

Weather delays – **31**

Delay in getting parent consent for evaluation – **382**

Other – **2536**

The 2007-08 data were collected through a survey completed by all local education agencies using a web-based EXCEL spreadsheet. Allowable exceptions, that were removed from the number of referrals received, were included in the survey 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.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08**

<b>Activity</b>	<b>Timeline</b>	<b>Status</b>
CECAS will be updated to collect and analyze the required data in future years.	2007-08 and ongoing	The EC Delivery Team once again collected the data through a web-based EXCEL spreadsheet process. The update of CECAS for this purpose has been postponed until updates (unique student i.d. for each student and required race/ethnicity changes) to the State's data system are completed.

<p>LEAs will receive training on how to collect data through CECAS.</p>	<p>2007-08 and ongoing</p>	<p>LEA training has been postponed until after the CECAS update occurs.</p>
<p>The State Education Agency will identify effective strategies from those LEAs that have reached 100% to share with those LEAs that have not reached 100% compliance.</p>	<p>2006-07 and ongoing</p>	<p>Districts' efficient, effective processes/ systems were shared during 6 regional follow-up meetings for LEAs and SOPs conducted in February 2008 and one follow-up meeting for public charter schools conducted in March 2008.</p>
<p>Following the review and analyses of CIPPs, DPI staff will conduct regional meetings with LEAs to: discuss findings; further analyze reasons for non-compliance; and provide technical assistance regarding improvement strategies to correct non-compliances within one year.</p>	<p>Spring 2007 and annually thereafter</p>	<p>Six (6) of six (6) regional follow-up meetings for traditional LEAs and SOPs were conducted during February 2008 and one follow-up meeting for public charter schools was conducted in March 2008 to: discuss findings/LEA data profiles prepared by NCDPI; further analyze reasons for non-compliance; and provide technical assistance regarding improvement strategies to correct non-compliances within one year.</p>
<p>The State Education Agency will further analyze the data by regions and determine whether or not regional interventions/improvement strategies are needed.</p>	<p>Spring 2007 and annually thereafter</p>	<p>Data were analyzed by region and findings are discussed in the explanation of progress below.</p>
<p>Following the first year of implementation of improvement strategies, the State Education Agency will further analyze LEA data to determine if targeted interventions are needed for any LEAs (e.g., if any LEAs are continuing to</p>	<p>Spring 2008 and annually thereafter</p>	<p>NCDPI provided follow-up technical assistance for thirteen (13) traditional LEAs and three (3) public charter schools that had low</p>

<p>experience high rates of non-compliance).</p>		<p>levels of compliance with minimal progress to verify root causes and identify strategies to correct non-compliant findings.</p>
<p>The State Education Agency will provide further follow-up with those LEAs (public charter schools) that reported having no referrals for evaluation to ensure child find policies are being implemented.</p>	<p>Spring 2008 and annually thereafter</p>	<p>NCDPI staff contacted six (6) public charter schools that reported having no referrals and ensured child find policies are being implemented.</p>

*Explanation of Progress or Slippage:*

North Carolina failed to meet the 100% target by 14.5%. NC's rate of 85.5% represents a 0.1% increase from 2006-07.

Of 115 traditional LEAs, twenty-nine (29) had rates of 100%, twenty-five (25) had rates greater than 95%, an additional forty-seven (47) LEAs had rates greater than 75% but less than 95%, twelve (12) had rates greater than 50% and equal to or less than 75%, and (1) LEA had a rate below 50%. Of the thirteen (13) LEAs with rates 75% or below, eleven (11) of the districts are located in the Central and Eastern regions of North Carolina. Three (3) of the thirteen (13) districts have more than 50,000 students. Five (5) of the thirteen (13) districts rates decreased to 75% or below for the first time. The remaining eight (8) districts increased their rates from the previous year. Root causes for the non-compliant findings were analyzed by the LEAs and discussed with NCDPI staff. Root causes contributing to the delays in completing the 90-day process in a timely manner varied among the districts. Most often, the root causes were related to personnel issues (e.g., lack of/a limited number of personnel; staff turnover; and/or use of contracted personnel to conduct evaluations in smaller, more rural districts; and individual personnel failing to complete job requirements in larger districts).

Of the eighty-eight (88) public charter schools required to submit data for this indicator, eighty-two (82) received referrals for evaluations from July 1, 2007 – June 30, 2008. Sixty-one (61) of the charter schools had rates of 100%. Each of fourteen (14) of the charter schools, with rates ranging from 66.7% - 93.8%, had one referral for evaluation that did not complete the 90-day process in a timely manner. Many of the public charter schools use contracted personnel to complete evaluations and this was given as the primary reason for the delays. Other reasons given included: weather delays and delays in getting parental consent. Three (3) charter schools had more than one referral for evaluation that were not processed within the 90-day timeline and rates ranging from 16.7% - 80.0%. Root causes contributing to these delays were related to new personnel experiencing problems with processing paperwork in a timely manner and the use of contract personnel. Staff followed-up with the six (6) charter schools that received no referrals for evaluation and verified this data. Most are high schools.

Two of three state-operated programs (SOPs) received referrals for evaluation from July 1, 2007 – June 30, 2008. Each had a rate of 100%.

There was a 12.5% increase in the number of referrals received for evaluation during the 2007-08 school year. A portion of this increase was due to children transitioning from Part B to Part C. At least 29% of the referrals for evaluation resulted in students determined to be ineligible for special education and related services. Effective interventions in regular education have resulted in decreases in the total number of referrals in some LEAs.

*2007-08 Compliance Findings:*

For 2007-08, fifty-four (54) of 115 traditional LEAs, seventy-five (75) of eighty-two (82) public charter schools and two (2) of (2) State-operated programs exhibited substantial compliance with this indicator. Sixty-one (61) traditional LEAs and three (3) charter schools were not compliant with this indicator (64 findings) in 2007-08. These LEAs are required to submit data/evidence as part of their Continuous Improvement Performance Plan (CIPP) in Spring 2009 to show correction of non-compliance as soon as possible and no later than one year from the notification of the non-compliant finding.

*Correction of Non-compliant findings from 2006-07:*

Fifty-six (56) of fifty-seven (57) traditional LEAs (57 findings), seven (7) of seven (7) public charter schools (7 findings), and one(1) of one (1) SOP (1 finding) corrected 64 of 65 non-compliant findings within one year. Corrections were documented through evidence submitted with CIPPs in the Spring of 2008 and the 2007-08 annual data submissions. The remaining one (1) traditional LEA has subsequently corrected the one (1) non-compliant finding as evidenced by data submitted to NCDPI through quarterly data/progress reports and information addressing root causes such as personnel issues.

*Correction of Non-compliant findings from 2005-06:*

Five (5) of five (5) traditional LEAs (5 findings) and one (1) public charter school (1 finding) had non-compliant findings in 2005-06 and did not correct the six (6) non-compliant findings within one year or prior to the submission of NC’s APR February 1, 2008. Six (6) of six (6) non-compliant findings were subsequently corrected. Evidence of the corrections included: 1) data submitted to NCDPI through quarterly data/progress reports; and 2) information to address root causes and improvement strategies in each LEA’s revised Continuous Improvement Performance Plan (CIPP) submitted in the Spring 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

One improvement activity has been revised to better address concerns regarding the use of effective interventions in regular education and of the number of referrals for evaluation that result in determinations that students are ineligible for special education and related services. One improvement activity has been added to address the 90-day timeline requirements for children transitioning from Part C to Part B. This improvement activity was already a part of Indicator 12.

Activity	Timeline	Resources
<p>The State Education Agency (SEA) will develop a self-assessment tool to identify effective <u>practices for school-aged and preschool-aged children</u>. The SEA will <u>analyze data and information collected through the use of the self-assessment and compare compliance rates to practices implemented</u>. Effective <u>practices and strategies</u> will be shared with those LEAs that have not reached 100% compliance.</p>	<p><u>2009-2010; 2010-2011</u></p>	<p>Funds and NCDPI <u>general and special education staff to 1) develop the self-assessment; 2) provide training for completing/using the self-assessment tool; 3) analyzing the data and information obtained; and 4) disseminate effective practices and strategies.</u></p>

<p><u>The Preschool Assessment Center Initiative is a best practice model for efficient and appropriate assessments for very young preschool children. Five LEAs were selected and funded to become best practice centers for demonstration purposes. The model assists with addressing needs identified in the state for achieving the 90-day timeline requirements in Indicator 11.</u></p>	<p><u>2009-2010; 2010-2011</u></p>	<p><u>Funds and staff for continued support and training for the five best practice centers.</u></p>
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**Part B State Annual Performance Report (APR) for 2007-2008**

**Overview of the Annual Performance Report Development:** See Description in Overview Section.

**Monitoring Priority:** Early Childhood Transitions

**Indicator 12:** 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.

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be not eligible by their 3<sup>rd</sup> birthdays.
- c. # of those found eligible who received services / IEP developed by their 3<sup>rd</sup> birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Percent= [(c) divided by ( a – b – d)] times 100

FFY	Measurable and Rigorous Target
2007-2008	100% of children referred by Part C prior to age 3 and who are found eligible for part B will have an IEP developed and implemented by their third birthdays.

**Actual Target Data for 2007-2008**

<b>Timely Transitions</b>	
<b>a:</b> Number of children who have been served in Part C and referred to Part B for eligibility determination.	3711
<b>b:</b> Number of those referred determined to be not eligible by their third birthday.	544
<b>c:</b> Number of those found eligible who received services/IEP developed by their third birthday.	2361
<b>d:</b> Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	182
<b>e.</b> Number of children transferred into or out of the LEA during transition from Part C.	118
<b>Rate</b> (c divided by (a-b-d-e) times 100):	<b>82.35%</b>



Exception 300.301(d) was broken into two sections (d and e) for clarification purposes.

