

**State Performance Plan/Annual Performance Report (SPP/APR)
Public Reports of Local Education Agencies (LEAs)**

October 2008

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) requires each state to submit a State Performance Plan/Annual Performance Report (SPP/APR). The SPP is a six-year performance plan which evaluates the State's efforts to implement the requirements of the IDEA and improve its results for students with disabilities. It describes how North Carolina will improve its performance on 20 prescribed indicators. Fourteen of the SPP indicators (Indicators 1-14) focus on educational outcomes for students with disabilities, as well as compliance with the IDEA. The last six SPP indicators (Indicators 15-20) review the State Education Agency's general supervision authority under the IDEA. North Carolina established measurable and rigorous targets for each indicator and must report annually through the APR on the performance of the State. The SPP and the APR are located at <http://www.ncpublicschools.org/ec/>.

The IDEA also requires the State to report annually to the public on the performance of each local education agency on certain indicators. In accordance with the IDEA, the Exceptional Children Division at the Department of Public Instruction (DPI) is providing to the public the performance of each LEA on the targets of the indicators of the SPP. This year, the required indicators are Indicator 1, graduation; Indicator 2, dropout; Indicator 3, state assessments; Indicator 4a, suspensions greater than 10 days; Indicator 5, school age least restrictive environment (LRE), ages 6-21; Indicator 8, parent involvement; Indicator 9, disproportionate representation - eligibility; Indicator 10, disproportionate representation – child with a disability; Indicator 11, timely evaluation; Indicator 12, transition from Part C to Part B; Indicator 13, secondary transition; and Indicator 14, post-school outcomes. The reporting is based on data from the 2006-2007 school year. The report for each LEA may be accessed by clicking the link provided. For additional information or questions related to the SPP/APR, contact Ira Wolfe at (919) 807-3976 or iwolfe@dpi.state.nc.us.

Listed below are the indicators for the public reporting and the data source for each indicator.

Indicator 1: The high school graduation rate is based on a cohort group of students that began 9th grade for the first time in 2003-04 and graduated with a regular high school diploma in 2006-07. Data sources for graduates for the cohort graduation rate include: SIMS/NCWISE 20th day membership files for 2006-07 & for 4 years in past; the collection of student names associated with Graduation Intention Surveys, and dropout files collected historically. Graduation rates are calculated by the NCDPI Accountability Division.

Indicator 2: Dropout data for students with disabilities are extrapolated from the dropout data submitted by each LEA to the SEA for all students. The dropout data are submitted through the Dropout System on the Dropout website and verified by each LEA. The rates are calculated by NCDPI/Agency Operations and Information Management Office. The State definition of dropout is used.

Indicator 3: Assessment data for each LEA are collected and calculated by the North Carolina Accountability Division. The data are reported by grade levels for the Annual Performance Report. These data are also reported by grade level on the Accountability website.

Indicator 4a: Discipline data are sent from each LEA to DPI through the Uniform System of Disciplinary Data Collection. Suspension data were taken from the suspension reports submitted to the SEA by the LEA. The rates for students with disabilities were extrapolated by NCDPI/Agency Operations and Information Management Office.

Indicators 5: LRE data are based on the Child Count data submitted by each LEA on December 1, 2006. The data in the report data represent the verified data submitted in the federally required 618 report.

Indicator 8: Using an approved sampling plan, the Exceptional Children Division surveys parents of students with disabilities from each LEA over the course of the SPP. The Division collects data using The National Center for Special Education Accountability and Monitoring (NCSEAM) 25-item survey (Part B Survey Form 2.0), that addresses family involvement, and the NCSEAM 25-item survey (Preschool 619 Survey) for parents of preschool children. PEIDRA Data Services analyzes the data, aggregating the results of the surveys, and produces reports at both the state and LEA levels. North Carolina adheres to the standard recommended by NCSEAM's national stakeholder group in calculating the percentage of parents with measures at or above a level indicating their perception that schools facilitated their involvement.

Indicator 9: The North Carolina Department of Public Instruction 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. Each district with disproportionate representation is then surveyed, using a State-developed LEA Self-Assessment for Disproportionate Representation, or updates a previously submitted self-assessment, which is an examination of local policies, procedures and practices under 618(d). The Exceptional Children Division 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 record review information to make determinations about whether or not the disproportionate representation is a result of inappropriate identification.

Indicator 10: The North Carolina Department of Public Instruction identifies districts with disproportionate representation of racial and ethnic groups in specific disability categories, 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. Each district with disproportionate representation is then surveyed, using a State-developed LEA Self-Assessment for Disproportionate Representation, or updates a previously submitted self-assessment, which is an examination of local policies, procedures and practices under 618(d). The Exceptional Children Division 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 record review information to make determinations about whether or not the disproportionate representation is a result of inappropriate identification.

Indicator 11: Data for this indicator are submitted by each LEA using an EXCEL electronic spreadsheet provided by the Exceptional Children Division to the LEAs.

Indicator 12: Data for this indicator are submitted by each LEA using an electronic EXCEL spreadsheet provided by the Exceptional Children Division to the LEAs.

Indicator 13: Each LEA uses the National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist to evaluate transition components for 5% of youth age 16 and above with IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Compliance data for this indicator are submitted annually by the LEA to the SEA.

Indicator 14: The NCDPI contracts with the University of North Carolina at Charlotte (UNC-Charlotte) to collect post-school outcome data from students with disabilities. Using an approved sampling plan, 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 exit data provide information on the manner in which students exit school, specific course of study, and contact information for use in gathering follow-up data. The exit data are gathered through

an exit survey, completed by personnel in each Local Education Agency (LEA) and sent directly to UNC-Charlotte. The information from the survey is entered into a data base and used to gather follow-up data. The second set of data collected is follow-up data. Follow-up data provide the information needed for the State Performance Plan (SPP). UNC-Charlotte contracts with a call center to collect this data one year after students leave school. Students that have exited are contacted between April and September of the year following their graduation from high school, dropping out or aging out of the program. UNC-Charlotte analyzes the data and prepares a transition data report that is submitted to the Exceptional Children Division.

Click the link to access reports: