

View an Annual Performance Report

North Carolina

A

July 2003 - June 2004

The percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students.

Pe

100.00%

Gc

Yes

Part B Annual Performance Report

Cluster I :: General Supervision

Part B Annual Performance Report: Status of Program Performance

Cluster I: General Supervision

[2002-04 Dispute Resolution Charts.xls](#)

[2003-04 License Data.xls](#)

[2003-04 Personnel Ages 3-5.url.pdf](#)

2003-04 Personnel Data, Ages 3-5

[2003-04 Personnel Ages 6-21.pdf](#)

2003-04 Personnel Data, Ages 6-21

[2003-04 Related Services Personnel.pdf](#)

2003-04 Related Services Personnel

[diversity_training_memo.doc](#)

[Introduction memo for superintendent's conf.doc](#)

[Recruitment_and_Retention_Workshop_Participants.xls](#)

[specialtystandards.pdf](#)

[TASKFORCE_WORKSHOP - RECRUITMENT AND RETENTION.doc](#)

Question: Is effective general supervision of the implementation of the individuals with Disabilities Education Act ensured through the State education age (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPI) in the least restrictive environment (LRE)?

Probes:

Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify a correct IDEA noncompliance in a timely manner?

Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?

Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

Do State procedures and practices ensure collection and reporting of accurate and timely data?

*** Stat**

*High Student Performance; Quality Teachers, Administrators, and Staff; Strong Family, Community, and Business Support; and Effective and Efficient Operation.

**Perf
Inc**

IDEA noncompliance is identified and corrected through the SEA's Continuous Improvement Focused Monitoring Process.

**B:
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In 2002-03, 33 Local Education Agencies (LEAs), Charter Schools and State Operated Programs completed the Self-Assessment Phase of the Continuous Improvement Monitoring System (CIMS). Each completed the required Internal Record Review. The record review results document that in the nine areas reviewed, there was noncompliance in all areas.

It must be noted that North Carolina's compliance rate is based on 100% compliance in all areas. If one student record is called out of compliance in a certain area, then the entire system is out of compliance in that area.

As a part of the Internal Record Review, each LEA, Charter School, and SOP was required to develop strategies for bringing all records into compliance. The Continuous Improvement Monitoring System Process is a five phase, data-driven system that focuses on student outcomes, and compliance is determined within the context of outcomes. The monitoring process is ongoing. Phase 1- Self-Assessment has been conducted in cycles to bring a different number of Local Education Agencies (LEAs), Charter Schools, and State Operated Programs (SOPs) into the cycle each year since 2000-2001. To date, seventy-one (71) LEAs, including Charter Schools and three (3) SOPs have completed the self-assessment phase. During the self-assessment phase, the LEA, in conjunction with a locally appointed steering committee of stakeholders, collects and analyzes internal data to determine the effectiveness of the Exceptional Children Program.

Included in the self-assessment is the document to complete an internal compliance audit of a certain percentage of the exceptional children records. For all noncompliance areas identified, strategies to correct these areas, a timeline for correction, and persons responsible are included in the internal record review summary. Throughout the self-assessment document, if noncompliance is identified, it is to be addressed in the LEA summary. The assessment summary includes strategies to address areas of need and noncompliance. The Self-Assessment is submitted to the State Education Agency. Upon submission, the Self-Assessment is reviewed by the monitor assigned to the LEA, Charter School, and SOP. When the review is completed, the SEA sends a letter informing the LEA whether to begin Phase 2 -Validation Data Collection or Phase 3-Continuous Improvement Planning and Implementation.

During Phase 2 the LEA provides additional data as requested by the SEA to clarify, enhance, and/or verify the data submitted in its Phase I Self-Assessment. The validation process may include any of the following: - submission of additional data; -program observations; -interviews with parents, students with disabilities, LEA staff, and/or steering committee members, and/or -on-site record reviews.

The LEA will enter Phase 3 at the completion of the designated validation activities. At the end of Phase 2, the SEA sends a letter that includes a list of need and noncompliance the LEA is required to include in the improvement plan.

Phase 3- Continuous Improvement Planning and Implementation incorporates the priority strategies not fully implemented by the LEA during the Assessment phase with comprehensive strategies designed to address all areas of need and noncompliance identified in the LEA's Exceptional

Assessment phase with comprehensive strategies designed to address all areas of need and noncompliance identified in the LEA's Exceptional Children Program into a Continuous Improvement Plan. On-going data collection occurs to determine the effectiveness of the strategies to document evidence of change. Upon completion of successful implementation and demonstrated growth, the closure of the Continuous Self-Directed Improvement and Focused Review-Phase 5 may be possible during this phase.

Phase 4 - Verification of Implementation focuses on a review of the Continuous Improvement Plan foci along with continued and ongoing technical assistance (if required or requested). This process may include submission of data to the Exceptional Children Division and/or on-site validation. Continuous Improvement Plan closure may be possible during this phase and result in the movement to Phase 5.

Phase 5 - Continuous Self-Directed Improvement and Focused Review begins once the Continuous Improvement Plan has been closed. It focuses on the Local Education Agency's and the North Carolina Department of Public Instruction's (DPI) joint effort in the development and implementation of a growth plan and continued program enhancements. As with the first four phases of the Continuous Improvement Monitoring System, continued technical assistance is available if requested or required.

There are three state monitoring consultants to implement the CIFMS for 220 LEAs, Charter Schools, and State Operated Programs. There are three full-time consultants and one part-time consultant for due process, formal complaints, and mediation.

In the 2003-2004 school year, the SEA monitors manually analyzed data from the CIFMS self-assessment. The complaint investigations and hearing resolution data were put into an excel database by the Parent Complaint consultants.

In February 2004, 5 LEAs and 16 Charter Schools submitted self-assessments. The exceptional children population of the 5 LEAs totaled 46,684 (percent of the total EC population in the state of North Carolina). Each self-assessment includes data analysis of internal record review for compliance, parent surveys, program observations, mediations and dispute resolutions which allows for a crosswalk of data sources. Additionally, informal complaints and inquiries are reviewed. Based upon these data analyses, decisions are made related to on-site validation visits. There is a formalized written process for determining which LEAs will receive an on-site validation visit.

The Comprehensive Exceptional Children Accountability System (CECAS) is in development. In Phase III of CECAS development, the application will be able to collect and analyze data from CIFMS and dispute resolutions. The developers of CECAS have the specifications needed for the CIFMS dispute resolution process.

Dispute resolution was available in North Carolina during the 2003-2004 school year through formal complaints, mediation, and a two-tiered due process hearing system. The SEA managed the formal complaint system and the second tier of due process hearings.

The Office of Administrative Hearings (OAH) is authorized by the North Carolina statutes to manage the due process hearings, including receiving petitions, scheduling of hearings, granting extensions, and issuing decisions.

An Administrative Law Judge's (ALJ) decisions may be appealed within thirty (30) calendar days by filing an appeal to the State Superintendent of the North Carolina Department of Public Instruction. In the second tier, the SEA contracts with university professors to review the decision and issue a decision within thirty (30) days. The SEA offered no mediation during the 2003-2004 school year. LEAs were responsible for arranging for mediation requests that were filed prior to a petition for a due process. They did not provide mediation data to the SEA. The OAH offered the parties a settlement conference with an ALJ prior to the hearing; however, they did not provide mediation data to the SEA unless it resulted in a settlement agreement.

A public information blitz with LEAs, advocacy organizations, and parent groups was launched to inform them of the mediation system before its initiation on July 1, 2004.

initiation on July 1, 2004.

On September 2, 2003, the DPI started developing the plan for a new state-wide special education mediation program. A coordinator was hired, cadre of qualified mediators was selected and several workshops to train mediators were conducted. The SEA developed and disseminated print materials (Program Forms, Mediation Questions & Answers, and a Brochure). The mediation program and forms were posted on the state website. Presentations were made throughout the state with exceptional children directors and teachers, parents, advocacy organizations and other stakeholders.

Two full-time individuals, with the assistance of a half-time secretary, manage formal and informal complaint intakes, investigations, database, and correspondence for the complaint system. Based upon the volume of complaints, independent contractors are assigned formal complaints as necessary to meet timelines. Regional consultants, who are contracted through the state universities, monitor the implementation of corrective actions and assist in providing training and technical assistance to the LEAs. When the corrective actions are completed, the regional consultant submits a report to the SEA with a recommendation to close the case. The investigator reviews the recommendation along with supporting documentation and issues a closing letter.

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By the 2003-04 school year, SEA will maintain the use of effective instruments and procedures to identify and correct non-compliance in a timely manner through the Continuous Improvement Focused Monitoring System and the State's Dispute Resolution procedures.

**Explor
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Slip**

Through the self-assessment process, the LEAs continue to identify the areas of noncompliance within their exceptional children programs. As in the baseline data the expectation is 100% compliance of all records reviewed. In comparing the data from the Internal Record Reviews from 2003 and 2003-04, progress was documented for an increased rate of compliance in the areas of screenings and evaluation, IEP implementation, participation, FAPE/LRE, and reevaluation. Slippage occurred in the areas of IEP development and eligibility determination.

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The self-assessments submitted for the 2004-05 school year and ongoing will be reviewed to document a reduction in noncompliance citations.

**Future
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Targets**

Provide technical assistance to the LEAs, Charter Schools, and SOPs through the regional consultants and the DPI staff on strategies for correcting noncompliance. Training on the IEP and the reevaluation processes will be increased.

Revise the letter sent to LEAs documenting the receipt of the self-assessment to reemphasize those areas identified as noncompliant by the LEAs through the self-assessment process be addressed prior to the completion of the review of the self assessment document being reviewed at the

Revise the phases of the Continuous Focused Monitoring System to expedite the LEAs development of the CIP and to implement focused monitoring

Revise the format of the Continuous Improvement Plan currently being used to align more closely with the requirements of the Annual Performance Report. Those LEAs, Charter Schools and SOPs that have submitted a CIP will have an on-site visit to verify the implementation of the CIP in 2004. The LEAs and Charter Schools that submitted a Self-Assessment in February 2004 and all other LEAs and Charter Schools that will submit a Self-Assessment in February 2005 will use the new format. The LEAs and Charter Schools submitting a Self-Assessment in 2006, as well as all LEAs, Charter Schools and SOPs that have previously submitted a CIP will be trained to use the new format and they will be required to develop an Annual Performance Report.

Training modules will be developed for general educators, principals and superintendents explaining their responsibility in the IEP process.

All activities will occur during the 2004-05 school year and ongoing.

**P
Time
Reso**

Resources: Monitoring Consultants; LEA, Charter Schools, and SOP Staff; CECAS Trainers; National Speakers; Administrators Conference; RA Achievement and Closing Gaps; DPI Conference; Regional Consultants; Exceptional Children's Assistance Center (ECAC); North Carolina Court

Resources: Monitoring Consultants; LEA, Charter Schools, and SOP Staff; CECAS Trainers; National Speakers; Administrators Conference; Ra Achievement and Closing Gaps; DPI Conference; Regional Consultants; Exceptional Children's Assistance Center (ECAC); North Carolina Cour Exceptional Children; and North Carolina Division of Career Development and Transition

From: 07/01/2003

To: 06/30/2006

**Perf
Inc**

Systemic issues from monitoring, complaints, and hearings are identified through outgoing analysis of the data and remediated through the Continuous Improvement Focused Monitoring Process.

**B:
Tren**

Refer to baseline data for Indicator 1, 3, and 4 .

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During 2003-04, North Carolina continued work on developing a Comprehensive Exceptional Children Accountability System (CECAS). CECAS allow North Carolina to analyze, use, report, and disseminate CIMS and dispute resolution data to determine statewide systemic outcomes. CEC will be operational during the 2004-2005 school year.

During the 2003- 04 school year, monitor LEAs, Charter Schools and State-Operated Programs will be monitored when systemic issues are ider through CIMS, hearings, and complaints.

**Explar
Pro
Slip**

The development of CECAS is occurring in phases. Phase 1is designed to capture child count data, during Phase 2, the EC forms have been developed and training is being conducted. The application is designed with compliance checks. If an LEA uses the forms, most areas of noncompliance will be prevented. Through use of this application, the LEA can monitor timelines from referral to placement, reevaluation, and procedural safeguard requirements. Phase 3 of the application is currently being developed. Dispute resolution will be added to CECAS in a futu phase. However, the current dispute resolution database will be maintained and used with the CECAS monitoring data to allow for the analyses, reporting, and dissemination of data to determine statewide systemic outcomes and compliance.

In February of 2004, a core team from the DPI met to establish the Division Training Plan that will provide staff development, training and follow-targeted to assist LEAs, Charter Schools, and State Operated Programs when systemic issues are identified through CIMS, hearings, and comp

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1. Identify systemic non-compliance and establish individual EC program and system-wide corrective actions.
2. Increase focused monitoring visits to LEAs, Charter Schools, and SOPs based upon systemic issues identified through the analysis of CECAS dispute resolution data.

**Future
to
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Targets**

By June of 2005, develop a framework for written procedures/matrix for determining systemic issues, mechanism for utilizing monitoring and di resolution data for decision related to focused/follow up monitoring.

By June 2005, use self-assessment implementation checklists to gather data manually from self-assessments and cross-walk with dispute resolt data to identify and correct systemic issues of noncompliance.

data to identify and correct systemic issues of noncompliance.

**P
Time
Reso**

June 2005 and ongoing.

EC Monitors; Consultants for Due Process and Parents Rights; CECAS Team; and Regional Consultants

From: 07/01/2003

To: 06/30/2006

**Perf
Inc**

Due process hearings and reviews will be completed within the timelines required by IDEA.

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In 2002-03, 44 petitions for due process hearings were filed. • 36 of those cases exceeded the 45-day timeline (81%) • 5 hearings were held with decisions rendered and none were completed within 45 days (11%) • 2 decisions were appealed and the initial decision was upheld in both. • 28 requests for hearings were mediated, settled, or withdrawn (63%) • 15 requests for hearings were pending on June 30, 2003. • The SEA did not track the number of extensions granted at the request of a party.

In 2003-04, 60 petitions for a due process hearing were filed. • 4 hearings were fully adjudicated with decisions (6%) • 4 decisions were appealed and three initial decisions were upheld. • 0 of the hearings were completed within 45 days. • 35 requests for hearing were mediated, settled, or withdrawn (58%) • 11 requests for hearing were pending on June 30, 2004. • The SEA did not track the number of extensions granted because the information collected by the Office of Administrative Hearings and was not available to the SEA.

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The SEA's Due Process Log will reflect that children with disabilities are ensured a free appropriate public education because decisions are issued within the 45-day timeline (unless an extension is granted) 100% of the time.

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The OAH employs seven Administrative Law Judges (ALJs), who hear all due process cases filed by and against State agencies. During the 2003-04 school year, the OAH received over 3000 petitions for hearings, with 60 of those related to IDEA issues.

Petitions requesting a due process hearing are submitted to the OAH, and a court clerk faxes a copy of the petition to the SEA. Decisions and settlement agreements are also transmitted to the SEA by fax and courier. Until July 1, 2004, the OAH offered petitioners an opportunity to meet with an ALJ for a settlement conference prior to a hearing, and a consent order was issued for resolutions that were reached through settlement conferences.

Twenty-seven (27) due process cases filed during the 2003-04 school year remained open for more than one hundred (100) days. The primary reasons for the failure to resolve the cases within the federal timelines were: settlement conferences that were not monitored for progress; scheduling delays based upon the ALJ's and attorneys' schedules; and the ALJ's delay in writing a decision after a hearing. Hearing dates were automatically postponed for parties who requested a settlement conference, and a hearing was not scheduled until after the settlement activities ended. Participants reported that the ALJ would often meet briefly with the parties and then direct them to continue working together without a mediator until they could reach an agreement. The OAH did not monitor this process, which could extend from a week to two years. Hearings are also typically scheduled three days, and if additional time is necessary for testimony, the date for scheduling is determined by the ALJ's schedule. Continuances were granted

three days, and if additional time is necessary for testimony, the date for scheduling is determined by the ALJ's schedule. Continuances were granted at the request of either party, without consideration of the impact on the child. Records revealed that the parties did not receive the ALJ's decision up to six months after a hearing concluded.

Throughout the 2003-04 school year, staff members from the Exceptional Children Division met with the Chief Administrative Law Judge and his Senior Administrator to explore ways to improve timelines. The SEA offered to take responsibility for mediation and to remove the Settlement Conference from the hearing procedures. The OAH solicited public input for a rules change for hearing procedures, and in June 2004, the OAH and SEA agreed for the Exceptional Children Division to assume the responsibility for providing mediation for any due process cases at no charge to participants beginning July 1, 2004. Staff members from the Policy, Monitoring, and Audit Section met with the Chief Administrative Law Judge, 1 Senior ALJ, and their clerks and established new procedures to ensure the regular, routine exchange of relevant information and data regarding process petitions and decisions, including copies of all correspondence regarding extensions for hearings, between the OAH and the SEA in a timely manner. The OAH agreed to fax copies of petitions for hearings to the SEA immediately upon their receipt.

The SEA agreed to expand State-sponsored mediation to include the offer of mediation to parents of eligible children with disabilities when a due process hearing is initiated. Mediation will be at no cost to the parties, and will be binding on the LEA. The SEA would distribute printed materials and web-based information describing the mediation process to parents, superintendents and school administrators, advocates, and other stakeholders and post an annual report of due process hearings on the Department website.

Although the OAH agreed to submit documentation of extensions of the 45-day timeline when they occur, that information has not been provided in a consistent manner.

The SEA has paid tuition for the ALJs to attend national training institutes on Due Process Procedures and has arranged for training locally by nationally recognized experts in an effort to improve the process in North Carolina.

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5. The SEA's Due Process Log will reflect children with disabilities are ensured a free appropriate public education because decisions are issued and cases are closed within the 45-day timeline (unless an extension is granted) 100% of the time.
2. Increase the use of alternate dispute resolution options (mediation before and after a petition for a hearing).
3. The SEA will increase the durability of hearing officer decisions/orders with fewer appeals.

**Future
to
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Targets**

5. Establish a task force to review the due process system, explore the necessary changes to meet compliance standards proposed by the IDEA 2004 reauthorization, and make recommendations for changes to the state statutes and procedures. 2. Develop and publish guidelines for and parent groups for implementing resolution meetings after due process has been requested.
3. Continue to work toward improved communication between the OAH and SEA dispute resolution section.
4. Provide ongoing training to hearing officers.
5. Continue to publicize alternate dispute resolution to parents and LEAs.

**P
Time
Reso**

All activities are for next reporting period July 1, 2004 through June 30, 2005 and ongoing.

Resources

Resources

Consultants for Due Process and Parent Rights; Administrative Law Judges (ALJ); and Policy, Monitoring, and Auditing Staff

From: 07/01/2003

To: 06/30/2006

Performance Indicators

Complaint investigations will be completed within 60 days.

Baseline Trends

In 2002-03, 57 complaints were received in the SEA. • 39 complaints were investigated (68%) • 32 complaints contained findings of noncompliance (82%) • 7 complaints contained no findings of noncompliance (18%) • 18 complaints were not investigated because of the SEA's lack of jurisdiction, insufficient information, or the complainant withdrew it because the issues were resolved (32%) • 1 complaint was resolved beyond 60 calendar days with documented extensions. (5%) • 0 complaints were pending as of August 30, 2004. • 0 complaints were related to interagency agreements.

In 2003-04, 86 formal complaints were filed with the SEA. The following information relates to those complaints: • 54 complaints were investigated (63%) • 42 complaints contained findings of noncompliance (77%) • 12 complaints contained no findings of noncompliance (22%) • 30 complaints were not investigated because of the SEA's lack of jurisdiction, insufficient information, or the complainant withdrew it because the issues were resolved (35%) • 2 complaints were set aside and closed within 60 days because the same issues were addressed in due process petitions. • 3 complaints were resolved beyond 60 calendar days with documented extensions. • 0 complaints were pending as of August 30, 2004. • 0 complaints were related to interagency agreements.

The following issues were cited the number of times in the 54 complaints that were investigated.

- 17 violations related to compliant IEPs, progress reports on IEP goals, and prior written notices.
- 16 violations related to IEP implementation.
- 8 violations related to evaluations and reevaluations.
- 8 violations for failure to provide FAPE.
- 6 violations for identification/eligibility issues.
- 6 violations for various other IDEA issues.
- 4 violations for disciplinary procedures.
- 3 violations for placement decisions
- 3 violations related to certified personnel
- 1 violation for failure to ensure parent participation in IEP meetings, and
- 1 violation for failure to review the IEP annually

Target

By April 2005, the SEA's Formal Complaint Log will reflect children with disabilities are ensured a free appropriate public education because let findings are issued within the 60-day timeline 100% of the time (unless an extension is granted due to exceptional circumstances with respect to particular complaint).

Explanation of Progress Slips

During the 2003-04 school year, internal procedures were implemented to ensure that investigation reports are prepared and submitted for approval and signatures, as soon as possible, but no later than five school days before the due date; and accurate information is entered on the SEA's Formal Complaint Log, which is maintained on an Access Database.

The SEA contracted with an individual to respond to non-complaint related letters from parents and thus relieve the complaint investigators of additional correspondence. That contractor also was assigned a rotation in complaint investigations when the volume increased significantly. The numbers of complaints were reduced as a result of the amount of time the complaint investigators and other SEA staff invested in resolving disputes informally.

Trends:

Between 2002-03 and 2003-04, the number of petitions for due process hearings increased by 14, and the number of complaints increased by 2 noncompliant issues identified in the formal complaint investigations revealed significant violations regarding the development of compliant IEPs their implementation. Additional areas of noncompliance resulted in findings of noncompliance regarding identification, eligibility determination, evaluations and reevaluations. All these issues could be attributed to the lack of special education staff, who are experienced in addressing the needs of a diverse student population. Parents reported informally that the lack of low cost attorneys and the long timelines discouraged their use of due process hearings; therefore, they preferred formal complaints for dispute resolution because resolution can be reached within sixty days.

Get percents on these trend data

1. Increase the use of alternate dispute resolution options (early complaint resolution, and IEP facilitation) to decrease the number of formal complaints.

2. Complete 100% of formal complaint investigations within standard or appropriately extended timelines.

3. Evaluate participants' satisfaction in various formal dispute resolution options (fairness, improved programs/services).

1. Continue to contract with additional staff or explore additional full-time consultant to support increased activities in the areas of dispute resolution.

2. Provide training for fifty IEP Facilitators, who will be available to LEAs at the SEA's expense.

3. Distribute satisfaction surveys to parents, other complainants, and LEAs regarding their experiences in formal dispute resolution options.

4. Encourage early resolution for LEAs and parents on formal complaints.

5. Convene monthly meetings of the Policy, Monitoring and Audit Section to review all requests, investigation reports, and decisions for dispute resolution and monitoring data to analyze trends and issues.

All activities are for next reporting period July 1, 2004 through June 30, 2005 and ongoing:

Resources

Policy, Monitoring, and Auditing Staff; and Consultants for Due Process and Parent Rights

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Future
to
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Targets

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Time
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From: 07/01/2003

To: 06/30/2006

Performance Indicators

Procedures are in place for the provision of special education and related services to children with disabilities in local adult jails.

Background/ Trends

The Continuous Improvement Monitoring Process self-assessment document was revised to capture the LEAs plans for providing services to youth with disabilities incarcerated in local jails.

In March 2004, at the EC Directors' Institute, EC Directors were informed of the requirement to deliver special education services to students with disabilities who are incarcerated in local jails.

In June 2004, CIMS data collection was expanded to capture the number of students with disabilities served by LEAs in local jails and how those services are provided. The self-assessments with this information will be submitted in February of 2005. The revised State Procedures of July 2004 included language to clarify the LEA's responsibility to provide a free and appropriate public education to students with disabilities incarcerated in local jails.

Targets

By June 2005, procedures are in place to ensure that students with disabilities incarcerated in local jails receive FAPE.

Explanation of Progress/ Slip

Prior to July 2003, no statewide SEA efforts or guidance had been documented informing LEAs of the responsibility to provide FAPE to youth with disabilities incarcerated in local jails. During the 2003-04 school year numerous efforts were made to ensure LEAs were informed of the responsibilities to provide and to facilitate collaboration between the school districts and the local sheriffs. Data from the self-assessment of 2004 will be aggregated and analyzed. Complaint log will be monitored to determine whether there are issues of denial of FAPE to students incarcerated in local jails.

Performance Targets

Analysis of monitoring data will reveal that there are no findings of noncompliance related to the provision of FAPE to students with disabilities incarcerated in local jails.

By June 2005, self-assessment data submitted for 2004-05 school year will indicate that each LEA has a plan in place for providing services and they have provided services during the 2004-05 school year to students with disabilities incarcerated in local jails.

Future Plans/ Targets

Issue written correspondence to school superintendents and sheriffs informing them of the LEA's responsibility to serve students with disabilities June 2005.

Analysis of the CIMS Self-Assessment data submitted 2004-05 and 2005-06.

Conduct interviews as a part of onsite visits during 2004-05 and 2005-06.

Analyze Dispute Resolution data for 2004-05 and 2005-06.

Performance Time

June 2005 and ongoing.

**Time
Reso**

EC Monitors; and Consultants for Due Process and Parent's Rights

From: 07/01/2003

To: 06/30/2006

**Perf
Inc**

The number of administrators, teachers, related services providers, paraprofessionals, and other providers are available to meet identified educational needs of all children with disabilities.

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North Carolina created new standards for special education teachers that align with the Core Standards For Teachers developed by the North Carolina Professional Teaching Standards Commission, The North Carolina ABC Plus accountability outcomes, and the US Department of Education's accountability standards established in the No Child Left Behind (NCLB) legislation. The standards reflect three underlying principles: (1) the quality and effectiveness of special education teachers should be measured by the progress of students with disabilities; (2) the standards must reflect research-validated teaching methods and procedures, and (3) the standards should be explicitly stated and include competency indicator/competency evaluation criteria.

The new special education initial teacher licensing system is designed to emphasize the instructional and educational services that individual students are receiving. The initial categorical licenses are replaced with two instructionally oriented licenses: (1) Special Education General Curriculum and (2) Special Education Adapted Curriculum. The new system emphasizes (1) the academic, behavioral and/or developmental progress of students with disabilities; (2) access to, and maintenance in, the standard and/or an adapted standard curriculum; and (3) full participation of students with disabilities in North Carolina's ABCs of Public Education accountability program. (Please See Attached Standards for Exceptional Children Teaching Standards document)

During the 2003-04 school year, 62 percent of North Carolina school districts reported that the largest shortages of personnel were in the area of special education. Approximately, 22 percent of the teachers in special education hold a provisional license in one or more areas. Personnel preparation programs were unable to meet the demands to replace retiring or relocating teachers. North Carolina training programs could produce enough graduates to fill vacancies; however, many graduates do not take positions in North Carolina and programs were not at capacity.

During the 2003-04 school year, 86 percent of special education teachers and EC Administrators were fully licensed, 10 percent held provisional licenses, and 2 percent held other licenses. Regarding the new licenses based on NCLB, there were 7 percent who were fully licensed in Special Education: General Curriculum and 7 percent who were fully licensed in Special Education: Adapted Curriculum (Please See Attached 2003-04 License Data)

In the 2003-04 school year, there were a total of 935 fully certified and 75 not fully certified special education teachers to provide educational services to students with disabilities ages 3-5. During the 2002-03 school year, there were a total of 878 fully certified and 97 not fully certified special education teachers to provide educational services to students with disabilities ages 3-5. During the 2003-04 school year, there were a total of 13 vacant special education teacher positions while the 2002-03 school year had 5 vacant special education teacher positions for the 3-5 age group. (Please See Attached 2002-03 and 2003-04 Part B Personnel Data)

Attached 2002-03 and 2003-04 Part B Personnel Data)

In the 2003-04 school year, there were a total of 9,206 fully certified and 1,852 not fully certified special education teachers to provide educational services to students with disabilities ages 6-21. During the 2002-03 school year, there were a total of 8,752 fully certified and 2,097 not fully certified special education teachers to provide educational services to students with disabilities ages 6-21. During the 2003-04 school year, there were a total of 116 vacant special education teacher positions while the 2002-03 school year had 96 vacant special education teacher positions for the 6-21 age group.

In the 2003-04 school year, there were a total of 11,540 fully certified and 1,684 not fully certified administrators, related services providers, paraprofessionals, and other providers who provided educational services to students with disabilities ages 3-21. During the 2002-03 school year there were a total of 9,992 fully certified and 1,509 not fully certified administrators, related services providers, paraprofessionals, and other providers who provided educational services to students with disabilities ages 3-21.

During the 2003-04 school year, North Carolina Department of Public Instruction, Exceptional Children Division established a Statewide Taskforce for Recruitment, Preparation and Retention of special educators, early intervention and related service providers. The Taskforce was facilitated by the Director of the National Center for Special Education Personnel and Related Service Providers (Personnel Center). The Personnel Center was a federally funded project that selected the state of North Carolina as one of its states to assist in long-range planning for personnel development. The Taskforce was comprised of 15 stakeholders from across the State who addressed the following issues: (1) supply and demand data specific to cultural and linguistic diversity, disability areas, urban and rural settings, preparation program capacity and developmental categories; (2) attrition and retention data related to reasons for leaving the field, transferring schools and districts, moving to other occupations or positions within education practices that could retain those exiting and keep others from leaving; and (3) models for predicting retirement rates at state and local levels. (Please See Attached Diversity Training Memo; Taskforce Workshop-Recruitment & Retention; Recruitment & Retention Participants)

During 2004, North Carolina received federally funded services from the National Center for Special Education Personnel and Related Service Providers to help in the recruitment of highly qualified, diverse special educators, early intervention and related service providers. Traditional LEA/Charter Schools were provided 1.5 year membership and access to Teachers-Teachers.com--the leading education recruitment service on the Internet. (Please See Attached Introduction Memo for Superintendents)

During 2003-04, North Carolina was a member of NASDE's National Center for Special Education Personnel and Related Service Providers for recruitment and retention of teachers.

By 2006, all administrators, teachers, related services providers, paraprofessionals, and other providers will be "highly qualified" based on the NCLB standards.

By 2005, there will be an increase in the number of qualified teachers interested in working in NC due to Teachers-Teachers.com.

From the 2002-03 to 2003-04 school years, there was a 9 percent increase of fully certified and a 1.3 percent decrease of not fully certified special education teachers who provided educational services to students with disabilities ages 3-5.

From the 2002-03 to 2003-04 school years, there was a 10 percent increase of fully certified and a 1.1 percent decrease of not fully certified special education teachers who provided educational services to students with disabilities ages 6-21.

From the 2002-03 to 2003-04 school years, there was a 9 percent increase of fully certified and a 9 percent increase in not fully certified administrators, related services providers, paraprofessionals, and other providers who provided educational services to students with disabilities ages 3-21.

Te

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3-21.

During 2003-04, Exceptional Children Personnel represented Special Education on issues related to CSPD.

**P
T:**

During the 2004-06 school year, there will be a sufficient number of administrators, teachers, related services providers, paraprofessionals, and providers to meet the identified educational needs of all children with disabilities in North Carolina.

During the 2004-05 school year, North Carolina anticipates an increase in the number of minority teachers and related services personnel employed school systems across the State due to Teachers-Teacher.Com.

**Future
to
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Targets**

1. Provide statewide training using the train-the-trainer module to exceptional children teachers, administrators, related services personnel, paraprofessionals and other providers on CECAS. 2. Maintain recruitment and retention, especially diverse recruitment and retention efforts. 3. Provide ongoing statewide training for new EC Directors. 4. Provide ongoing institutes for professional development.

**P
Time
Reso**

All activities will occur in the 2003-06 school years. 1. CSPD database 2. State Improvement Grant 3. Profile of Preschool Programs and Practices Statewide Taskforce on Recruitment, Preparation and Retention of special educators, early intervention and related service providers.

Resources: North Carolina Window of Information on Student Education (NCWISE); Student Information Management System (SIMS); Comprehensive System of Personnel Development (CSPD); Comprehensive Exceptional Children Accountability System (CECAS); EC Research Evaluation Consultant; SEA Consultants; Institutions of Higher Education (IHE); Mid-South Regional Resource Center (MSRRC); and National Center for Culturally Responsive Educational Systems (NCCRESt)

From: 07/01/2003

To: 06/30/2006

**Perf
Inc**

The State's procedures and practices ensure the collection and reporting of accurate and timely data.

**B:
Tren**

The State's mechanism (CECAS) to collect, analyze, use, and report data to determine statewide system outcomes was in phase 1 of implementation – Training for the submission of the December 1 Child Count.

Local Education Agencies (LEAs), State-Operated Programs (SOPs), and Charter Schools must submit annual federal grant applications for funding under the : (1) Preschool Grant Program; (2) 3-21 Individuals with Disabilities Education Act (IDEA) Title VI, Part B Grant Program, and Sliver, a Capacity Building and Improvement Grant. School systems submitted proof of eligibility and received grant approval through the EC Web Grants Application process. Since the 2002-03 school year, LEAs, SOPs and Charter Schools have been submitting their applications online.

T:

The Comprehensive Exceptional Children Accountability System (CECAS) is a case management and data analysis system that will be offered Local Education Agencies (LEAs), Charter Schools, and State-Operated Programs (SOPs) as a means to manage and analyze exceptional children data. The application is a completely outsourced, web-based system. When this system begins phased implementation in September 2004, it will become the State's system of record for exceptional children data management: EC student information management for teachers, IEP develop

become the State's system of record for exceptional children data management: EC student information management for teachers, IEP development and implementation, compliance alerting and monitoring, continuous improvement monitoring reporting for the state, ad-hoc data analysis to identify trends in successful and unsuccessful services.

Explanation

1. During 2003-04, State Data Consultant participated in the Data Manager's meeting sponsored by Westat and OSEP.
2. During 2003-04, State Data Consultant provided yearly updates of Data Dictionary and Improvements (federal and state) for CECAS enhance purposes.
3. During 2003-04, State Data Consultant updated North Carolina's Data Profile for Westat.
4. During the 2003-04 school year, enhancements to the EC Web Grants Application better ensured that school systems demonstrated eligibility procedures to receive grant awards under 611 and 619 of the Individuals with Disabilities Education Act (IDEA).
5. Other EC applications will utilize information from CECAS for their processes.

Performance Targets

Improved integration with other NC educational systems is being planned, as well as, enhancements to CECAS to add additional reports, such as Annual Performance Report and direct Medicaid claim submissions to the State Medicaid system.

Future Performance Targets

1. During the 2004-05 school year, continue to work with OSEP and Westat to ensure that North Carolina's data collection and reporting requirements are aligned with federal requirements.

Performance Time Resources

All activities will occur during the 2004-06 school year.

Resources: 1. Comprehensive Exceptional Children Accountability System (CECAS); 2. CECAS Team and Vendor; 3. EC Research & Evaluation Consultant; 4. Title VI Part B Consultant; 5. State Director of Exceptional Children Division; 6. Section Chiefs; 7. Exceptional Children Consultant; 8. Mid-South Regional Resource Center (MSRRC); and 9. National Center for Culturally Responsive Educational Systems (NCCREST)

From: 07/01/2003

To: 06/30/2006



State: North Carolina

Dispute Resolution Information

1a: Formal Complaints

(1) July	(2) Nun	(3) Nun	(4) Nun	(5) Nun	(6) Nun	(7) Nun	(8) Nun	(9) Nun
TOT	8	4	1	3	2	5	3	0

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Cluster II :: Early Childhood Transition

*** Stat**

*High Student Performance; Quality Teachers, Administrators, and Staff; Strong Family, Community, and Business Support; and Effective and Efficient Operation.

**Perf
Inc**

Eligible children who transition from Infant-Toddler Program (Part C) to the Preschool Program (Part B) receive services by their third birthday.

**B.
Tren**

(1) In the 2003-04 school year, the following occurred in preschool classes serving children with disabilities: The percentage of inclusive preschool classes serving children with disabilities increased 13 percent, an increase from 343 classes to 452 classes. In addition, the percentage of Title I preschool classes serving children with disabilities increased almost 12 percent from 473 classes to 566 classes. Of the 117 LEAs serving preschool children in Head Start programs, 112 of the programs included preschool children with disabilities. Forty-six LEAs blended preschool programs for students with disabilities with More at Four Programs. Reported data also showed a decrease in the number of LEAs providing services in Smart funded preschool classrooms from 40 classes to 37 classes. (Please See Attached 2003-04 Programs for Preschool Children with Disabilities Final Sheet).

(2) In the 2003-04 school year, in order to more effectively track the transition of eligible children from Part C to Part B, the SEA used funds from General Supervision Enhancement Grant to assist in developing a computerized data management system. The Comprehensive Exceptional Child Accountability System (CECAS) will provide data to track the transition of eligible children from Part C to Part B and provide a method for verification that eligible children receive services by their 3rd birthday.

(3) In the 2003-04 school year, the following changes occurred in personnel certified to provide services to preschool children with disabilities: The number of teachers who were fully certified during 2003-04 increased 9 percent, whereas the number of teachers who were not fully certified decreased 1.3 percent during the same time period. In addition, there was a 9 percent increase in certified/qualified Infant/Toddler and Preschool Service Providers. (Please See Attached Part B 3-5 Personnel Data).

(4) Of the 57 formal written complaints received by the SEA, none needed to be investigated for failure to make FAPE available by the child's third birthday.

(5) Ninety-eight percent of children who transition from Part C and are eligible for Part B services have an Individualized Education Program and appropriate services in place by their third birthday.

(6) Between the 2002-03 and 2003-04 school years, children with disabilities were served in a variety of educational settings. (Please See Attached 2002-03 and 2003-04 Part B Environment Data). Those settings were as follows: a) Early Childhood Setting: 2002-03 = 13,409, 2003-04 = 12,640 (5 percent decrease) b) Early Childhood Special Education Setting: 2002-03 = 3,009, 2003-04 = 2,430 (1.3 percent decrease), c) Itinerant Service Outside the Home: 2002-03 = 2,016, 2003-04 = 1,805, (1.1 percent decrease) d) Separate Setting: 2002-03 = 715, 2003-04 = 1,819, (40 percent increase) e) In the 2002-03 school year, there were 31 percent (4,108) of African-American children served in Early Childhood settings. The 2003-04 school year revealed that 36 percent (4,010) of African-American children received services in Early Childhood settings. From the 2002-03 to 2003-04 school year, there was a 1 percent decrease in the number of African-American children served in Early Childhood settings.