<b>Number of students delayed due to the following reasons</b>	
<b>Family Circumstance:</b> (e.g., Parents did not show up for the evaluation, change in custody, etc.)	156
<b>Child Circumstance:</b> (e.g., Child was sick and evaluation did not get completed when scheduled.)	46
<b>Part B Circumstance:</b> (e.g., Delays relating to completion of evaluations, holding timely IEP meeting, arranging transportation, school enrollment paperwork, etc).	118
<b>Part C Circumstance:</b> (e.g., Delays relating to Part C failing to notify or issue transition planning meeting invitation to Part B in a timely manner when child was in Part C system prior to 2 years, 9 months of age).	77
<b>Total</b>	<b>397</b>
<b>Number of students delayed beyond 3rd birthday the following number of days</b>	
1 to 5	40
6 to 15	49
16 to 25	46
26 to 35	36
36 to 45	29
46 days or more	197
<b>Total</b>	<b>397</b>

**Data Utilized for Analysis and Verification and Assurance of Data Accuracy in 2007-2008:**

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 spreadsheets with the above data collection fields which automatically calculated the percentage of timely transitions. Each LEA was then required to have its Exceptional Children Director sign an assurance as to the accuracy of the data. Spreadsheets were then electronically sent to the Department. Each LEA was responsible for creating its own database to track the referral and placement dates for each student.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007:**

*Explanation of Progress or Slippage*

North Carolina did not meet the target of 100%. The Department’s transition data of 82.35% indicated significant progress, or 10.08 percentage points increase, made from 2006-2007. The total number of children transitioning from the Part C system (3711) was an 11% change/increase from 2006-2007. The number of children made eligible for services (544) was a 37% change/increase from 2006-2007. While improving overall performance of conducting timely transitions (e.g., addressing weakness in the transition process and building capacity for conducting entry level assessments and placements), LEAs also processed and served significantly more transitioning children overall.

If the proposed exception for 2008-09 data, children enrolled in the Part C system after 2 years 9 months of age, was applied to the 2007-08 data, NC’s rate would be 85.6%.  
 [(2,361/2,757) x 100 = 85.6%]

Five of the largest LEAs in North Carolina accounted for 27% of the total number of transitioning children. Three of these LEAs improved significantly, demonstrating compliance between 91.3 to 96.2 %. Two of the five largest LEAs had compliance rates that were less than 50%.

*Reasons for Delay in Timely Transition and Number of Days beyond the Third Birthday*

In 2006-2007, 3,353 children were referred from the Part C program with 764 children not receiving a timely transition. In 2007-2008, there were 3711 children referred from Part C, 414 who did not receive a timely transition. This represented a 54% increase in the number of children who received a timely transition. This trend is evidence of the positive impact of the improvement activities implemented by the state and local programs.

Family Circumstances. The reason for the largest number of reported delays (156) fell in the “Family Circumstance” category. When a family cancels a previously scheduled entry level assessment (which would have met the timely transition goal) the LEA assessment team calendars may be too tightly booked to reschedule a timely evaluation slot. When this is so, LEAs are exploring ways to resolve this challenge.

Part B Circumstances. The second largest number of reported delays (118) fell in the “Part B Circumstance” category. This, too, was identified as being related to the capacity of LEAs to conduct entry level assessments and to develop an efficient process.

Child Circumstance. This was the lowest reason of the reported delays (46) but would also suggest that when an entry level assessment is cancelled due to child sickness, the rescheduling process may be hampered by tightly booked assessment team schedules.

Relative to the time span beyond the third birthday in which transitions were held, the time increment in which the largest number of delays occurred (197 children) was 46 days or more. This, too, was the largest time increment in delays for 2006-2007 (364 children); however the difference between these two reporting periods indicated a 54% reduction. While 17 of the 115 LEAs reported delays in this time span, the two largest LEAs reported 46% of the 197 children accounted for in this time increment of delays.

*Statewide Progress on Improvement Activities for 2007-2008:*

Monitoring- LEA Transition Planning Document. The Department developed and analyzed the LEA Transition Planning Document from each of the 115 LEAs. The document was based on information gathered from the Early Childhood Transition Center and the National Early Childhood Technical Assistance Center. Assistance from the University of North Carolina at Greensboro allowed the Department to conduct a validity and reliability study of the document for the purpose of revising and refining the document to maximize further guidance to LEAs with regard to developing and assessing their Transition Policies, Practices, and Procedures. A scoring rubric was also developed for monitoring the quality of LEA practices. Information reviewed in this document assisted the Department in providing technical assistance at the local level, and assisted in a complaint investigation.

Monitoring – Development of a Targeted Monitoring Tool. A draft targeted monitoring tool was applied to individual child folders by local preschool coordinators in the Fall of 2007 as a way of gaining stakeholder input into the further development of such a tool. This was implemented at each of the six regional Exceptional Children Preschool Coordinators meetings. Feedback was received and considered. This information, in conjunction with the “Local Corrective Action Plans: Collection and Use of Valid and Reliable Data for Determining Factors Contributing to Noncompliance” (3-24-08) developed by Western Regional Resource Center, National Early Childhood Technical Assistant Center, and Data Accountability Center will be utilized to finalize the targeted monitoring tool for 2008-2009.

Monitoring – Development of a Preschool Written Referral Form. The Department developed and implemented a preschool specific page to the state recommended written referral form which documented the following issues for children referred from the Part C program: 1) Review of existing data, 2) Documentation of previous early intervention services – date of transition planning conference, age at which child entered the Infant Toddler Program, frequency of services, goal areas on the IFSP, progress child has made on the IFSP goals, and 3) Reasons for Referral/Areas of Concern (specific to preschool children). These changes were included in the statewide training for new forms and implemented in the spring, 2008.

Monitoring and Enforcement - The Department notified and required each LEA that fell within the very low compliance or compliance with slippage categories to: 1) complete the revised LEA Transition Planning Document which outlines the Practices and Procedures for Transition, 2) submit quarterly Indicator 12 data for monitoring and verification, and 3) have onsite technical visit by the NCDPI to review policies, practices, and procedures to identify specific issues.

Technical Assistance - Onsite technical assistance has been provided to LEAs who did not correct non-compliance for 2006-2007. NCDPI staff has met with program directors, coordinators, and finance directors to review policies, practices, and procedures to identify weaknesses. All LEAs received individual feedback on their compliance rates through the 619 Preschool Grant review process.

Data Collection System – The data collection was not incorporated into the Comprehensive Exceptional Children Accountability System (CECAS). The categories for “Reasons for Delay” were revised to improve the accuracy of the data by more specifically defining the categories.

Staff Development –Transition Training Workshops - Twelve (12) workshops were conducted during the 2007-2008 school year in collaboration with a state training program, Partnership for Inclusion and NCDPI staff. Representatives from Part C and B, as well as the Children’s Developmental Services Agency, Health Alliance, Early Intervention for Visually Impaired and Hearing Impaired Infants and Toddlers and Preschool Coordinators met to discuss the requirements for transition under the IDEA, review differences between each system, outline roles and responsibilities and begin the development of local transition plans. This impacted 76 of the 115 LEAs. Thirty (30) of the LEAs attended this workshop in 2006-2007. Therefore, 92% of LEAs have been impacted by this training.

Professional Development- Regional Preschool Coordinators Meetings (Fall, 2007) - Six (6) regional meetings were held with a training program developed by NCDPI staff on transition practices and procedures.

Professional Development- State Preschool Coordinator’s Meeting (Winter, 2008) - One statewide meeting was held for three days with the focus on new Coordinator Orientations, training on the State Performance Plan and Annual Performance Report process, and transition policies, practices and procedures.

Collaboration and Coordination- North Carolina Coordinating Council Retreat (Summer, 2007) - Per North Carolina state statute, the North Carolina Coordinating Council is the advisory board to Part C and B, IDEA. During summer, 2007 a retreat was coordinated and funded by Part B to initiate strategic planning around the future focus of the state and local councils. The result was to restructure the roles and responsibilities of the Local Interagency Coordinating Councils (LICCs) to focus on activities around Child Find and Transition. The state ICC was also restructured around transition, child find, and professional development.

Collaboration and Coordination- North Carolina Coordinating Council Handbook & Training - A subcommittee of the NC ICC revised and updated an orientation handbook for LICC. In addition, a reporting template was developed for LICC’s to identify and report the number and type of activities they undertake each year around Child Find and Transition. In the Spring, 2008 a series of six (6) regional training sessions was held for leaders within each LICC on the new roles and responsibilities. A memorandum of understanding was developed by the lead agencies for Part B and C and the NC ICC around the roles and responsibilities of the Coordinating Council and a memo was issued by the Department to endorse the memorandum.

Coordination and Coordination – Financial Support of Transition and Child Find Activities - Funds from 619 B were utilized to issue grants to LICCs to support activities at the local level focused on Transition and Child Find.

Policies, Practices, and Procedures- North Carolina Guiding Practices in Transition and Frequently Asked Questions about Transition Documents - Part B and C lead consultants and monitors worked jointly to develop a guiding practices document. Part B representatives also developed a Questions and Answers document to further clarify policies, practices and best practice procedures for transition.

