**State Performance Plan / Annual Performance Report: Part B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act**

**For reporting on   
FFY 2019**

**North Carolina**

U.S. Department of Education seal

**PART B DUE   
February 1, 2021**

**U.S. DEPARTMENT OF EDUCATION**

**WASHINGTON, DC 20202**

# Introduction

**Instructions**

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State’s systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State’s General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

## Intro - Indicator Data

**Executive Summary**

The North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division (ECD) gathered and analyzed data for the development of the Annual Performance Report (APR). Throughout the year, Exceptional Children Division staff met periodically to review and analyze progress made toward the development of the APR. Following discussions, reviews and analyses, staff provided input for use in the continuing development of the APR.   
  
However, this was a year unlike any other due to the pandemic caused by COVID-19. North Carolina's Governor issued Executive Orders that declared a state of emergency due to COVID-19, instituted stay-at-home orders, and closed schools/school buildings beginning March 16, 2020 through the remainder of the school year. NCDPI Staff worked tirelessly and virtually to provide technical assistance and professional development to assist Local Education Agencies (LEAs) with mitigating the impact of the pandemic on children/students, families, staff, and the provision of education and services.   
  
The Council on Educational Services for Exceptional Children, the State Advisory Panel, serves as the Stakeholder Steering Committee. Exceptional Children Division staff presented data and information, reviewed progress made, and solicited members’ input, as required, toward the development of the APR, including changes to Indicators 1 and 8, at the Council’s quarterly meetings in 2020. Council members were also provided the opportunity to provide additional input by email for consideration any time prior to the submission of the APR and/or the clarification period. EC Division staff also shared data and information, reviewed progress made, and solicited members’ input toward the development of the APR at the State Systemic Improvement Plan (SSIP) external stakeholder meeting in November 2020.   
  
By June 1, 2020, the NCDPI-ECD reported to the public on the progress and/or slippage in meeting the measurable and rigorous targets. The APR was posted on the NCDPI Every Child Accountability and Tracking System (ECATS) web page and distributed directly to the Local Education Agencies (LEAs). In addition, it will be made available to the media. The reports were posted on the Department’s website, sent to the LEAs, and distributed to local and regional media. The APR and LEA public reports were posted at https://ec.ncpublicschools.gov/ecats/lea-apr/2018-19-lea-apr .   
  
The FFY 2019 APR contains information specific to measuring progress or slippage against State targets for Indicators 1, 2, 4a-b, 5a-c, 6a-b, 7a-c, 8, 9, 10, 11, 12, 13, 14, 15, and 16. The FFY 2019 APR does not contain information for Indicators 3b-c because due to COVID-19, states were issued waivers to exempt them from administering statewide assessments for the 2019-20 school year. Additional information about the impact of COVID-19 is provided in the introduction section, "Additional information related to data collection and reporting." North Carolina uses OSEP-approved sampling plans for Indicators 8 and 14. North Carolina distributed the information to access the electronic surveys through local education agencies involved in the Indicator 8 sample. Each LEA, in the approved Indicator 14 sample, collected and submitted its data electronically to the NCDPI-ECD.

**Additional information related to data collection and reporting**

This was a year unlike any other due to the pandemic caused by COVID-19, which significantly impacted data collection and reporting for Indicators 7, 11, 12, and 13. States were given waivers that exempt them from administering statewide assessments for the 2019-20 school year, so no data was collected for Indicators 3b-c. The North Carolina Governor issued Executive Orders that declared a state of emergency due to COVID-19, instituted stay-at-home orders and closed schools/school buildings beginning March 16, 2020 through the end of the school year. COVID-19 also impacted the number of staff available to conduct evaluations, provide instruction and administer programs. Specific information about the impact on data collection and reporting for each of the indicators impacted by COVID-19 and what was done to mitigate the impact is included in the sections of the report for the individual indicators.   
Initially, LEAs were understaffed and overwhelmed with priorities including:  
- arranging to continue to provide meals normally provided by the schools to students - purchasing and/or arranging for laptops or IPads for student use at home  
- arranging internet access for students who didn’t have such access at home  
- providing time and support for teachers and service providers to develop remote learning plans and prepare to provide remote instruction and remote evaluations, when possible; and   
- researching laws/regulations regarding privacy as it relates to providing remote instruction and remote evaluations, when possible in the home.  
  
To mitigate the impact of COVID-19 on data collection and reporting, the State took the following steps:  
- Provided guidance on the continuation of FAPE, through daily and weekly updates that included recommendations, templates, and resources for use by   
 LEAs  
- Held multiple webinars to review guidance, process questions, and as a result developed an ongoing FAQ to address special education services during the  
 pandemic  
- Provided other frequent virtual opportunities for technical assistance and professional development to assist LEAs with mitigating the impact of the   
 pandemic on children/students, families, staff, and the provision of education and services.   
- Developed a repository of resources for LEAs' use   
- Held Weekly Office Hour WebEx Meetings for Local Education Agencies (LEAs)  
- Conducted COVID-19 Impact Focus Groups  
 Stakeholder focus groups were conducted virtually and used focused questions to seek input about the impact of COVID-19 and strategies for mitigation. Stakeholder focus groups were conducted for rural/small LEAs, urban/large LEAs, charter schools, and parents (three times, including one in Spanish) and twenty-nine LEAs and 28 parents participated. Feedback from the focus groups, indicated that initially staff and parents were overwhelmed and operating in a crisis mode. Some reported that there was too much and changing communication which caused confusion while others reported that communication was lacking. While reportedly things have improved, academic achievement, the availability of staff to provide instruction and services, keeping students engaged, students dropping out, inclusion of students with their non-disabled peers, and the social and emotional well-being of students, parents and staff during the ongoing pandemic continue to be concerns. Many reported improved communication between families and schools, parent's increased knowledge of their children's education, staff with increased technology knowledge and capacity, teachers and staff who have gone beyond their expected duties, have been flexible and adapted quickly to promote student achievement and well-being.   
Additionally, a total of 208 students activated an electronic survey the EC Division used to receive information from students about the impact of COVID-19. 154 students completed responses to questions, though not every student responded to all seven (7) survey questions. The majority of students preferred in-person instruction and were primarily concerned about academics (grades, course credit, passing end-of-grade/end-of-course tests and being in contact with teachers/service providers). They also expressed some concern about the social/emotional issues of connecting with friends. One third of the students indicated they never think about dropping out of school, while about one third of the students indicated they had thought about dropping out with approximately 10% of the students responded they think about dropping out all of the time. Many students reported frustration and a sense of sadness and stress, disruption and falling behind academically due to the pandemic. A handful of students reported some positive outcomes, such as "getting work don on time", "I like wearing masks", and "It has helped with my anxiety. Kids can't bully me."  
The focus groups and student surveys provided NCDPI with powerful and impactful information. Staff have used/will continue to use the information when providing support for data collection and reporting as well as other technical assistance and professional development.

**Number of Districts in your State/Territory during reporting year**

323

**General Supervision System**

**The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.**

Under its general supervision authority, the NCDPI-EC Division is required to monitor the implementation of all special education programs for all eligible students with disabilities in the state. The federal Office of Special Education Programs (OSEP) monitors the NCDPI-EC Division to ensure that processes and procedures are in place to meet the state’s general supervision requirements. To comply with the requirements of this Act, the NCDPI–EC Division has reviewed the mechanisms for monitoring and developed a comprehensive general supervision system. The system:  
- Supports practices that improve educational results and functional outcomes for children and youth with disabilities;  
- Uses multiple methods to identify and correct noncompliance as soon as possible but no later than one year after noncompliance is identified; and  
- Utilizes mechanisms to encourage and support improvement and enforce compliance.   
  
COMPONENTS OF NORTH CAROLINA'S GENERAL SUPERVISION SYSTEM  
  
There are eight components of the General Supervision System, including:  
  
1) State Performance Plan (SPP) and Annual Performance Report (APR)  
  
2) Policies, Practices, and Procedures   
  
3) Dispute Resolution System  
  
4) Data Collection  
  
5) Monitoring Activities  
  
6) Improvement, Correction, Incentives, and Sanctions   
  
7) Targeted Technical Assistance  
  
8) Fiscal Management  
  
Each component, while separate in its description, connects to form a comprehensive system. Through the triangulation of these activities the NCDPI–EC Division complies with federal regulations. Descriptions of the components are included in the North Carolina Department of Public Instruction Exceptional Children Division General Supervision Position Paper that is uploaded as an attachment.

**Technical Assistance System**

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.**

North Carolina has combined the information about its Technical Assistance/Support and Professional Development Systems. The NCDPI-EC Division organized its infrastructure to provide technical assistance/support and professional development to LEAs in various ways through multiple teams, committees, groups, and individuals. Certain technical assistance (e.g. responding with information to requests by phone, monthly EC Directors' webinars or on-site at Regional EC Directors quarterly meetings) and professional development (semi-annual EC Directors' Institutes, Annual Conference on Exceptional Children for more than 3,000 participants, multi-day and weeklong Summer Institutes) and other topical institutes have been consistently provided by the EC Division over the years. Spring 2020 quarterly meetings and other trainings were conducted virtually due to COVID-19 and the Governor's Executive Orders that declared a state of emergency, issued stay-at-home orders, closed schools/school buildings, state offices, and other businesses.  
  
When the EC Division developed its Strategic Vision, it reviewed its processes for technical assistance and professional development. As a result, some specific needs were identified, including a need for:  
- Common processes for TA requests, follow up, and impact assessment  
- Refinement of systems to use/align tiered systems of support  
- Fidelity measures for all initiatives  
- Stronger alignment with curriculum standards  
- Additional support for developing and providing Specially Designed Instruction and progress monitoring for training, implementation, fidelity checks and evaluation of effectiveness  
- Professional Development aligned to identified curricular or program needs  
- Program implementation, including TA, coaching, and program evaluation  
- Relationship to State Board of Education Goals and the EC Division Strategic Vision  
- Use of LEA-SA data to drive universal, tailored, and customized support  
  
The EC Division developed its tiered system of technical assistance and professional development by including universal, tailored, and customized support for LEAs. The ECD also created an operational definition of each tier of support. With a clearly articulated and understood definition of universal supports to LEAs, the ECD can effectively leverage the existing support system to the greatest extent possible.  
  
The EC Division, with stakeholder involvement, defined critical features of an LEA’s EC program that were then consolidated into six core elements of an LEA EC Program:   
Policy Compliance;   
Fiscal Management;   
IEP Development and Implementation;  
Research-Based Instruction and Practices;  
Problem-Solving for Improvement; and  
Communication and Collaboration.   
  
We realized that LEAs required support in the systematic process of problem-solving their own data sources and that it would be necessary to measure implementation of the critical components of an effective EC program. The EC Division knew this was going to require building the capability to provide outcome data in accessible and actionable ways to the LEAs. In addition, a way to measure how each LEA worked would also be needed.   
  
The LEA self-assessment process places an emphasis on data-driven decision making, and provides information that is both useful to LEAs in supporting their own growth and providing the EC Division the information needed to provide more customized support. The LEA self-assessment process was built around the six core elements identified and the district’s capacity for engaging in systematic problem solving. More process and fidelity data would help the EC Division understand how LEAs were doing their work. Just knowing what LEAs were doing did not provide the diagnostic information needed to design and provide customized, tiered support. Through the North Carolina Department of Public Instruction’s (NCDPI) partnership with the National Implementation Research Network (NIRN) and the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP), there was an emphasis on ensuring that implementation science informed the work of the entire agency. This included alignment of any new work with existing work and building the knowledge and tools to best support all implementation efforts. To do so, it was critical to define the core components of effective EC programming in a way that was knowable, teachable, and doable.   
  
This work was collaboratively completed by state and district-level participants through the development of a practice profile. Subsequently, the document was further refined into a LEA Self-Assessment tool. After several iterations (including 3 rounds of field testing) and a wealth of feedback from LEAs, EC Division staff, Curriculum & Instruction staff, and partners from 3 different TA centers (Mid-South RRC, SISEP, PBIS), the EC Division has a tool and process that was piloted in each of the State's eight (8) regions during the 2014-15 school year and was rolled out for use at the beginning of the 2015-16 school year. Quarterly Regional EC Directors' meeting during the 2015-16 school year were devoted to the development of each LEA's Self-Assessment. The initial LEA Self-Assessments were submitted to NCDPI's EC Division by the end of July 2016.   
  
Following implementation and a review of updated data, LEAs submit LEA Self-Assessment (LEA-SA) updates annually. The LEA-SA process provides more accessible and actionable data to LEAs; a tool for reviewing and assessing current practice; and a structure for problem identification, priority setting, solution identification and selection, improvement planning, and installation. Completed LEA SAs yield data for the ECD that have never been readily accessible before. This information describing how an LEA is working to implement evidence-based practices facilitated the EC Division’s identification of the specific types and levels of support an LEA requires. Information gleaned from EC Division reviews of the LEA-SA data and improvement activities selected by the LEAs during the beginning of the 2016-17 school year helped drive how the EC Division allocates time and resources to support LEAs through technical assistance and professional development. With the additional process information, the EC Division built a continuum of support for LEAs -- providing universal support to all and tailored and/or customized support to those LEAs in need of such support. Comprehensive professional development (e.g., training and coaching) and technical assistance at the intensity level needed to address the LEAs compliance and/or implementation needs will ultimately improve outcomes for students with disabilities. With the implementation of the LEA-SA process, the EC Division has used the results to drive customized support for each LEA. This necessitated refining an internal process flow for planning of professional development, coaching, and technical assistance. Given the significant disruption caused by the pandemic, the EC Division worked with stakeholders to modify the LEA-SA process and tool to decrease burden and increase relevance. EC Division staff conducted enhanced analyses of each LEA's data as part of the modified process to inform more individualized support for local programs.  
  
The EC Division provides customized support through regional staff and team structures. A common process for comprehensive professional development and technical assistance requests, follow up, and impact assessment was necessary and resulted in the development of an electronic professional development catalog that includes all of the professional development offered annually by the EC Division. We expect to refine our systems of monitoring and support to align with and use a tiered system model. The ECD expects system refinements to result in improved provision of services for LEAs, strengthened systems of support for students and families, and improved outcomes for students with disabilities.

**Professional Development System**

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

Please see the Technical Assistance System Section for North Carolina's combined information about its technical assistance/support and professional development systems.

**Stakeholder Involvement**

**The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Apply stakeholder involvement from introduction to all Part B results indicators (y/n)**

YES

**Reporting to the Public**

**How and where the State reported to the public on the FFY18 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2018 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2018 APR in 2020, is available.**

By June 1, 2020, the North Carolina Department of Public Instruction (NCDPI), Exceptional Children Division reported to the public on the progress and/or slippage in meeting the measurable and rigorous targets of its Annual Performance Report (APR). The APR was posted on the NCDPI web page and distributed to the Local Education Agencies (LEAs). In addition, it was made available to the media. The Exceptional Children Division also reported on the performance of each LEA on the targets in the APR by June 1, 2020. The reports were posted on the Department’s website, and a link to the reports was provided to the LEAs, and distributed to local and regional media.   
  
The APR and LEA public reports were posted at https://ec.ncpublicschools.gov/ecats/lea-apr/2018-19-lea-apr .   
Copy and paste the website link into your browser. Once you go to the link, to view the APR, at the top of the page under 2018-19 LEA APR click on the NC-SPP/APR and its accompanying attachments. To view the LEA public reports, click on each LEA's report listed on the page.

## Intro - Prior FFY Required Actions

In the FFY 2019 SPP/APR, the State must report FFY 2019 data for the State-identified Measurable Result (SiMR). Additionally, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress in implementing the SSIP. Specifically, the State must provide: (1) a narrative or graphic representation of the principal activities implemented in Phase III, Year Five; (2) measures and outcomes that were implemented and achieved since the State's last SSIP submission (i.e., April 1, 2020); (3) a summary of the SSIP’s coherent improvement strategies, including infrastructure improvement strategies and evidence-based practices that were implemented and progress toward short-term and long-term outcomes that are intended to impact the SiMR; and (4) any supporting data that demonstrates that implementation of these activities is impacting the State’s capacity to improve its SiMR data.

**Response to actions required in FFY 2018 SPP/APR**

North Carolina will report FFY 2019 data for the State-identified Measurable Result (SiMR) and all other SSIP requirements on or before its April 1, 2021 SSIP submission.

## Intro - OSEP Response

OSEP issued a monitoring report to the State on May 14, 2021, and the State’s response is due under separate cover.

## Intro - Required Actions

OSEP notes that one or more of the attachments included in the State’s FFY 2019 SPP/APR submission are not in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (Section 508), and will not be posted on the U.S. Department of Education’s IDEA website. Therefore, the State must make the attachment(s) available to the public as soon as practicable, but no later than 120 days after the date of the determination letter.

# Indicator 1: Graduation

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

**Data Source**

Same data as used for reporting to the Department of Education (Department) under Title I of the Elementary and Secondary Education Act (ESEA).

**Measurement**

States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.

**Instructions**

Sampling is not allowed.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), and compare the results to the target. Provide the actual numbers used in the calculation.

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

Targets should be the same as the annual graduation rate targets for children with disabilities under Title I of the ESEA.

States must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(iii)(II) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.

## 1 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2019 | 72.51% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target >= | 80.00% | 80.00% | 80.00% | 80.00% | 80.00% |
| Data | 64.40% | 67.30% | 68.90% | 70.32% | 69.06% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target >= | 80.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2018-19 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec FS151; Data group 696) | 07/27/2020 | Number of youth with IEPs graduating with a regular diploma | \*[[1]](#footnote-2) |
| SY 2018-19 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec FS151; Data group 696) | 07/27/2020 | Number of youth with IEPs eligible to graduate | 14,818 |
| SY 2018-19 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec FS150; Data group 695) | 07/27/2020 | Regulatory four-year adjusted-cohort graduation rate table | 72.51% |

**FFY 2019 SPP/APR Data**

| **Number of youth with IEPs in the current year’s adjusted cohort graduating with a regular diploma** | **Number of youth with IEPs in the current year’s adjusted cohort eligible to graduate** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| \*1 | 14,818 | 69.06% | 80.00% | 72.51% | Did Not Meet Target | No Slippage |

**Graduation Conditions**

**Choose the length of Adjusted Cohort Graduation Rate your state is using:**

Extended ACGR

**If extended, provide the number of years**

5

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

North Carolina's 5-Year Adjusted Cohort Graduation Rate is the ratio of youths with IEPs graduating with a regular diploma in 2018-19 or earlier, to all youths with IEPs entering ninth grade in 2014-15 for the first time.  
Youths with IEPs entering ninth grade in 2014-15 and graduating with a regular diploma in 2018-19 or earlier ÷ All youths with IEPs entering ninth grade in 2014-15 for the first time X 100 = Percent of youths with IEPs in the state graduating from high school with a regular diploma.  
The 5-Year Adjusted Cohort Graduation Rate used for youths with IEPs is the same graduation rate calculation and timeline used for all students in North Carolina as established by the Department under the ESEA.  
  
To graduate from high school/earn a standard high school diploma, students in North Carolina must earn at least 22 credits in the Future-Ready Course of Study or in the Occupational Course of Study. Although the state requires a designated number of courses and credits for students to graduate high school, local school districts and other public school units may require additional courses and credits to graduate. Students in the Future-Ready Course of Study must earn their 22 credits as follows: four sequential English credits, four mathematics credits, three science credits, four social studies credits, one health and physical education credit which includes successful completion of CPR instruction, and six elective credits. Students in the Occupational Course of Study must earn their 22 credits as follows: four sequential English credits, three mathematics credits, two science credits, two social studies credits, one health and physical education credit which includes successful completion of CPR instruction, six occupational preparation education credits, and four career/technical education elective credits.

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

NO

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

North Carolina set its baseline year for graduation to 2019. With feedback from stakeholders, North Carolina selected the option to use its 5-year extended cohort graduation rate. The 5-year adjusted cohort graduation rate is a more accurate reflection of the number/rate of students with disabilities, who need additional time in school than the typical four years, to graduate with a standard high school diploma.

## 1 - Prior FFY Required Actions

None

## 1 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2019, and OSEP accepts that revision.

## 1 - Required Actions

# Indicator 2: Drop Out

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

**Data Source**

OPTION 1:

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.

OPTION 2:

Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.

**Measurement**

OPTION 1:

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

OPTION 2:

Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.

**Instructions**

Sampling is not allowed.

OPTION 1:

Use 618 exiting data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019). Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) received a certificate; (c) reached maximum age; (d) dropped out; or (e) died.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved, but are known to be continuing in an educational program.

OPTION 2:

Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data.

If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012, the State should include a justification as to why such changes are warranted.

Options 1 and 2:

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), and compare the results to the target.

Provide a narrative that describes what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs. If there is a difference, explain.

## 2 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 9.21% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target <= | 4.50% | 4.00% | 3.50% | 3.50% | 3.00% |
| Data | 3.77% | 4.65% | 4.07% | 3.95% | 4.02% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target <= | 3.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Please indicate the reporting option used on this indicator**

Option 2

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/27/2020 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 8,764 |
| SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/27/2020 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (b) | 566 |
| SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/27/2020 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (c) | 99 |
| SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/27/2020 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (d) | 1,941 |
| SY 2018-19 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/27/2020 | Number of youth with IEPs (ages 14-21) who exited special education as a result of death (e) | 58 |

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

NO

**Use a different calculation methodology (yes/no)**

YES

**Change numerator description in data table (yes/no)**

NO

**Change denominator description in data table (yes/no)**

YES

**If use a different calculation methodology is yes, provide an explanation of the different calculation methodology**

In accordance with Option 2, North Carolina used the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data. Data for this indicator are “lag” data.  
North Carolina uses the same calculation, which is an event rate calculation, for dropout rate for youths with IEPs, as it does for all youth.   
The rate calculation, using 2018-19 lag data, is:  
Rate = 100 \* Numerator ÷ (Denominator + Numerator) 100 \* 1,941 ÷ (50,090 + 1,941) = 3.73% or 100 \* 1,941÷ 52,031 = 3.73%  
Numerator: Number of youth with IEPs who exited special education due to dropping out   
Denominator: 2018 FirstMonth20DayMembership for youth with IEPs + Numerator

**FFY 2019 SPP/APR Data**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Number of youth with IEPs who exited special education due to dropping out | Total number of High School Students with IEPs by Cohort | **FFY** **2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| 1,941 | 52,031 | 4.02% | 3.00% | 3.73% | Did Not Meet Target | No Slippage |

**Provide reasons for slippage, if applicable**

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

The definition for dropout in North Carolina is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State or district-approved educational program; and 4) does not meet any to the following exclusionary conditions: a) transfer to another public school district, private school, or State or district-approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

**Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)**

NO

**If yes, explain the difference in what counts as dropping out for youth with IEPs below.**

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

## 2 - Prior FFY Required Actions

None

## 2 - OSEP Response

## 2 - Required Actions

# Indicator 3B: Participation for Students with IEPs

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Indicator 3A – Reserved

B. Participation rate for children with IEPs

C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

**Data Source**

3B. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS185 and 188.

**Measurement**

B. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Provide separate reading/language arts and mathematics participation rates, inclusive of all ESEA grades assessed (3-8 and high school), for children with IEPs. Account for ALL children with IEPs, in all grades assessed, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B - Indicator Data

**Reporting Group Selection**

**Based on previously reported data, these are the grade groups defined for this indicator.**

| **Group** | **Group Name** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **HS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 3 | X |  |  |  |  |  |  |  |  |  |  |
| **B** | Grade 4 |  | X |  |  |  |  |  |  |  |  |  |
| **C** | Grade 5 |  |  | X |  |  |  |  |  |  |  |  |
| **D** | Grade 6 |  |  |  | X |  |  |  |  |  |  |  |
| **E** | Grade 7 |  |  |  |  | X |  |  |  |  |  |  |
| **F** | Grade 8 |  |  |  |  |  | X |  |  |  |  |  |
| **G** | HS |  |  |  |  |  |  |  | X | X |  |  |

**Historical Data: Reading**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Group Name** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| **A** | Grade 3 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **A** | Grade 3 | 99.60% | Actual | 99.78% | 99.66% | 99.59% | 99.63% | 99.61% |
| **B** | Grade 4 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **B** | Grade 4 | 99.60% | Actual | 99.80% | 99.69% | 99.64% | 99.65% | 99.67% |
| **C** | Grade 5 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **C** | Grade 5 | 99.60% | Actual | 99.77% | 99.72% | 99.65% | 99.66% | 99.49% |
| **D** | Grade 6 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **D** | Grade 6 | 99.30% | Actual | 99.41% | 99.28% | 99.31% | 99.29% | 99.21% |
| **E** | Grade 7 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **E** | Grade 7 | 99.10% | Actual | 99.41% | 99.22% | 99.04% | 99.13% | 99.18% |
| **F** | Grade 8 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **F** | Grade 8 | 98.70% | Actual | 99.03% | 99.05% | 98.98% | 98.82% | 98.79% |
| **G** | HS | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **G** | HS | 93.00% | Actual | 96.62% | 96.50% | 96.83% | 97.19% | 96.80% |

**Historical Data: Math**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Group Name** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| **A** | Grade 3 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **A** | Grade 3 | 99.60% | Actual | 99.76% | 99.67% | 99.61% | 99.58% | 99.61% |
| **B** | Grade 4 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **B** | Grade 4 | 99.60% | Actual | 99.76% | 99.68% | 99.61% | 99.62% | 99.58% |
| **C** | Grade 5 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **C** | Grade 5 | 99.60% | Actual | 99.75% | 99.70% | 99.65% | 99.61% | 99.38% |
| **D** | Grade 6 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **D** | Grade 6 | 99.10% | Actual | 99.39% | 99.23% | 99.31% | 99.10% | 99.03% |
| **E** | Grade 7 | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **E** | Grade 7 | 98.90% | Actual | 99.34% | 99.15% | 99.05% | 99.01% | 99.01% |
| **F** | Grade 8 | 2005 | Target ≥ | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **F** | Grade 8 | 98.60% | Actual | 98.99% | 99.00% | 98.95% | 98.78% | 98.55% |
| **G** | HS | 2005 | Target >= | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| **G** | HS | 95.00% | Actual | 95.34% | 95.92% | 96.58% | 97.79% | 97.61% |

**Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2019** |
| Reading | A >= | Grade 3 | 95.00% |
| Reading | B >= | Grade 4 | 95.00% |
| Reading | C >= | Grade 5 | 95.00% |
| Reading | D >= | Grade 6 | 95.00% |
| Reading | E >= | Grade 7 | 95.00% |
| Reading | F >= | Grade 8 | 95.00% |
| Reading | G >= | HS | 95.00% |
| Math | A >= | Grade 3 | 95.00% |
| Math | B >= | Grade 4 | 95.00% |
| Math | C >= | Grade 5 | 95.00% |
| Math | D >= | Grade 6 | 95.00% |
| Math | E >= | Grade 7 | 95.00% |
| Math | F >= | Grade 8 | 95.00% |
| Math | G >= | HS | 95.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**FFY 2019 Data Disaggregation from EDFacts**

**Include the disaggregated data in your final SPP/APR. (yes/no)**

YES

**Data Source:**

SY 2019-20 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

**Date:**

**Reading Assessment Participation Data by Grade**

| **Grade** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **HS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. Children with IEPs |  |  |  |  |  |  |  |  |  |  |  |
| b. IEPs in regular assessment with no accommodations |  |  |  |  |  |  |  |  |  |  |  |
| c. IEPs in regular assessment with accommodations |  |  |  |  |  |  |  |  |  |  |  |
| f. IEPs in alternate assessment against alternate standards |  |  |  |  |  |  |  |  |  |  |  |

**Data Source:**

SY 2019-20 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

**Math Assessment Participation Data by Grade**

| **Grade** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **HS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. Children with IEPs |  |  |  |  |  |  |  |  |  |  |  |
| b. IEPs in regular assessment with no accommodations |  |  |  |  |  |  |  |  |  |  |  |
| c. IEPs in regular assessment with accommodations |  |  |  |  |  |  |  |  |  |  |  |
| f. IEPs in alternate assessment against alternate standards |  |  |  |  |  |  |  |  |  |  |  |

**FFY 2019 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs** | **Number of Children with IEPs Participating** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 3 |  |  | 99.61% | 95.00% |  | N/A | N/A |
| **B** | Grade 4 |  |  | 99.67% | 95.00% |  | N/A | N/A |
| **C** | Grade 5 |  |  | 99.49% | 95.00% |  | N/A | N/A |
| **D** | Grade 6 |  |  | 99.21% | 95.00% |  | N/A | N/A |
| **E** | Grade 7 |  |  | 99.18% | 95.00% |  | N/A | N/A |
| **F** | Grade 8 |  |  | 98.79% | 95.00% |  | N/A | N/A |
| **G** | HS |  |  | 96.80% | 95.00% |  | N/A | N/A |

**FFY 2019 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs** | **Number of Children with IEPs Participating** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 3 |  |  | 99.61% | 95.00% |  | N/A | N/A |
| **B** | Grade 4 |  |  | 99.58% | 95.00% |  | N/A | N/A |
| **C** | Grade 5 |  |  | 99.38% | 95.00% |  | N/A | N/A |
| **D** | Grade 6 |  |  | 99.03% | 95.00% |  | N/A | N/A |
| **E** | Grade 7 |  |  | 99.01% | 95.00% |  | N/A | N/A |
| **F** | Grade 8 |  |  | 98.55% | 95.00% |  | N/A | N/A |
| **G** | HS |  |  | 97.61% | 95.00% |  | N/A | N/A |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

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

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

## 3B - Prior FFY Required Actions

None

## 3B - OSEP Response

The State was not required to provide any data for this indicator. Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, the State received a waiver of the assessment requirements in section 1111(b)(2) of the ESEA, and, as a result, does not have any FFY 2019 data for this indicator.

## 3B - Required Actions

# Indicator 3C: Proficiency for Students with IEPs

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

A. Indicator 3A – Reserved

B. Participation rate for children with IEPs

C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

**Data Source**

3C. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

**Measurement**

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned)]. Calculate separately for reading and math. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for reading/language arts and mathematics assessments (combining regular and alternate) for children with IEPs, in all grades assessed (3-8 and high school), including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3C - Indicator Data

**Reporting Group Selection**

**Based on previously reported data, these are the grade groups defined for this indicator.**

| **Group** | **Group Name** | **Grade 3** | **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **HS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 3 | X |  |  |  |  |  |  |  |  |  |  |
| **B** | Grade 4 |  | X |  |  |  |  |  |  |  |  |  |
| **C** | Grade 5 |  |  | X |  |  |  |  |  |  |  |  |
| **D** | Grade 6 |  |  |  | X |  |  |  |  |  |  |  |
| **E** | Grade 7 |  |  |  |  | X |  |  |  |  |  |  |
| **F** | Grade 8 |  |  |  |  |  | X |  |  |  |  |  |
| **G** | HS |  |  |  |  |  |  |  | X | X |  |  |

**Historical Data: Reading**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Group Name** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| **A** | Grade 3 | 2012 | Target >= | 30.30% | 39.00% | 47.70% | 56.40% | 56.40% |
| **A** | Grade 3 | 17.40% | Actual | 18.38% | 18.38% | 18.55% | 18.17% | 17.89% |
| **B** | Grade 4 | 2012 | Target >= | 30.30% | 39.00% | 47.70% | 56.40% | 56.40% |
| **B** | Grade 4 | 15.00% | Actual | 16.46% | 15.62% | 14.69% | 15.91% | 15.75% |
| **C** | Grade 5 | 2012 | Target >= | 30.30% | 39.00% | 47.70% | 56.40% | 56.40% |
| **C** | Grade 5 | 12.70% | Actual | 13.47% | 14.28% | 13.91% | 13.33% | 13.73% |
| **D** | Grade 6 | 2012 | Target >= | 30.30% | 39.00% | 47.70% | 56.40% | 56.40% |
| **D** | Grade 6 | 12.70% | Actual | 13.17% | 14.06% | 14.37% | 14.48% | 13.76% |
| **E** | Grade 7 | 2012 | Target >= | 30.30% | 39.00% | 47.70% | 56.40% | 56.40% |
| **E** | Grade 7 | 13.30% | Actual | 13.04% | 12.60% | 13.26% | 14.73% | 12.76% |
| **F** | Grade 8 | 2012 | Target >= | 30.30% | 39.00% | 47.70% | 56.40% | 56.40% |
| **F** | Grade 8 | 10.10% | Actual | 10.64% | 10.29% | 10.16% | 10.21% | 10.86% |
| **G** | HS | 2012 | Target >= | 31.20% | 39.80% | 48.40% | 57.00% | 57.00% |
| **G** | HS | 14.40% | Actual | 13.53% | 13.07% | 13.38% | 11.99% | 12.57% |

**Historical Data: Math**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Group Name** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| **A** | Grade 3 | 2018 | Target >= | 30.00% | 38.80% | 47.60% | 56.40% | 56.40% |
| **A** | Grade 3 | 16.39% | Actual | 20.77% | 22.04% | 22.71% | 22.67% | 16.39% |
| **B** | Grade 4 | 2018 | Target >= | 30.00% | 38.80% | 47.60% | 56.40% | 56.40% |
| **B** | Grade 4 | 12.08% | Actual | 19.24% | 20.38% | 19.68% | 19.72% | 12.08% |
| **C** | Grade 5 | 2018 | Target >= | 30.00% | 38.80% | 47.60% | 56.40% | 56.40% |
| **C** | Grade 5 | 10.71% | Actual | 16.79% | 18.93% | 18.44% | 17.82% | 10.71% |
| **D** | Grade 6 | 2018 | Target >= | 30.00% | 38.80% | 47.60% | 56.40% | 56.40% |
| **D** | Grade 6 | 8.80% | Actual | 10.35% | 11.36% | 12.97% | 11.57% | 8.80% |
| **E** | Grade 7 | 2018 | Target >= | 30.00% | 38.80% | 47.60% | 56.40% | 56.40% |
| **E** | Grade 7 | 8.50% | Actual | 8.01% | 8.68% | 8.37% | 9.95% | 8.50% |
| **F** | Grade 8 | 2018 | Target >= | 30.00% | 38.80% | 47.60% | 56.40% | 56.40% |
| **F** | Grade 8 | 6.01% | Actual | 7.39% | 7.37% | 7.56% | 7.41% | 6.01% |
| **G** | HS | 2018 | Target >= | 27.70% | 36.70% | 45.70% | 54.70% | 54.70% |
| **G** | HS | 12.04% | Actual | 10.99% | 10.95% | 10.81% | 11.60% | 12.04% |

**Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2019** |
| Reading | A >= | Grade 3 | 56.40% |
| Reading | B >= | Grade 4 | 56.40% |
| Reading | C >= | Grade 5 | 56.40% |
| Reading | D >= | Grade 6 | 56.40% |
| Reading | E >= | Grade 7 | 56.40% |
| Reading | F >= | Grade 8 | 56.40% |
| Reading | G >= | HS | 57.00% |
| Math | A >= | Grade 3 | 25.50% |
| Math | B >= | Grade 4 | 25.50% |
| Math | C >= | Grade 5 | 25.50% |
| Math | D >= | Grade 6 | 25.50% |
| Math | E >= | Grade 7 | 25.50% |
| Math | F >= | Grade 8 | 25.50% |
| Math | G >= | HS | 22.50% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**FFY 2019 Data Disaggregation from EDFacts**

**Include the disaggregated data in your final SPP/APR. (yes/no)**

YES

**Data Source:**

SY 2019-20 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

**Reading Proficiency Data by Grade**

| **Grade** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **HS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency was assigned |  |  |  |  |  |  |  |  |  |  |  |
| b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |  |  |  |  |  |  |  |  |
| c. IEPs in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |  |  |  |  |  |  |  |  |
| f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level |  |  |  |  |  |  |  |  |  |  |  |

**Data Source:**

SY 2019-20 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

**Math Proficiency Data by Grade**

| **Grade** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **HS** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency was assigned |  |  |  |  |  |  |  |  |  |  |  |
| b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level |  |  |  |  |  |  |  |  |  |  |  |
| c. IEPs in regular assessment with accommodations scored at or above proficient against grade level |  |  |  |  |  |  |  |  |  |  |  |
| f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level |  |  |  |  |  |  |  |  |  |  |  |

**FFY 2019 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Children with IEPs who received a valid score and a proficiency was assigned** | **Number of Children with IEPs Proficient** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 3 |  |  | 17.89% | 56.40% |  | N/A | N/A |
| **B** | Grade 4 |  |  | 15.75% | 56.40% |  | N/A | N/A |
| **C** | Grade 5 |  |  | 13.73% | 56.40% |  | N/A | N/A |
| **D** | Grade 6 |  |  | 13.76% | 56.40% |  | N/A | N/A |
| **E** | Grade 7 |  |  | 12.76% | 56.40% |  | N/A | N/A |
| **F** | Grade 8 |  |  | 10.86% | 56.40% |  | N/A | N/A |
| **G** | HS |  |  | 12.57% | 57.00% |  | N/A | N/A |

**FFY 2019 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Children with IEPs who received a valid score and a proficiency was assigned** | **Number of Children with IEPs Proficient** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 3 |  |  | 16.39% | 25.50% |  | N/A | N/A |
| **B** | Grade 4 |  |  | 12.08% | 25.50% |  | N/A | N/A |
| **C** | Grade 5 |  |  | 10.71% | 25.50% |  | N/A | N/A |
| **D** | Grade 6 |  |  | 8.80% | 25.50% |  | N/A | N/A |
| **E** | Grade 7 |  |  | 8.50% | 25.50% |  | N/A | N/A |
| **F** | Grade 8 |  |  | 6.01% | 25.50% |  | N/A | N/A |
| **G** | HS |  |  | 12.04% | 22.50% |  | N/A | N/A |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

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

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

## 3C - Prior FFY Required Actions

None

## 3C - OSEP Response

The State was not required to provide any data for this indicator. Due to the circumstances created by the COVID-19 pandemic, and resulting school closures, the State received a waiver of the assessment requirements in section 1111(b)(2) of the ESEA, and, as a result, does not have any FFY 2019 data for this indicator.

## 3C - Required Actions

# Indicator 4A: Suspension/Expulsion

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

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

A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Data Source**

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

**Measurement**

Percent = [(# of districts that meet the State-established n size (if applicable) that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State that meet the State-established n size (if applicable))] times 100.

Include State’s definition of “significant discrepancy.”

**Instructions**

If the State has established a minimum n size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n size. If the State used a minimum n size requirement, report the number of districts excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), including data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

--The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

--The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Indicator 4A: Provide the actual numbers used in the calculation (based upon districts that met the minimum n size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the district with discrepancies had policies, procedures or practices that contributed to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with the Office of Special Education Programs (OSEP) Memorandum 09-02, dated October 17, 2008.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for 2018-2019), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 4A - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 2.60% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target <= | 2.50% | 2.50% | 2.50% | 2.50% | 2.50% |
| Data | 0.00% | 0.40% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target <= | 2.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**FFY 2019 SPP/APR Data**

**Has the state established a minimum n-size requirement? (yes/no)**

NO

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of districts that have a significant discrepancy** | **Number of districts in the State** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| 2 | 312 | 0.00% | 2.00% | 0.64% | Met Target | No Slippage |

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

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

**State’s definition of “significant discrepancy” and methodology**

For Indicator 4a, North Carolina's definition of "significant discrepancy" with regard to suspensions/expulsions for student with IEPs is greater than/equal to twice the State average rate of suspensions/expulsions of students with IEPs.  
Significant discrepancy = # of students with IEPs with suspensions/expulsions >10 days in school year/# of students with IEPs X 100 = State Average Rate X 2  
Suspension and expulsion rates are computed for Local Education Agencies (LEAs) with a minimum cell size of 10 students with IEPs suspended/expelled, but a minimum "n" size is not used. Raw data are reviewed separately for LEAs with less than the minimum cell size to determine if a significant discrepancy exists. If determined that a significant discrepancy exists for an LEA with less than the minimum cell size, the LEA is included in the calculation's numerator. Since data are reviewed for all LEAs in the State and accordingly a determination is made about whether or not a significant discrepancy exists for each LEA, all LEAs are included in the calculation’s denominator.

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

**Review of Policies, Procedures, and Practices (completed in FFY 2019 using 2018-2019 data)**

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

Two (2) LEAs had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The LEAs with a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs submitted a review of its policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The reviews were submitted as part of the LEAs IDEA VI-B annual application. EC Division staff reviewed the documentation and made a determination about whether: 1) the policies, procedures and practices were compliant; and 2) if revisions to ensure compliance with IDEA requirements were required. There were no findings of non-compliance in either LEA. Therefore, the LEAs were not required to revise their policies, procedures, and practices or report revisions publicly.

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

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 4A - Prior FFY Required Actions

None

## 4A - OSEP Response

## 4A - Required Actions

# Indicator 4B: Suspension/Expulsion

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

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

B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Data Source**

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

**Measurement**

Percent = [(# of districts that meet the State-established n size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State that meet the State-established n size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “significant discrepancy.”

**Instructions**

If the State has established a minimum n size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n size. If the State used a minimum n size requirement, report the number of districts excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), including data disaggregated by race and ethnicity to determine if significant discrepancies are occurring in the rates of long-term suspensions and expulsions of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons

--The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

--The rates of suspensions and expulsions for children with IEPs to nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Indicator 4B: Provide the following: (a) the number of districts that met the State-established n size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) the number of those districts in which policies, procedures or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the district with discrepancies had policies, procedures or practices that contributed to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with the Office of Special Education Programs (OSEP) Memorandum 09-02, dated October 17, 2008.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for 2018-2019), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Targets must be 0% for 4B.

## 4B - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2009 | 0.50% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target | 0% |

**FFY 2019 SPP/APR Data**

**Has the state established a minimum n-size requirement? (yes/no)**

NO

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts that have a significant discrepancy, by race or ethnicity** | **Number of those districts that have policies procedure, or practices that contribute to the significant discrepancy and do not comply with requirements** | **Number of districts in the State** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| 8 | 0 | 312 | 0.00% | 0% | 0.00% | Met Target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

**State’s definition of “significant discrepancy” and methodology**

For Indicator 4b, North Carolina's definition of "significant discrepancy" with regard to suspensions/expulsions for student with IEPs is greater than/equal to twice the State average rate of suspensions/expulsions of students with IEPs.  
Significant discrepancy = # of students with IEPs with suspensions/expulsions >10 days in school year/# of students with IEPs X 100 = State Average Rate X 2  
Suspension and expulsion rates are computed for Local Education Agencies (LEAs) with a minimum cell size of 10 students with IEPs suspended/expelled, but a minimum "n" size is not used. Raw data are reviewed separately for LEAs with less than the minimum cell size to determine if a significant discrepancy exists. If determined that a significant discrepancy exists for an LEA with less than the minimum cell size, the LEA is included in the calculation's numerator. Since data are reviewed for all LEAs in the State and accordingly a determination is made about whether or not a significant discrepancy exists for each LEA, all LEAs are included in the calculation’s denominator.

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

**Review of Policies, Procedures, and Practices (completed in FFY 2019 using 2018-2019 data)**

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

Eight (8) LEAs had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The LEAs with a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs submitted a review of its policies, procedures, and practices pertaining to the suspension and discipline of students with disabilities in the school district, with a particular emphasis on those policies, procedures and practices which involved development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The reviews were submitted as part of the LEAs IDEA VI-B annual application. EC Division staff reviewed the documentation and made a determination about whether: 1) the policies, procedures and practices were compliant; and 2) if revisions to ensure compliance with IDEA requirements were required. There were no findings of non-compliance in any of the LEAs. Therefore, the LEAs were not required to revise their policies, procedures, and practices or report revisions publicly.

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

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Findings of Noncompliance Verified as Corrected**

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

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

## 4B - Prior FFY Required Actions

None

## 4B - OSEP Response

## 4B- Required Actions

# Indicator 5: Education Environments (children 6-21)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Education environments (children 6-21): Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

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

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS002.

**Measurement**

Percent = [(# of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Percent = [(# of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Percent = [(# of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)]times 100.

**Instructions**

Sampling from the State’s 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA, explain.

## 5 - Indicator Data

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| A | 2005 | Target >= | 65.50% | 65.40% | 65.30% | 65.20% | 65.00% |
| A | 61.56% | Data | 66.45% | 66.78% | 66.80% | 66.85% | 67.51% |
| B | 2005 | Target <= | 15.30% | 15.20% | 15.20% | 15.10% | 15.00% |
| B | 16.82% | Data | 13.74% | 13.87% | 13.98% | 14.02% | 13.94% |
| C | 2005 | Target <= | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% |
| C | 2.27% | Data | 1.90% | 1.89% | 1.83% | 1.81% | 1.78% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target A >= | 65.50% |
| Target B <= | 14.50% |
| Target C <= | 2.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/08/2020 | Total number of children with IEPs aged 6 through 21 | 182,939 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/08/2020 | A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day | 124,057 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/08/2020 | B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day | 24,273 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/08/2020 | c1. Number of children with IEPs aged 6 through 21 in separate schools | 1,975 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/08/2020 | c2. Number of children with IEPs aged 6 through 21 in residential facilities | 281 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 07/08/2020 | c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements | 917 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**FFY 2019 SPP/APR Data**

| **Education Environments** | **Number of children with IEPs aged 6 through 21 served** | **Total number of children with IEPs aged 6 through 21** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day | 124,057 | 182,939 | 67.51% | 65.50% | 67.81% | Met Target | No Slippage |
| B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day | 24,273 | 182,939 | 13.94% | 14.50% | 13.27% | Met Target | No Slippage |
| C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3] | 3,173 | 182,939 | 1.78% | 2.00% | 1.73% | Met Target | No Slippage |

**Use a different calculation methodology (yes/no)**

NO

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

## 5 - Prior FFY Required Actions

None

## 5 - OSEP Response

## 5 - Required Actions

# Indicator 6: Preschool Environments

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

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

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS089.

**Measurement**

Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**Instructions**

Sampling from the State’s 618 data is not allowed.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA, explain.

## 6 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| A | 2014 | Target >= | 36.70% | 37.00% | 37.30% | 37.60% | 38.00% |
| A | 36.65% | Data | 36.65% | 36.91% | 35.86% | 34.93% | 34.64% |
| B | 2014 | Target <= | 21.60% | 21.30% | 20.00% | 19.70% | 19.40% |
| B | 21.60% | Data | 21.60% | 21.64% | 21.73% | 21.91% | 21.80% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target A >= | 38.00% |
| Target B <= | 19.40% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613) | 07/08/2020 | Total number of children with IEPs aged 3 through 5 | 20,909 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613) | 07/08/2020 | a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 6,397 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613) | 07/08/2020 | b1. Number of children attending separate special education class | 4,551 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613) | 07/08/2020 | b2. Number of children attending separate school | 402 |
| SY 2019-20 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613) | 07/08/2020 | b3. Number of children attending residential facility | 11 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**FFY 2019 SPP/APR Data**

| **Preschool Environments** | **Number of children with IEPs aged 3 through 5 served** | **Total number of children with IEPs aged 3 through 5** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 6,397 | 20,909 | 34.64% | 38.00% | 30.59% | Did Not Meet Target | Slippage |
| B. Separate special education class, separate school or residential facility | 4,964 | 20,909 | 21.80% | 19.40% | 23.74% | Did Not Meet Target | Slippage |

**Use a different calculation methodology (yes/no)**

NO

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **A** | North Carolina did not meet the target of 38.00% for Indicator 6a. The Department’s least restrictive environment data of 30.57% reflects slippage from FFY2018 (34.64%), with 6392 children served in regular early childhood education programs. The total number of 3- to 5-year-olds served as of December 1, 2019 was 20,910 which represents an 814 increase from FFY2018 (20,096).  Of the 220 LEAs that served 3 - 5 year old children with IEPs, 118 slipped in performance according to the data analyzed. For FFY2019 LEAs reported several factors impacting their ability to provide inclusive settings. Several LEAs reported concerns with the FFY2019 data accuracy. Noted issues included challenges with data migration as a new system, Every Child Accountability and Tracking System (ECATS), was implemented in FFY2019. LEAs further noted that the new data system lacks local reporting features to allow timely analysis as well as accuracy concerns within the new system. For instance, while data entered is reflected accurately in two reports a third report reflects the same data inaccurately. Most LEAs reporting data accuracy concerns also shared that there were not notable changes in local practices or resources despite significant shifts in data.  Further analysis revealed concerns related to enrollment. Several smaller LEAs noted that a decrease in overall enrollment created a significant impact on the percent of children enrolled in inclusive settings while others reported notable increases in the number of children with significant developmental needs and/or who did not receive early intervention services. Additionally, many LEAs noted that inclusive settings, particularly for three-year-old children are limited with center closures as well as the eligibility requirements of some programs (e.g., Head Start and NC PreK). Three LEAs also noted a trend of families choosing to keep children at home and, therefore, not receiving services in inclusive settings. Several LEAs also noted a trend of “pull out” services for speech therapy with plans to shift these practices to ensure services in the regular early childhood education program. Additionally, LEAs noted a difference in kindergarten placement decisions, once a child leaves preschool environments, as having a negative impact on overall inclusive settings. Finally, a few LEAs noted significant leadership changes that resulted in a review and update of local practices resulting in better practices and more accurate data. Further, other LEAs noted the need to clarify reporting requirements that resulted in corrective professional learning regarding the selection of settings that match the actual service provision. These changes resulted in more accurate data and is now being used to advocate for more local options for needed inclusive settings.  LEAs also noted several strategies to improve data accuracy as well as to increase the availability of inclusive settings. These LEAs along with several others noted the implementation of professional learning opportunities specific to local needs (e.g., data entry, settings definitions, making placement decisions, etc.). Many LEAs also noted efforts to leverage and braid available funding sources, such as Head Start, NC PreK, Title I and private pay slots, to provide more inclusive settings.  SEA improvement strategies include data entry training, correction of data migration and reporting issues, and making placement information more readily available for local review and analysis as well as IEP team use. Further the SEA will support LEAs with professional learning regarding the least restrictive environment and inclusive practices. The NC Preschool EC program is also receiving two intensive technical assistance (TA) opportunities from the National Center for Pyramid Innovations (NCPMI) with one focused on scaling up cross-sector Pyramid implementation across the state and the other focused on equity in program coaching. These NCPMI opportunities aim to increase and improve access to equitable and inclusive settings by improving practices.  To further support preschool children with disabilities and their families, NCDPI partners with the North Carolina Early Learning Network (ELN), providing early learning communities with professional development and technical assistance based on guiding principles and values, aligned with the State Performance Plan/Annual Performance Report. ELN promotes the development and successful participation of North Carolina’s preschool-age exceptional children in a broad range of activities and contexts. Preschool coordinators have access to multi-tiered levels of support and facilitated cross-sector professional development. Program support focuses on expanding skills and increased family participation to improve the performance and success of preschool children in North Carolina. |
| **B** | North Carolina did not meet the target of 19.40% for Indicator 6b. The Department’s least restrictive environment data of 23.72% reflects slippage from FFY2018 (21.80%), with 4959 children served in separate settings. The total number of 3- to 5-year-olds served as of December 1, 2019 was 20,910 which represents an 814 increase from FFY2018 (20,096). Of the 220 LEAs that served 3 - 5 year old children with IEPs, 102 slipped in performance according to the data analyzed. For FFY2019 LEAs reported several factors impacting this slip in performance. First, it is noted that a shift in how parentally placed private school students are reported has impacted this data. These students are now included in the separate settings data. Further, several LEAs reported an increase in referrals for children with significant needs while others also noted an increase in referrals from Part C. LEAs further shared concerns regarding the limited regular early childhood classroom settings that are available and willing to serve children with significant needs. Many noted, again, that many of the available inclusive settings have eligibility requirements (e.g., Head Start and NC PreK). The lack of funding for inclusive settings for three-year-old children was also specifically noted and appears to have resulted in more three-year-old children being served in separate settings. One LEA noted issues with staff turnover. One LEA also noted the lasting impacts of Hurricane Florence, which resulted in the loss of general education preschoolers due to long LEA closures while the system was rebuilding. The community also lost several childcare centers due to hurricane related closures. This left the LEA with no inclusive classrooms. Another LEA with a military base noted a high rate of children transitioning to the area with active IEPs with separate settings placements. This LEA further noted that more families than usual, with children with significant developmental needs, are stationed at this base due to the proximity of quality health care. Finally, one LEA noted that several Developmental Day Centers have seen a decrease in general education students which creates a ratio shift in the classrooms resulting in unintentional separate settings.  LEAs also noted several improvement strategies. First and foremost, many LEAs are working to locally leverage community partnerships and funding sources to support inclusive environments. LEAs also reported providing professional learning regarding least restrictive environment decisions as well as child-centered practices. Many LEAs further reflected systemic and programmatic changes including offering more play groups inclusive of three-year-old children and restructuring teams and classroom arrangements. Others are offering more flexible scheduling including service provider location and small group services to meet family needs. One LEA also noted the use of progress monitoring data to inform changes to placement decisions as children progress towards meeting goals.  SEA improvement strategies include providing professional learning opportunities regarding data collection and placement decisions as well as the values of inclusive education for all. Further, ensuring data is available in an accurate and timely matter for local consideration is key. Working with state level cross sector partners to address barriers to inclusive education across programs and settings is a priority. The NC Preschool EC program is also receiving two intensive technical assistance (TA) opportunities from the National Center for Pyramid Innovations (NCPMI) with one focused on scaling up cross-sector Pyramid implementation across the state and the other focused on equity in program coaching. These NCPMI opportunities aim to increase and improve access to equitable and inclusive settings by improving practices.  To further support preschool children with disabilities and their families, NCDPI also partners with the North Carolina Early Learning Network (ELN), providing early learning communities with professional development and technical assistance based on guiding principles and values, aligned with the State Performance Plan/Annual Performance Report. ELN promotes the development and successful participation of North Carolina’s preschool-age exceptional children in a broad range of activities and contexts. Preschool coordinators have access to multi-tiered levels of support and facilitated cross-sector professional development. Program support focuses on expanding skills and increased family participation to improve the performance and success of preschool children in North Carolina. |

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

## 6 - Prior FFY Required Actions

None

## 6 - OSEP Response

## 6 - Required Actions

# Indicator 7: Preschool Outcomes

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

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

**Data Source**

State selected data source.

**Measurement**

Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1**: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2**: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

**Instructions**

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 2 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three outcomes.

In presenting results, provide the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| A1 | 2013 | Target >= | 82.34% | 82.50% | 82.50% | 82.50% | 82.55% |
| A1 | 82.34% | Data | 84.80% | 85.34% | 84.85% | 84.82% | 84.92% |
| A2 | 2013 | Target >= | 35.08% | 35.20% | 35.20% | 35.20% | 35.40% |
| A2 | 35.08% | Data | 36.71% | 34.53% | 34.73% | 37.90% | 38.72% |
| B1 | 2013 | Target >= | 82.52% | 82.52% | 82.52% | 82.52% | 82.60% |
| B1 | 82.52% | Data | 83.17% | 82.67% | 82.96% | 82.89% | 83.40% |
| B2 | 2013 | Target >= | 34.24% | 34.46% | 34.46% | 34.46% | 34.50% |
| B2 | 34.24% | Data | 35.05% | 33.38% | 34.14% | 37.40% | 36.95% |
| C1 | 2013 | Target >= | 81.81% | 82.00% | 82.00% | 82.00% | 82.20% |
| C1 | 81.81% | Data | 84.07% | 82.94% | 84.01% | 83.55% | 84.02% |
| C2 | 2013 | Target >= | 52.05% | 52.17% | 52.17% | 52.17% | 52.20% |
| C2 | 52.05% | Data | 54.46% | 50.98% | 50.69% | 54.12% | 53.95% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target A1 >= | 83.00% |
| Target A2 >= | 35.50% |
| Target B1 >= | 83.00% |
| Target B2 >= | 35.00% |
| Target C1 >= | 83.00% |
| Target C2 >= | 53.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**FFY 2019 SPP/APR Data**

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

6,184

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

| **Outcome A Progress Category** | **Number of children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 33 | 0.53% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 885 | 14.31% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 2,931 | 47.40% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 1,889 | 30.55% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 446 | 7.21% |

| **Outcome A** | **Numerator** | **Denominator** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation:(c+d)/(a+b+c+d)* | 4,820 | 5,738 | 84.92% | 83.00% | 84.00% | Met Target | No Slippage |
| A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 2,335 | 6,184 | 38.72% | 35.50% | 37.76% | Met Target | No Slippage |

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

| **Outcome B Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 49 | 0.79% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 921 | 14.89% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 2,858 | 46.22% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 1,969 | 31.84% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 387 | 6.26% |

| **Outcome B** | **Numerator** | **Denominator** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation: (c+d)/(a+b+c+d)* | 4,827 | 5,797 | 83.40% | 83.00% | 83.27% | Met Target | No Slippage |
| B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 2,356 | 6,184 | 36.95% | 35.00% | 38.10% | Met Target | No Slippage |

**Outcome C: Use of appropriate behaviors to meet their needs**

| **Outcome C Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 59 | 0.95% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 859 | 13.89% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 1,930 | 31.21% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 2,284 | 36.93% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 1,052 | 17.01% |

| **Outcome C** | **Numerator** | **Denominator** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.  *Calculation:(c+d)/(a+b+c+d)* | 4,214 | 5,132 | 84.02% | 83.00% | 82.11% | Did Not Meet Target | Slippage |
| C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.  *Calculation: (d+e)/(a+b+c+d+e)* | 3,336 | 6,184 | 53.95% | 53.00% | 53.95% | Met Target | No Slippage |

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **C1** | North Carolina had a 1.9 percent decrease in this area of performance when compared to the previous year's outcome data. Although the target percentage increased in this category (83%), North Carolina was less than one percent (.89%) away from achieving the state target.  Factors impacting student growth and contributing to slippage were largely attributed to barriers resulting from COVID-19 which affected this category the most. Reportedly, districts not meeting the state target indicated virtual instruction, regression, virtual attendance, family dependability, and data collection as barriers influencing student performance.  School closure and stay at home orders, caused an abrupt disruption of services and routines that led to regression in some students. Specially designed instruction for the youngest learners experiencing delays was administered using computer devices. The quality and effectiveness of this instructional delivery method was not adequate to achieve the desired growth for all goals or measures of growth. Several LEAs indicted concerns that parents continue to provide support in this area rather than promote independence due to inexperience with developmental expectation and age appropriate skills. There were virtual observations and evaluations that demonstrated needs not present when students were previously evaluated. LEAs also noted virtual attendance presented challenges for child outcomes. Attendance issues resulted from poor internet connections, sharing computers or limited accessibility to devices. Adult inability to assist in the virtual lessons, student’s limited attention to virtual services and/or refusal to attend also impacted participation in live sessions.  Limited family experience and environmental stressors during the final months of instruction and data collection also contributed to slippage. In the midst of facing economic challenges and hardships of the pandemic, families were tasked with supporting the use of technology platforms for virtual instruction; however, not all families were familiar with the process and/or did not have internet access. In addition, teams struggled with how to support families in embedding opportunities for the development of appropriate behaviors to meet children’s own needs at home.  Data collection was reportedly challenging during the remote learning process. Typically occurring during the final weeks of preschool services, data collection consists of interviews, observations, team/provider input, and progress measuring tools. The collective use of these tools was not readily available. Parent input was heavily relied upon; however, families were not always available for interviews and collaboration. Teachers and related service providers experienced complications when virtually determining the rate of growth and progress at the school year's end. LEAs indicated instances where students were not available for further virtual observation. Student data previously collected was used to make final child outcome determinations when exit data could not be collected.  In addition to the pandemic, inconsistent ratings were also indicated. Several LEAs have determined a need for formal and/or additional professional development on completion of the Child Outcome Summary process for both teachers and clinicians. These training measures are sought to increase understanding of the process as well as reliability of those evaluating progress to ensure tracking and data collection yields an accurate account of student performance in this outcome area. When examining reasons for the decrease in this outcome area, the timing of the pandemic and process of data collection must be taken into consideration. Additionally, the appropriateness of behavior is a very subjective area. The format for data collection of those exiting the program during this period were not the equivalent of those previously utilized. With only preexisting evidence collected prior to the closures, the evaluators relied heavily on family input with little to no firsthand input from other service providers. The collection process was further impacted by rater reliability. Evaluators were required to assess students virtually when virtual observation options were available with sometimes limited devices and connectivity. Data collection was also performed by evaluators who were not previously experienced with the Child Outcome Summary process. |

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

YES

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COS) process? (yes/no)**

YES

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

Local Education Agencies (LEAs) used the Child Outcomes Summary Form (COSF) to collect "entry" and "exit" data regarding outcomes for preschool children aged 3 through 5 with IEPs. LEAs then submitted their data using the Every Child Accountability and Tracking System (ECATS), the State's new accountability/reporting system that includes a required module for reporting for students with disabilities. All data was populated to the ECO COSF form to further validate the data and allow follow-up, if needed, with LEAs.

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

For the current APR, data submissions were submitted via Every Child Accountability and Tracking System (ECATS), the State's new accountability/reporting system. There were several anomalies experienced with this new process and the impact of COVID-19, resulting in some resubmissions. COVID-19 also impacted the capability to provide the in-depth regional training the EC Division would normally provide for the introduction of a new data collection system. To mitigate the anomalies experienced and the impact of COVID-19, NCDPI put corrective measures in place as well as a State-provided Indicator 7 spreadsheet as an alternative data collection tool in the event issues were not resolved in a timely effective manner. Helpdesk accessibility, instructions on running the report and correcting errors as well as training videos were provided to support LEAs in this process. Additionally, the EC Division designated weekly, virtual office hours to provide additional support to districts with Federal Reporting questions around Indicator 7 and virtually conducted stakeholder focus groups using focused questions to seek input about the impact of COVID-19 and strategies for mitigation. Stakeholder focus groups were conducted for rural/small LEAs, urban/large LEAs, charter schools, and parents (three times, including one in Spanish) and twenty-nine LEAs and 28 parents participated. Feedback from the focus groups, indicated that initially staff and parents were overwhelmed and operating in a crisis mode. Some reported that there was too much and changing communication which caused confusion while others reported that communication was lacking. While reportedly things have improved, academic achievement, the availability of staff to provide instruction and services, keeping students engaged, students dropping out, inclusion of students with their non-disabled peers, and the social and emotional well-being of students, parents and staff during the ongoing pandemic continue to be concerns. Many reported improved communication between families and schools, parent's increased knowledge of their children's education, staff with increased technology knowledge and capacity, teachers and staff who have gone beyond their expected duties, have been flexible and adapted quickly to promote student achievement and well-being. The stakeholder focus groups provided NCDPI with powerful and impactful information. Staff have used/will continue to use the information when providing support for data collection and reporting as well as other technical assistance and professional development.  
  
North Carolina has measures in place for improving outcomes for all children. Extensive training to understand the outcomes is ongoing. Training is regularly provided throughout the year, formalized and through self-paced modules. One of the most widely used tools by LEAs to evaluate student progress is the Teaching Strategies Gold, a system for assessing children from birth through kindergarten. Our cross-sector partners at the Department of Health and Human Services (DHHS) Division of Child Development and Early Education (DCDEE), along with the Office of Early Learning at the NC Department of Public Instruction have been in collaboration to coordinate efforts to bring Teaching Strategies Gold to all preschools classrooms. To further support preschool children with disabilities and their families, NCDPI also partners with the North Carolina Early Learning Network (ELN), providing early learning communities with professional development and technical assistance based on guiding principles and values, aligned with and reported in the State Performance Plan/Annual Performance Report. ELN promotes the development and successful participation of North Carolina’s preschool-age exceptional children in a broad range of activities and contexts. Preschool coordinators have access to multi-tiered levels of support and facilitated cross-sector professional development. Program support focuses on expanding skills and increased family participation to improve the performance and success of preschool children in North Carolina. Additionally, NC is receiving TA support from CASEL and ECTA/DaSy Centers. CASEL is providing targeted TA to NC to align MTSS efforts with school wide SEL efforts. NC is also currently in a cross-state cohort focusing on improving local Child Outcomes data use. Through the TA support, NC is identifying opportunities for improving communication and support between the state and local preschool programs to facilitate local Child Outcomes data use. The TA from ECTA/DaSy Centers will align with the NCPMI intensive TA since NC PPM practices affect and support positive child outcomes. Also, aligning communication about NC PPM implementation with the communication and support focused on improving Child Outcomes data supports NC’s focus on PPM implementation and scale-up efforts as a strategy for supporting Child Outcomes for children enrolled in preschool programs.

## 7 - Prior FFY Required Actions

None

## 7 - OSEP Response

## 7 - Required Actions

# Indicator 8: Parent involvement

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

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

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

**Data Source**

State selected data source.

**Measurement**

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

**Instructions**

Sampling **of parents from whom response is requested** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 2 for additional instructions on sampling.)

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed.

Include the State’s analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services. States should consider categories such as race and ethnicity, age of the student, disability category, and geographic location in the State.

If the analysis shows that the demographics of the parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

## 8 - Indicator Data

| **Question** | **Yes / No** |
| --- | --- |
| Do you use a separate data collection methodology for preschool children? | NO |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2019 | 49.36% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target >= | 50.00% | 50.00% | 50.00% | 50.00% | 50.00% |
| Data | 43.83% | 46.22% | 43.43% | 44.24% | 43.98% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target >= | 50.00% |

**FFY 2019 SPP/APR Data**

| **Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities** | **Total number of respondent parents of children with disabilities** | | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1,823 | | 3,693 | 43.98% | 50.00% | 49.36% | Did Not Meet Target | No Slippage |

**The number of parents to whom the surveys were distributed.**

17,634

**Percentage of respondent parents**

20.94%

**Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.**

The North Carolina Department of Public Instruction (NCDPI) used a 17-item survey with a Likert scale for responses. The 17 items were previously developed and validated by the National Center for Special Education Accountability (NCSEAM) as part of a 25-item survey for parents of children ages 5-21. For parents of preschool children, NCDPI used a corresponding 17-item survey with a Likert scale for responses. The 17 items were previously developed and validated by the National Center for Special Education Accountability (NCSEAM) as part of a 25-item survey for parents of preschool children. Each family selected to participate in the annual sample is sent a letter explaining the importance of the survey and guaranteeing the confidentiality of the parent’s responses. The letter includes a web-based link to be used to complete the survey. Parents also have the option of receiving a printed copy of the survey to complete and return. The items on each survey were fully equated so that they have the same meaning, the same standard applies, and measures from the two surveys can be and were aggregated by NCDPI.  
When analyzing and reporting the data, North Carolina used a percentage calculation of parents' responses of "strongly agree" and "very strongly agree" for a simple majority of survey items indicating their perception that schools facilitated their involvement. The calculation was similar to the standard used in previous years for the 25-item survey and yielded similar results.