(7) In the 2002-03 school year, there were 39 percent (1,158) of African-American children served in Early Childhood Special Education settings. The 2003-04 school year revealed that 36 percent (863) of African-American children received services in Early Childhood Special Education settings. From the 2002-03 school year, there was a 1.3 percent decrease in the number of African-American children served in Early Childhood Special Education settings.

Education settings.

(8) In the 2002-03 school year, there were 17 percent (343) of African-American children served in Itinerant settings. The 2003-04 school year revealed that 15 percent (266) of African-American children received services in Itinerant settings. From the 2002-03 school year, there was a 1. percent decrease in the number of African-American children served in Itinerant settings.

(9) In the 2002-03 school year, there were 39 percent (281) of African-American children served in Separate settings. The 2003-04 school year revealed that 43 percent (787) of African-American children received services in Separate settings. From the 2002-03 school year, there was a 3 percent increase in the number of African-American children served in Separate settings.

Ta

The following occurred during reporting period 07/01/2003-06/30/2004:

(1) The following changes occurred in providing information to parents and providers about Transition: Consistent information about the transition process from Part C to Part B and other community services was disseminated through the Transition Booklet and the State Transition Plan, and Parent Transition Handbook was revised, produced and printed in Spanish. A taped version was also made available.

(2) Infant/Toddler and Preschool Personnel redefined a model for transition training.

(3) All LEAs developed the capacity to provide inclusive public school options for preschool children with disabilities through blended classroom and/or Itinerant services in community-based preschool programs.

(4) A baseline of family satisfaction about the experience with their child's transition from Part C to Part B or other community services as measured by the Family Transition Satisfaction Survey was developed.

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(1) Due to re-organization of the Part C Service System, several targets were not addressed or redefined during the 2003-04 time period.

(2) The CECAS Team met with Part C staff to identify data needs that would ensure a smooth transition of children with disabilities from Part C to Part B in CECAS.

P
Ta

The following will occur during reporting period 07/01/2004-06/30/2006.

(1) Surveys will be used to collect data as follows: A representative sample (10 percent in 2004-05) of families and Infant/Toddler and Preschool Providers will be surveyed annually to guide development of training activities to meet timelines and provide appropriate services. Further, in the 2006 school year, a sample of LEAs in all 6 educational regions will be surveyed to determine disability distribution and race ethnicity of children who are eligible for Part B but were never enrolled in Part C (based upon data from the integrated database). Survey results will be used to target Child Find activities focused on populations not currently being served in Part C.

(2) In the 2004-05 school year, Part B and Part C will continue to work with the B-K consortium to ensure access to all persons interested in obtaining a B-K license.

(3) In the 2004-05 school year, training for preschool services providers on how to determine appropriate and natural routines/environments (LREs) will be provided during existing conferences and workshops.

(4) In the 2004-05 school year, Part C and Part B will provide transition materials for parents accessible in a variety of formats (e.g., web-based, video).

(4) In the 2004-05 school year, Part C and Part B provide transition materials for parents accessible in a variety of formats (e.g., web-based, video, print, audio, etc.).

(5) In February 2005, CECAS will be available for Part C users to perform their December 1 Child Count. In 2006, the Individual Family Service I will be available through CECAS,

(6) In May 2005, CECAS training will be conducted for Part C users to prepare for the December 1 Child Count.

**Future
to
P
Targets**

The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2005 to achieve the State Goals, Performance Indicators, and Targets:

(1) The Local Interagency Coordinating Council will begin to meet outcomes that ensure smooth transitions for children and families within target timelines as identified in their "Plan for Improvement".

(2) An expansion of existing technical assistance will be provided for Part B Preschool staff by developing a Technical Assistance position.

(3) The Local Interagency Coordinating Council will continue to hold joint meetings between Part C (including Child Service Coordination-CSC providers) and Part B to explain how each program works, including service options and responsibilities.

(4) Part C and Part B will develop a long-term plan for all children ages Birth - 5, to ensure adequate capacity for conducting timely evaluations based upon the changes in the Part C reorganization, will seek additional funds for preschool evaluations, and will continue to work with the CECAS Team to identify the necessary components needed to maintain smooth transitions from Part C to Part B.

(5) A study will be conducted review issues relating to transition that occur during the summer.

**P
Time
Reso**

The timelines to implement the aforementioned activities will be July 1, 2004 and ongoing.

Resources:

- 1) Transition Committee – Interagency Coordinating Council (ICC)
- 2) Early Childhood Low Incidence Network for Training and Technical Assistance (Project Link)
- 3) State Coordinator for Part B
- 4) State Coordinator for Part C
- 5) Partnerships for Inclusion (PFI)
- 6) Birth-Kindergarten Consortium
- 7) BEGINNINGS for Parents of Children who are Deaf or Hard of Hearing
- 8) Local Interagency Coordinating Councils (LICCs)
- 9) CECAS Team
- 10) SEA Licensure Division
- 11) National Early Childhood Technical Assistance System (NEC-TAS)
- 12) Exceptional Children Assistance Center (ECAC)
- 13) Preschool Coordinator Network
- 14) Family Service Network (FSN)
- 15) CECAS Team
- 16) Part C Data Consultant

From: 07/01/2003

To: 06/30/2006

Cluster III :: Parent Involvement

<p>B: Tren</p>	<p>The following occurred during the 2003-04 school year: 1. An average of nine (9) parents of students with disabilities attended quarterly meetin the Exceptional Children Advisory Council. Twelve of the twenty-three members or 52% percent of the Council membership were parents of individuals with disabilities or individuals with disabilities. All member positions were filled, with the exception of one legislative appointee. 2. Five traditional LEAs and 16 charter schools completed the CIMS self-assessment as directed by the SEA. a. Review of the completed self-assessm revealed that parents were involved in the Stakeholder/Steering Committee in 95 percent of the self-assessments submitted. There was 1 charte school that submitted an incomplete self-assessment. They were in the process of reorganizing their Stakeholder/Steering Committee. An on-sit review for verification of committee composition and other issues was scheduled for March 2005. b. The Internal Record Review of the self-assessment revealed that 3 out of 5 traditional LEAs or 60 percent and 15 of 16 charter schools or 94 percent were in compliance in documentin an invitation to conference was sent to parents. 3. During 2003-04, five traditional LEAs and sixteen(16) charter schools completed the Self-Assessment Phase of the CIMS. A component of the Self-Assessment was a parent survey. The survey respondent selection criteria required a demographic representation including age, gender, ethnicity and disability category of children. The surveys were to be sent to a minimum of 2% parents with children in the exceptional children program. Parent surveys presented a list of items with the following choices "Strongly Agree", "A "Disagree" and "Strongly Disagree." Some of the LEAs added a column with the choice of "Not Applicable". When analyzing responses to the su item determining if parents were involved in helping to determine if additional testing was needed at reevaluation, there was a scatter among all areas. Among traditional LEAs, the range was from 96% in agreement to 70% in agreement. One LEA disaggregated the data by elementary, m and high. It was in this LEA that there was a 30% disagreement rate and that was at the high school level only. A majority of LEAs and charter s had an agreement rate of 85% or greater. Survey Item 2 asked parents and guardians if they felt they were considered important partners in the exceptional children process. The agreement rate ranged from 85%% to 100%. The response rate was very high across all schools. Survey Item asked parents if they had been well informed about their rights as a parent. The agreement rate ranged 69% to 100%. The lowest agreement rat found in the LEA that disaggregated by school level, with the high school parents indicating the lowest amount of agreement. Survey Item 4 ask parents understood what was discussed at their IEP meetings. The agreement rate ranged from 80% to 100%. The 80%agreement rate was fou the middle school parent responses in one LEA. Survey Item 5 solicited a response on how parents felt they were listened to and if their suggest were used in their child's IEP. The agreement range was from 75% to 100%. The 75% agreement rate was in a charter school. One out of the fo parents surveyed disagreed.</p>
<p>Ta</p>	<ol style="list-style-type: none"> 1. By June 2004, the EC Advisory Council membership rosters will continue to reflect that a majority of members are parents of children or indi with disabilities. 2. By June 2004, the EC Advisory Council meeting minutes will reflect that parents are a majority of the members present at the quarterly meetir 3. By June 2004, the EC Advisory Council membership roster will include a student with a disability and a general education teacher. The EC Ad Council is serving as the stakeholder committee for our state.
<p>Explar Pro Slip</p>	<p>The data supports what each LEA and charter school has reported in their Self-Assessment there is a high level of satisfaction among parents their systems. The agreement rate on all questions of the survey was at least 69 percent and above.</p> <p>The data included in this report is to be considered baseline data. Data will be collected from the Self-Assessments submitted in February 2005 to compare the rates of agreement.</p>
<p>P Ta</p>	<ol style="list-style-type: none"> 1. By June 2005, the EC Advisory Council meeting minutes will reflect that parents are a majority of the members present at quarterly meetings 2. By July 2005, data from the Special Education Survey will be gathered from the 2004-05 school year. Self-Assessments will be analyzed and show an increase in the percentage of parents who agree that they understand the special education process, their rights and are involved in me decisions about their children.
<p>Future to</p>	<ol style="list-style-type: none"> 1. Increase the number of respondents through system wide dissemination of parent satisfaction surveys electronically and through the mail to annually measure parent involvement.

to P Targets	<p>annually measure parent involvement.</p> <p>2. Implement a data management system with the capacity to collect, analyze, and report compliance issues generated from the data submitted LEAs, Charter Schools and State-Operated Programs.</p>
P Time Reso	<p>All activities will occur during the 2004-2005 school year and be ongoing.</p> <p>Monitoring Consultants, CECAS Team, ECAC, SEA Staff, Autism Society, ARC of NC, Learning Disabilities Association, National Association fo Mentally Ill (NAMI)</p> <p>From: 07/01/2003 To: 06/30/2005</p>
Perf Inc	<p>Parent involvement is advanced through training and information dissemination to parents, youth with disabilities and school staff.</p>
B: Tren	<p>During the 2003-04 school year, ECAC received 14,000 contacts from parents/families. There were 12,658 contacts from parents/families of sc age (5-20) children, 1125 Preschool (3-4), and 301 Early Intervention (0-3) children that contacted the ECAC for information on the following pri areas: Assessments/Evaluations - 1207; Behavior/Discipline - 2349; General Curriculum - 353; IDEA/504/Laws - 1874; IEP/IFSP - 4698; Inclusion/LRE - 609; NCLB/NC ABC's - 105; Reading/Literacy - 84; SPED "Process" - 266; Transition to Adulthood - 304; Other (Medical, etc) - The area with the largest number of concerns, IEP/IFSP, is also the area cited often in Formal Complaints that as noncompliant.</p> <p>In February 2004, the Exceptional Children's Assistance Center (ECAC), the parent training center, in collaboration with the SEA sponsored a conference for families titled "Literacy for All." Approximately 300 parents and professionals attended the conference. The conference focused o improving literacy skills for students with disabilities.</p> <p>During 2003-2004, the Consultants for Due Process, Formal Complaints, and Mediation conducted eight parent training sessions on IDEA, medi conflict resolution, and due process.</p>
Ta	<p>To identify areas for future training topics for parents.</p>
Expla Pro Slip	<p>Since this is a new indicator, no baseline has been established. During 2004-05, data will be gathered to establish a baseline to measure this indicator.</p>
P Ta	<p>During 2004-05, training opportunities for parents will increase.</p>
Future to P	<p>1. Develop a three-year comprehensive plan of parent training activities designed to increase knowledge about students with disabilities; progr and services; procedural safeguards; and overall parent participation, at the school level, in decision making about their own child.</p>

**P
Targets**

2. Implement training activities that will include parent participation in the IEP development, understanding the components of the IEP and report progress, independent educational evaluation, transfer of rights, preschool transition, and dispute resolution.
3. Create training activities in English and Spanish in a variety of formats and in parent and student-friendly language for parents and children with disabilities from racially/culturally diverse backgrounds. Training activities will include: regional workshops and conferences in conjunction with the SEA; audio cassette and video tapes; the DPI Web Site ; brochures, pamphlets and/or booklets in easy-to-read formats; and parent training materials/packets for use by LEAs to train their own parents.
4. Provide training and resources to LEA Directors about creating and utilizing Parent Advisory Committees.
5. Translate documents for parents into the third language most frequently spoken in the state.
6. Meet once a year with parent support and advocacy group representatives to identify areas of concerns. Identified concerns will be addressed through parent training and meetings across the state.
7. During the 2005-06 school year regional parent focus groups will be held across the state.

**P
Time
Reso**

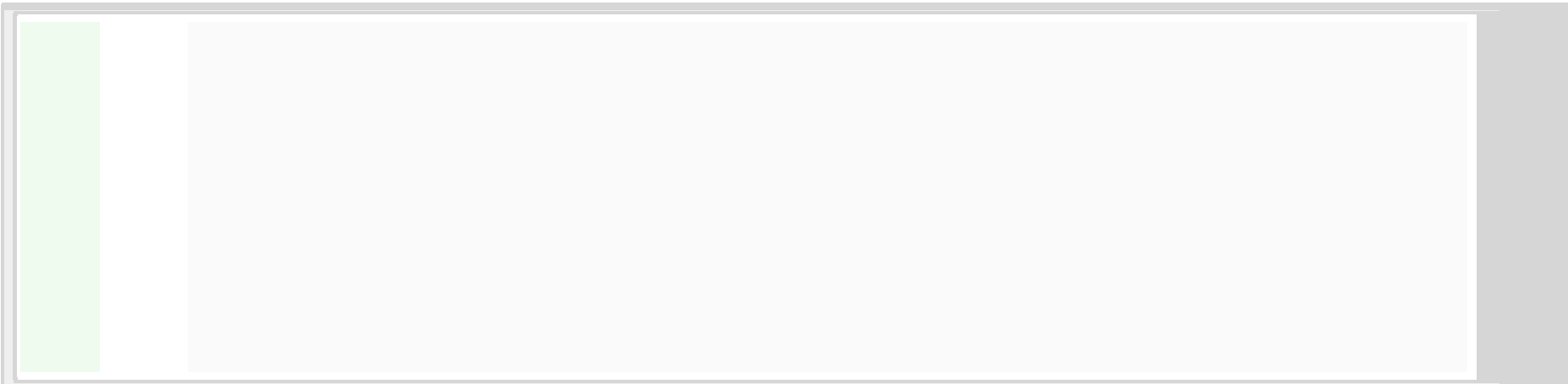
July 1, 2004 - June 30, 2005 and ongoing.

Resources

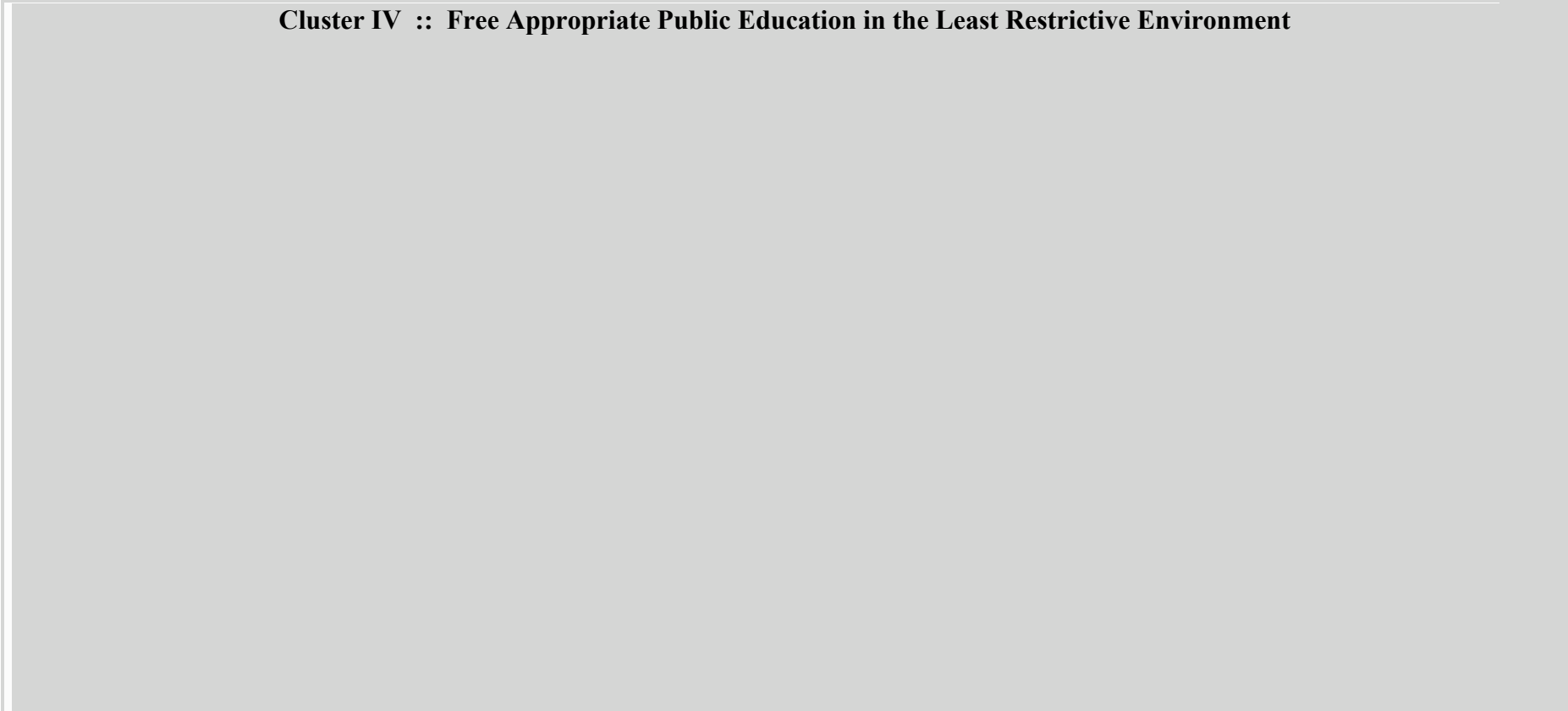
SEA Staff , ECAC, ARC of NC, Autism Society, Learning Disabilities Association, National Association for Mentally Ill (NAMI)

From: 07/01/2003

To: 06/30/2005



Cluster IV :: Free Appropriate Public Education in the Least Restrictive Environment



[2003-04GED&AHSDiplomasCC.xls](#)

2003-04 GED & AHS Diploma Data from Community Colleges in NC.

[2003-04schoolviolence.pdf](#)

2003-04 School Violence Report

[2003-2004 Dropout Report.xls](#)

[2003 Adequate Yearly Progress \(AYP\) Report.xls](#)

2003 Adequate Yearly Progress (AYP) Report

[2004-05 Assessment Matrix-Reading First.xls](#)

2004-05 Assessment Matrix

[2004 Adequate Yearly Progress \(AYP\) Results by Subgroup.xls](#)

2004 Adequate Yearly Progress (AYP) Results by Subgroup.

[2004DecChildCountData.xls](#)

December 1, 2004 Child Count by disability and ethnicity.

[APRIL04LEA.XLS](#)

April 1, 2004 Child Count by LEA, Disability Category, and Ethnicity.