Program Development – Preschool Assessment Center Initiative - A professional development model was developed to assist with building the states capacity to conduct developmentally and culturally appropriate assessment on very young children. The model also intentionally addresses practices which are family friendly, efficient and addresses the lack of available personnel to conduct assessments in some areas of the state. The major components of the model include:

1) Transdisciplinary Play-based Assessments (Linder, 2008); 2) Touchpoints (T. Berry Brazelton)-model for developing family relationships and communication practices; and 3) Business model which includes conducting community wide screen clinics, scheduling, and billing/contract practices for LEAs when one LEA may conduct assessments for surrounding LEAs that do not have adequate personnel to conduct assessments. Five LEAs were selected and funded to become best practice centers for demonstration purposes. Training of these assessment teams and their administrators began in the summer, 2008 and continues. The overall staff development model will include statewide video conference training programs for play-based assessments, follow-up on-site demonstrations and technical assistance.

#### *2007-08 Compliance Findings:*

Thirty-three (33) of the one-hundred and fifteen (115) LEAs did not demonstrate compliance for the 2007-2008 school year (33 findings). Current corrective action for the non-compliance includes: 1) self-assessment through a targeted monitoring tool to address root causes and develop improvement strategies, 2) revision to the CIPP and the Transition Planning Document in the Spring of 2009, and 3) 2008-2009 data submissions showing progress made.

#### *Correction of Non-compliant findings from 2006-07:*

Sixty-four (64) of the 115 LEAs did not demonstrate compliance for the 2006-07 school year (64 findings). All sixty-four (64) findings of non-compliance were corrected in one year as evidenced by data submitted to NCDPI through revisions to the CIPP in Spring of 2008 and the demonstration of compliance on the 2007-08 annual data submission. The NCDPI required seven (7) of the lowest performing LEAs to also: 1) submit revisions to the Transition Planning Document in which steps, timelines, and roles/responsibilities are delineated for the transition process; 2) receive technical assistance and training; and 3) submit quarterly transition data to the NCDPI for monitoring and verification. An onsite verification visit was provided to one LEA during a complaint investigation.

#### *Correction of Non-compliant findings from 2005-06:*

Six (6) of six (6) LEAs that had non-compliant findings (6 findings) for 2004-05 and did not correct them within one year or prior to the submission of NC's APR February 1, 2008, subsequently corrected the non-compliant findings. Evidence of the corrections made include: 1) data submitted to NCDPI through quarterly data/progress reports; and 2) information to address root causes and improvement strategies in each LEA's revised Continuous Improvement Performance Plan (CIPP) submitted in April 2008 and transition plan submitted in May 2008.

#### *Correction of Non-compliant findings from 2004-05:*

Three (3) of three (3) LEAs that had non-compliant findings (3 findings) for 2004-05 and did not correct them within one year or prior to the submission of NC's APR February 1, 2008, subsequently corrected the non-compliant findings. Evidence of the corrections made include: 1) data submitted to NCDPI through quarterly data/progress reports; and 2) information to address root causes and improvement strategies in each LEA's

revised Continuous Improvement Performance Plan (CIPP) submitted in April 2008 and transition plan submitted in May 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08: N/A**

**Part B State Annual Performance Report (APR) for: 2007-2008**

**Overview of the Annual Performance Report Development:** Refer to the State Performance Plan and the description in the Overview Section.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

**Measurement:** Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
<b>2007 (2007 – 2008)</b>	100% of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

**Actual Target Data for 2007-2008: 85.8% (2035/2396 X 100 = 85.8%)**

Of the records reviewed, 85.8% had IEPs that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the students to meet the post-secondary goals stated in their IEPs as reported by all LEAs, charter schools, and SOPs. LEAs reviewed records, identified areas of noncompliance and had the option of correcting the noncompliant records before reporting data to the state.

Each Local Education Agency, charter school and State Operated Program (SOP) in the state that had students with disabilities aged 16 and older were required to submit data on 5% of that population or at least five records. Data submitted will also be used for the development of the annual report of the Continuous Improvement Performance Plan (CIPP), which is the local exceptional children performance plan.

Progress has been made toward meeting the target of 100%. Baseline data for FFY 2005 reported a compliance rate of 60%, data for FFY 2006 was 72.5%, and FFY 2007 show a compliance rate of 85.8% (Chart 1). This demonstrates a compliance increase of 13.3%. Table 1 provides an item by item summary of state compliance rates for each National Secondary Transition Technical Assistance Center (NSTTAC) checklist question. North Carolina has chosen to monitor all six questions on the checklist.

Chart 1

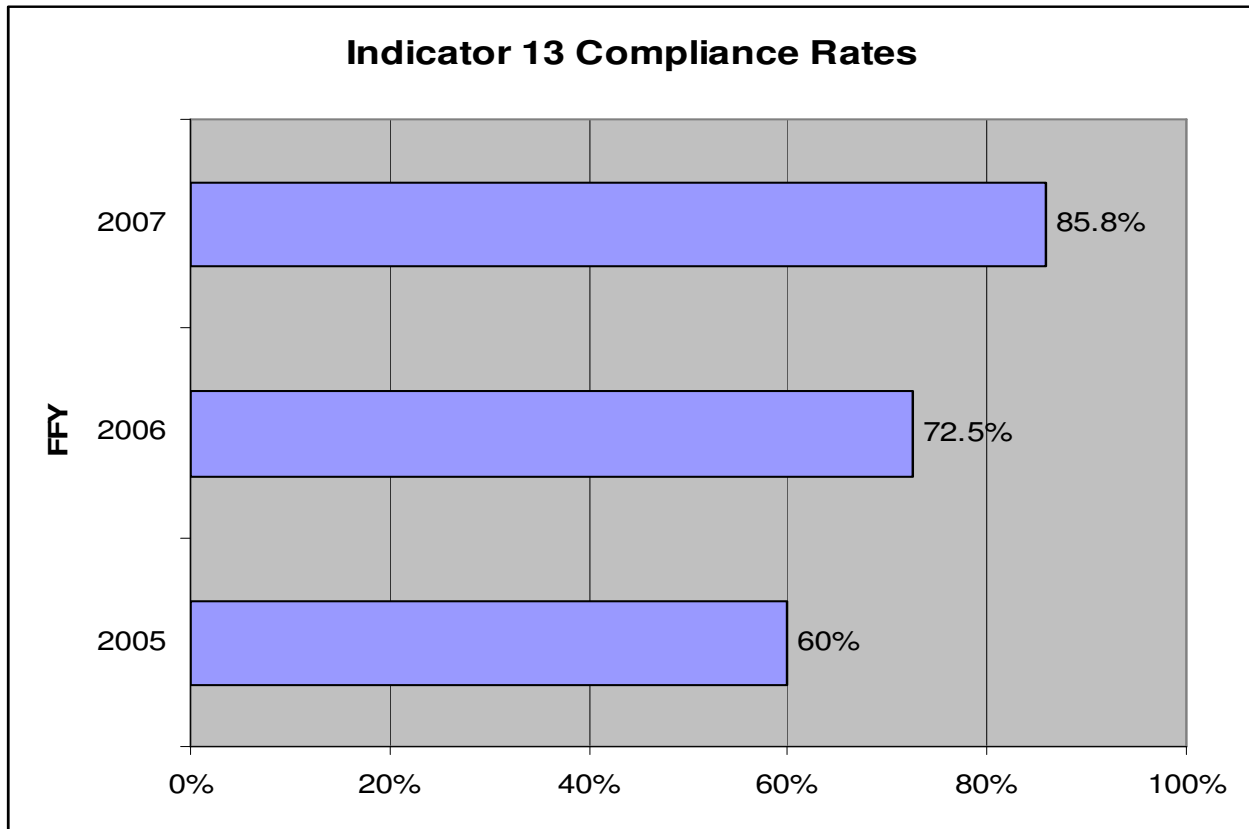


Table 1 Indicator 13 Record Review Summary

Indicator 13 Checklist Questions	Yes	No	Not Applicable
1. Measurable Postsecondary Goals	2140/2396 (89%)	256/2396 (11%)	
2. Supporting Annual IEP Goals	2283/2396 (95%)	113/2396 (5%)	
3. Transition Services	2272/2396 (95%)	124/2396 (5%)	
4. Agency Involvement	1201/2396 (50%)	71/2396 (3%)	1124/2396 (47%)
5. Transition Assessment	2321/2396 (97%)	75/2396 (3%)	
6. Course of Study	2365/2396 (99%)	31/2396 (1%)	

During FFY 2007 – 2008 NCDPI monitored four LEAs through the Focused Monitoring process October 2007 – March 2008. The focus areas are graduation, dropout and transition. In order to monitor for compliance in the area of transition, records were reviewed for compliance using the NSTAAC Indicator 13 checklist. NCDPI wanted to assure that the LEAs were using the NSTAAC checklist as required. Records were reviewed of those students that had exited the previous year and of students currently enrolled in school. The compliance rate in these four LEAs ranged from 0% to 18%. In each of the four LEAs, the transition components were identified as out of compliance due to not meeting the terminology requirements for measurable post school outcome goals considered compliant by NSTAAC checklist standards. Each IEP contained a transition component with post school outcome goals. In two of the four LEAs, the transition components reflected comprehensive planning, meaningful activities and were individually tailored to the student. Compliant postsecondary goals are measurable, focused on after school outcomes, and are written with the intent for the goal to be reached after school completion. If the postsecondary goal phrase was “the student wants to” or “the student plans to” it was counted noncompliant. The LEAs were able to quickly correct those IEPs that were noncompliant. One LEA with a computer IEP program had a drop down box with possible postsecondary goals that could be selected when developing the transition component. The monitoring team determined that the choices provided in the drop down box were not written in measurable terms and would not meet the requirements for Indicator 13. Corrections have been made to the program and now teachers must type in the measurable postsecondary goals. This LEA has mandated that every teacher who serves students age 14 and above complete the transition training modules provided by NCDPI. LEA exceptional children leadership followed up with building principals to ensure that each teacher in every school has participated in the training. Each LEA was directed to correct noncompliant records and submit an addendum (corrective actions) to the CIPP with activities to bring the current records monitored into compliance as soon as possible but in no case later than one year from identification.

The on-site Focused Monitoring process also examines graduation and dropout rates for students with disabilities. While NCDPI disaggregated the data for graduates and dropouts, the compliance rate for Indicator 13 did not vary between these two groups. NCDPI plans to continue to examine potential relationships among these data and the data regarding post-school outcomes in preparation for future APRs. In three of the four LEAs visited there was little evidence of interagency collaboration in the development of the transition component. The high school vocational rehabilitation counselor position was vacant in two LEAs and in a third LEA the teachers referred students to the outside agencies, but did not invite them to the meetings. The fourth LEA monitored had strong collaboration with outside agencies as documented through interviews, but this collaboration was not documented on the IEP.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008:**

Activity	Timeline	Status
Training held for the Institutions of Higher Education (IHE) on the transition requirements so that teacher education programs are providing future teachers with the legal requirements for serving transition age students. IHEs have been provided with the transition training modules.	Ongoing through 2010-2011 school year	Continuing
Conduct training for teachers around the state on how to write a compliant transition component of the IEP using the Comprehensive Transition	Developed during the 2006-2007 school year and available to LEAs though 2010-2011	Continuing



Training modules previously developed and disseminated throughout the state.		
NCDPI collaborated with the North Carolina Division of Career Development and Transition (DCDT) in the planning and conducting of the annual Spring Transition Conference to highlight quality, research based transition planning.	Ongoing through 2008 - 2011	<b>Completed</b> - April 2008 and continuing
All LEAs, charter schools, and state operated programs (SOPs) review annually 5% or a minimum of five records of students with disabilities, age 16 or older, to monitor for compliance using the Indicator 13 Checklist developed by the National Secondary transition Technical Assistance Center (NSTTAC) and submit the findings to the NCDPI.	Ongoing through 2008 - 2011	<b>Completed</b> - FFY 2007-08 and continuing
Conducted four on-site Focused Monitoring visits during 2007 – 2008 in selected LEAs to analyze policies, practices and procedures as they relate to the districts graduation rates, drop out rates, and transition services. Verify the reliability of the data collected.  Determined LEAs that are to be monitored in 2008- 2009.	October 2007, January 2008, February 2008, and March 2008.  June 2008	Completed  Completed
Provide technical assistance through the regional teams	Ongoing through 2010 - 2011	Continuing
Continue to work with NSTTAC on developing best practices and providing consistent training materials to practitioners through phone consultation, face to face meetings, NSTTAC participation in state-wide training of practitioners and NCDPI participation in NSTTAC presentations.	Ongoing through 2010 -2011	Continuing

**Explanation of Progress or Slippage that Occurred in 2007-2008:**

The data for 2007- 2008 documented that the SEA made progress with a 13.3% increase in the compliance rate (72.5% to 85.8%) with the requirements of Indicator 13. There were one hundred(100) LEAs, charter schools, and SOPs that had a compliance rate of 100%, one (1) with a rate of 95% - 99%, nineteen (19) with a rate of 76% - 94%, and twenty-two (22) below 75%.

Based upon NCDPI data, activities were developed and implemented. North Carolina's compliance rate is improving because of activities. Trainings have been held in each region of the state using the Comprehensive Transition Training modules. Throughout the year, at regional meetings, NCDPI state conference, the NCDPDT conference, and the North Carolina Council for Exceptional Children (NCCEC) conference, the requirements for this indicator were reviewed with the exceptional children leadership and teachers from each LEA along with data results for this indicator. NCDPI continues to work with NSTTAC for guidance. All LEAs, charter schools, and SOPs have been provided with information about the NSTTAC website and the training materials that are available.

**Correction of Previously Identified Noncompliance Identified in 2006-2007 to be Corrected in 2007 - 2008:**

The 20/20 LEAs (100%) that had not corrected the transition components of IEPs from FFY 2006 – 2007 have provided documentation of the correction of 653/653 IEPs. Documentation was submitted to NCDPI on October 15, 2008 by 19 LEAs and after the October 15, 2008 due date by one (1) LEA.

**Enforcement Action for LEAs That Did Not Correct All Noncompliance Previously Identified:**

FFY 2006 – 2007 there was one LEA, with one record, that did not correct the previously identified noncompliance. The LEA is now required to submit quarterly reports on compliance with Indicator 13 for all IEPs of students 16 and above who had an annual review during that quarter. Documentation of the correction of that one record is required to be sent to the monitoring consultant no later than April 2009.

**Corrective Action Requirements of LEAs, Charter Schools and SOPs That Did Not Have 100% Compliance in the 2007 - 2008 Submission:**

There were forty-two (42) LEAs that did not reach 100% for Indicator 13. Each LEA, charter school, and SOP that was not at 100% compliance with the requirements of Indicator 13 for the 2007 -2008 submission, must collaborate with the monitoring consultant to review the activities outlined in the CIPP, evaluate their effectiveness, and revise or develop new activities by April 15, 2009.

Each LEA, charter school, and SOP must correct all noncompliant IEPs and submit documentation by June 30, 2009.

The 19 LEAs and charter schools with compliance rate of 74% or below are required to submit quarterly reports during the 2008 – 2009 school year on the compliance rate of all students age 16 and above who had an annual review during the quarter. LEAs are required to analyze their data by school and determine the barriers to compliance. The analysis should be included in the explanation of progress and slippage in the CIPP.

**Response to Address Issues Cited In OSEP's June 15, 2008 Letter to North Carolina Under The Area of OSEP/Analysis Next Steps:**

In 2005 -2006 there were ten LEAs that had not corrected all IEPs and were put on notice that the remaining forty-six (46) records were to be corrected. The ten LEAs have subsequently (2007 - 2008) corrected the forty-six (46) records.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007 – 2008:**

Due to the changes in the criteria for Indicator 13 the following activities will be added to the State Performance Plan.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>
Revise training modules to reflect changes in requirements for Indicator 13 that have been revised by OSEP.	March 2009	Program Improvement Professional Development Section
Disseminate information to all LEAs, charter schools, and SOPs on the revisions to ensure ongoing compliance and accurate data collection.	March 2009 and ongoing	Program Improvement and Professional Development Section  Policy, Monitoring, and Audit Section
Conduct training for teachers around the state on how to write a compliant transition component of the IEP using the NSTTAC Checklist. Special emphasis will be given to using measurable terminology to assure compliance.	July 2008 and ongoing through 2010 - 2011	NCDPI Consultants  Transition Trainers

**Part B State Annual Performance Report (APR) for 2007 - 2008**

**Overview of the Annual Performance Report Development:**

North Carolina continues to contract with the University of North Carolina at Charlotte (UNC-Charlotte) to collect post school outcome data for students with disabilities. The process involves collecting a set of exit data from students with disabilities who leave high school (graduate, age out or drop out) each year. The State Performance Plan/Annual Performance report will be posted on the North Carolina Department of Public Instruction Exceptional Children website.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

**Measurement:** Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2007 -2008	<b>75% of youth who had IEPs, and are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, with one year of leaving high school.</b>

**Actual Target Data for 2007 - 2008: 73% (734/1009 x 100)** of youth who had IEPs, and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

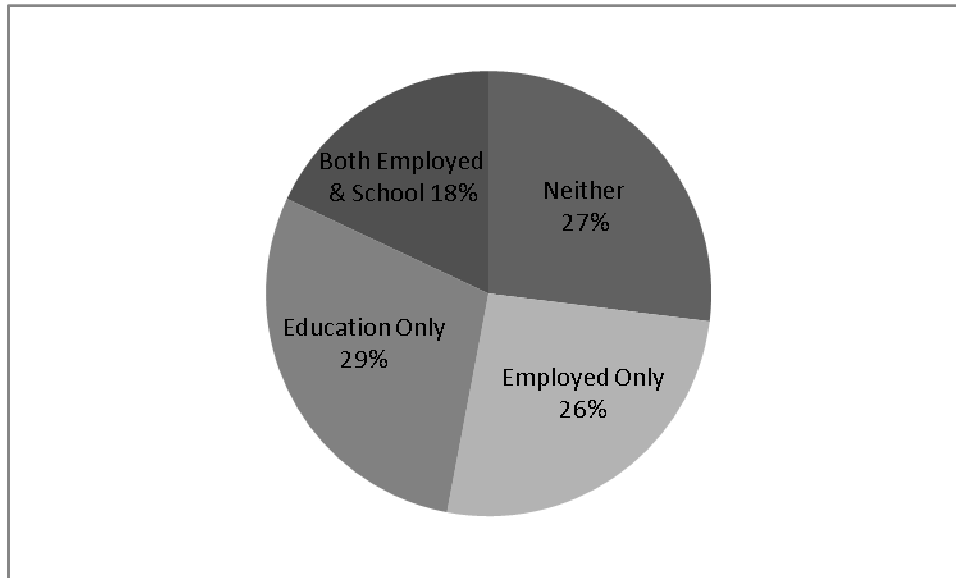
Table 1 reports of the 1009 respondents to the post school outcome surveys the number of leavers who were competitively employed at *anytime since leaving school* crossed tabulated with the number of leavers continuing their education. There were 257 (26%) leavers who were only competitively employed, 293 (29%) leavers who only enrolled in postsecondary school, and 182 (18%) leavers who were both competitively employed and enrolled in postsecondary education at anytime since leaving school. This resulted in a **total any time engagement rate of 73%** (95% CI = 70.0% to 75.3%).

*Table 1: Percentage of Leavers Competitively Employed Anytime Since Exiting and Continued Education*

	Statewide # Surveyed	Statewide (%)
Competitively Employed Only	257	26
Enrolled in School Only	293	29
Both Employed and Enrolled in School	182	18
Neither Employed or Enrolled in School	275	27

Figure 1 illustrates the percentage of respondents in each category.