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | YES |
| If yes, has your previously-approved sampling plan changed? | NO |

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

The North Carolina Department of Public Instruction (NCDPI) used a 17-item survey with a Likert scale. For parents of children ages 5-21, NCDPI used a corresponding 17-item survey, with the same Likert scale, that addresses family involvement. Five (5) Local Education Agencies (LEAs) with an average enrollment of 50,000 students or more are included in the annual sampling plan. Additionally, approximately one-fifth of the remaining districts balanced by size and location with consideration for race/ethnicity, grade level and disability category are included in the sample each year.

| **Survey Question** | **Yes / No** |
| --- | --- |
| Was a survey used? | YES |
| If yes, is it a new or revised survey? | YES |
| If yes, provide a copy of the survey. |  |
| The demographics of the parents responding are representative of the demographics of children receiving special education services. | NO |

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

A comparison of the respondents in the annual sample to the representative survey distribution, suggests that certain response groups, as noted in the section about the State's analyses, did not match the representative sample surveyed. However, these percentages were impacted by the fact that parents selected the race/ethnicity and disability category of their children rather than tracking surveys to identified students/children. Thus, survey responses may not directly correspond to the race/ethnicity or disability category of the children and also account for missing information when a parent chose not to respond to the questions about race/ethnicity or disability category. For future surveys, the State will consider the possibility of tracking surveys to identified students/children in the sample.   
For FFY 2019, as a result of feedback from parent organizations and other stakeholders, LEAs in the sample, sent the notices, that included access to the survey link via email, to parents. This change resulted in an increase in the number of surveys received for FFY2019. The EC Division also sought input from stakeholders regarding changes to the system, streamlining the survey used, as many parents indicated a 25-item survey was burdensome. Through our EC Division Parent Listserv, Council on Educational Services for Exceptional Children, The Exceptional Children Assistance Center (ECAC), local EC Directors, and others, we solicited input regarding a review of the current survey instrument used and a ranking of the questions most important to them for consideration, and as a result revised the survey used to include 17 of the 25 original questions.

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

A total of 17,634 parent surveys (school-age and preschool) were distributed among LEAs in the sample. A total of 3,693 surveys were completed and returned for a response rate of 20.94% which was higher than the previous year.  
  
a) Distribution by Race  
Surveys...........................Distributed................Returned.............Difference  
African-American............... 31% ......................... 25% ..................... - 6  
White................................... 52% ......................... 54% ..................... +2   
Other................................... 17% ......................... 20% ..................... +3  
Missing ................................................................. 1%  
The FFY 2019 data suggest that African-American students were under-represented (25.0%) as in previous years.  
  
b) Distribution by Grade  
Surveys...........................Distributed................Returned.............Difference  
Preschool............................ 10% ......................... 4% ...................... -6   
School-Age.......................... 90% ......................... 96% ....................+6  
  
 In FFY 2019, preschool children were under-represented (4%), while students in grades K-12 were over-represented (96%) as compared to surveys distributed. This gap was opposite of the previous year.  
  
c) Distribution by Disability  
Surveys..................................Distributed................Returned.............Difference\*  
Autism........................................... 11% ......................... 25% .................... +14  
Developmental Delay.................. 8% .......................... 11% ..................... +3   
Intellectual Disability................... 8% ............................ 9% ..................... +1   
Other Health Impairment........... 18% ........................... 9% ..................... - 9   
Specific Learning Disability......... 35% ...........................17% ................... - 18   
Speech-Language Impairment....14% ...........................15% ..................... +1   
Other............................................... 6% ........................... 11% .................... +5   
Missing .............................................................................. 3%  
  
In FFY 2019, students with autism (25%) were over-represented while students with other health impairments (9%), and specific learning disabilities (17%) were under-represented. Also students in other disability categories were slightly over-represented and it should be noted that there was a higher percentage of parents who selected multiple disabilities as the category of disability.  
  
\*Difference (percentage points) between the percentage of surveys distributed and the percentage of responders in the sample who completed the survey. The acceptable range of over/under-representation is typically +/-3 percentage points and was used to determine representativeness. Some percentages may not add to 100 due to rounding.

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

North Carolina set its baseline year for Indicator 8 to 2019. With input from stakeholders, North Carolina revised it's survey instrument by reducing the number of questions in the survey from twenty-five (25) to seventeen (17). Although similar to the standard used in previous years, the State also changed the calculation for rate of parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities.

## 8 - Prior FFY Required Actions

In the FFY 2019 SPP/APR, the State must report whether its FFY 2019 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

**Response to actions required in FFY 2018 SPP/APR**

## 8 - OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2019, and OSEP accepts that revision.

## 8 - Required Actions

In the FFY 2020 SPP/APR, the State must report whether its FFY 2020 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

## 8 - State Attachments

 

# Indicator 9: Disproportionate Representation

**Instructions and Measurement**

**Monitoring Priority:** Disproportionality

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

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

**Data Source**

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

**Measurement**

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

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

Based on its review of the 618 data for FFY 2018, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2019 reporting period (i.e., after June 30, 2020).

**Instructions**

Provide racial/ethnic disproportionality data for all children aged 6 through 21 served under IDEA, aggregated across all disability categories.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken. If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 9 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target | 0% |

**FFY 2019 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

30

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts with disproportionate representation of racial and ethnic groups in special education and related services** | **Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification** | **Number of Districts that met the State's minimum n-size** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| 4 | 0 | 293 | 0.00% | 0% | 0.00% | Met Target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

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

In North Carolina, disproportionate representation of racial and ethnic groups in special education is defined as a risk ratio of => 3.0\*.  
To determine the number of LEAs with disproportionate representation that is the result of inappropriate identification, the North Carolina Department of Public Instruction:  
  
1. Identifies LEAs with disproportionate representation of racial and ethnic groups in special education and related services annually, using the First Month Race and Gender Enrollment data and the December 1 Periodic Child Count data in Westat’s Disproportionality Excel Spreadsheet Application;  
Four (4) LEAs had disproportionate representation in 2019-20, which is determined by a risk ratio of => 3.0\*.  
  
For the LEAs determined to have disproportionate representation in 2019-20, the NCDPI/the LEAs completed steps 2 and 3. Steps 2 and 3 are described in the section: Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.  
  
\* Risk ratios are computed for LEAs with a minimum of 30 students of the particular race/ethnicity identified in an LEAs total enrollment and a minimum cell size of 10 students with disabilities.

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

To determine whether the disproportionate representation the State identified of racial and ethnic groups in special education and related services was the result of inappropriate identification, the NCDPI:  
  
2. required LEAs with disproportionate representation of racial and ethnic groups in special education and related services, to include in their annual LEA Self-Assessment updates an examination of local policies, procedures and practices under 618(d) along with assurances in their IDEA VI-B annual funding application; and  
  
3. reviewed the results of the examination of local policies, procedures and practices under 618(d)included along with other factors such as trend data and student record reviews, available through on-site Program Compliance Reviews or otherwise determined necessary, to make a determination about whether or not the disproportionate representation was a result of inappropriate identification.  
Using the above steps, the NCDPI determined that the disproportionate representation in four (4) of the four (4) LEAs was not a result of inappropriate identification. The four (4) LEAs were small charter schools. All four (4) LEAs experienced disproportionate representation in identification for the first time.

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

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 9 - Prior FFY Required Actions

None

## 9 - OSEP Response

## 9 - Required Actions

# Indicator 10: Disproportionate Representation in Specific Disability Categories

**Instructions and Measurement**

**Monitoring Priority:** Disproportionality

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

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

**Data Source**

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

**Measurement**

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

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

Based on its review of the 618 data for FFY 2019, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2019 reporting period (i.e., after June 30, 2020).

**Instructions**

Provide racial/ethnic disproportionality data for all children aged 6 through 21 served under IDEA, aggregated across all disability categories.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 10 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target | 0% |

**FFY 2019 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

66

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories** | **Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification** | **Number of Districts that met the State's minimum n-size** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| 36 | 0 | 257 | 0.00% | 0% | 0.00% | Met Target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

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

In North Carolina, disproportionate representation of racial and ethnic groups in specific disability categories is defined as a risk ratio of  
= 3.0.  
To determine the number of districts with disproportionate representation that is the result of inappropriate identification, the North Carolina Department of Public Instruction:  
1. Identifies districts with disproportionate representation of racial and ethnic groups in specific disability categories annually, by using the First Month Race and Gender Enrollment data and the December 1 Periodic Child Count data in Westat’s Disproportionality Excel Spreadsheet Application;  
LEAs had disproportionate representation of racial and ethnic groups in specific disability categories in 2019-20 which is determined by a risk ratio of = 3.0\* of a racial/ethnic group in a specific disability category. For the districts identified with disproportionate representation, the NCDPI completed steps 2 and 3, which are described in the section: Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.  
\* Risk ratios are computed for LEAs with a minimum of 30 students of the particular race/ethnicity identified in the LEA's total enrollment and minimum cell size of 10 of a particular race/ethnicity in a specific disability category.

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

To determine whether the disproportionate representation the State identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification, the NCDPI:  
2. required each LEA with disproportionate representation of racial and ethnic groups in specific disability categories, to include in its annual LEA Self-Assessment update a description of an examination of local policies, procedures and practices under 618(d) along with assurances in their IDEA VI-B annual funding application; and  
3. reviewed the results of the description of an examination of local policies, procedures and practices under 618(d)included in the the LEA Self-Assessment along with other factors such as trend data and student record reviews, available through on-site Program Compliance Reviews or otherwise determined necessary, to make a determination about whether or not the disproportionate representation was a result of inappropriate identification.  
Using these steps to examine the data and information for each of the thirty-six (36) LEAs with disproportionate representation, zero (0) LEAs in 2019-20, or 0% had disproportionate representation in racial and ethnic groups in specific disability categories that was a result of inappropriate identification.

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

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 10 - Prior FFY Required Actions

None

## 10 - OSEP Response

## 10 - Required Actions

# Indicator 11: Child Find

**Instructions and Measurement**

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

**Compliance indicator**: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

**Data Source**

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.

**Measurement**

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

**Instructions**

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 11 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 84.62% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 92.52% | 91.55% | 91.98% | 90.22% | 88.99% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target | 100% |

**FFY 2019 SPP/APR Data**

| **(a) Number of children for whom parental consent to evaluate was received** | **(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 23,175 | 19,496 | 88.99% | 100% | 84.13% | Did Not Meet Target | Slippage |

**Provide reasons for slippage**

EC Division staff analyzed data to determine the reason(s) for slippage from the previous year. Reasons for slippage included a lack of needed personnel to complete evaluations, which was exacerbated by COVID-19 and a change to North Carolina's process for collecting the data in the new accountability/reporting system, Every Child Accountability and Tracking System (ECATS), that created some confusion for those in the field completing the process.

**Number of children included in (a) but not included in (b)**

3,679

**Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

Range of days beyond 90 days -  
1-5 days - 561  
6-15 days - 499  
16-25 days - 308  
26-35 days - 158  
36-45 days - 155  
46 days or more - 1998  
Total - 3679  
  
Reasons for delays/referrals that went beyond the 90 day timeline -  
Referral paperwork not processed in a timely manner - 2086  
Excessive student absences - 77  
Weather delays - 26  
Delay in getting parent consent for evaluation - 406   
Other - 933  
COVID-19 - 151  
Total - 3679

**Indicate the evaluation timeline used:**

The State established a timeline within which the evaluation must be conducted

**What is the State’s timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

North Carolina has an established timeline (90 calendar days) from receipt of the referral to the placement determination. The 90-day timeline/receipt of the referral begins before parental consent to evaluate and includes the time the evaluation must be conducted, eligibility determined and a decision about placement made.

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

State database that includes data for the entire reporting year

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

The 2019-20 data were collected for all LEAs through the Every Child Accountability and Tracking System (ECATS), North Carolina's new accountability system for collecting data for students with IEPs. Allowable exceptions, that were removed from the number of referrals received, were included in ECATS as follows: children who transferred in or out of the LEA, dropped out, or died within 90 days of receipt of referral; children who transferred into the LEA after the 90 day timeline expired; children whose parent(s) repeatedly failed or refused to produce them for the evaluation; and a state exception based on the Governor's Executive Orders that declared a state of emergency due to COVID-19, instituted stay-at-home orders and closed schools/school buildings beginning March 16, 2020.

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

COVID-19 significantly impacted data collection for Indicator 11. Children could not be produced for evaluations because of the Governor's Executive Orders that declared a state of emergency due to COVID-19, instituted stay-at-home orders and closed schools/school buildings beginning March 16, 2020 through the end of the school year. COVID-19 also impacted the number of staff available to conduct evaluations. As a result, the number of children for whom the state's referral to placement timeline was implemented decreased significantly from the previous year. Additionally, COVID-19 impacted the capability to provide the in-depth regional training the EC Division would normally provide for the introduction of a new data collection system, Every Child Accountability and Tracking System (ECATS).  
Initially, LEAs were understaffed and overwhelmed with priorities including:  
- arranging to continue to provide meals normally provided by the schools to students - purchasing and/or arranging for laptops or IPads for student use at home  
- arranging internet access for students who didn’t have such access at home  
- providing time and support for teachers and service providers to develop remote learning plans and prepare to provide remote instruction and remote evaluations, when possible; and   
- researching laws/regulations regarding privacy as it relates to providing remote instruction and remote evaluations, when possible in the home.  
  