[Assessment Trend Data for SWD and Nondisabled Students.ppt](#)

[Central Region Risk Analysis.xls](#)

Risk Analysis for LEAs located in the Central Region of NC.

[Disp03.xls](#)

2003 Part B Discipline Report

[Dobbs EC testing 03-04.xls](#)

2003-04 Testing Data from Dobbs School - State Operated Program.

[Env04.xls](#)

December 1, 2004 Environment Data

December 1, 2004 Environment Data

[Exit03.XLS](#)

2003 Part B Exiting Report

[GraduationComparisonData.xls](#)

2002-03 Comparison of State Graduation Rate Data and Part B Graduation Data for 6 LEAs in NC.

[GraduationData.xls](#)

[Idea04.xls](#)

[NC_Biracial_Data.xls](#)

North Carolina Predominantly Biracial data over past 4 years.

[NCEVAL~1.DOC](#)

[NCICProgressReport2FY04_1.doc](#)

2003-04 North Carolina Instructional Consultation Team Consortium Phase 1 Progress Report

[NCLB-2002-03Dropout.xls](#)

2003-04 Dropout Data based on NCLB Criteria.

[Northeast_Region_Risk_Analysis.xls](#)

Risk Analysis for LEAs in the Northeast Region of NC.

[Northwest_Region_Risk_Analysis.xls](#)

Risk Analysis for LEAs located in the Northwest Region of NC.

[Pers03.xls](#)

2003 Part B Personnel Report

[PSS_Data.xls](#)

Positive Behavior Support School Data.

[SOPAssessmentData.xls](#)

2003-04 State-Operated Programs Assessment Data.

2003-04 State-Operated Programs Assessment Data.

[Southeast Region Risk Analysis.xls](#)

Risk Analysis for LEAs located in the southeast region of NC.

[Southwest Region Risk Analysis.xls](#)

Risk Analysis for LEAs located in the southwest region of NC.

[statprofile04.pdf](#)

2004 Statistical Profile

[SWD_FRL.ppt](#)

Trend data on Students with Disabilities and Free Reduced Lunch on Statewide Assessments.

[Trend Data - Exiting Status - Dropped Out.ppt](#)

[Western Region Risk Analysis.xls](#)

Risk Analysis for LEAs located in the Western Region of NC.

[Wrightschooldata.xls](#)

2003-04 Wright School Testing Data - State-Operated Program.

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

Does the State review data to determine if significant disproportionality in identification, eligibility category or placement is occurring and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?

Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?

Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?

Do performance results for children with disabilities on State- and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?

Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?

Are the early language/communication, pre-reading, and social-emotional skills, of preschool children with disabilities receiving special education related services, improving?

* **Stat**

High Student Performance: Healthy Students in Safe, Orderly, and Caring Schools; and Effective and Efficient Operation

**Perf
Inc**

1. Policies and procedures reviewed and revised (if needed) to ensure appropriate identification of students in all disability areas.

**B:
Tren**

1. During the 2003-04 school year, the total school population was 1,325,707. Of that number, 58 percent were Anglo-American, 31 percent were African-American, 7 percent were Hispanic, 2 percent were Native-American and 2 percent were Asian. There were a total of 173,167 children with disabilities ages 6-21 years old. Of that number, 56 percent were Anglo-American, 36 percent were African-American, 5 percent were Hispanic, 1 percent were Native-American and 1 percent was Asian. (Please See Attached 2004 Statistical Profile & December 1, 2004 Child Count)

2. The demographic profile of North Carolina's 3 through 21 school-aged population (general and special education) was predominantly biracial. The number of Anglo-Americans represented in the total student population consistently decreased by 1 percent yearly over the past 4 years. In 2001, the total Anglo-American student population was 61 percent. By 2004, the total Anglo-American student population had decreased to 58 percent. On the other hand, the number of Hispanics represented in the total student population consistently increased by 1 percent yearly over the past 4 years. In 2001, the total Hispanic student population was 4 percent. By 2004, the total Hispanic student population had increased to 7 percent. Regarding students with disabilities, the total Anglo-American student population consistently decreased by 1 percent yearly with the exception of the 2003-2004 school years. In 2001, the total Anglo-American student population with disabilities was 58 percent. By 2004, the total Anglo-American student population with disabilities remained constant at 55 percent. The Hispanic student population consistently increased by 1 percent yearly with the exception of the 2003 and 2004 school years. In 2001, the total Hispanic student population with disabilities was 3 percent. By 2004, the total Hispanic student population with disabilities remained constant at 5 percent. All other ethnic categories remained constant over that time period. (Please See Attached NC Biracial Data Table)

3. North Carolina examined data on the percentage of children receiving special education, by race/ethnicity, and found overall that there was significant disproportionality existing between the percentage of children, by race/ethnicity, in the State's general student enrollment for African-American children. When the data were further examined by specific disability categories, North Carolina found that there was significant disproportionality occurring among the percentage of children, by race/ethnicity, in the Mental Disabilities and Behavioral-Emotional Disability categories for African-American children. African-American children represented 31 percent of the total school population and 36 percent of the overall disability population but accounted for 59 percent of the Mental Disabilities population and 55 percent of the Behavioral-Emotional Disability population. Anglo-American children represented a large percentage of the Autistic, Learning Disabilities, Multihandicapped, Orthopedically Impaired, Other Health Impaired and Speech-Language Impaired populations. Although Anglo-American children represented 58 percent of the total school population and 56 percent of the overall disability population, they were significantly over identified in the aforementioned groups. For example, African-American children represented 63 percent of Autistic, 60 percent of Learning Disabilities, 61 percent of Multihandicapped, 67 percent of Orthopedically Impaired, 66 percent of Other Health Impaired, and 65 percent of Speech-Language Impaired populations. On the other hand, African-American children represented 32 percent of Autistic, 31 percent of Learning Disabilities, 32 percent of Multihandicapped, 25 percent of Orthopedically Impaired, 30 percent of Other Health Impaired, and 27 percent of Speech-Language Impaired populations. (Please See Attached Predominantly Biracial Data and Disproportionality Table)

and Disproportionality Table)

4. In the 2002-03 and 2003-04 school years, LEA data were examined using the Risk Analysis formula for African-American students with Behavioral Emotional Disabilities (BED) and Mental Disabilities (MD) versus Anglo-American students. The Risk Analysis table was comprised of the Region Name, School Year, Percentage of Total Population, Race, MD or BED Category, Composition Index, Risk Index, Risk Ratio, and Free-Reduced Lunch. The LEA data were examined within the 6 regions of North Carolina. Those regions were Central, Southeast, Southwest, Northeast, North and Western. The data suggested that some regions were more at risk of African-American students being identified as MD. For example, LEAs in the Southwest Region were more likely to identify African-American students as being MD. There were some LEAs in all regions that were more likely to identify African-American students as being MD and BED. (Please See Attached 2002-03 and 2003-04 Regional Risk Analysis Data)

Please note the following: (1) Risk ratios greater than one were examined; (2) "Total Population" referred to the entire LEA composition; (3) Data were only as good as what LEAs reported. When reviewing the data, if there were dramatic increases or decreases, statistical significance was not assumed; and (4) The December 1, 2004 child count will give North Carolina 3-years of Risk Analysis data to examine trends/patterns in the probability of how likely certain LEAs in particular regions identify African-American children as being MD or BED.

5. During the 2002-03 and 2003-04 school years, the Free and Reduced Lunch data were examined at the school-level and LEA-level to determine if there was a correlation between these students being disproportionately identified in special education programs. During the 2002-03 school year there were 13 LEAs where the majority of the students received free and reduced lunches (70 percent and above). Those LEAs were Bertie County (84%), Columbus County (72%), Lexington City (78%), Thomasville City (75%), Halifax County (83%), Weldon City (92%), Hertford County (72%), Jones County (81%), Northampton County (76%), Robeson County (79%), Vance County (76%), Warren County (71%), and Washington County (80%). (Please See Attached 2002-03 Free and Reduced Lunch Data)

In the 2003-04 school year, the Free and Reduced Lunch data suggested that there were several schools within LEAs with the majority of their students receiving free and reduced lunches. Overall, there were 16 LEAs where the majority of the students received free and reduced lunches (70 percent and above). Those LEAs were Bertie County (91%), Bladen County (71%), Kannapolis City (74%), Columbus County (72%), Lexington City (81%), Thomasville City (81%), Edgecombe County (75%), Halifax County (87%), Weldon City (85%), Hertford County (70%), Jones County (85%), Northampton County (83%), Robeson County (80%), Vance County (76%), Warren County (76%), and Washington County (83%). (Please See Attached 2003-04 Free and Reduced Lunch Data)

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1. North Carolina's Comprehensive Exceptional Children Accountability System (CECAS) is a case management/workflow-oriented application that provides Exceptional Children professionals around the state to automate the various processes involved in providing services to exceptional children. CECAS will provide schools, LEAs, and the Division of Exceptional Children with a system that eliminates redundant data collection and allows the efficient capture of statewide EC data. CECAS will also provide for the automatic generation, routing and approval of reports required by the State and Federal Government.

2. North Carolina is currently engaged in efforts to reduce, then eliminate disproportionality through the SEA, legislative effort, MidSouth Regional Resource Center, and the Disproportionality Task Force initiated out of efforts from the National Center for Culturally Responsive Educational Systems (NCCREST).

A. North Carolina will continue to review data at the LEA level to determine if significant disproportionality in identification and placement is occurring. If so, a review and, as appropriate, a revision of policies, procedures and practices will be conducted.

B. Raising Achievement and Closing Gaps Implementation Plan developed from research by the Commission on Raising Achievement and Closing Gaps in 2002 will be updated annually on the status of strategies/initiatives that were implemented. Recommendation One of the Raising Achievement and Closing Gaps Implementation Plan recommended that the State take steps to reduce, then eliminate the disproportionate number of minority

and Closing Gaps Implementation Plan recommended that the State take steps to reduce, then eliminate the disproportionate number of minority students assigned to special education programs. The plan outlines several research-based models that use data-based decision-making funded through the State Improvement Grant that outline useful interventions for students in the regular class and their teachers that may result in fewer inappropriate referrals for special education services. The Raising Achievement and Closing Gaps Report and Recommendations can be found at: <http://www.ncpublicschools.org/schoolimprovement/closingthegap/advisory/>.

C. North Carolina's Reading First (NCRF) initiative was established to ensure that all children learn to read well by the end of the third grade. This will be accomplished by applying scientifically based reading research to reading instruction in all North Carolina Schools. Additional information on Reading First can be found at <http://www.ncpublicschools.org/readingfirst/>.

D. Annual Performance Report/Continuous Improvement Plan - incorporate all disproportionality plans as well as align and connect initiatives that help reduce, then eliminate disproportionality.

E. MidSouth Regional Resource Center - will provide Forums on Disproportionality for SEA targeting initiatives in the Exceptional Children Division with the assistance of the School Improvement Division-Raising Achievement and Closing Gaps Section, and other MidSouth States were invited to attend.

F. The Disproportionality Task Force will review and make recommendations for revisions in the eligibility criteria in disability categories that reflect the greatest overrepresentation to policy and procedures.

G. National Center for Culturally Responsive Educational Systems (NCCREST) Technical Assistance Plan - Disproportionality Task Force will establish a cohesive framework on how North Carolina's Disproportionality strategies/initiatives will be implemented throughout the State. Also, the Disproportionality Task Force will meet on a regular basis to examine strategies/initiatives and update the NCCREST TA Plan.

H. LEA Risk Analysis - Regional Consultants will use data from the December 1 Child Count to calculate, interpret, and disseminate the Composite Index, Risk Index, and the Risk Ratio to Exceptional Children Directors in LEAs in their regions. State Research & Evaluation Consultant will provide Regional Consultants with Data Maps to help them better determine if other variables may be contributing to disproportionality in their regions. Since Regional Consultants are more constant than Exceptional Children Directors in LEAs, they were the most likely personnel to ensure strategies and initiatives that addressed disproportionality were being implemented.

I. Research and Evaluation Consultant will continue to examine the school-level and LEA-level Free and Reduced Lunch data as a factor in the disproportionate representation of minority students in special education programs. The data will be provided to Regional Consultants to factor it in as a variable as a contributor to disproportionality.

J. LEA Continuous Improvement Plans (CIP) - SEA will continue to monitor strategies that address disproportionality identified in LEA Continuous Improvement Plans.

K. Focused Record Review - through the State monitoring process, SEA will provide LEAs with technical assistance utilizing the focused record review to gather data that can be quantified to develop strategies for ensuring appropriate identification of students with disabilities in the LEA Continuous Improvement Plans.

L. Through awareness training, State psychologist will increase LEA psychologists' knowledge, awareness and use of culturally responsive assessments.

assessments.

M. SEA will provide LEAs with clarity and guidance to teachers, guidance counselors, parents, school psychologists, university personnel, private practitioners, and administrators on early intervention screening systems that support student success in the general curriculum.

**Exploratory
Project
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1. In June 2004, CECAS training was initiated. The train-the-trainer approach provided Exceptional Children professionals around the state the knowledge and hands-on experience to successfully complete the December 1, 2004 Child Count. Using CECAS and providing a continuous training program allowed regions and LEAs to continue required training for full knowledge of the CECAS application.

2. During the 2003-04 school year, the status of North Carolina's strategies and initiatives that addressed the disproportionate representation of minority students in special education programs also identified in the State Improvement Grant and Raising Achievement and Closing Gaps Implementation Plan are outlined below.

A. SEA annual Disproportionality Reports that examine disability population based on disaggregated data from LEAs December 1 Child Count have continued from 2000 and are ongoing.

B. In 2003-04, 11 reading sites and 1 math site were developed for research to practice for special education teacher preparation. The reading sites were located in Cabarrus County, Caswell County, Duplin County, Durham County, Gaston County, Macon County, Madison County, Mecklenburg County, Mitchell County, Northampton County and Scotland County. These sites covered the six regions of the State. The math site was more centrally located in Rockingham County.

C. During the 2003-04 school year, institutes were sponsored by the Exceptional Children Division/SIG for special education teachers to learn how to implement reading and math programs. Cohorts A and B had approximately 60 teachers trained in reading foundations. By June 2004, Corrective Reading, Mastery Reading, Wilson, Language! and Math Task Force were implemented in local school systems.

D. In 2004, the Exceptional Children Division/SIG invested in DIBELS, the nation's leading literacy assessment tool. Teachers received ongoing training on how to accurately predict reading outcomes and identify students who could face reading failure. Teachers were trained to match DIBELS results with powerful interventions targeted to students' specific needs that will eventually lead to the ultimate outcome reading success. E. By June 30, 2004, there were 16 funded Positive Behavior Support (PBS) Best Practice Centers; 17 additional schools; 3 LEAs implementing PBS district wide; PBS modules were selected; 28 Trainers trained in PBS modules; and 6-year PBS plan was developed. PBS provides a whole school protocol for teaching socially appropriate behaviors in order to optimize academic achievement for each student.

F. By June 30, 2004, there were 4 LEAs trained to pilot the Instructional Consultation (IC) Model. Baseline referral data was collected from 7 elementary schools in reference to the number of students referred for psychological testing, gender and ethnicity, and the placement rate in special education. The goal of IC teams is to enhance, improve, and increase student and staff performance.

G. During the 2003-04 school year, there were 5 LEAs that were selected and 3 trainings completed for the Specific Learning Disability (SLD) Problem-Solving Eligibility Model. Norming procedures were also scheduled. The SLD Problem-Solving Model provides specific decision-making points, and emphasizes the use of multiple intervention strategies and functional, multidimensional assessment procedures. H. Learning Strategy Best Practice Center - increased literacy achievement for students with moderate to severe disabilities - By June 2004, paragraph and sentence writing strategy trainings were completed, and Training of Trainers Task Force was established. I. Literacy Best Practice Center for Students requiring significant adaptations or modifications - By June 2004, continued implementation of model site objectives, and on-site consultation and training three model demonstration sites.

three model demonstration sites.

J. In June 2004, initiated Diversity Recruitment Training with selected taskforce members. Established first of a series of taskforce meetings over 6 months, as well as a Diversity Recruitment Advisory Board.

K. During the 2003-04 school year, changed Special Education License to require indicators of ability to teach reading and elementary math.

3. In the 2003-04 school year, North Carolina Reads (NC Reads) , a professional development program, was completely aligned to Reading First

4. Annual Performance Report/Continuous Improvement Plan - During 2002-03 and 2003- 04 and ongoing, APR/CIP represented the pragmatic framework for addressing issues identified in the State's Self Assessment.

5. MidSouth Regional Resource Center - provided Forum on Disproportionality in Charlotte, North Carolina. Several States from the MidSouth region attended the forum.

6. In November 2003, NCCRESt held a meeting in Maryland for MidSouth States to establish a Disproportionality Task Force Team to create a Disproportionality TA and Professional Development Plan.

7. During 2004, the Disproportionality Task Force recommended that revisions to policy and procedures were needed on the eligibility criteria for mental disabilities. The considerations should include, but are not limited to: response to intervention and educational assessment procedures and materials, use of evaluation instruments, the reasons for referral for evaluations and selection of the evaluation criteria.

8. LEAs Continuous Improvement Plans (CIP) - LEAs are required to address disproportionality by identifying strategies to reduce in their CIP 2004 and ongoing. By June 30, 2004, 74 of 117 LEAs; 67 of 95 Charter Schools; and 13 State-Operated Programs had CIPs.

9. By June 30, 2004, SEA conducted focused record reviews of 10 of 117 LEAs for students with Educable Mental Disabilities.

10. By June 30, 2004, SEA psychologist worked on providing a process for LEA psychologists that was appropriate to the child with whom they were working. Almost all assessment tools (achievement, cognitive, adaptive, etc.) recommended were developed and normed in a way that was stratified along U.S. Census levels, and includes children from various cultural, socioeconomic, and ethnic backgrounds, as well as children with various types of disabilities.

11. The 2002-03 and 2003-04 Free and Reduced Lunch data revealed that the majority of LEAs where a significant number of students received free and reduced lunches also had a disproportionate number of students receiving special education services in the educable mental disabilities and behavioral-emotional disabilities category.

12. In the 2003-04 school year, data was analyzed using the Risk Analysis formula to address disproportionality. Conducting the Risk Analysis regionally, allowed SEA to determine which regions were most likely to identify African-American children as EMD and BED. The Risk Analysis enabled Regional Consultants to determine which LEAs in their region were more at risk of African-American students being identified as EMD and BED. Currently, North Carolina has two years of Risk Analysis data.

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1. In September 2004, phase 1 of CECAS will be implemented with data collection requirements established in NCLB and IDEA revised. Phase 2 CECAS activities will focus on preparing LEAs, charter schools and state-operated programs for the first milestone—the December 1, 2004 Child

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CECAS activities will focus on preparing LEAs, charter schools and state-operated programs for the first milestone—the December 1, 2004 Child Count. CECAS will allow LEAs, Charter Schools, and State-Operated Programs to collect, analyze, and report data at the school- level and LEA-

2. The data from the initiatives and strategies that North Carolina implemented to address the issue of disproportionality will assist LEAs to establish trend data and further analyze what is occurring in their schools by the 2004-05 school year.

A. Update the status of the Raising Achievement and Closing Gaps Implementation Plan, NCCRESt TA Plan, and APR/Continuous Improvement Plan.