Figure 1: Pie Graph of Competitively Employed and Continuing Education at Anytime Since Leaving School.



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007 - 2008:**

Activity	Timeline	Status
Develop and enhance Post School Outcome Data Collection System: a. Develop a web-based exit survey for data input at the LEA level to increase the accuracy of demographic data and reduce paperwork.	Spring 2007 and ongoing through 2010 -2011	<b>Completed</b> - The web-based survey was developed and training was held for the LEAs being surveyed for 2008 -2009. LEAs utilized the web-based survey. There will be training each year for each group to be sampled.
Disseminate information and provide training on the reporting requirements of post school outcomes to increase response rate and improve outcomes.	2007- 2008 and ongoing through 2010 - 2011	<b>Completed</b> - Information has been given to all LEAs, charter schools and SOPs. Each agency must incorporate activities to improve the post school outcomes in the Continuous Improvement Performance Plan(CIPP)
Report data to the public on the NCDPI website.	January 2008 and each year through 2010 - 2011	<b>Completed</b> - November 2008
Establish annual measurable and rigorous targets over a 6 year period.	Before February 2008	<b>Completed</b> -The Council on Educational Services for Exceptional Services(State Advisory Panel) that serves as NCDPI steering Committee assisted in establishing the targets.

Provide technical assistance to LEAs in analyzing and interpreting the data as it relates to Indicators 1, 2, and 13.	Fall 2006 and ongoing through 2010 - 2011	<b>Completed</b> - Training was held in the Spring of 2008 in each region of the state.
Collaborate with the Secondary Division of NCDPI to develop North Carolina Exit Standards Manual.	August 2007	<b>Completed.</b> - The manual has been distributed to all LEAs, charter schools, and SOPs.
Collaborate with the North Carolina Graduation Project Guide.	September 2007	<b>Completed</b> -The guide has been distributed to all LEAs, charter schools, and SOPs.
NCDPI EC staff will serve on the Dropout Prevention Committee.	January 2007 – June 2008	<b>Completed</b> – NCDPI consultants served on the agency Dropout Prevention Committee.
Work with the Exceptional Children Assistance Center (ECAC) and specific disability parent organizations to develop strategies to increase participation of parents in the underrepresented categories in responding to the Post-School Outcomes Survey.	March 2008 and ongoing through 2010 – 2011.	<b>Continuing</b> – A representative serves on the North Carolina Transition State Leadership Team.

**Explanation of progress or slippage:**

A total of 1748 students were included in the 2008 (2006-2007 leavers) follow-up survey. After deleting students who reported returning to middle or high school (*N*=27) the total was 1721. Of these 1721, a total of 1009 leavers (or their guardian) completed the entire exit survey for an **overall response rate of 58.6%**. This response rate was higher than the previous year’s response rate (51.7%). There were 15 (< 1%) refusals and 697(40%) unreachable leavers. Comparison of respondents to all leavers suggested that the following groups were not accurately represented in the report: (a) black students were under-represented while white students were over-represented and (b) student who graduated with a diploma were over-represented while those who dropped out of school were under-represented. Strategies for addressing this sampling bias will be addressed prior to the 2009 post school outcomes survey.

There were differences in engagement rates by disability categories, race, and manner of exit from school. Students with specific learning disabilities tended to have higher levels of engagement (81%) than those students with emotional disabilities (64%) or intellectual disabilities (53%). White (79%) and Hispanic (74%) leavers had higher engagement rates than Black (64%) or Asian/Pacific (57%) leavers. Leavers with a high school diploma had much higher engagement rates (80%) than leavers who earned a certificate/modified diploma (43%), reached maximum age (44%), or students who dropped out (58%).

Results from this year were compared to last year’s results (2007 follow up survey). There was a 2% lower 2008 total engagement rate (73%) than the 2007 engagement rate (75%). The reason for the difference appeared to be the number of leavers who were employed only; there were fewer 2008 (2006-2007 leavers) employed only (26%) than the rate (30%) for the 2007 (2005-2006 leavers). The same differences in engagement rates by disability categories, race, and manner of exit were found in both the 2007 and 2008 results.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-2008:**

Reviewing the data gathered in 2007 – 2008 and the process for gathering that data the additional activities will be added to the State Performance Plan.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>
Train LEAs in the sampling plan for 2008 -2009 on how to use the online exit survey. This should also improve the response from students dropping out of school.	February 2009	UNC – Charlotte NCDPI Consultants
Report data at state conferences and regional meetings to emphasize the importance of data collection and acknowledge LEAs with high post school contact rate.	2008 - 2009	NCDPI Consultants
As soon as information is provided, update the post school exit survey in the revised Indicator 14 language.	2008 -2009	UNC – Charlotte
Develop a statewide transition strategic plan that includes statewide transition institute, regional training, and teacher training programs. Training topics will include Indicators 1, 2, 13, and 14.	Spring 2009	NC DPI Consultants NSTTAC IHEs
Use the NSTTAC predictors and practices to develop a needs assessment to determine the most critical training topics to provide technical assistance. To the regions with the lowest post school outcomes (Northeast, Southeast, and Southwest.)	Summer 2009 ongoing through 2010 – 2011.	NCDPI Consultants NSTTAC

**Part B State Annual Performance Report (APR) for 2007 - 2008**

**Overview of the Annual Performance Report Development:** The description of the monitoring process is found in the Overview Section of the State Performance Plan. For FFY 2007 – 2008 each LEA, charter school, and SOP will be reporting on the correction of noncompliance that was identified in the 2006 – 2007 Continuous Improvement Performance Plan.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
<b>(2007- 2008)</b>	100% identification and correction of noncompliance as soon as possible but not later than one year from Identification.

**Response to address issues cited in OSEP’s June 6, 2008 letter to North Carolina under the area of OSEP Analysis/ Next Steps:**

NCDPI is required to demonstrate that the noncompliance identified in Indicator 15 for FFY 2004 and FFY 2005 has been corrected. For FFY 2004 there were ten (10) findings that had not been corrected. SEA staff conducted an on-site verification visit and reviewed each record that had documented noncompliance to verify corrections had been made. Each finding of noncompliance has been corrected. For FFY 2005, the seventy-six findings of noncompliance were corrected. On-site verification visits were conducted or in the cases where there was just one record to be reviewed the LEA was asked to send a copy(s) of forms that would document the correction had been made.



**Actual Target Data for 2007 - 2008:**

**717 out of 727 noncompliant findings identified in 2006 - 2007 were corrected within one year for a compliance rate of 98.62%**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	43	43	42
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	15	20	19
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	59	59	59
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	14	26	24
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	23	23	23

	Dispute Resolution: Complaints, Hearings	2	3	3
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	25	25	25
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	6	8	7
8. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	60	82	82
	Dispute Resolution: Complaints, Hearings	5	7	7
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	91	119	117
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	5	6	5

11. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	121	121	120
	Dispute Resolution: Complaints, Hearings	5	7	7
12. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	103	103	103
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	75	75	74
	Dispute Resolution: Complaints, Hearings	0	0	0
<b>Sum the numbers down Column a and Column b</b>			727	717
<b>Percent of noncompliance corrected within one year of identification =</b>			<b>98.62%</b>	
Note: [column (b) sum divided by column (a) sum] times 100.				
NOTE: to maintain the self-calculating feature of the worksheet, highlight both rows (Monitoring Activities & Dispute Resolution) across all columns, right click and choose insert.				

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 – 2008:**

**Explanation of Progress or Slippage:**

Progress is being made for the correction of noncompliance and bringing the overall compliance rate closer to 100%. The Indicator 15 correction of noncompliance in one year improved from 88.24% in 2006 – 2007 to 98.62% in 2007 – 2008. This is an increase of 9.76 percentage points.

**Monitoring of LEAs, SOPs, and Charter Schools**

In FFY 2006 (2006 – 2007) all LEAs, charter schools, and SOPs (212) reviewed a prescribed number of records and submitted the documentation of noncompliance. Correction of identified noncompliance data was collected from each LEA, charter school, and SOPs in North Carolina in FFY 2007 – 2008 in October 2008. Each agency was required to submit deficit sheets on individual records documenting the correction of that record. There are two LEAs that did not correct all noncompliant findings identified in the Internal Record Review within one year. One of the two is a charter school that has had staff turnover and the corrections were not completed. Several LEAs, charter schools and SOPs are monitoring their records and requiring their staff to correct immediately or at the latest prior to staff leaving for summer break.

In addition four on-site Focused Monitoring visits were conducted. The focus areas are graduation rate, drop out rate, and transition services. Each LEA received a report identifying noncompliance found and indicating that all noncompliance had to be corrected as soon as possible, but in no case later than one year of identification. The four LEAs that were monitored in FFY 2006 – 2007 have corrected all noncompliance identified. They have two years to demonstrate evidence in improvement for decreasing the drop out rate in their LEA.

**Dispute Resolution for Indicator 15**

Seventy formal written complaints were filed during FFY 2006 (2006 – 2007). Forty-eight complaints were investigated and 33 had findings of noncompliance. The 33 cases with findings of noncompliance were generated from 19 different LEAs. Consultants monitored the corrective action for each case and 32 cases with 72 noncompliant issues were closed within one year; one case with five issues remains open. The correction of noncompliance is calculated within the overall percentage rate for the indicator.

Activity	Timeline	Status
Conducted four on-site focused monitoring visits.	October 2007, December 2007, February 2008, and March 2008	<b><u>Completed</u></b> – EC Division Consultants, as well as staff from selected LEAs conducted on-site Focused Monitoring visits.
Revise the monitoring checklist and write new guidelines with stakeholder input.	March 2008	<b><u>Completed</u></b> – EC Division Consultants, along with stakeholders selected from across the state, revised the monitoring checklist.
Representatives from the IHEs from across the state were trained on the revised state forms and given copies of the forms with directions to use in their classes.	August 2008	<b><u>Completed</u></b> – NCDPI consultants trained representatives from IHEs on the revised state forms.

**Corrective action requirements of LEAs and charter schools that did not have 100% compliance in 2007-08 submission:**

Each LEA that did not correct all findings of noncompliance will be required to meet with the NCDPI monitor assigned to that LEA and verify that the noncompliant records have been corrected by April 15, 2009.

Each LEA that did not correct all findings will review and revise activities in the Continuous Improvement Performance Plan (CIPP) as appropriate by April 15, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007 -2008: N/A**

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
<b>2007 (2007-08)</b>	100% of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

**Actual Target Data for 2007-08 (from Table 7):**

(1) Written, signed complaints total	115
(1.1) Complaints with reports issued	85
(a) Reports with findings of noncompliance	60
(b) Reports within timeline (within 60 days)	80
(c) Reports within extended timelines (Approved; more than 60 days)	1
(1.2) Complaints withdrawn or dismissed	30
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

The percentage of complaint reports issued within the 60-day timeline was **95.3%**.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:

Chart 1 Indicator 16 Historical and Projected Data

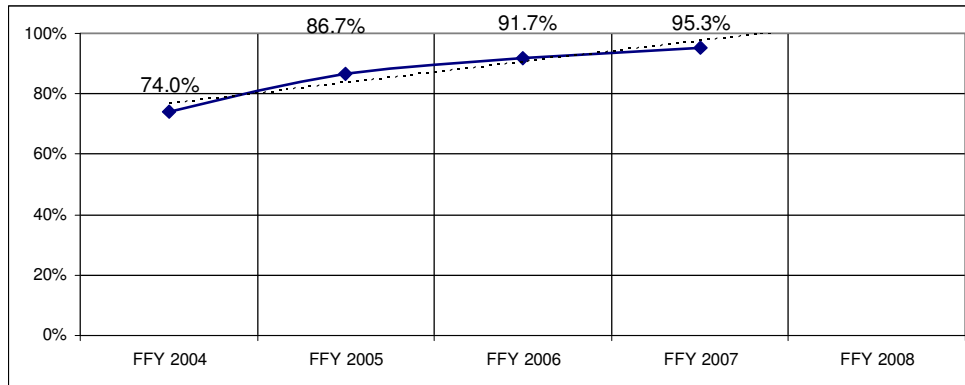


Chart 2 FFY 2007 Data and Progress

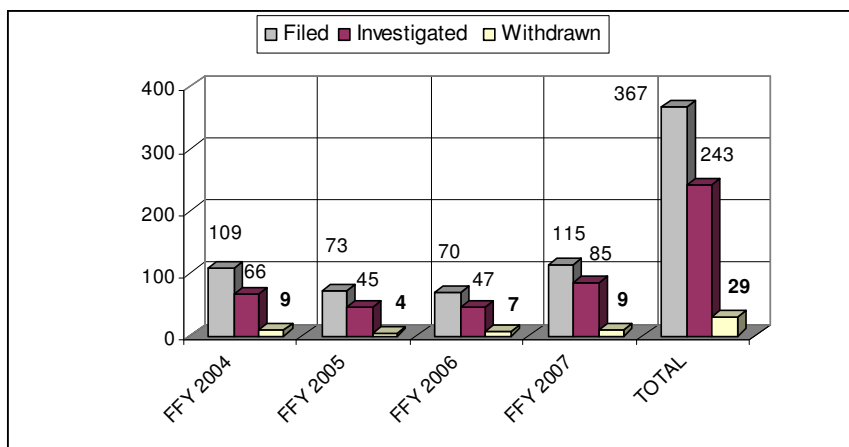
Year	Target	Actual Data	Progress/Slippage
2007-08 (FFY 2007)	100%	95.3%	+ 3.6

The data from FFY 2007 indicate improvement from 91.7% to **95.3%**. This is an increase of **3.6 percentage points**. The trend line in the above chart indicates the NCDPI should reach the target of 100% during FFY 2008 (2008-09).

During FFY 2007, the SEA received 115 complaints and investigated 85. This is an increase in both the number of complaints received and the number investigated from FFY 2006, when the SEA received 70 complaints and investigated 45. The NCDPI attributes the progress made to accomplishing the improvement activities, as noted in the chart below.

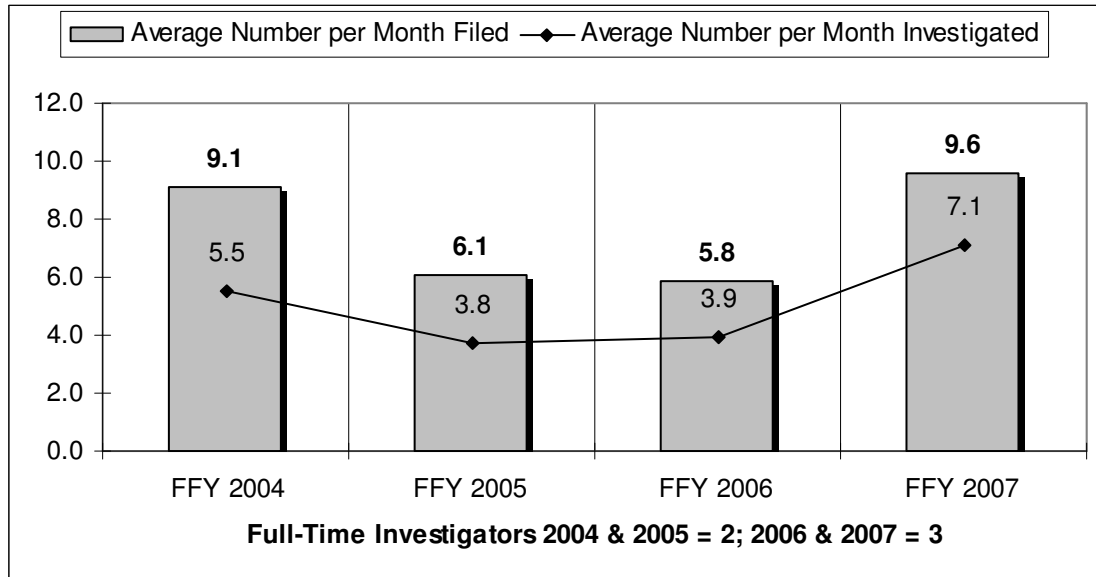
An analysis of the data from the past four fiscal years indicated that LEAs and complainants were not resolving complaints at the local level. During the last four years 367 complaints were filed, 243 (66.2%) were investigated, and 29 (7.9%) were withdrawn.

Chart 3 LEA and Complainant Use of Dispute Resolution



The analysis also revealed that the NCDPI needs to maintain and contract with a cadre of qualified individuals who can assist with complaint investigations each year. The majority of complaints were consistently filed during the months of October, November, February, March, April, and May. During the past four fiscal years an average of 10 per month were filed during these six months with an average of six per month investigated. The range of complaints filed was four to 20 and the range of those investigated was 0 to 13 per month.

**Chart 4 Analysis of Data from the Past Four Fiscal Years**



**Chart 5 Improvement Activities**

Activity	Timeline	Status
<p>Analyze and evaluate the complaint system's implementation process to include:</p> <ul style="list-style-type: none"> <li>▪ Reviewing the responsibilities of dispute resolution consultants;</li> <li>▪ Streamlining the review of correspondence for the complaint system;</li> <li>▪ Managing incoming telephone calls and responses;</li> <li>▪ Managing the responsibilities for the other dispute resolution systems, i.e., facilitation, mediation, resolution meetings, due process data bases, and paperwork.</li> </ul>	<p>January 30, 2006 and Annually</p>	<p>During 2007-08 the complaint system's implementation process was streamlined by: 1) requiring only the signature of the Exceptional Children Division Director on the notification letters to the LEAs and complainants; and 2) completing drafts of the reports two weeks prior to the 60-day timeline to allow ample time for any revisions and to obtain signatures from the Director and the Deputy State Superintendent.</p>



<p>Evaluate the effectiveness and efficiency of the early resolution process.</p>	<p>July 2006 and Annually</p>	<p>An analysis of the data from the past four fiscal years indicated a need to encourage LEAs and complainants regarding the use of mediation to resolve complaints; and a need for a cadre of qualified individuals the NCDPI can contract with during the year to assist with investigations, particularly during October, November, February, March, April, and May.</p>
<p>Analyze and evaluate the complaint system's implementation process to include:</p> <ul style="list-style-type: none"> <li>• Managing incoming telephone calls/emails, and responses by exploring other means of doing so, e.g. by employing a parent ombudsman and/or relieving each consultant from this responsibility one or more days per week.</li> </ul>	<p>July 2008 and Annually</p>	<p>One means of managing incoming telephone calls was implemented. Dispute resolution consultants were relieved from the responsibility of managing incoming telephone calls two days per week to provide more concentrated time for completing complaint investigations, reports, etc.</p>
<p>Utilize technology, e.g. web-based modules, distance learning, etc. to make training on the IDEA Federal Regulations, State Policies, and Dispute Resolution more readily available to stakeholders across the state.</p>	<p>July 2008 and Annually</p>	<p>The Policy, Monitoring and Audit Section website has been updated to make it more user-friendly and a page for training materials has been added. Some training modules and power points have been posted.</p> <p>The webpage of Parent Resources and the one for the State Advisory Panel have been updated. The links were moved to the menu of the main page for the EC Division and both sites are currently undergoing changes to provide more information to stakeholders.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008-09: N/A**

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
<b>2007 (2007-08)</b>	100% of fully adjudicated due process hearing requests will be completed with the 45-day timeline that is properly extended by the hearing officer at the request of either party.