To mitigate the impact of COVID-19 on data collection, the State took the following steps:  
- Collected data regarding the number of children who could not be produced for evaluation due to COVID-19 for Indicator 11 and conducted follow-up to   
 ensure that those children received evaluations and had IEPs developed, if determined eligible, as soon as safe to do so and in compliance with the   
 Governor's Executive Orders  
- Held Weekly Office Hour WebEx Meetings  
 The purpose of these office hour meetings was to respond to content & technical questions about data and data submission for Indicators 7, 11, 12, &   
 Child Count.  
- Conducted COVID-19 Impact Focus Groups  
 Stakeholder focus groups were conducted virtually and used focused questions to seek input about the impact of COVID-19 and strategies for mitigation.   
 Stakeholder focus groups were conducted for rural/small LEAs, urban/large LEAs, charter schools, and parents (three times, including one in Spanish) and  
 twenty-nine LEAs and 28 parents participated. Feedback from the focus groups, indicated that initially staff and parents were overwhelmed and operating  
 in a crisis mode. Some reported that there was too much and changing communication which caused confusion while others reported that communication  
 was lacking. While reportedly things have improved, academic achievement, the availability of staff to provide instruction and services, keeping students  
 engaged, students dropping out, inclusion of students with their non-disabled peers, and the social and emotional well-being of students, parents and staff  
 during the ongoing pandemic continue to be concerns. Many reported improved communication between families and schools, parent's increased   
 knowledge of their children's education, staff with increased technology knowledge and capacity, teachers and staff who have gone beyond their expected  
 duties, have been flexible and adapted quickly to promote student achievement and well-being.   
 The stakeholder focus groups provided NCDPI with powerful and impactful information. Staff have used/will continue to use the information when   
 providing support for data collection and reporting as well as other technical assistance and professional development.

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 156 | 153 | 3 | 0 |

**FFY 2018 Findings of Noncompliance Verified as Corrected**

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

The 156 LEAs with findings of non-compliance were required to access the reports tool in the new Every Child Accountability and Tracking System (ECATS) to report and update their data, at a minimum on a quarterly basis in order for the EC Division to review new data/student records to verify that each LEA with non-compliance was correctly implementing the regulatory requirements. Any LEA whose data were not verified by the State to be 100% compliant in the first quarter was reviewed in the second quarter or sooner, and was required to submit data/evidence to NCDPI's EC Division of any changes made to improve processes as part of correcting non-compliance prior to the EC Division reviewing additional new records in a subsequent quarterly review. During this time, the EC Division provided additional technical assistance, prior to the review of new data/student records, to LEAs that had low compliance rates. Upon review of the new data/student records for the 156 LEAs with findings of non-compliance, the EC Division verified that 153 LEAs were correctly implementing the regulatory requirements and 3 LEAs were subsequently, correctly implementing the regulatory requirements.

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

The 156 LEAs with non-compliant findings had 4,728 child-specific findings of non-compliance in 2018-19. At the time of the initial determination of compliance for Indicator 11, the EC Division verified that the LEAs with non-compliance also submitted/updated data/evidence through the Every Child Accountability and Tracking System (ECATS) that 2,836 child-specific instances of non-compliance had been corrected. LEAs were also required to submit data/evidence through ECATS to the NCDPI, as soon as possible and no later than one year from notification of the non-compliant findings, that the remaining 1,892 child-specific instances of non-compliance had been corrected. EC Division staff reviewed the submitted data/evidence through ECATS and verified that the required corrections had been completed for all child-specific instances.

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 11 - Prior FFY Required Actions

None

## 11 - OSEP Response

## 11 - Required Actions

Because the State reported less than 100% compliance for FFY 2019, the State must report on the status of correction of noncompliance identified in FFY 2019 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2020 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2019 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2020 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2019, although its FFY 2019 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2019.

# Indicator 12: Early Childhood Transition

**Instructions and Measurement**

**Monitoring Priorit**y: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

**Data Source**

Data to be taken from State monitoring or State data system.

**Measurement**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.

b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.

c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.

e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

f. # of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

**Instructions**

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child’s third birthday under 34 CFR §303.211 or a similar State option.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 12 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 48.40% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 98.84% | 97.74% | 96.48% | 86.03% | 89.60% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target | 100% |

**FFY 2019 SPP/APR Data**

|  |  |
| --- | --- |
| a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination. | 7,337 |
| b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday. | 673 |
| c. Number of those found eligible who have an IEP developed and implemented by their third birthdays. | 2,474 |
| d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. | 2,833 |
| e. Number of children who were referred to Part C less than 90 days before their third birthdays. | 91 |
| f. Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option. | 227 |

| **Measure** | **Numerator (c)** | **Denominator (a-b-d-e-f)** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. | 2,474 | 3,513 | 89.60% | 100% | 70.42% | Did Not Meet Target | Slippage |

**Provide reasons for slippage, if applicable**

COVID-19 had a significant impact on data collection for this indicator. Eight hundred fourteen (814) children could not be produced for evaluation because of the Governor's Executive Orders that declared a state of emergency due to COVID-19, instituted stay-at-home orders and closed schools/school buildings beginning March 16, 2020 through the end of the school year. COVID-19 also impacted the number of staff available to conduct evaluations.  
Initially, priorities for local education agencies (LEAs) included:  
- arranging to continue to provide meals normally provided by the schools to students   
- purchasing and/or arranging for laptops or IPads for student use at home  
- arranging internet access for students who didn’t have such access at home  
- providing time and support for teachers and service providers to develop remote learning plans and prepare to provide remote instruction and remote   
 evaluations (if/when possible); and   
- researching laws/regulations regarding privacy as it relates to providing remote instruction and remote evaluations (if/when possible) in the home.  
  
To mitigate the impact of COVID-19 on data collection, the State took the following steps:  
- Collected data regarding the number of children who could not be produced for evaluations due to COVID-19 for Indicator 12 and conducted follow-up to   
 ensure that those children received evaluations and had IEPs developed if determined eligible as soon as safe to do so and in compliance with the   
 Governor's Executive Orders.  
- Held Weekly Office Hour WebEx Meetings  
 The purpose of these office hour meetings was to respond to content & technical questions about data and data submission for Indicators 7, 11, 12, &   
 Child Count.  
- Conducted COVID-19 Impact Focus Groups  
 Stakeholder focus groups were conducted virtually and used focused questions to seek input about the impact of COVID-19 and strategies for mitigation.   
 Stakeholder focus groups were conducted for rural/small LEAs, urban/large LEAs, charter schools, and parents (three times, including one in Spanish) and   
 twenty-nine LEAs and 28 parents participated. Feedback from the focus groups, indicated that initially staff and parents were overwhelmed and operating   
 in a crisis mode. Some reported that there was too much and changing communication which caused confusion while others reported that communication   
 was lacking. While reportedly things have improved, academic achievement, the availability of staff to provide instruction and services, keeping students   
 engaged, students dropping out, inclusion of students with their non-disabled peers, and the social and emotional well-being of students, parents and staff   
 during the ongoing pandemic continue to be concerns. Many reported improved communication between families and schools, parent's increased   
 knowledge of their children's education, staff with increased technology knowledge and capacity, teachers and staff who have gone beyond their expected   
 duties, have been flexible and adapted quickly to promote student achievement and well-being.   
 The stakeholder focus groups provided NCDPI with powerful and impactful information. Staff have used/will continue to use the information when   
 providing support for data collection and reporting as well as other technical assistance and professional development.

**Number of children who served in part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f**

1,039

**Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.**

Number of children delayed beyond 3rd birthday the following number of days:  
1 to 5 days .................. 32  
6 to15 days ................. 58  
16 to 25 days .............. 45  
26 to 35 days .............. 56  
36 to 45 days .............. 52  
46 days or more ......... 796  
TOTAL ......................... 1039  
  
Number of children delayed due to the following reasons:  
a. Family Circumstance (e.g. illness/death in family, change in custody).......................................................................................38  
b. Child Circumstance (e.g. child was sick).........................................................................................................................................7  
c. Part B Circumstance (e.g. delays completing evaluations, timely meetings, arranging transportation, enrollment, etc.)..146  
d. Part C Circumstance (e.g. delays in notifying or issuing transition planning meeting invitation)...........................................34  
COVID Delay...........................................................................................................................................................................................814  
TOTAL.....................................................................................................................................................................................................1039

**Attach PDF table (optional)**

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

State database that includes data for the entire reporting year

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

The data used to report on this indicator includes statewide data that are inclusive of every school district in the state that provides special education and related services to the preschool-age population. Data were not obtained by sampling. The Department created Excel spreadsheets with the required data collection fields which automatically calculated the percentage of timely transitions. Each LEA was required to have its Exceptional Children Director sign an assurance as to the accuracy of the data. Spreadsheets were submitted electronically to the Department. The Department also created an optional spreadsheet to assist LEAs in tracking the referral and placement dates for each student. The Part C system begins notifying Part B of children starting at 2 years, 3 months of age. The transition process is outlined in a Guiding Practices Document and local interagency plans; and additional technical assistance is provided by numerous supporting documents (http://nceln.fpg.unc.edu/node/315).

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

\*\*As of the date of 4/23/2021 - NCDPI policy and monitoring consultants have verified placement decisions on most if not all delayed students All 1039 student records will be checked for verification of compliance as soon as possible and no later than one year from notification of the non-compliant finding.

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 27 | 27 | 0 | 0 |

**FFY 2018 Findings of Noncompliance Verified as Corrected**

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

Twenty-seven (27) LEAs with non-compliant findings submitted the following documentation that they are correctly implementing the specific regulatory requirements: 1) the signed local interagency agreement "Catchment Area Transition Plan"; 2) Infant Toddler to Preschool Program Notification Spreadsheet for children referred from August 2018 to March 2019, and 3) new Indicator 12 data for the first quarter of the 2019-20 school year. EC Division consultants reviewed the new data and information and verified that twenty-seven (27) of the LEAs are correctly implementing the specific regulatory requirements.

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

The twenty-seven (27) LEAs with non-compliant findings had 351 child-specific findings of non-compliance in 2018-19. At the time of the initial determination of compliance for Indicator 12, the EC Division verified that the LEAs with non-compliance also submitted/updated data/evidence that 198 child-specific instances of non-compliance had been corrected. Twelve (12) LEAs were also required to submit data/evidence to the NCDPI, as soon as possible and no later than one year from notification of the non-compliant findings, that the remaining 153 child-specific instances of non-compliance had been corrected. EC Division staff reviewed the submitted data/evidence and verified that the required determinations had been completed for all child-specific instances of non-compliance.

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 12 - Prior FFY Required Actions

None

## 12 - OSEP Response

## 12 - Required Actions

Because the State reported less than 100% compliance for FFY 2019, the State must report on the status of correction of noncompliance identified in FFY 2019 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2020 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2019 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2020 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2019, although its FFY 2019 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2019.

# Indicator 13: Secondary Transition

**Instructions and Measurement**

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

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

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

**Data Source**

Data to be taken from State monitoring or State data system.

**Measurement**

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

**Instructions**

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training, etc.) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2019 SPP/APR, the data for FFY 2018), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 13 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2009 | 94.70% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 88.42% | 88.14% | 85.35% | 85.45% | 80.84% |

**Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target | 100% |

**FFY 2019 SPP/APR Data**

| **Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition** | **Number of youth with IEPs aged 16 and above** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 202 | 358 | 80.84% | 100% | 56.42% | Did Not Meet Target | Slippage |

**Provide reasons for slippage, if applicable**

During the 2018-19 school year, data for this indicator were gathered through on-site Program Compliance Reviews conducted in twenty-eight (28) LEAs, including thirteen (13) traditional LEAs and fifteen (15) charter schools. The source of the data provided for this indicator is monitoring from a five-year cycle of on-site program reviews, which was suspended when North Carolina's Governor issued stay-at-home orders and closed schools in mid-March due to COVID-19. As a result program reviews were postponed in twenty-two (22) LEAs, including thirteen (13) traditional LEAs, eight (8) charter schools, and one (1) State-Operated Program (SOP) until the Spring of 2021. Due to COVID-19 resulting in the postponement of the on-site program reviews, the number of IEPs, for students age 16 and above, reviewed decreased by 34.7% which contributed to the slippage. Since different LEAs are reviewed each year, the data and rates of compliance have fluctuated for the last few years and this fluctuation was exaggerated due to the significant decrease in the number of IEPs reviewed. Another factor that contributed to the slippage was a change to the IEP form used in the new Every Child Accountability and Tracking System (ECATS). The new IEP form did not include a previously used question regarding "evidence that the measurable postsecondary goals were based on an age appropriate transition assessment(s)." As a result, many IEPs did not included this required transition information.