B. North Carolina's Department of Juvenile Justice will implement PBS to decrease the overrepresentation of minority and poor students in the adjudicated population.

C. The next 5-year State Improvement Plan will continue targeting the existing Reading Demonstration Centers and will focus on developing Reading Coaches in each LEA. The SIP will add multiple math programs/sites located regionally throughout the State. The SIP will also add a Science Teacher Force as well as science sites across NC.

D. There will be ongoing DIBELS training for LEAs who choose to use it.

E. There will be LEA training on how to conduct a Focused Record Review. State- level Focused Record Reviews in LEAs will also be conducted.

F. Continue to work with MidSouth Regional Resource Center and NCCRESt on Disproportionality issues.

G. SEA psychologist will continue to provide guidance and training to LEA psychologists to consider cultural context in their assessments. Also, psychology training programs at North Carolina Universities will heavily cover the cultural context in assessments as a standard across coursework, practicum, and internship experiences.

H. SEA consultants will continue to examine the recommended revisions to policy and procedures on the eligibility criteria for specific disability categories.

I. SEA monitoring consultants will continue to review the status of identified strategies to reduce disproportionality according to LEAs CIPs.

J. Regional consultants will learn how to analyze and interpret data using the Risk Analysis and Data Portraits for LEAs in their regions.

K. In July 2004, a total of 46 students (data collected on these students) will be served by the IC Teams in 7 project schools. (Please See Attachment North Carolina Instructional Consultation Team Consortium Phase 1 Progress Report)

3. During the 2004-05 school year, North Carolina will receive approximately \$160 million over a five-year period for the federal Reading First grant.

4. In November 2004, North Carolina will submit a grant application to participate in Level One State Activities with NCCRESt. If the grant proposal is accepted, North Carolina State Department of Education/Exceptional Children Division will enter into a partnership with NCCRESt for technical assistance activities focused on reducing disproportionality and improving outcomes for culturally and linguistically diverse students.

assistance activities focused on reducing disproportionality and improving outcomes for culturally and linguistically diverse students.

5. In November 2004, LEA Risk Analysis - The Composition Index, Risk Index, and Risk Ratio will be used to analyze 2001-02 and 2002-03 Dec 1 Child Count disability data by LEA.

6. During the 2004-05 school year, SEA will be able to breakout the Free and Reduced Lunch data by disability categories so research and evaluation consultant as well as regional consultants can examine the data to determine its correlation to disproportionality.

**Future
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Targets**

The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2006 to achieve the State Goal, Performance Indicators, and Targets:

A. Continue to pilot and analyze research-based models (i.e., Instructional Consultation-Phase 2, SLD Problem-Solving Eligibility Model, Positive Behavioral Support Models, Reading Centers, Math Centers, Science Centers, etc.) that use data-based decision-making for useful intervention: students in the regular classroom and their teachers that may result in fewer inappropriate referrals for special education services.

B. In the 2004-05 school year, approximately 27,607 students in 100 schools, including 4 charter schools will participate in the Reading First program. (See Attached 2004- 05 Assessment Matrix)

C. Review state criteria for eligibility to determine any needed revisions. Grant waivers that may be needed for the elementary schools participating in the pilots for Instructional Consultation and the Problem-Solving Models will be considered.

D. Provide LEAs with clarity and guidance to teachers, guidance counselors, parents, school psychologists, university personnel, private practitioners and administrators on early intervention screening systems that support student success in the general curriculum.

E. The Disproportionality Task Force will increase SEA and LEA awareness of issues that contribute to the disproportionate representation of minority students in special education programs.

F. Through state psychologists' awareness training and North Carolina universities training programs, increase psychologists' awareness, knowledge and use of culturally responsive assessments.

G. Through the monitoring process, provide LEAs technical assistance utilizing the focused record review to gather data that can be quantified to develop strategies for ensuring appropriate identification of students with disabilities in the LEA CIPs.

H. Work in collaboration with other SEA Divisions such as Raising Achievement and Closing Gaps on Implementation Plan, Mid-South Regional Resource Center on Disproportionality Forums, and NCCREST on NC's TA & PD Plan.

I. Statewide training for LEA trainers in research-based behavioral management programs and strategies to be used with all students that include appropriate referral and identification of students and functional behavioral assessments. Training to include follow-up monitoring and support.

J. Conduct statewide information sessions with superintendents on the value and benefits of school-wide behavioral supports. Provide training to school administrators (principals and assistant principals) and to parents on school-wide positive behavioral supports.

K. Implement Phase 3 of CECAS to allow for Continuous Improvement Monitoring Data to be entered at the school-level and analyzed at LEA-level.

K. Implement Phase 3 of CECAS to allow for Continuous Improvement Monitoring Data to be entered at the school-level and analyzed at LEA-level and State-level for use, reporting and dissemination.

L. Research and evaluation consultant will work with the School Nutrition Division to obtain data by disability category in the Free and Reduced Lunch data.

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The majority of activities will occur in the 2004-06 school year and ongoing.

A. By July 2005-06, Phase 3 of CECAS will be fully implemented.

B. By June 2004 and ongoing, superintendents and building level administrators will receive positive behavioral support training.

C. By June 2004, baseline data will be established on 46 LEAs, charter schools and state-operated programs that have completed the self-assessment for CIMS. By August 2004, baseline data will be updated for additional LEAs, Charter Schools and State-Operated Programs that have completed self-assessment and started Continuous Improvement planning.

D. By 2006, baseline data will be established on the Instructional Consultation Model and the Specific Learning Disability (SLD) Problem-Solving Eligibility Model.

E. During the 2005-06 school year, baseline data will be obtained from the Science sites and the additional Math sites.

F. In the 2005-06 school year, baseline data will be obtained from LEAs using the DIBELS program.

G. By Fall 2005, school-level and LEA-level baseline data will be established on the Free and Reduced Lunch data by disability categories. The data will be correlated with the LEA Risk Analysis.

H. The Annual Performance Report (APR) will be posted on the Exception Children Division's data Web site.

RESOURCES

MidSouth Regional Resource Center (MSRRC); National Center for Culturally Responsive Educational Systems (NCCREST); Laboratory for Instructional Technology, University of Maryland, College Park; Department of Juvenile Justice; Exceptional Children Committee on Disproportionality; School Improvement Division/Raising Achievement Closing Gaps Section; School Nutrition Division; Reading First Personnel; SEA Consultants; and Regional EC Consultants

From: 07/01/2003

To: 06/30/2006

To: 06/30/2006

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The high school graduation rate for children with disabilities is comparable to graduation rates for children without disabilities.

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2. North Carolina's high school graduation rates for children with disabilities are comparable among LEAs to graduation rates for students with disabilities. In North Carolina, the State Board of Education (SBE) outlined a policy for the State's graduation requirement. Based on the current all students must meet the following graduation requirements and exit standards to receive a high school diploma: A. Attain passing scores on competency tests adopted by the SBE and administered by the local education agency (LEA); B. Successfully complete 20 course units in grade 12 (22 course units for Occupational Course of Study); C. Successfully complete one of the four courses of study: Career Preparation, College Technical Preparation, College/University Preparation, or Occupational Course of Study; and D. Demonstrate computer proficiency.

Detailed information regarding current high school graduation requirements and exit standards can be found on the North Carolina Department of Public Instruction's Web-site. <http://www.ncpublicschools.org/accountability/policyoperations/exitstandards/> and http://www.ncpublicschools.org/student_promotion/gradreq.html

Based on the 2002-03 North Carolina Graduation Rate Data, 91 percent (63,275) of students who graduated were nondisabled while 8 percent (6,771) were students with disabilities. The 2003-04 North Carolina Graduation Data revealed that 91 percent (64,651) of students who graduated were nondisabled while 9 percent (6,771) were students with disabilities. When comparing the graduation rate of students with disabilities to nondisabled students at the LEA level, it is important to examine the total number of students graduating in the LEA. There was one LEA that failed to identify students with disabilities from nondisabled students in their graduation rate data. (Please see attached 2002-03 and 2003-04 Graduation Rate Data.)

Regarding the 2002-03 graduation rate by LEAs in North Carolina, there were several LEAs whose overall percentage was considerably higher than the State percentage for students with disabilities. Based on the total number of students graduating, 18 LEAs whose graduation rate for students with disabilities was significantly higher than the State (15 percent and above). Those LEAs were Avery County, Beaufort County, Carteret County, Currituck County, Davie County, Graham County, Greene County, Guilford County, Hyde County, Jackson County, Jones County, Macon County, Madison County, Pamlico County, Randolph County, Stanly County, Elkin City, and Swain County. The 2003-04 graduation rate by LEAs in North Carolina revealed that there were 21 LEAs whose graduation rate for students with disabilities was significantly higher than the State (15 percent and above). Those LEAs were Avery County, Beaufort County, Carteret County, Davie County, Greene County, Hyde County, Jackson County, Jones County, Lenoir County, Lincoln County, Macon County, Pamlico County, Perquimans County, Person County, Polk County, Randolph County, Stanly County, Stokes County, Elkin City, Swain County, and Washington County.

Regarding the 2002-03 graduation rate for nondisabled students, there were 14 LEAs whose rate was significantly higher than the State (95 percent and above). Those LEAs were Bertie County, Bladen County, Edenton-Chowan County, Cumberland County, Davidson County, Thomasville City, Forsyth County, Hertford County, Mecklenburg County, Northampton County, Rutherford County, Clinton City, Scotland County and Warren County. The 2003-04 graduation rate for nondisabled students revealed that there were 16 LEAs whose rate was significantly higher than the State (95 percent and above). Those LEAs were Bertie County, Asheville City, Burke County, Caswell County, Edenton-Chowan County, Kings Mountain, Shelby County, Whiteville City, Davidson County, Thomasville City, Forsyth County, Gates County, Mecklenburg County, Northampton County, Warren County, and Yadkin County.

Further analysis of the 2002-03 graduation rate data revealed that 21 LEAs graduation rate for students with disabilities was significantly lower than the State. Out of those 21 LEAs, 10 LEAs had 10 or less students with disabilities who actually graduated. The 2003-04 graduation rate data revealed that 11 LEAs graduation rate for students with disabilities was significantly lower than the State. Out of those 11 LEAs, 7 LEAs had less than 10

that 11 LEAs graduation rate for students with disabilities was significantly lower than the State. Out of those 11 LEAs, 7 LEAs had less than 10 students with disabilities who actually graduated.

During the 2002-03 school year, the Part B Exiting Data revealed that there were 15,909 students included in the exiting criteria. According to the B data, 26 percent (4,137) of students with a disability graduated with a regular high school diploma while 10 percent (1,589) received a certificate. Based on the 2003-04 Part B Exiting data, there were 17,377 students with disabilities included in the exiting criteria. According to the 2003-04 F data, 30 percent (5,222) of students with disabilities graduated with a regular high school diploma while 7 percent (1,249) received a certificate. (Please see Attached 2002-03 and 2003-04 Part B Exiting Data)

Of major concern was the State's 2002-03 graduation rate of students with disabilities in the largest school district in North Carolina. Mecklenburg County had 5,267 students who graduated. Of that number, 95 percent (5,016) were nondisabled students and 5 percent (251) were students with disabilities. The 2003-04 graduation rate of students with disabilities in Mecklenburg County revealed that there were 5,403 students who graduated. Of that number, 96 percent (5,172) were nondisabled students and 4 percent (231) were students with disabilities.

Further examination of the 2002-03 dropout rate for Mecklenburg County revealed that 93 percent (1,317) of the students who dropped out were nondisabled students while 7 percent (100) were students with disabilities. The 2003-04 dropout rate for Mecklenburg County had 82 percent (1,000) of the dropouts were nondisabled students and 18 percent (279) were students with disabilities. The Part B Exiting Data revealed that Mecklenburg County had a total of 1,288 students with disabilities who exited. Of that number, there were 329 (26%) students with disabilities who graduated with a regular diploma and 225 (17%) who dropped out. It was interesting to see that Mecklenburg County had 200 (16%) students with disabilities who received a certificate of completion and 412 (32%) students with disabilities who moved, known to be continuing. Since a small percent of students with disabilities in Mecklenburg County graduate and drop out of school, it appears that the remaining students with disabilities received a certificate of completion or moved, known to be continuing.

The 2002-03 graduation rate of students with disabilities in the second largest school district in North Carolina was 9 percent (518). Wake County had 6,092 students who graduated during the 2002-03 school year and 6,088 students who graduated during the 2003-04 school year. Ninety-one percent (5,574) were nondisabled students during the 2002-03 school year while 91 percent (6,771) were reported during the 2003-04 school year. Further examination of the 2002-03 dropout rate for Wake County revealed that 79 percent (628) of the students who dropped out were nondisabled while 21 percent (166) were students with disabilities. The 2003-04 dropout rate for Wake County revealed that 76 percent (858) of the students who dropped out were nondisabled students while 24 percent (275) were students with disabilities. The Part B Exiting Data Revealed that Wake County had a total of 895 students with disabilities who exited during the 2002-03 school year and 1,172 students with disabilities who exited during the 2003-04 school year. Of that number for the 2003-04 school year, there were 531 (45%) students with disabilities who graduated with a regular diploma and 317 (27%) who dropped out. Wake County had 9 (less than 1 percent) students with disabilities receiving a certificate of completion. Wake County reported no children who moved, known to be continuing. (Please See Attached 2002-03 and 2003-04 Part B Exiting Data)

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The graduation rate will be maintained at or about 90 percent, the minimum criteria, established for Adequate Yearly Progress (AYP).

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The 2002-03 State Graduation Rate data revealed that several large LEAs had fewer students with disabilities graduating with a regular diploma. Based on the total numbers that were reported in the December 1 Child Count and the State Dropout Rate, there were a significant number of students with disabilities unaccounted for in the State Graduation Rate data. However, the 2002-03 Part B Exiting data indicated that there was a significant difference in the number of students with disabilities who graduated with a regular diploma than what was reported on the State Graduation Rate (Please See Attached Graduation Comparison Data) For example, Mecklenburg County's graduation rate and drop out rate reported on the State Graduation and dropout reports indicated that there were a significant number of children with disabilities who were missing.

The 2002-03 Part B Exiting data also revealed that a large number of students with disabilities were in the category Moved, Known to be Continuing. It appears that a significant number of students with disabilities were found in the Moved, Known to be Continuing category for 6 of the larger LEAs. Those LEAs were Cumberland County 347 (44%), Durham County 265 (48%), Forsyth 44 (14%), Guilford County 313 (30%), Mecklenburg County

Those LEAs were Cumberland County 347 (44%), Durham County 265 (48%), Forsyth 44 (14%), Guilford County 313 (30%), Mecklenburg County 338 (33%), and Wake County 258 (29%). The 2003-04 Part B Exiting data revealed similar results for the same 5 of the 6 LEAs. Students with disabilities who Moved, Known to be Continuing in the 5 larger LEAs were Cumberland County 421(47%), Durham County 138 (30%), Forsyth County 85 (12%), Guilford County 209 (27%), and Mecklenburg County 412 (32%). Wake County failed to report any students in this category. The 2002-03 Part B Exiting data revealed that there were also a large number of students with disabilities in the Moved, Known to be Continuing category. It appears that a significant number of students with disabilities were found in the Moved, Known to be Continuing Category for the 6 larger LEAs. In those counties, the totals were Cumberland County 421 (47%), Durham County 138 (30 %), Forsyth County 85 (12%), Guilford County 209 (27%), Mecklenburg County 412 (32%), and Wake County (0). (Please See Attached 2002-03 and 2003-04 Part B Exiting Data)

Overall, the 2002-03 and 2003-04 Part B data suggests that more students with disabilities are receiving a regular high school diploma and less students are receiving a certificate. There was an increase in the number of students who graduated with a regular high school diploma during the 2003-04 school year than the 2002-03 school year. There was also a decrease in the number of students who received a certificate in the 2003-04 school year than in the 2002-03 school year.

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In October 2004, the SBE will approve using performance on five required end-of-course (EOC) assessments and a senior project as the frame for the new School Exit Standards. The details of the framework for the new exit standards will address the following: A. Meeting the EOC assessment requirement involving the five required end-of-course assessments (Algebra I, Biology, English I, Civics & Economics, and U.S. History) and a senior project (which can include service-based learning or work-based learning experiences); B. A review process (including retesting and remediation opportunities); C. Special Considerations for students enrolled in the Occupational Course of Study; D. Special Considerations for students transferring into the North Carolina public school system.

Detailed information regarding current and new high school graduation requirements and exit standards can be found on the North Carolina Department of Public Instruction's Web-site. <http://www.ncpublicschools.org/accountability/policyoperations/exitstandards/>

The Part B Exiting data will reveal that more students with disabilities are receiving a high school diploma based on North Carolina's exit standards. There will be more students with disabilities who successfully complete 1 of the 4 courses of studies.

**Future
to
P
Targets**

SEA will implement the following activities listed below between July 1, 2004 and June 30, 2005 to achieve the State Goal, Performance Indicators and Targets.

1. Provide training and support to LEAs implementing the Occupational Course of Study.
2. There will be an increase in the number of students with disabilities who graduate by successfully completing the Occupational Course of Study.
3. CECAS will be able to analyze data, from the self-assessment components of Continuous Improvement Monitoring, related to high school completion.

**P
Time
Reso**

All activities will occur in the 2004-05 school year and ongoing.

1. By June 2005, 115 LEAs and 99 charter schools will develop school system plans to increase the graduation rate by 10 percent.
2. By July 2005, CIMS data collected and analyzed through CECAS will allow SEA as well as LEAs, charter schools and state-operated programs to determine student performance and outcomes as related to high school completion.
3. CECAS will provide the needed data for follow-up and next step strategies; and help determine the effectiveness of strategies in assuring continuous progress of students with disabilities within the State's accountability system.

Resources

Resources

SEA's Statistical Research Section; EC's Research & Evaluation Consultant; LEAs, Charter Schools and State-Operated Programs; EC Monitor Staff; Consultant for Mental Disabilities, Secondary Education and Transition; and CECAS Staff

From: 07/01/2003

To: 06/30/2006

Performance Indicators

B. Trends

The dropout rate for children with disabilities is comparable to dropout rate for children without disabilities.

3. North Carolina's dropout rates for children with disabilities are comparable among LEAs to dropout rates for students without disabilities. In North Carolina, the General Assembly passed legislation to improve tracking and reduce the number of dropouts. North Carolina's definition of dropout mirrors that of the U.S. Department of Education's National Center for Educational Statistics (NCES). A dropout is defined as a student who: A. Was enrolled in school at some time during the previous school year, which is the reporting year; B. Was not enrolled on Day 20 of the current school year; C. Has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following re-entry exclusions: I. Transferred to another public school district, private school, home school or state/district approved educational program; II. Temporarily absent due to suspension or school approved illness; or III. Death.

North Carolina's dropout rate is calculated by including all cases reported in grades 7-12 in the numerator. The following are steps for calculating dropout rate. Step 1: Include all cases of reported dropouts (grades 7-12) as the numerator. Step 2: To determine the denominator, (1) include the twentieth day membership for the reporting (previous) year; (2) from this membership, subtract the number of initial enrollees present on day 20 of the current year's twentieth day membership; and (3) divide the sum by two to average; then add the numerator to this average. Step 3: Calculate a rate by dividing the numerator by the denominator; round off to the nearest one hundredth for a grade 7-12 dropout rate.