**Actual Target Data for 2007-08:**

100% of the fully adjudicated due process hearing requests were completed within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.

Due process complaints total	56
Hearings (fully adjudicated)	6
Decisions within timeline (include expedited)	3
Decisions within extended timeline	3
Resolved without a hearing	37

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

The NCDPI met the target of 100% for 2007-08, as was done in 2006-07. The data for this target is from Table 7 (see above). The NCDPI attributes the maintenance of the 100% target to completing the improvement activities as noted in the chart on the following page.

*Improvement Activities:*

Activity	Timeline	Status
<p>Develop an interagency agreement with the Office of Administrative Hearings regarding each agency's responsibilities to ensure that due process hearings are implemented according to the IDEA regulations.</p>	<p>June 30, 2006 and updated annually</p>	<p>The Memorandum of Understanding was signed on June 30, 2006. It has been reviewed annually by the Office of Administrative Hearings and the Exceptional Children Division, and both parties agreed that no changes were needed in 2007-08.</p>
<p>Provide training to hearing and review officers.</p>	<p>March 2006-10</p>	<p>The EC Division invited all Administrative Law Judges and review officers to attend the Division's annual conference in November 2007. As required in the Memorandum of Understanding, the Division also paid for at least three ALJs to attend two national conferences related to IDEA in 2007-08.</p>
<p>Meet regularly with the OAH to review data and procedures to enhance processes.</p>	<p>February 2007-2010</p>	<p>An Exceptional Children Division's Consultant for Dispute Resolution and an Office of Administrative Hearings' (OAH) administrative law judge maintained weekly communication. The two agencies' staff members discussed the progress and/or status of each case as it relates to timelines, including scheduling of hearings and implementation of timelines, during their weekly communications. The Consultant for Dispute Resolution called or e-mailed the ALJ and his/her clerk prior to the timeline or extended timeline as a reminder.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08: N/A**

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 18:** 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))

**Measurement:** Percent = (3.1(a) + 3.1) times 100.

FFY	Measurable and Rigorous Target
2007 (2007-08)	75% to 85% of the hearing requests that go to resolution sessions will result in settlement agreements.

**Actual Target Data for 2007-08:**

**55.6%** of hearing requests that went to resolution sessions were resolved with settlement agreements.

- 56 requests for due process hearings
- 36 resolution meetings
- 20 written settlement agreements

TABLE 7

Due process complaints total	56
Resolution meetings	36
Written Settlement agreements	20
Hearings (fully adjudicated)	6
Resolved without a hearing	37
Cases remaining open on 7/1/2008	11

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

The NCDPI did not meet its target range of 75% -85%. The actual target rate of 55.6% is 19.4 percentage points less than the 2006-07 target of 75%.

Thirty-six (36) resolution meetings were conducted. Four (4) requests for a hearing were withdrawn before a resolution meeting was conducted. Seven of the cases that participated in a resolution meeting, which did not result in a settlement agreement, requested mediation. Two mediation agreements were signed at those mediation sessions. Eleven cases remained open at the end of the 2007-2008 fiscal year.

The percentage of cases that held resolution meetings was the same for parents with legal representation as for parents without legal representation. The EC Division has received little information from the parties related to the reasons for waiving a resolution meeting or the reasons that a settlement agreement was not reached at resolution meetings. Therefore, a proposed change is to collect data during the 2009-2010 year to provide that information.

Activity	Timeline	Status
<p>The SEA will distribute information about the resolution meetings through the SEA’s website, state and regional workshops for LEAs, and workshops and newsletters for parent support organizations and the parent training centers.</p>	<p>Beginning October 25, 2005 and ongoing</p>	<p>Procedures were completed and upon notice that a request for hearing was filed, a packet of information was emailed to each Exceptional Children Program Director (ECPD) that, in addition to other information, contained a form to document the outcome of the resolution meeting that the LEA must complete and return to the NCDPI. The SEA contacted the ECPD in each LEA to request the resolution documentation if it had not been submitted.</p>
<p>The SEA will develop procedures regarding an LEA’s responsibility for reporting the results of resolution sessions to the SEA.</p>	<p>2007</p>	<p>Upon notice that a request for hearing was filed, the EC Division e-mailed a packet of information to each ECPD. The packet contains the <i>Resolution Meetings: A Guide for Parents</i> by CADRE, information sheets about the resolution meeting, and forms for documenting the outcome of the resolution meeting.</p>
<p>The SEA will develop a document for parents explaining the resolution sessions and mediation to be distributed when a request for a hearing is filed.</p>	<p>2007-2010</p>	<p>Anecdotal information and the data have been gathered and reported in training activities. New data is analyzed and reports are updated prior to workshops and presentations. This activity has been revised (see revisions section below).</p>
<p>Collect and analyze data to be used for ongoing training.</p>	<p>2006 - 2010</p>	<p>Procedures were completed and upon notice that a request for</p>

		<p>hearing was filed, a packet of information was emailed to each Exceptional Children Program Director (ECPD) that, in addition to other information, contained a form to document the outcome of the resolution meeting that the LEA must complete and return to the NCDPI. The SEA contacts the ECPD in each LEA to request the resolution documentation if it has not been submitted. The data collected included the dates of resolution meetings and the outcomes.</p>
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

One activity in the current State Performance Plan (SPP) will be deleted and replaced with the proposed activities in the chart below. The improvement activity was not specific enough and was only yielding anecdotal information. The development and use of a survey will allow for the collection of data.

Activity	Timeline	Resources
<p><del>Collect and analyze data to be used for ongoing training.</del></p>	<p>2006 – 2010</p>	<ul style="list-style-type: none"> <li>● <del>Dispute Resolution Consultants</del></li> <li>● <del>PMA Section Chief</del></li> <li>● <del>Local EC Directors</del></li> </ul>
<p>The Exceptional Children Division will develop and pilot a survey for LEAs and parents who participate in a resolution meeting to help the agency identify the components of a successful resolution meeting and the reasons that a resolution meeting might not result in a settlement agreement.</p>	<p>2008 - 09</p>	<ul style="list-style-type: none"> <li>● Funding/NCDPI staff to develop and pilot survey</li> <li>● LEAs and parents to pilot survey</li> <li>● NCDPI staff to analyze results of pilot survey</li> </ul>
<p>Based on a pilot, the Exceptional Children Division will revise and send a survey to LEAs and parents who participate in a resolution meeting to help the agency identify the components of a successful resolution</p>	<p>2009 - 2010</p>	<ul style="list-style-type: none"> <li>● Funding/NCDPI staff to develop and disseminate survey</li> <li>● NCDPI staff to analyze results of survey and develop/refine training</li> </ul>

<p>meeting and the reasons that a resolution meeting might not result in a settlement agreement. That information will be analyzed and use to develop/refine training for LEAs, advocates, and parents.</p>		
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**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

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

**Measurement:** Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

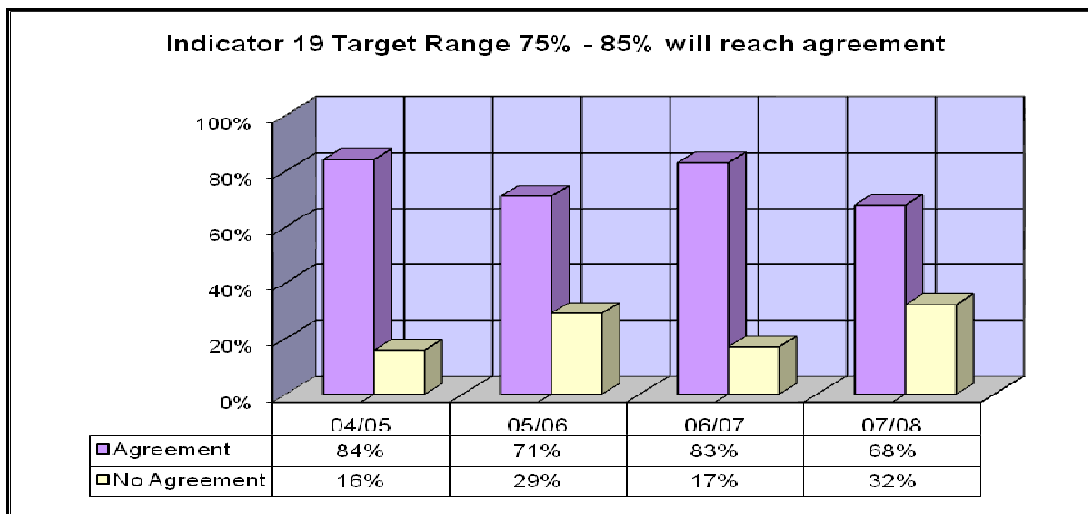
FFY	Measurable and Rigorous Target
<b>2007 (2007-08)</b>	75% to 85% of the mediations held will result in agreements.

**Actual Target Data for 2007-08:**

68% of total mediations held reached agreement.

This same data is reflected on Table 7 of 618 Report and reflects all mediations held in North Carolina.

Mediation requests total	105	
Mediations held	59	
Mediations held related to due process petitions	15	
- Mediation agreements reached	7	47%
Mediations held not related to due process petitions	44	
- Mediation agreements reached	33	75%
Mediations not held (withdrawn/declined)	46 (25/21)	





**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

There was a 15% decrease in the number of mediations resulting in signed agreements from 2006-07 (83%) to 2007-08 (68%). North Carolina did not meet its target range of 75 - 85%.

75% of the mediations not associated with a due process hearing reached agreement, while only 47% of the mediations associated with a due process hearing reached agreement.

While the mediators remain the same each year, there is a significant difference in the data between mediations associated with a due process hearing and mediations not associated with a hearing. In many instances, by the time the conflict reached the due process stage, both parties were so entrenched in their positions that they seemed unwilling to engage in constructive problem-solving and thus, did not reach agreement at a rate within the expected target. Individuals new to the local education agency's exceptional children director's position need specialized training in negotiation skills.

*Activities completed in 2007-08:*

Activity	Timeline	Status
Offer continuing professional development for mediators to improve and enhance their skill level.	May 2006 and ongoing	Each of the 15 mediators attended a minimum of 15 hours of mandatory continuing education (half special education law and half mediation process training) and several mediators attended an additional third day of training. Feedback from the parties obtained after each mediation session was shared with the respective mediator. Mediators also attended the semi-annual EC Division Conferences. Monthly, the EC Division electronically disseminated articles regarding mediation to mediators.
Offer continuing outreach to parents and local education agencies regarding the benefits of mediation to (a) reduce the number of cases where mediation is declined, (b) reduce the number of state complaint investigations, and (c) reduce the number of due process hearings filed.	2005 and ongoing	The three Dispute Resolution Consultants conducted extensive outreach to parents, school representatives, parent attorneys and advocacy groups about the benefits of using mediation to resolve disputes. This occurred through daily phone calls from parents and school personnel; the state website; three (3) statewide trainings in collaboration with the NC Parent Training and Information Center (Exceptional Children's Assistance Center); numerous trainings for LEA administrative staff; presentations at disability

		specific conferences; and the annual NC Exceptional Children Conference.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007-08:**

The following proposed activity is being added to address the need for new local EC Directors to have specialized training in negotiation skills.

Activity	Timeline	Resources
During the next cycle of NC’s new Exceptional Children Directors’ Leadership Institute, the Exceptional Children Division will provide and evaluate specialized training in negotiation skills for all new LEA EC Directors.	2009 - 2010	<ul style="list-style-type: none"> <li>• Dispute Resolution Consultant for mediation services and Regional EC Consultants</li> <li>• Funds for training, materials, evaluation, and travel expenses</li> </ul>

TABLE 7

REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
2007-08

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	115
(1.1) Complaints with reports issued	85
(a) Reports with findings	60
(b) Reports within timeline	80
(c) Reports within extended timelines	1
(1.2) Complaints withdrawn or dismissed	30
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	105
(2.1) Mediations held	59
(a) Mediations held related to due process complaints	15
(i) Mediation agreements	7
(b) Mediations held not related to due process complaints	44
(i) Mediation agreements	33
(2.2) Mediations not held (including pending)	46

SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	56
(3.1) Resolution meetings	36
(a) Written Settlement agreements	20
(3.2) Hearings (fully adjudicated)	6
(a) Decisions within timeline (include expedited)	3
(b) Decisions within extended timeline	3
(3.3) Resolved without a hearing	37

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	3
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

**Part B State Annual Performance Report (APR) for 2007-08**

**Overview of the Annual Performance Report Development:** See description in Overview Section.

**Monitoring Priority: Effective General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

**Measurement: Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2007-2008	100 percent of State reported data (618 and Annual Performance Report) are timely and accurate.

**Actual Target Data for 2007-08:**

North Carolina met the 2007-08 target that 100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

100% of the spreadsheets (7 out of 7) were submitted in a timely manner. See attached 618 data worksheet.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-08:**

To ensure error free, consistent, valid and reliable data, various reporting systems are used to gather data throughout the state agency. Data were collected from the December 1 Child Count, September Exiting Count, Personnel Survey, Discipline (Suspensions/Expulsions), Report on the Participation and Performance of Students with Disabilities on State Assessments, State Performance Plan (SPP) and the Annual Performance Report (APR).

Child Count and Exiting Count – Data were collected through the Comprehensive Exceptional Children Accountability System (CECAS). Data reliability was ensured through validations on the data entry

process and validations in the reporting process. Data entry validations ensured that users were protected from entering inconsistent data. Reporting validations utilized advanced algorithms to ensure counts were unique and student moves (between school systems) did not result in duplicated student counts. Additionally, LEA Exceptional Children Directors were required to review the reported numbers and submit the data for NCDPI to obtain an electronic signature. If the Exceptional Children Director designated personnel to submit the data, a verification form was required from the Exceptional Children Director and mailed to NCDPI. The Child Count was collected from December 1<sup>st</sup> through December 15<sup>th</sup>. The Exiting Count was collected from September 11<sup>th</sup> through September 21<sup>st</sup>. CECAS personnel are available to assist LEAs with the reporting process. Information regarding the reliability and validity of CECAS can be found at <http://www.ncecas.org>.

Report of the Participation and Performance of Students with Disabilities on State Assessments – Assessment data were collected by the Accountability Services Division and students with disabilities data were collected through (CECAS). The aggregated Part B 618 State Assessment Report was a collaborative effort between the Reporting Section in the Accountability Services Division-Data, Stewards of all NCDPI Assessment data; the EC Delivery Team (CECAS); and EC Division staff in Policy, Monitoring, and Audit Section. The North Carolina State Board of Education Policies and Legislative Requirements for the NC Testing Program can be found at <http://www.ncpublicschools.org/accountability/policies/general> . The Accountability Division had its own mechanisms in place to ensure that the assessment data were valid and reliable. The documents that outline the accuracy and reliability of assessment data can be found at <http://www.ncpublicschools.org/accountability/policies/shared/testsecurity>.

Discipline – Although disaggregated discipline data were collected, an aggregated Part B 618 discipline data report was obtained from the Agency Operations and Management Division—Data Stewards of all NCDPI Discipline data. Mechanisms were in place to ensure that the discipline data were valid and reliable. The document that outlines the accuracy and reliability of discipline data can be found at <http://www.ncpublicschools.org/research/discipline/reports/>

Personnel – Disaggregated personnel data were collected from school systems via the annual web-based 611 Part B EC grant applications through the CECAS system. Personnel data were aggregated at NCDPI. Mechanisms were in place to ensure that the personnel data were valid and reliable.

State Performance Plan (SPP) - North Carolina submitted Indicator 7 and its progress data as the only section of the SPP on February 2, 2009.

Annual Performance Report (APR) – North Carolina submitted the APR on February 2, 2009. The Indicators in the APR include any revisions to targets and/or improvement activities that will be made. The proposed revisions will be updated in the SPP after submission of the APR on February 2, 2009.

Activities	Timeline	Status
NCDPI will ensure that CECAS integrates with the North Carolina Window of Information on Student Education (NCWISE) and other data systems.	2006 and ongoing	<b>Continuing</b> – The EC Delivery Team and EC Division staff continue to work collaboratively with NCDPI's CEDARS project that will integrate all agency data into one data warehouse, allowing users to pull data based a unique .d assigned to each student.

<p>Continue to provide Agency Operations and Management Division with Child Count and Exiting Data for submission through EDEN</p>	<p>November 2006 and ongoing</p>	<p><b><u>Completed for 2007-08</u></b></p>
<p>NCDPI will continue to investigate duplicate collection of special education data via EDEN.</p>	<p>2005 and ongoing</p>	<p><b><u>Completed for 2007-08</u></b></p>
<p>Conduct On-Site Child Count Audits to ensure LEAs are reporting accurate data.</p>	<p>2007 and ongoing</p>	<p><b><u>Continuing</u></b> – The EC Delivery Team and EC Division staff followed up with individual districts for edit checks. Data verifications were conducted while on-site for Focused Monitoring, targeted record reviews, and other on-site reviews.</p>
<p>Remain knowledgeable of additional EDEN submission requirements.</p>	<p>2006 and ongoing</p>	<p><b><u>Completed for 2007-08</u></b> – NCDPI staff participate in meetings and conferences sponsored by OSEP, CCSSO, such as the Data Managers’ Conference, EIMAC meetings, to stay abreast of submission requirements.</p>
<p>CECAS Trainer and Regional CECAS Trainers will conduct ongoing trainings for the Child Count and Exiting process.</p>	<p>2006 and ongoing</p>	<p><b><u>Completed for 2007-08</u></b> – Training was conducted at the annual EC statewide conference, semi-annual EC Administrators’ Institutes and regional meetings.</p>

**Part B Indicator 20 Data Rubric**

<b>Part B Indicator 20 - SPP/APR Data</b>			
<b>APR Indicator</b>	<b>Valid and reliable</b>	<b>Correct calculation</b>	<b>Total</b>
<b>1</b>	1		1
<b>2</b>	1		1
<b>3A</b>	1	1	2
<b>3B</b>	1	1	2
<b>3C</b>	1	1	2
<b>4A</b>	1	1	2
<b>5</b>	1	1	2
<b>7</b>	1	1	2
<b>8</b>	1	1	2
<b>9</b>	1	1	2
<b>10</b>	1	1	2
<b>11</b>	1	1	2
<b>12</b>	1	1	2
<b>13</b>	1	1	2
<b>14</b>	1	1	2
<b>15</b>	1	1	2
<b>16</b>	1	1	2
<b>17</b>	1	1	2
<b>18</b>	1	1	2
<b>19</b>	1	1	2
		<b>Subtotal</b>	<b>38</b>
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> (5 pts for submission of APR/SPP by February 2, 2009)		5
	<b>Grand Total</b>		<b>43</b>

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				<b>Subtotal</b>	23
			<b>Weighted Total</b> (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)		43
Indicator #20 Calculation					
			A. APR Total	43	
			B. 618 Total	43	
			C. Grand Total	86	
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		<b>100</b>