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

State monitoring

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

During the 2019-20 school year, data for this indicator were gathered through on-site Program Compliance Reviews conducted in twenty-eight (28) LEAs, including thirteen (13) traditional LEAs and fifteen (15) charter schools with students age 16 and above. An additional twenty-two on-site Program Compliance Reviews were postponed due to COVID-19 (see additional information about this indicator). Monitoring consultants and other EC Division staff members conducted the Program Compliance Reviews. When reviewing records to determine compliance with Indicator 13, staff used the EC Division's Special Education Student Record Review Protocol with compliance items based on The Indicator 13 Checklist, developed by the National Secondary Transition and Technical Assistance Center (NSTTAC).

| **Question** | **Yes / No** |
| --- | --- |
| Do the State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16? | NO |

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

COVID-19 had a significant impact on data collection for this indicator. Due to the Governor's Executive Orders that declared a state of emergency due to COVID-19, instituted stay-at-home orders and closed schools/school buildings beginning March 16, 2020, on-site Program Compliance Reviews were suspended, as required, for the remainder of the 2019-20 school year. As a result, on-site program reviews were postponed for twenty-two (22) LEAs, including thirteen (13) traditional LEAs, eight (8) charter schools, and one (1) State-Operated Program and the number of IEPs, for students age 16 and above, reviewed decreased by 34.7%. To mitigate the impact of this, North Carolina will conduct program reviews for the 16 LEAs affected in the Spring 2021 and provide additional training regarding transition requirements.

**Correction of Findings of Noncompliance Identified in FFY 2018**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 21 | 21 | 0 | 0 |

**FFY 2018 Findings of Noncompliance Verified as Corrected**

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

Twenty-one (21) LEAs with Program Compliance Reviews and students with disabilities, ages 16 and older, had non-compliant findings in one or more student records. NCDPI staff reviewed additional (new) student records for each of the twenty-one (21) LEAs where non-compliance was identified and verified, as required, that all of the non-compliance had been systemically corrected in each LEA. NCDPI reviewed the new student records while on-site in the LEA or electronically through the Every Child Accountability and Tracking System (ECATS).

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

Twenty-one (21) LEAs with Program Compliance Reviews and students with disabilities, ages 16 and older, had findings of non-compliance in one or more student records. The LEAs that had identified non-compliance were required to submit a copy of each student's IEP that documented the correction of student specific noncompliance (105 individual student records) for NCDPI review and verification. If an IEP(s) could be accessed electronically through ECATS, the NCDPI Monitoring Consultants verified correction using the electronic submission/version of the IEP(s). NCDPI verified the correction of the 105 IEPs that had non-compliant findings related to the transition requirements.

**Correction of Findings of Noncompliance Identified Prior to FFY 2018**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2018 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## 13 - Prior FFY Required Actions

None

## 13 - OSEP Response

## 13 - Required Actions

Because the State reported less than 100% compliance for FFY 2019, the State must report on the status of correction of noncompliance identified in FFY 2019 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2020 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2019 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2020 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2019, although its FFY 2019 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2019.

# Indicator 14: Post-School Outcomes

**Instructions and Measurement**

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

**Results indicator:** Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Enrolled in higher education within one year of leaving high school.

Enrolled in higher education or competitively employed within one year of leaving high school.

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

**Data Source**

State selected data source.

**Measurement**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Instructions**

*Sampling****of youth who had IEPs and are no longer in secondary school****is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See General Instructions on page 2 for additional instructions on sampling.)*

Collect data by September 2020 on students who left school during 2018-2019, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2018-2019 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

**I. *Definitions***

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment” in the FFY 2019 SPP/APR, due February 2021:

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

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

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

**II. *Data Reporting***

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;

2. Competitively employed within one year of leaving high school (but not enrolled in higher education);

3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);

4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

**III. *Reporting on the Measures/Indicators***

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school must be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States should consider categories such as race and ethnicity, disability category, and geographic location in the State.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 - Indicator Data

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Baseline** | **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| A | 2009 | Target >= | 39.50% | 39.50% | 39.50% | 39.75% | 40.00% |
| A | 39.00% | Data | 31.88% | 38.39% | 27.27% | 27.01% | 29.48% |
| B | 2009 | Target >= | 62.50% | 62.50% | 62.50% | 62.75% | 63.00% |
| B | 62.00% | Data | 61.11% | 71.73% | 62.51% | 62.83% | 63.07% |
| C | 2009 | Target >= | 73.50% | 73.50% | 73.50% | 73.75% | 74.00% |
| C | 73.00% | Data | 72.71% | 77.98% | 78.14% | 77.70% | 79.05% |

**FFY 2019 Targets**

|  |  |
| --- | --- |
| **FFY** | **2019** |
| Target A >= | 40.00% |
| Target B >= | 63.00% |
| Target C >= | 76.00% |

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**FFY 2019 SPP/APR Data**

|  |  |
| --- | --- |
| Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school | 733 |
| 1. Number of respondent youth who enrolled in higher education within one year of leaving high school | 209 |
| 2. Number of respondent youth who competitively employed within one year of leaving high school | 304 |
| 3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) | 26 |
| 4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed). | 53 |

| **Measure** | **Number of respondent youth** | **Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school** | **FFY 2018 Data** | **FFY 2019 Target** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Enrolled in higher education (1) | 209 | 733 | 29.48% | 40.00% | 28.51% | Did Not Meet Target | No Slippage |
| B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2) | 513 | 733 | 63.07% | 63.00% | 69.99% | Met Target | No Slippage |
| C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4) | 592 | 733 | 79.05% | 76.00% | 80.76% | Met Target | No Slippage |

**Please select the reporting option your State is using:**

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

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | YES |
| If yes, has your previously-approved sampling plan changed? | NO |

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

North Carolina conducts a sampling of local education agencies (LEAs), charter schools and State-Operated Programs (SOPs). A sampling calculator developed by the National Post-school Outcomes Center was used to establish representative samples through fiscal year 2020-21. District level information was entered into the Sampling Calculator and a sampling of districts, based on a multi-way cluster model, was produced. Samples were equivalent for size of district, percentage of males and females, students with disabilities, and minority race. All LEAs are sampled at least once every five years. The five LEAs with an Average Daily Membership (ADM) of 50,000 or more are sampled each year. Students in the sample include all students with IEPs who graduated with a regular diploma, aged out, received a certificate, or dropped out. A total of 2,553 Exiters were included in the 2020 follow-up survey. Of the 2018-19 school Exiters, a total of 733 surveys were completed for an overall response rate of 28.71% which was a decrease of 6.26 percentage points from the previous year.

| **Survey Question** | **Yes / No** |
| --- | --- |
| Was a survey used? | YES |
| If yes, is it a new or revised survey? | NO |

**Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

The response data are representative for gender, race, disability categories, and type of exit.   
To examine potential nonresponse bias, a comparison of the known characteristics of all 2018-19 Exiters to the characteristics of those who completed the survey was conducted and noted in the following table.  
  
School Leaver Characteristics..........Total School Exiters (%)..........Completed Survey (%)..........Difference\* (percentage points)   
GENDER  
Female........................................................ 34% ............................................... 35% ....................................... +1  
Male............................................................ 66% ............................................... 65% ........................................ -1   
RACE  
African American....................................... 35% ............................................... 33% ....................................... -2  
Hispanic...................................................... 14% ............................................... 12% ....................................... -2   
White........................................................... 45% ............................................... 47% ...................................... +2   
Other Races................................................. 6% ................................................. 8% ....................................... +2   
DISABILITY  
Autism.......................................................... 8% ................................................. 9% ....................................... +1   
Intellectual Disability................................. 12% ............................................... 10% ...................................... -2   
Other Health Impaired.............................. 21% ............................................... 23% ..................................... +2   
Serious Emotional Disability...................... 5% ................................................. 4% ...................................... -1   
Specific Learning Disability........................ 50% ............................................... 48% ..................................... -2   
Other Disabilities.......................................... 4% ................................................. 5% ...................................... +1   
TYPE OF EXIT  
Graduated..................................................... 78% .............................................. 80% ................................... +2   
Certificate...................................................... 4% ................................................ 6% ..................................... +2   
Dropped Out................................................. 16% ............................................. 13% .................................... - 3   
Reached Maximum Age............................... 1% ............................................... 1% ..................................... +/-0   
\*Difference between the percentage of school Exiters and the percentage of Exiters in the sample that completed the survey. The acceptable range of over/under-representation is typically +/- 3 percentage points. Some percentages may not add up to 100 due to rounding.

| **Question** | **Yes / No** |
| --- | --- |
| Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school? | YES |

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

## 14 - Prior FFY Required Actions

In the FFY 2019 SPP/APR, the State must report whether the FFY 2019 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**Response to actions required in FFY 2018 SPP/APR**

## 14 - OSEP Response

## 14 - Required Actions

# Indicator 15: Resolution Sessions

**Instructions and Measurement**

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

**Results Indicator:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (E*MAPS*)).

**Measurement**

Percent = (3.1(a) divided by 3.1) times 100.

**Instructions**

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 15 - Indicator Data

Select yes to use target ranges

Target Range is used

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/04/2020 | 3.1 Number of resolution sessions | 38 |
| SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/04/2020 | 3.1(a) Number resolution sessions resolved through settlement agreements | 8 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 86.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target >= | 75.00% - 85.00% | 75.00% - 85.00% | 75.00% - 85.00% | 75.00% - 85.00% | 75.00% - 85.00% |
| Data | 16.67% | 48.84% | 38.46% | 47.37% | 34.21% |

**Targets**

| **FFY** | **2019 (low)** | **2019 (high)** |
| --- | --- | --- |
| Target | 75.00% | 85.00% |

**FFY 2019 SPP/APR Data**

| **3.1(a) Number resolutions sessions resolved through settlement agreements** | **3.1 Number of resolutions sessions** | **FFY 2018 Data** | **FFY 2019 Target (low)** | **FFY 2019 Target (high)** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 8 | 38 | 34.21% | 75.00% | 85.00% | 21.05% | Did Not Meet Target | Slippage |

**Provide reasons for slippage, if applicable**

Data indicated that the number of resolution sessions in 2019-20 (38) was the same as the number of resolution sessions the previous year; however five (5) fewer resolution sessions were resolved through settlement agreements. Feedback from participants involved in resolution sessions, as well as other anecdotal information gathered throughout the year, indicated that in several instances the intent was to complete the process in order to go to due process hearings and/or collect attorney fees rather than resolve the disagreements during resolution sessions. The NCDPI-EC Division continues to make other aspects of the dispute resolution process available by providing access to mediations and facilitated IEP meetings that are conducted by highly trained and qualified mediators and individuals. It's important to note that the percentage of mediations resolved through written mediation agreements increased by 1.97 percentage points in 2019-20. The Division will also, through various means of communication, continue to encourage the increased use of early resolution processes.

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

## 15 - Prior FFY Required Actions

None

## 15 - OSEP Response

## 15 - Required Actions

# Indicator 16: Mediation

**Instructions and Measurement**

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

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

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

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (E*MAPS*)).

**Measurement**

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by 2.1) times 100.

**Instructions**

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 - Indicator Data

**Select yes to use target ranges**

Target Range is used

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/04/2020 | 2.1 Mediations held | 76 |
| SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/04/2020 | 2.1.a.i Mediations agreements related to due process complaints | 40 |
| SY 2019-20 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/04/2020 | 2.1.b.i Mediations agreements not related to due process complaints | 9 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**Targets: Description of Stakeholder Input**

The Council on Educational Services for Exceptional Children, the federally required State Advisory Panel, serves as the Stakeholder Steering Committee for the State Performance Plan/Annual Performance Report. On December 9, 2020 at the Advisory Council's quarterly meeting, Exceptional Children Division staff members presented data and information, reviewed targets and progress made, and solicited members’ input, including proposing changes to baseline data for Indicators 1 and 8. Advisory Council members were able to provide additional input by email prior to the submission of the initial APR and/or the clarification period. This information was also shared at a State Systemic Improvement Plan (SSIP) stakeholder meeting held in the Fall 2020. Additional groups, that include representatives from the Council, advise the North Carolina Department of Public Instruction (NCDPI) on the development of Indicator 17 - State Systemic Improvement Plan (SSIP). A description of these stakeholder groups and their work are described in Indicator 17.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 71.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Target >= | 75.00% - 85.00% | 75.00% - 85.00% | 75.00% - 85.00% | 75.00% - 85.00% | 75.00% - 85.00% |
| Data | 65.71% | 61.54% | 78.95% | 54.55% | 62.50% |

**Targets**

| **FFY** | **2019 (low)** | **2019 (high)** |
| --- | --- | --- |
| Target | 75.00% | 85.00% |

**FFY 2019 SPP/APR Data**

| **2.1.a.i Mediation agreements related to due process complaints** | **2.1.b.i Mediation agreements not related to due process complaints** | **2.1 Number of mediations held** | **FFY 2018 Data** | **FFY 2019 Target (low)** | | **FFY 2019 Target (high)** | **FFY 2019 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40 | 9 | 76 | 62.50% | 75.00% | 85.00% | | 64.47% | Did Not Meet Target | No Slippage |

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

## 16 - Prior FFY Required Actions

None

## 16 - OSEP Response

## 16 - Required Actions

# Indicator 17: State Systemic Improvement Plan



# Certification

**Instructions**

**Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.**

**Certify**

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

**Select the certifier’s role:**

Designated by the Chief State School Officer to certify

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

**Name:**

Kelley J Blas

**Title:**

IDEA Part B Data Manager

**Email:**

kelley.blas@dpi.nc.gov

**Phone:**

919-464-4029

**Submitted on:**

04/26/21 8:55:43 AM

# ED Attachments

**  **

1. Data suppressed due to privacy protection [↑](#footnote-ref-2)