Based on the 2002-03 Dropout Data Report, there were 19,834 dropout events reported for grades 7-12 at a rate of 3.23 percent. There were 16,817 dropout events reported for grades 9-12 at a rate of 4.78 percent. The 2003-04 Dropout Data Report revealed that there were 20,817 dropout events reported for grades 7-12 at a rate of 3.29 percent. There were 20,035 dropout events reported for grades 9-12 at a rate of 4.86 percent. These numbers included both students with disabilities and nondisabled students. The 2002-03 and 2003-04 Dropout Data Reports can be found at <http://www.ncpublicschools.org/news/03-04/020504.html>.

Upon comparing the 2002-03 dropout data of students with disabilities to nondisabled students, 84 percent (16,023) of nondisabled students dropped out while 16 percent (3,130) of students with disabilities dropped out based on the State's dropout criteria. During the 2003-04 school year, 81 percent (16,149) of nondisabled students dropped out while 19 percent (3,876) of students with disabilities dropped out based on the State's dropout criteria.

During the 2002-03 school year, there were several LEAs whose dropout rate significantly exceeded the State's dropout rate for students with disabilities. Based on the number of students who dropped out, there were 13 LEAs that had students with disabilities dropout at a rate significantly higher (24 percent and above) than the State. Those LEAs were Clay County, Dare County, Halifax County, Hoke County, Johnston County, Lincoln County, New Hanover County, Northampton County, Asheboro City, Scotland County, Stanly County, Surry County, and Tyrrell County. (Please refer to the Attached 2002-03 Dropout Data)

Attached 2002-03 Dropout Data)

The 2003-04 dropout data of students with disabilities to nondisabled students revealed that there were several LEAs whose dropout rate significantly exceeded the State's dropout rate for students with disabilities. Based on the number of students who dropped out, there were 34 LEAs had students with disabilities dropout at a rate that was significantly higher (25 percent and above) than the State. (Please See Attached 2003-04 Graduation

Based on the 2002-03 Part B data, there were 15,909 students with disabilities included in the exiting criteria. According to the Part B data, 20 percent (3,151) of students with disabilities dropped out. In the 2003-04 school year, there were 17,377 students with disabilities included in the exiting criteria. According to the Part B data, 20 percent (3,447) of students with disabilities dropped out. (Please See Attached Part B Dropout Trend Data)

There are many students who drop out of the public school system and complete their education at a community college. In the North Carolina Community College System, there were many students who attended to obtain a General Educational Development (GED) diploma or an Adult High School (AHS) diploma. The GED program provided instruction and testing for students to complete their high school equivalency. The GED test consisted of the following five tests: Language Arts, Reading; Language Arts, Writing; Mathematics; Science; and Social Studies. The AHS program instruction offered cooperatively with local public school systems helped students earn an Adult High School Diploma. A diploma was awarded upon program completion and passing of the North Carolina Competency Test. (Please See Attached 2002-03 and 2003-04 GED & AHS Data)

Target

The Drop-out rate will be maintained at or below 20 percent.

Explanation of Progress

From the 2002-03 school year to the 2003-04 school year, there was an increase in the number of nondisabled students and students with disabilities who dropped out.

Over the past 2 years, there has been no change in the percentage of students dropping out based on the 2002-03 and 2003-04 Part B Exiting Criteria. When you examine the State's 2002-03 and the 2003-04 dropout rates, it appears that nondisabled students dropped out at a rate that was comparable to students with disabilities based on their numbers in the total school population.

Students who complete their education at community colleges may contribute to the drop out rate in certain counties of North Carolina. These students enter the community college system to obtain a GED or AHS diploma.

Performance Target

In the 2004-05 school year, the number of students with disabilities dropping out of school will decrease.

Future Performance Targets

The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2005 to achieve the State Goal, Performance Indicators, and Targets:

1. Continue to work on integrating CECAS with the North Carolina Window of Information on Student Education (NCWise) to better attain dropout comparisons of nondisabled students and students with disabilities. 2. Continue in developing a method to collect and analyze baseline data from self-assessment components of Continuous Improvement Monitoring related to dropout in CECAS.

Performance Time Reso

All activities will occur in the 2004-05 school year and ongoing.

2. By June 2005, 115 LEAs and 99 charter schools will develop school system plans to decrease the dropout rate. 2. By July 2005, CIMS data collected and analyzed through CECAS will allow SEA, as well as LEAs, Charter Schools and State-Operated Programs to determine student performance and outcomes as related to dropout. CECAS will provide the needed data for follow-up and next step strategies, and help

performance and outcomes as related to dropout. CECAS will provide the needed data for follow-up and next step strategies, and help determine the effectiveness of strategies in assuring continuous progress of students with disabilities within the State's accountability system. The State will continue working on integrating CECAS and NCWise.

Resources

SEA's Statistical Research Section; SEAs School Improvement Division; EC's Research & Evaluation Consultant; LEAs, Charter Schools and State-Operated Programs; EC Monitoring Staff; EC Areas of Exceptionality Consultants; and North Carolina Community College System

From: 07/01/2003

To: 06/30/2005

Performance Indicators

B. Trends

The suspension and expulsion rates for children with disabilities are comparable among LEAs to suspension and expulsion rate for children without disabilities.

The 2003-04 suspension and expulsion report was based on 100 percent of LEAs reporting and 96 percent of charter schools reporting. The total number of acts reported increased to 9,800 in 2003-04 from 8,548 in 2002-03. However, the levels were lower than the 9,921 reported acts in 2002-03. It was important to note that locations differed in both the extent of reporting (number of acts) and student population (i.e., Average Daily Membership), among other characteristics. In the traditional grade spans Pre-Kindergarten through 5-years, there were 1,043 acts reported during 2003-04; in grades 6-8, there were 2,587 acts; and in grades 9-12, there were 5,121 acts reported. In non-traditional combination elementary/middle grades, there were 491 acts reported; in middle/high, there were 393 acts reported; and for all other combination grades reporting, there were 16 acts, totaling 9,800 reports of acts that were submitted. Of the 9,800 acts reported, there were 2,341 children identified as having a disability. In the 2003-04 school year, the number of acts for children with disabilities increased from the 2002-03 school year by 329 acts (9 percent). (Please see Attached 2003-04 School Violence Report).

Based on the 2003-04 Part B suspension/expulsion data requirements, the types of removals included Drugs (455), Weapons (399), Hearing Officer Determination (126), Greater than 10 days (5,646). There were a total of 831 unduplicated counts of children removed for drugs and weapons. Based on the 2002-03 Part B suspension/expulsion data, the types of removals included Drugs (299), Weapons (328), Hearing Officer Determination (4 greater than 10 days (4,489). There were a total of 614 unduplicated counts of children removed for drugs and weapons.

During the 2003-04 school year, 53 percent of children removed for drugs and 47 percent removed for weapons had disabilities. Forty-eight percent of children with disabilities removed for drugs were African-American while 44 percent were Anglo-American children. Fifty-six percent of children with disabilities removed for weapons were African-American while 34 percent were Anglo-American children. Fifty-six percent of removals to an alternative educational setting based on a Hearing Officer determination were African-American children, 29 percent were Anglo-American children and 13 percent were Native-American children. Seventy-one percent of children with multiple suspensions summing to more than 10 days were African-American, 25 percent were Anglo-American, and 3 percent were Hispanic. Sixty-two percent of children suspended/expelled for more than 10 days were African-American and 32 percent were Anglo-American. (Please see Attached 2003-04 Part B Discipline Data)

A 2002-03 Annual Study of Suspensions and Expulsions conducted by the North Carolina Department of Public Instruction, Division of Accountability Services, with technical assistance from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University found

	<p>Services, with technical assistance from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University found between 2001-02 and 2002-03 the number of short-term suspensions and expulsions given to North Carolina public school students increased by 14 percent from 264,287 to 283,823. The increase was most evident when student subgroups were examined. During the 2002-03 school year, male students (particularly African-American males), Native-American students, students in grades six through nine, and students receiving special education services were among the groups that continued to be disproportionately represented among short-term suspended students. There were similar patterns with respect to long-term suspensions. In the 2002-03 school year, long-term suspensions increased for the third consecutive year by 14 percent from 3,484 to 3,987. With the exception of students with disabilities, the aforementioned subgroups were overrepresented in the long suspension category.</p>
<p>Ta</p>	<p>The suspension/expulsion rate will decrease for all students as more schools implement the positive behavior support model.</p>
<p>Exploratory Slip</p>	<p>During the 2002-03 and 2003-04 school years, there was significant improvement noted when examining the suspension/expulsion rates of individual schools within LEAs. Positive Behavior Support programs were implemented in a limited number of schools across North Carolina. So there has been little or no effect on the state suspension/expulsion rates. The overall suspension/expulsion rates increased during the 2003-04 school year from 2002-03 school year. Since North Carolina implemented the Statewide training for LEA trainers in PBS programs and strategies to be used with students, North Carolina expects the suspension/expulsion rate to decrease.</p> <p>The 2002-03 Annual Study of Suspensions and Expulsions revealed that public school students were spending more time out of their home school environments due to suspensions and expulsions. In North Carolina, there was one out of every nine public school students suspended from school at least once in the 2002-03 school year. Additionally, there were 287,810 suspensions given in the 2002-03 school year that totaled over one million instructional days. This represented a significant loss of opportunity for both students and teachers in their effort to meet high standards. Of great concern were the behavioral consequences that accrued disproportionately to certain subgroups of students who, as it stands, have the most difficulty meeting academic proficiency standards. North Carolina is aggressively implementing behavioral prevention and intervention efforts designed to keep schools and students safe. These efforts have been complemented by ongoing, appropriate and comprehensive support for at-risk students to ensure that they are not left behind academically and socially.</p>
<p>Performance Target</p>	<p>In the 2004-05 school year, data will demonstrate a decrease in the rate of suspension and expulsion for students with disabilities when compared to their nondisabled peers in schools across the state that implemented PBS district-wide. Further, there will be a significant decrease in the number of African-American male children and African-American children with disabilities suspended/expelled when compared to their Anglo-American counterparts.</p>
<p>Future to Performance Targets</p>	<p>The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2005 to achieve the State Goal, Performance Indicators, and Targets:</p> <ol style="list-style-type: none"> 3. School Improvement Division and EC regional consultants will continue to assist the Behavior Support Section with PBS training as well as conduct independent PBS trainings across the state. 4. Conduct statewide information sessions with superintendents on the value and benefits of school-wide behavioral supports. Provide training to school administrators (principals and assistant principals) and to parents on school-wide positive behavioral supports. <p>3. All suspension/expulsion data will be collected by the North Carolina Department of Public Instruction/School Improvement Division/Alternative Safe Schools/ Instructional Support Section using the Uniformed Disciplinary Data Collection System (USDDC) online data system.</p>
<p>Performance Time Resource</p>	<p>All activities will occur in the 2004-06 school years and ongoing.</p> <ol style="list-style-type: none"> 5. By June 2006, schools in LEAs and charter schools participating in implementing PBS district-wide will reduce suspension/expulsion. 6. By June 2004 and ongoing, all LEAs, charter schools and state-operated programs will participate in the PBS Train-the-Trainer Model for research-based behavioral management programs and strategies. SEA behavioral support consultants will provide follow-up and support for

research-based behavioral management programs and strategies. SEA behavioral support consultants will provide follow-up and support for LEA Trainers.

7. By June 2004 and ongoing, superintendents and building level administrators will receive PBS training.

Resources

8. Department of Health and Human Services; 2. SEA Division of School Improvement; 3. Department of Juvenile Justice; 4. School Improve Consultants; 5. EC Positive Behavior Support Consultants; 6. EC Research & Evaluation Consultant; 7. Parents; and 8. Superintendents, Principals, & Teachers

From: 07/01/2003

To: 06/30/2006

Perf Inc

Children with disabilities (ages 3-21) are educated with peers without disabilities to the maximum extent appropriate.

B: Tren

In North Carolina, children with disabilities were educated with nondisabled peers to the maximum extent appropriate, including preschool. How data indicated that African-American students with Mental Disabilities and Behavioral-Emotional Disabilities were more likely educated in environments away from their nondisabled peers. (Please See Attached Environment Disproportionality Tables for children ages 6-21)

9. In the 2002-03 school year, there were 170,568 children with disabilities ages 6-21. Of that number, 100,484 children were educated with their nondisabled peers more than 80 percent of the day; 36,290 were educated with nondisabled peers 40-80 percent of the day and 30,190 were educated with nondisabled peers less than 40 percent of the day. In the 2003-04 school year, there were 172,950 children with disabilities ages 6-21. Of that number, 103,097 were educated with their nondisabled peers more than 80 percent of the day; 35,466 were educated with nondisabled peers 40-80 percent of the day and 30,304 were educated with nondisabled peers less than 40 percent of the day.

In comparing the 2002-03 and 2003-04 data for children with disabilities ages 6-21 who were educated with their nondisabled peers more than 80 percent of the day, there was a 10 percent increase; 40-80 percent of the day, there was a 13 percent decrease; and less than 40 percent of the day there was a 9 percent increase.

10. In the 2002-03 school year, there were 19,921 children with disabilities ages 3-5. Of that number, 13,018 children were educated with their nondisabled peers in an early childhood setting; and 3,062 children were educated with their nondisabled peers in an early childhood special education setting. In the 2003-04 school year, there were 21,018 children with disabilities ages 3-5. Of that number, 13,409 were educated with their nondisabled peers in an early childhood setting; and 3,009 children were educated with their nondisabled peers in early childhood special education setting.

In comparing the 2002-03 and 2003-04 data for children with disabilities ages 3-5 who were educated with their nondisabled peers in an early childhood setting, there was a 10 percent increase; and children with disabilities who were educated with their nondisabled peers in early childhood special education settings, there was a 9 percent decrease.

Target	Monitor all students with disabilities ages 3-21 to ensure they are receiving an education in the LRE.
Explanation/Slip	<p>In the 2002-03 school year, SEA assessed compliance through the CIMS LEA self-assessment to determine if students with disabilities ages 3-21 received their education in the LRE. An analysis of the data revealed that several LEAs were involved in non-compliance with LRE in the 6-21 age group. In the 2003-04 school year, an analysis of the CIMS LEA self-assessment data revealed that several LEAs were involved in noncompliance with LRE in the 6-21 age group.</p> <p>Based on the December 1, 2003 and December 1, 2004 child counts, there were several LEAs across North Carolina that had a large number of African-American students with Mental Disabilities and Behavioral-Emotional Disabilities ages 6-21 who received their educational services in separate settings. Specifically, the December 1, 2004 child count revealed that 29,867 students with disabilities received their education in a separate setting. Of that number, 52 percent (15,466) were African-American, 41 percent (12,279) were Anglo-American, and 5 percent (1,518) were Hispanic. (Please See Attached 2003 and 2004 Environment Tables)</p> <p>Based on the December 1, 2004 child count, there were 1,819 children with disabilities ages 3-5 who received their education in separate settings. That number, 46 percent (839) were Anglo-American children, 43 percent (787) were African-American children, and 8 percent were Hispanic children.</p>
Performance Target	In the 2004-05 school year, there will be an increase in the number of children with disabilities educated with their nondisabled peers to the maximum extent appropriate, including preschool. 1. By April 2005, data from the Continuous Improvement Focused Monitoring will show that LEAs are in compliance with procedures for placement of students with disabilities in the least restrictive environment and that NC ranks above the national average for educating students with disabilities in the regular education setting with the use of supplemental aids and services.
Future Performance Targets	The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2005 to achieve the State Goal, Performance Indicators, and Targets: 1. Implement Phase 3 of CECAS, Continuous Improvement Monitoring, to enter school-level data for analysis at LEA-level and State-level for use, reporting and dissemination.
Performance Resources	<p>All activities will occur in the 2004-05 school year and ongoing. 1. By June 2005, 115 LEAs and 99 charter schools will develop school systems to increase the number of children with disabilities who are educated with their nondisabled peers.</p> <p>Resources</p> <p>December 1 Child Counts; LEA Continuous Improvement Plan; Disproportionality Reports; and State Monitors</p> <p>From: 07/01/2003</p> <p>To: 06/30/2005</p>
Performance Indicator	The performance of children with disabilities on statewide assessments improves at a rate that decreases any gaps between children with disabilities and children without disabilities.
Background	In North Carolina, all children participated in the accountability program, the ABCs of Public Education. Prior to NCLB, North Carolina's accountability model included ALL students. North Carolina's State Board of Education Policy for students with disabilities in grades 3 through 8 and 10 and in school courses in which an end-of-course test is administered shall be included in the statewide testing program through the use of state tests with accommodations.

school courses in which an end-of-course test is administered shall be included in the statewide testing program through the use of state tests without accommodations or an alternate assessment. The student's IEP team shall determine whether a testing accommodation is appropriate for the student's disability or whether the student should be assessed using a state-designated alternate assessment - the NCAAAI or the NCAAP. The NCAAAI (North Carolina Alternate Assessment Academic Inventory) is an assessment in which teachers utilize a checklist to evaluate student performance in the areas of reading and mathematics at grades 3-8 and 10, writing at grades 4, 7, and 10, and in high school courses in which an end-of-course test is administered. The NCAAP (North Carolina Alternate Assessment Portfolio) is a yearlong assessment process that measures student performance and progress on goals specified in the current IEP from the extended standards of the North Carolina Standard Course of Study. The NCAAP may be used as an alternate assessment in the areas of reading and mathematics at grades 3-8 and 10 and writing at grades 4, 7, and 10. Participation in NCAAP must be documented in the student's current IEP. (Please See Attachment 3 and the 2003-04 North Carolina Performance Data at <http://disag.ncpublicschools.org/2004/> and Assessment Trend Data for SWD & Nondisabled Students)

In North Carolina, students are tested in grades 3-8 and grade 10. There are four (4) achievement levels. The State considers students who performed at or above Level 3 as proficient for the purposes of NCLB. Adequate yearly progress (AYP) is defined as a series of performance targets that states, school districts, and schools must achieve each year to meet the requirements of the No Child Left Behind (NCLB) Act of 2001. In each public school, there may be up to ten student subgroups who must meet the prescribed targets. These subgroups are: School as a whole (all students); American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged (Free and Reduced Lunch); Limited English Proficient, and Students with Disabilities. For AYP calculations, a subgroup must have at least 40 students who have been in membership a full academic year. A full academic year (FAY) is defined as 140 days in membership as of the first day of End-of-Grade (EOG) testing. Schools and student subgroups in the school must meet the following targets: (1) 95% participation rate in Reading Assessment; (2) 95% participation rate in Mathematics Assessment; (3) Annual Measurable Objective in Reading; (4) Annual Measurable Objective in Mathematics; and the school as a whole must also show progress on the (5) Other Academic Indicator--Attendance or Graduation Rate. (Please See Attached 2003 AYP Report and 2004 AYP Results by Subgroup)

During the 1998-99 through 2002-03, North Carolina schools made great progress in closing the achievement gap. For End-of-Grade (EOG) percentage proficiency part of AYP, Anglo-American (White), Asian, School All, and Native-American (American Indian) school-level groups performed very well; Free and Reduced Lunch and African-American (Black) school-level groups performed well; and Hispanic, Students with Disabilities, and Limited English Proficiency (LEP) school-level groups did not perform well. Most of North Carolina's different groups of students in grades 3 through 10 were on the right track toward the 2013-14 final goals. For example, most of the Native-American (American Indian) and African-American (Black) students on Free and Reduced Lunch were on the right track. (Please See Attached SWD_FRL PowerPoint) The legend in the PowerPoint is defined as follows: N=Not, F=FRL (Free and Reduced Lunch), D=SWD (Students with Disabilities), and L=LEP (Limited English Proficiency).

Students with disabilities participated in the Multiple Choice Assessments (End-of-Grade or High School Competency Exam), Alternate Assessments (AAAI), and Portfolio Assessments (AAP) and received the type of accommodations and equipment needed. The percent of students At or Above Achievement Level III in Reading and Mathematics on the Multiple Choice Tests are as follows: 1. Grade 3 - In 2002-03, nondisabled students at or above Level III was 84 percent while students with disabilities were 51 percent. In 2003-04, nondisabled students at or above Level III was 85 percent while students with disabilities was 51 percent. 2. Grade 4 - In 2002-03, nondisabled students at or above Level III was 87 percent while students with disabilities were 53 percent. In 2003-04, nondisabled students at or above Level III was 87 percent while students with disabilities was 52 percent. 3. Grade 5 - In 2002-03, nondisabled students at or above Level III was 90 percent while students with disabilities were 57 percent. In 2003-04, nondisabled students at or above Level III was 91 percent while students with disabilities was 58 percent. 4. Grade 6 - In 2002-03, nondisabled students at or above Level III was 84 percent while students with disabilities were 42 percent. In 2003-04, nondisabled students at or above Level III was 84 percent while students with disabilities was 42 percent. 5. Grade 7 - In 2002-03, nondisabled students at or above Level III was 84 percent while students with disabilities were 39 percent. In 2003-04, nondisabled students at or above Level III was 85 percent while students with disabilities was 41 percent. 6. Grade 8 - In 2002-03, nondisabled students at or above Level III was 85 percent while students with disabilities were 41 percent. In 2003-04, nondisabled students at or above Level III was 86 percent while students with disabilities was 43 percent. 7. Grade 10 - In 2002-03, nondisabled students at or above Level III was 62 percent while students with disabilities were 16 percent. In 2003-04, nondisabled students at or above Level III was 64 percent while students with disabilities was 18 percent.

above Level III was 64 percent while students with disabilities was 18 percent.

The percent of students At or Above Achievement Level III in reading and mathematics on the Alternate Assessment Academic Inventory are as follows: 1. Grade 3 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 13 percent in 2003-04. 2. Grade 4 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 18 percent in 2003-04. 3. Grade 5 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 30 percent in 2003-04. 4. Grade 6 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 23 percent in 2003-04. 5. Grade 7 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 27 percent in 2003-04. 6. Grade 8 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 33 percent in 2003-04. 7. Grade 9 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 20 percent in 2003-04. 8. Grade 10 - In 2002-03, the percentage of students with disabilities at or above Level III was greater than 5 percent while 20 percent in 2003-04.

The percent of students At or Above Achievement Level III in reading and mathematics on the Alternate Assessment Portfolio are as follows: 1. Grade 3 - In 2002-03, the percentage of students with disabilities at or above Level III was 38 percent while 60 percent in 2003-04. 2. Grade 4 - In 2002-03, the percentage of students with disabilities at or above Level III was 41 percent while 64 percent in 2003-04. 3. Grade 5 - In 2002-03, the percentage of students with disabilities at or above Level III was 38 percent while 66 percent in 2003-04. 4. Grade 6 - In 2002-03, the percentage of students with disabilities at or above Level III was 36 percent while 60 percent in 2003-04. 5. Grade 7 - In 2002-03, the percentage of students with disabilities at or above Level III was 39 percent while 61 percent in 2003-04. 6. Grade 8 - In 2002-03, the percentage of students with disabilities at or above Level III was 38 percent while 65 percent in 2003-04. 7. Grade 9 - In 2002-03, the percentage of students with disabilities at or above Level III was 36 percent while 58 percent in 2003-04. 8. Grade 10 - In 2002-03, the percentage of students with disabilities at or above Level III was 36 percent while 58 percent in 2003-04.

Students with disabilities served in State-Operated Programs state-wide assessment results are included in the State's Performance data. In 2003-04, the disaggregated data regarding participation and performance on State-wide assessments for children with disabilities in State-Operated Programs are as follows: 1. North Carolina School for the Deaf - Performance Composite Score = 44%. 2. Eastern North Carolina School for the Deaf - Performance Composite Score = 30%. 3. Governor Morehead School for the Blind - Performance Composite Score = 33%. (Please See Attached SOP Assessment Data) 4. Dobbs School - Students participated in regular assessments. (Please See Attached Dobbs School Assessment Data) 5. Wright School - Students participated in regular and alternate assessments. (Please See Attached Wright School Assessment Data) 6. Juvenile Justice - Students participated in regular assessments with accommodations. (Please See Attached Juvenile Justice Assessment Data)

Children in Out-of-District Placements take the reading and mathematics Alternate Assessment Academic Inventory or Alternate Assessment Portfolio. In 2003-04, the disaggregated data regarding participation and performance on State-wide assessments for children with disabilities in Out-of-District Placements were not obtained. However, the 2004-05 disaggregated data regarding participation and performance on State-wide assessments for children with disabilities in Out-of-District Placements will be obtained from LEAs based on information entered into NCWISE/SIMS.

Regarding Table 3, the 2003-04 state-wide assessment data were taken from different sources, possibly causing inconsistencies with other values reported in the tables. Nearly 100 percent of students with disabilities used accommodations. However, the accommodations assessment data for 10th grade students with disabilities were not currently analyzed. North Carolina had no subset with changes to the assessment that invalidated student's score or subset whose assessment results were invalid. In addition, there was no NCLB 1 percent rule applied at the State level.

Table

1. Assessment results will continue to be monitored using North Carolina's system to determine AYP. Students with disabilities making AYP will continue to increase in math and reading.

Explanation
Provision
Slip

1. There was an increase in the percentage of students with disabilities who made AYP in math and reading from the 2002-03 school year to the 2003-04 school year.

2. There were more students with disabilities who participated in the 2003-04 alternate assessments.

<p>P T:</p>	<p>The following will occur during the 2005-06 school year: 1. The performance results for children with disabilities on large-scale assessments will continue to improve at a rate that will decrease the gap between children with disabilities and their nondisabled peers. 2. CECAS will integrate with NCWISE to obtain Out-of-District State-Wide assessment data on students with disabilities.</p>
<p>Future to P Targets</p>	<p>The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2005 to achieve the State Goal, Performance Indicators, and Targets: 1. Initiate conversations to integrate the Comprehensive Exceptional Children Accountability System (CECAS) and the North Carolina Window of Information on Student Education (NCWISE) to obtain student-level Statewide Assessment data.</p>
<p>P Time Reso</p>	<p>All activities will occur in the 2004-06 school year and ongoing.</p> <p>1. By October 2006, students with disabilities will show expected gains to meet Average Yearly Progress (AYP) on statewide assessments. 2. With Math and Reading Initiatives from the State Improvement Grant, more students with disabilities will perform at or above Level 3 on the Statewide Reading and Math Assessments.</p> <p>RESOURCES</p> <p>State-Operated Programs; SEA Accountability Services Division; SEA Education Program Director - NCLB; and SEA Exceptional Children Division Consultants</p> <p>From: 07/01/2004 To: 06/30/2006</p>
<p>Perf Inc</p>	<p>Early-language/communication, pre-reading, and social-emotional skills of preschool children with disabilities improve.</p>
<p>B: Tren</p>	<p>In the 2003-04 school year: 1. There were 8 early/emergent literacy centers developed that provided regional training and offered model demonstration sites that provided a literacy rich environment. In the 2003-04 school year, 4 additional early/emergent literacy centers were developed for a total of 11 centers.</p> <p>2. A pre- and post-assessment was being developed to measure child progress in language/communications. The Early Language Literacy Classroom Observation Tool Kit was used statewide to increase quality within the preschool classroom.</p> <p>3. Project Link offered statewide workshops on social emotional development on a statewide basis promoting positive behavior supports.</p>
<p>T:</p>	<p>The following activities will occur in the 2003-04 school year: 1. North Carolina will develop more emergent literacy centers, continue to validate early literacy child assessment and work on improving classroom quality through the use of the Early Language and Literacy Classroom Observation Tool Kit. 2. Preschool Standards will be developed that contain "Widely Held Expectations" in the areas of language and literacy and social-emotional development.</p>

**Exploratory
Project
Slip**

In the 2003-04 school year, the following occurred: 1. Early Literacy Centers were established to promote quality standards for preschool children with disabilities. The centers will enable these children to have a higher chance for success in kindergarten. Based on annual LEA needs assessment workshops on social-emotional development were provided and materials were distributed.

**Performance
Targets**

The following will occur in the 2005-06 school year: 1. There will be a plan to obtain outcome data that will reflect the improvement of early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services.

**Future
to
Performance
Targets**

The SEA will implement the following activities listed below between July 1, 2004 and June 30, 2006 to achieve the State Goal, Performance Indicators, and Targets:

1. Implement a pre- and post-language/literacy assessment to demonstrate that a literacy rich environment and teaching techniques promote oral language that will provide preschool children with disabilities the greatest opportunity for future success in reading. Assessment data will be used to replicate statewide emergent literacy programs.
2. Sponsor and/or cosponsor training activities to help families better understand effective literacy instruction.

**Performance
Time
Resources**

All activities will occur in the 2004-06 school year and ongoing. 1. NEC.TAC; 2. Center for Development and Learning, Chapel Hill; 3. DHHS/PHS/Early Intervention Services; 4. SEA Consultants; and 5. Positive Behavior Support Trainers

From: 07/01/2004

To: 06/30/2006

Risk Ratios for All Children with Disabilities, Ages 6 Through 21

Description	American Indian/Alaska	Asian/Pacific Is	Black (not Hi)	H	White (not Hi)
All Disabilities	3037	1453	63055		97093
Risk Ratios for Disability Categories¹					
Mental Retardation	797	160	15631		8984
Specific Learning Disability	1045	574	20989		39935
Emotional Disturbance	101	18	5392		4192
Speech or Language Impairment	662	368	7871		19156

Speech or Language Impair	662	368	7871		19156
Other Health Impairmen	267	112	7153		15472
Risk Ratios for Other Disability Categories					
Autism	23	85	1529		2991
Hearing Impairments	25	46	625		1158
Visual Impairments	1	3	203		389
Orthopedic Impairment	11	13	251		667
Deaf-Blindness	0	0	4		18
Multiple Disabilities	25	27	580		1085
Traumatic Brain Injury	5	6	189		288
Developmental Delay	75	41	2638		2758
Risk Ratios for Educational Environment Categories					
Outside regular class	1724	924	30903		66647
Outside regular class 21-4	876	234	15046		16199
Outside regular class >6	352	252	15466		12279
Public Separate Facilit	15	33	921		941
Private Separate Facilit	2	1	33		87
Public Residential Facilit	37	4	168		277
Private Residential Facilit	0	6	89		112
Home/Hospital Environm	35	1	455		515

explore the remaining disability categories as necessary.

**Report of the Participation
State Assessments by C**

**Attachment 3
Report of the Participation and Performance of Students with Disabilities on
State Assessments by Content Area, Grade, and Type of Assessment**

State: North Carolina

Participation of Students with Disabilities on Math Assessment

Students with disabilities who took regular assessment and achieved grade level achievement standards		Students with disabilities who took regular assessment but did not achieve grade level		Students with disabilities who took alternate assessment		Students who did not take assessment		
Subset of the assessment with accommodations	Students who achieved grade level	Students who did not achieve grade level	Students who did not achieve grade level	Students who took alternate assessment	Students who did not take assessment	Students who did not take assessment	Students who did not take assessment	Ex
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**Attachment 3
Report of the Participation and Performance of Students with Disabilities on
State Assessments by Content Area, Grade, and Type of Assessment**

State: North Carolina

Performance of Students with Disabilities on Math Assessment

Regular Assessment

Alternate Assessment

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**Attachment 3
Report of the Participation and Performance of Students with Disabilities on
State Assessments by Content Area, Grade, and Type of Assessment**

State: North Carolina

Participation of Students with Disabilities on Reading Assessment

Students with disabilities who took regular assessment and achieved grade level standards		Students with disabilities who took regular assessment out of grade level		Students with disabilities who took alternate assessment		Students who did not take assessment		
Subset of students who took the assessment and achieved grade level standards	Students who took the assessment and achieved grade level standards	Students who took the assessment and did not achieve grade level standards	Students who took the assessment and did not achieve grade level standards	Students who took the alternate assessment	Students who did not take the assessment	Students who did not take the assessment	Students who did not take the assessment	Excluded
13								

Attachment 3
Report of the Participation and Performance of Students with Disabilities on
State Assessments by Content Area, Grade, and Type of Assessment

State: North Carolina

Performance of Students with Disabilities on Reading Assessment

Regular Assessment

Alternate Assessment

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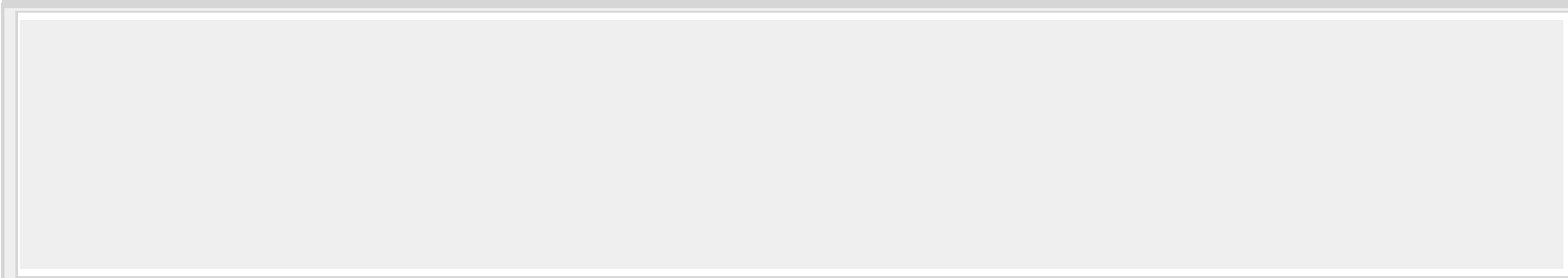
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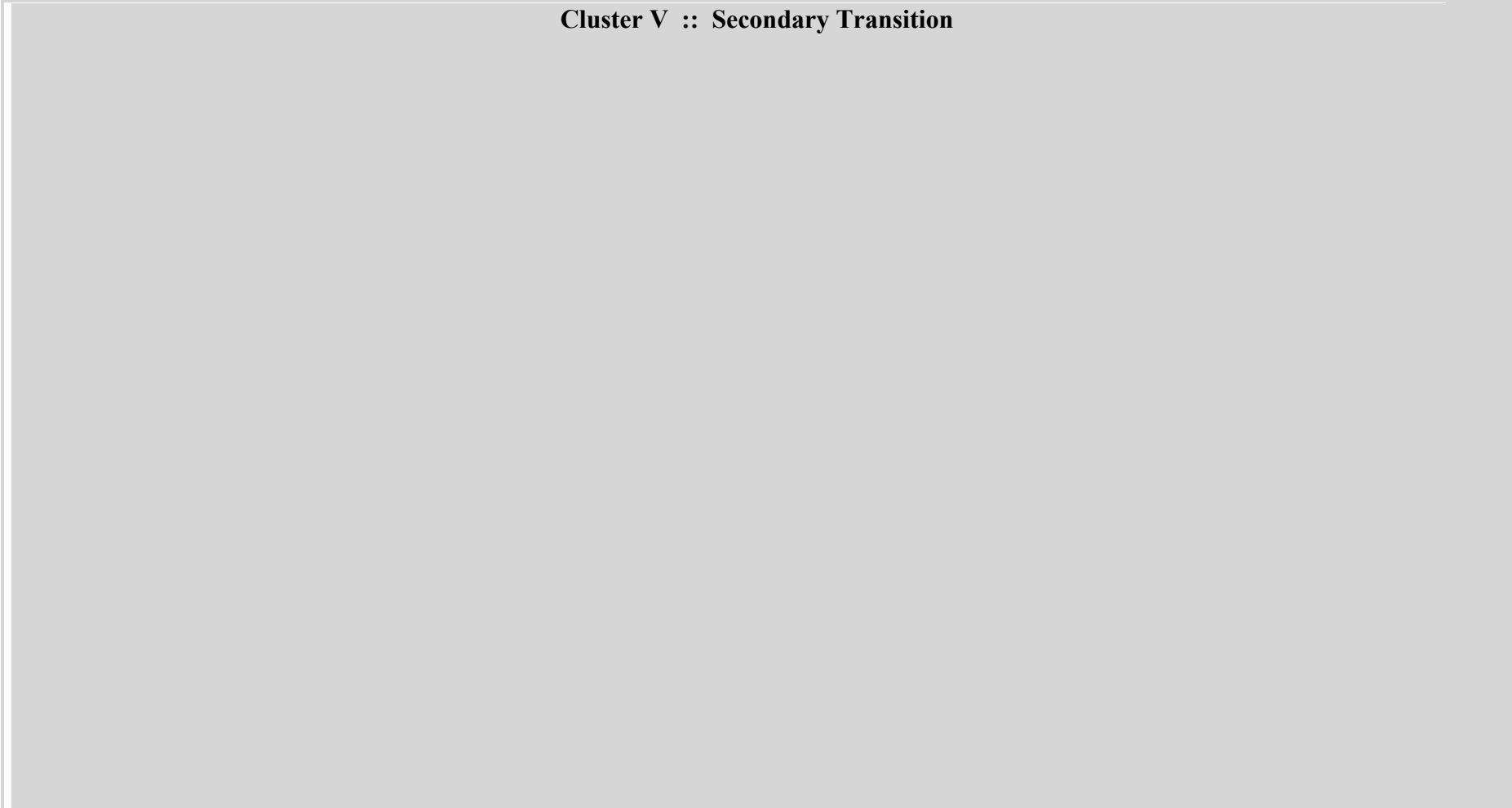
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Cluster V :: Secondary Transition



2. In 2003 -04, five LEAs and eleven Charter Schools (those that had students 14 years of age and older) submitted self-assessments for review internal record reviews documented a 74% compliance rate for inviting students to their IEPs when transition was discussed. There was a 79% compliance rate for including appropriate transition components.

3. On-Site Record Review Reports: 2003-04 - In the 11 LEAs and charter schools in which on-site record reviews were conducted through CIMS (Validation), 7 (71%) were in compliance and 4 (29)% were in non-compliance for inviting students to their IEP meeting when transition was disc The on-site record reviews documented 8 (73%) were in compliance for having an appropriate transition component and 3 (27%) were in non-compliance.

4. The Annual Report of Formal Complaints for 2003-04 (86 complaints) indicated that there was no complaint letters filed on the issue/compon secondary transition; however, during a complaint investigation one LEA was cited for failure to invite a transition age student to his IEP.

5. The Annual Report of Due Process Hearings for 2003-04 (60 petitions) indicated that there were no petitions filed related to the issue/compon of secondary transition.

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1. Continued provision of staff development by the Division of Exceptional Children related to comprehensive transition planning and student involvement in the IEP process will reduce the number of Local Education Agencies (LEAs), charter schools, and state-operated programs (SOP with findings of non-compliance for failing to invite students to their IEP meeting when transition was discussed.

2. Continued provision of parent and family training by the Exceptional Children Assistance Center on the topic of comprehensive transition plan will increase the awareness of parents and students of the importance of student involvement in the IEP process.

3. Oversight by the Exceptional Children Division Monitors will continue to reduce the number of Local Education Agencies (LEAs), charter scho and state-operated programs (SOP) with findings of non-compliance for failing to invite students to their IEP meeting when transition is discusse

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Progress:

1. In 2003, the SEA developed and disseminated a sample form -" Student Invitation to Participate in the IEP Meeting". The LEAs began using th form in 2003 - 04 school year and the rate of students being documented as having been invited to their IEP meeting has increased.

2. Students with disabilities enrolled in the Occupational Course of Study completed a high school social studies course focusing on self-determination, self advocacy and problem-solving as part of their graduation requirement. A component of the course is disability awareness and active participation in the IEP process. Based on a survey of 116 of 117 LEAs, approximately 1,700 students took the course by April 2004.

3. During the 2003-04 school year transition coordinators, secondary teachers, school administrators and exceptional children directors were prc transition resources (websites, references, commercially available product information and written documents). The information was disseminate the EC Directors' Meeting, Exceptional Children Conference, Special Study Institutes, Regional EC Directors' Meeting, Regional Transition Coordinators' Meetings and NC Division of Career Development and Transition Spring Training Conference. Antedotal evidence suggests that Transition Coordinators and EC Directors are sharing the resources, downloading additional resources and purchasing transition specific curricula classroom teachers.

4. During the 2003-04 school year the Exceptional Children Assistance Center (NC's Parent Training Institute) provided parent/family training throughout the state on the topic of comprehensive transition planning. Student participation and compliance with transition mandates were stres

throughout the state on the topic of comprehensive transition planning. Student participation and compliance with transition mandates were stressed. During the 2003-2004 school year, 163 families participated in four transition specific workshops.

5. In April 2004, the SEA developed and disseminated a new transition component form as part of the state forms LEAs are encouraged to use. The new form was developed by a committee of teachers, transition coordinators, LEA administrators and SEA staff. Prior to the development of the form, input was gathered at regional transition meetings of the North Carolina Division of Career Development and Transition (NCDCT). A subcommittee of NCDCT submitted comments and suggestions for the component. The new form makes it easier for LEAs to document compliance related to transition.

Slippage: No evidence of slippage

All LEAs will be in compliance with transition requirements.

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Future
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Targets

1. During the 2004-05 school year, 43 LEAs and charter schools will participate in the self-assessment process. LEAs and charter schools will conduct internal record reviews to identify and correct areas of non-compliance in the area of secondary transition.
2. During the 2004-05 school year, technical assistance will be provided to LEAs and charter schools as they develop their Continuous Improvement Plan to ensure that strategies are in place to increase compliance rates for transition requirements are included.
3. During the 2004-05 school year, staff development training will be held around the state highlighting the compliance requirements of transition.
4. During the 2004-05 school year, the SEA consultant for mental disabilities, secondary education and transition will conduct a session on comprehensive transition planning as part of the "New Directors' Training Program" sponsored by the SEA.
5. During the 2004-05 school year, the SEA consultant for mental disabilities, secondary education and transition will conduct a session on comprehensive transition planning as part of the Annual Spring Transition Conference sponsored by the North Carolina Division on Career Development and Transition.
6. During the 2004-05 school year, the SEA will conduct two Special Study Institutes on comprehensive transition planning that address LEA compliance with the transition mandates of IDEA.
7. During the 2004-05 school year, SEA staff will participate in Transition Communities of Practice (Post-School Outcomes and Exiting) monthly conference calls or review transcripts from the monthly calls when work schedules prevent participation.
8. During the 2004-05 school year, institutions of higher education (IHEs) will provide preservice training on comprehensive transition planning as part of their teacher preparation programs using the newly adopted special education standards that include teacher competencies related to providing comprehensive transition services.
9. During the 2004-2005 school year and ongoing, develop an on-site focused monitoring document to evaluate how LEAs, charter schools and are compliant with transition requirements.

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Projected Timeline: The SEA will implement the following activities listed above between July 1, 2004 and June 30, 2005 to achieve the State Performance Indicators and Targets.

Reso

Resources: National Center on Secondary Education and Transition, North Carolina Department of Health and Human Services, North Carolina Division of Vocational Rehabilitation, North Carolina Division of Services for the Blind, National Association of State Directors of Special Education (Communities of Practice), U.S. Department of Education, Office of Special Education, Pacer Center, Exceptional Children Assistance Center, North Carolina Division on Career Development and Transition, SEA Policy and Monitoring Consultants, SEA Consultant for Mental Disabilities, Secondary Education and Transition, Regional Special Education Consultants, Institutions of Higher Education

From: 07/01/2003

To: 06/30/2005

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Youth 14 years or older actively participate in making decisions about their courses of study, transition service needs (including notice of transition rights), and post-school goals.

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During the 2003-04 school year, LEAs completing Self-Assessments submitted the results of a student survey. One of the student surveys is completed by students in Grades 7-12. It should be noted, that some of the students in Grade 7 may not have been 14 years old in the year of the survey so they may not have been able to respond to statements related to transition. In response to the statement "I was encouraged at my IEP meeting to provide information and ask questions." Fifty percent or more of the students responded "Yes" in 4 of the 5 traditional LEAs and 4 of the 6 charter schools. During the 2003-04 school year, 100 teachers, transition coordinators and administrators were given the opportunity to participate in two day Special Study Institutes on "Promoting Self-Determination for Students with Disabilities" sponsored by the Exceptional Children Division. The training was provided by Dr. Sharon Field, Professor, Wayne State University, and Ms. Kay Cornell, Consultant, Field-Hoffman Co. Follow-up activities included teaching five self-determination lessons, writing a 2-3 page reflective paper and submitting them for review and feedback. Each teacher received copies of CEC's Teaching Self-Determination and Project Partnership: A Model Program for Encouraging Self-Determination Through Music and the Arts (video and curriculum guide).

During the 2003-04 school year the Center for Development and Learning, University of North Carolina at Chapel Hill applied for a federal grant funded by the US Administration on Developmental Disabilities as a Project of National Significance to empower youth with disabilities to be leaders in underserved areas of the state. The Exceptional Children Division provided guidance, recommendations for sites, letters of support and a member of the staff serves on the Advisory Committee for Next Generation: Acting for Advocacy (A4A) project. The project will be funded in the 2004-2005 year.

Ta

The percentage of students participating actively in their IEP will increase as evidenced by student responses on the Continuous Improvement Assessment Student Survey.

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Progress:

1. Statements on the student survey were added to gather data directed at identifying if students actively participated in their IEP meetings. Since a specific statement had not been in the survey in prior years, there is no baseline data to compare the percentages when determining slippage or progress.
2. Anecdotal evidence gathered from teachers and administrators indicates that student participation in the IEP process has increased since the student invitation was included as part of the state IEP forms.

student invitation was included as part of the state IEP forms.

3. Students with disabilities enrolled in the Occupational Course of Study completed a high school social studies course focusing on self-determination, self advocacy and problem-solving as part of their graduation requirements. A component of the course is disability awareness and active participation in the IEP process. Based on a survey of 116 of 117 LEAs approximately, 1,700 students were taking or had taken the course in April of 2004.

4. The Public Schools of Robeson County has volunteered to participate in the Next Generation: Acting for Advocacy Project. This school system is rural, poor and has a large number of minority students (African-American and Native American) who can benefit from self-advocacy and leadership training for students with disabilities.

Slippage: No evidence of slippage

P
T:

1. The percentage of students participating actively in their IEP will increase as evidenced by student responses on the Continuous Improvement Self-Assessment Student Survey.

2. All LEAs, Charter Schools and SOPS will have available to them technical assistance related to student involvement in the IEP process.

Future
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Targets

1. During the 2004-05 school year, 43 LEAs and Charter Schools will participate in the self-assessment process. LEAs and charter schools will conduct internal record reviews to identify and correct areas of non-compliance in the area of secondary transition.

2. Continued provision of staff development by the Division of Exceptional Children related to comprehensive transition planning and student involvement in the IEP process will reduce the number of Local Education Agencies (LEAs), Charter Schools, and State-Operated Programs (SOPs) with findings of non-compliance for failing to provide opportunities for students to share their interests and preferences in their IEP meetings or to take the student's interests and preferences into consideration during transition planning. Note: Baseline data will be collected to set targets for the number of trainings to be conducted in the 2005-06 school year.

3. Continued provision of parent and family training by the Exceptional Children Assistance Center on the topic of comprehensive transition planning.

4. Monitoring by the Exceptional Children Division will continue to reduce the number of LEAs, Charter Schools, and SOPs with findings of non-compliance for failing to provide opportunities for students to share their interests and preferences in their IEP meeting or to take the student's interests and preferences into consideration during transition planning.

5. During the 2004-05 school year, technical assistance will be provided to LEAs and Charter Schools as they develop their Continuous Improvement Plan to ensure that strategies to increase the active participation of students in the development of their IEP are included in their plan.

6. During the 2004-05 school year, staff development trainings will be held around the state highlighting the compliance requirements of transition and the importance of students being active participants in the transition planning process. Note: Baseline data will be collected to set targets for the number of trainings to be conducted in the 2005-06 school year.

7. During the 2004-05 school year, the SEA consultant for mental disabilities, secondary education and transition will continue to serve on the Action Committee for Next Generation: Acting for Advocacy Project.

8. During the 2004-05 school year, the Public Schools of Robeson County will participate in the Next Generation: Acting for Advocacy Project and

8. During the 2004-05 school year, the Public Schools of Robeson County will participate in the Next Generation: Acting for Advocacy Project and anticipated that an additional school system will be invited to also participate.

**P
Time
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Projected Timeline: The SEA will implement the following activities listed above between July 1, 2004 and June 30, 2005 to achieve the State C Performance Indicators and Targets.

Resources: Self Determination Synthesis Project, UNC-Charlotte, North Carolina Center for Development and Learning, UNC-Chapel Hill, National Center on Secondary Education and Transition (NCSET), North Carolina Department of Health and Human Services, North Carolina Division of Vocational Rehabilitation, North Carolina Division of Services for the Blind, National Association of State Directors of Special Education (Communities of Practice), U.S. Department of Education, Office of Special Education, Pacer Center, Exceptional Children Assistance Center, North Carolina Division on Career Development and Transition, SEA Policy and Monitoring Consultants, SEA Consultant for Mental Disabilities, Secondary Education and Transition, Regional Special Education Consultants

From: 07/01/2003

To: 06/30/2005

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Students with disabilities will transition to post-secondary education, employment or other appropriate adult day alternatives through interagency family and professional collaboration that fosters the linkage of students to appropriate post-school services, supports or agencies before student exit, to facilitate positive post-school outcomes.

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1. During the 2003-04 school year, monitoring consultants collaborated with the developers of CECAS to provide the specifications needed to capture the post-school outcome data.

2. During the 2003-04 school year, the Exceptional Children Assistance Center (NC's Parent Training Institute) provided parent/family training throughout the state on the topic of comprehensive transition planning. Student participation and compliance with transition mandates was stressed. During the 2003-2004 school year, 163 families participated in four transition specific workshops. (Note: Transition parent data provided by ECA Assistant Director via phone interview.)

3. During the 2003-04 school year, 498 families participated in generic IEP training conducted by ECAC that included information related to transition planning.

4. During the 2003-04 school year, 52,000 ECAC parent newsletters (26,000 recipients' times two editions) were mailed to families of students with disabilities. Each newsletter contained articles pertaining to transition, secondary or graduation requirements.

5. During the 2003-04 school year, 280 transition packets were mailed on request to families and parents by ECAC. The transition packets are comprehensive, covering all areas of transition.

6. During the 2003-04 school year, 4,400 transition packets or handouts were given to conference attendees who visited ECAC information booth at 5 statewide conferences.

5 statewide conferences.

7. During the 2003-04 school year, 740 IEP packets were mailed on request by ECAC to families and professionals that contained information al transition planning for students with disabilities.

8. During the 2003-04 school year, ECAC staff participated on site or by telephone in 112 IEP meetings where transition was discussed.

9. During the 2003-04 school year, the state consultant for mental disabilities collaborated with the Division of Vocational Rehabilitation (DVRs) regarding the development of a school vocational rehabilitation brochure that will be disseminated in the 2004-05 school year. (Please See Attac School to Life Brochure)

10. In January 2004, DVRs and the Division of Medical Assistance (DMA) was awarded \$2 million to develop Medicaid infrastructure to support individuals with disabilities who choose to work. The SEA consultant for mental disabilities, secondary education and transition serves on the gr Advisory Board to ensure the transition needs of students with disabilities are always considered (Please See Vocational Rehabilitation Summar

11. During the 2003-04 school year, DVRs had 92 Memoranda of Understanding (MOUs) with 117 LEAS. (Please See Attached 2003-04 Vocati Rehabilitation Summary)

12. The MOUs provide 106 DVRs school counselor positions which serve only transition age students. DVRs pays 78.7% of the cost of each pc with the LEAs paying the remaining 21.3%. The average caseload for a school counselor is 115 eligible participants. Students with disabilities in who do not have a MOU still receive rehabilitation services, but they may be served by counselors who also have adult caseloads. (See Attache 2003-04 Vocational Rehabilitation Summary)

13. During the 2003-04 school year, DVRs served 22,847 transition age students under age 21. Successful employment outcomes were achieve 2,663 of the 17,868 transition age youth served. Note: This successful employment statistic does not include any student still enrolled in high scl Federal law prohibits the closing of those cases prior to high school exit. (Please See Attached 2003-04 Vocational Rehabilitation Transition Dat

14. The LEAs and Charter Schools that submitted a self-assessment in February of 2004 completed a section on post-school outcomes for stud with disabilities. There were no charter schools that had students graduating in June 2003. Of the five LEAs, one submitted data that was not congruent with the number of students that they submitted in their End of the Year Report reported to have graduated, so they will not be include the analysis at this time. It needs to be noted that LEAs had a difficult time gathering this data. At the state level there is not a systematic method collecting this data. Each LEA used a different means for gathering the information. One LEA used data gathered from students at the end of the senior year. The "Graduate Intentions Survey" reflected students intentions, not necessarily the actual post-school outcomes. From the data that submitted, out of the 952 students with disabilities, 65% were planning or enrolled at a community college or a four year college. A very small percentage of students were part-time employed (3%) and those that were full-time employed made up the third largest group (17%). Those enr in trade schools (7%) and those going into the military (3%) made up the next largest group. The "Other " included placement in a workshop, at l or did not know made up 3% of the population surveyed. (Please See Attached Post-School Outcomes for Students with Disabilities)

The post school outcomes of students with disabilities will reflect the goals stated in their IEP.

Progress: 1. During the 2003-04 school year, 1112 (63.43%) of 12th grade students with disabilities participating in the Occupational Course of (OCS) were anticipated to graduate with a North Carolina Diploma having completed all graduation requirements. This graduation rate was colle by a survey of LEAs in April 2004. Final graduation data are not yet available from LEAs. Approximately 21% of students with disabilities at the h school level are enrolled in the OCS. Traditionally this group of students would not have received a diploma due to North Carolina's high stakes accountability system and rigorous graduation requirements. Students enrolled in the OCS are required to complete 10 career/technical educati

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accountability system and rigorous graduation requirements. Students enrolled in the OCS are required to complete 10 career/technical education occupational preparation credits in addition to traditional applied academic classes. All students are required to complete 240 hours of community based vocational training and 360 hours of competitive paid employment in an integrated setting with or without supports. Research has shown that students participating in career/technical education and employed part-time prior to leaving high school are more likely to be employed as adults. Graduating with a regular diploma eliminates one of the barriers students with cognitive disabilities face when trying to meet the entrance requirements for enrollment in certificate or licensure programs such as childcare, auto repair and healthcare at the community colleges in North Carolina.

2. During the 2003-04 school year, post school outcome data on students with disabilities who completed a career/technical education pathway was collected by LEAs and forwarded to the SEA for analysis. In the past, the data had not been shared by the two divisions. Efforts are underway to better collaboration between both groups of educators to improve post-school outcomes for students. (Please See Attached North Carolina Career/Technical Completer Follow-up Data)

3. During the 2003-04 school year, the State Director of DVRS emphasized a shift in focus regarding transition services to include: A greater commitment to transition services and to promote self-determination for students with disabilities making the transition to adult life. This shift in commitment to transition services began by DVRS providing statewide school counselor training. There were six two-day trainings provided regionally for all school counselors and DVRS unit leadership. The training was done jointly with SEA and LEA staff also serving as trainers. As a follow-up training, each DVRS Unit Manager was asked to develop a Transition Action Plan with the school systems their unit serves that articulated ways to improve outcomes for students and promote more interagency collaboration. Feedback from this activity has been positive from both DVRS and LEAs.

4. During the 2003-04 school year, North Carolina participated in the National Leadership Summit on Transition in Washington and took a team that included the following members: state and local DVRS staff, a principal, a SEA monitor, SEA transition specialist and career/technical education specialist. Feedback from participants was positive and North Carolina will be participating again.

5. During the 2003-04 school year, the Division of Services for the Blind received funding for additional school counselors and employment specialists to better serve students in LEAs with large numbers of visually impaired students with disabilities and rural areas where students are in need of more services. (Please See Attached DSB Transition Services Data).

North Carolina will have a mechanism in place to systematically gather post school outcome data on students with disabilities across the state.

1. During the 2004-05 school year, SEA consultants will participate in the Post-School Outcomes conference calls hosted by NCSET or review transcripts when work schedules do not permit participation.

2. During the 2004-05 school year, and beyond SEA staff will conduct research to determine the most salient post-school outcome data to collect in addition to the traditional exit data collected by CIMS. SEA staff will contact other state agencies to determine what existing data is available to the SEA and LEAs that could be of assistance when examining post-school outcomes (employment, corrections and social services, etc.) if groups of non-identifiable social security numbers of students with disabilities are used to query.

3. During the 2004-2005 school year, collaborate with personnel at the University of North Carolina at Charlotte to develop a system for collecting Post-School Outcome data that will compare students with disabilities with their non-disabled peers.

4. The SEA will seek input and assistance at the National Transition Summit on the design and implementation of a Post School Outcomes Evaluation.

Projected Timeline: The SEA will implement the following activities listed above between July 1, 2004 and June 30, 2005 to achieve the State Performance Indicators and Targets.

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Performance Indicators and Targets.

Resources:

North Carolina Division of Medical Assistance; UNC-Charlotte, CSPC Department, School of Education; National Center on Secondary Education Transition (NCSET); North Carolina Department of Health and Human Services; North Carolina Division of Vocational Rehabilitation; North Carolina Division of Services for the Blind; National Association of State Directors of Special Education (Communities of Practice); U.S. Department of Education, Office of Special Education; Exceptional Children Assistance Center; North Carolina Division on Career Development and Transition; Policy and Monitoring Consultants; SEA Consultant for Mental Disabilities, Secondary Education and Transition; and Regional Special Education Consultants

From: 07/01/2003

To: 06/30/2005