



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., State Superintendent

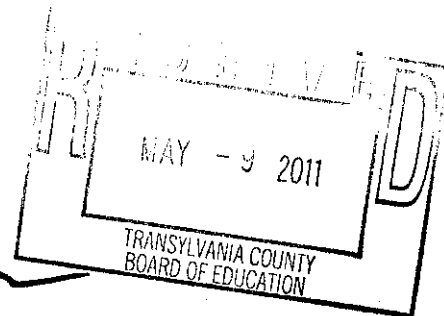
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April 15, 2011

TO Superintendents, Local Education Agencies  
Lead Administrators, Charter Schools

FROM Rebecca B. Garland, Chief Academic Office *RBG*  
Angela H. Quick, Deputy Chief Academic Officer *AK*  
Academic Services and Instructional Support



Mary N. Watson, Director *MNW*  
Exceptional Children Division

## LEA DATA PROFILES

The Individuals with Disabilities Education Improvement Act (PL 108-446) and Article 9 of Chapter 115C of the North Carolina General Statutes require that the Department of Public Instruction monitor local education agencies (LEAs) on a regular basis to ensure compliance with state and federal laws, rules, and regulations that govern the provision of special education and related services to appropriately identified children. The purpose of this monitoring is to focus federal, state, and local resources on improved results for children with disabilities and their families. The Exceptional Children Division is responsible for conducting all monitoring activities and enforcing corrective actions that will assure LEA compliance with federal and state requirements. Attached are the LEA Data Profiles to be used for the development of the Continuous Improvement Performance Plan (CIPP) due June 30, 2011, and the Summary of the CIPP Data Sources and State Targets.

The data profile provides LEA specific indicator data for school years 2008-2009 and 2009-2010. Data will be added to the Data Profile through the 2012-2013 school year. For Indicator 6 (Preschool Settings), no reporting is required because current requirements are under review by the United States Department of Education, Office of Special Education Programs (OSEP).

Thank you for your continued efforts on behalf of students with disabilities and their families. If you have any questions, please contact Ira Wolfe, Section Chief for Policy, Monitoring, and Audit Section, at (919) 807-3976.

RBG/AHQ/MNW/BLG:gdh

c Ira B. Wolfe, Section Chief for Policy, Monitoring, and Audit Section

Enclosures

## EXCEPTIONAL CHILDREN DIVISION

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## **CIPP Data Sources and State Targets for 2009 – 2010**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

The United States Department of Education, Office of Special Education Programs (OSEP), has required each state to align with Title I of the Elementary and Secondary Education Act (ESEA) target for graduation rate for all youth. Each LEA public report will have the 2008-09 graduation rate posted again. The 2008-09 data was used in the APR that was submitted to OSEP on February 1, 2011.

**State Target:** 80%

**Data Source:** The graduation rate recorded in the Data Profile is the graduation rate for 2009-10 and is based on the 4 year cohort rate. The data can be found on the Accountability website at <http://ayp.ncpublicschools.org/2009/app/cgrdisag>.

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

As required by the OSEP, the indicator and the measurement were revised to align with the ESEA. The data used in the SPP/APR was the 2008-09 data and was submitted to the OSEP on February 1, 2011.

**State Target:** 6.0%

**Data Source:** 2008-09 Comprehensive Exceptional Children Accountability System Exit Report for Students with Disabilities. The following formula was used:

Rate =  $100 * \text{Numerator} \div (\text{Denominator 1} = \text{Numerator})$

Numerator: Number of Dropouts

Denominator 1:  $(08 \text{ Membership} - \text{FM20}/\text{initial enrollee Count} + 09 \text{ membership}) \div 2$

The state calculation for the denominator used for all youths that dropped out was used in 2008-09 for youths with IEPs that dropped out.

The dropout rate recorded in the Data Profile is the dropout rate for 2009-10.

**Data Source:** 2009-10 Comprehensive Exceptional Children Accountability System Exit Report for Students with Disabilities.

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

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with disabilities.

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

**State Target:**

Participation Rate: For each grade level it is 95%.

Proficiency Rate:

Grade	Reading	Math
3	43.2	77.2
4	43.2	77.2
5	43.2	77.2
6	43.2	77.2
7	43.2	77.2
8	43.2	77.2
10	38.5	68.4

**Data Source:** 2009-10 North Carolina Consolidated State Performance Report (CSPR) under Title 1 of the ESEA.

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

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, 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.

**State Target:** A: 6% The state met the target of 6%.

B: Baseline data were collected.

**Data Source:** Table 6, 618 Discipline Data, submitted to OSEP November 1, 2009 (2008-09 data)

**Indicator 5:** Percent of youth with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% 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.

**State Target:** A. 65.6%; B. 15.3%; C. 2.0%

**Data Source:** Data used for this indicator are from the December 1, 2009 Periodic Child Count submitted as part of the 618 State-reported data requirement.

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e. early childhood settings, home, and part-time early childhood special education settings).

**Data Source:** Data for this indicator are not reported. The first reporting will be in the FFY 2010 APR due February 1, 2012.

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including relationships);
- B. Acquisition and the use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

**Data Source:** Baseline data for this indicator were collected from each LEA.

**Indicator 8:** Percent of parents with a child receiving special education who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**State Target:** 40%

**Data Source:** Data were gathered through a survey sent to parents in LEAs that were sampled. LEAs with 50,000 or more students are sampled each year. The other LEAs are sampled once in the five-year cycle.

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

**State Target:** 0%

**Data Source:** 2009-10 First Month Race and Gender Enrollment Data Report and December 1, 2009 periodic Child Count (618 State-reported data).

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

**State Target:** 0%

**Data Source:** 2009-10 First Month Race and Gender Enrollment Data Report and December 1, 2009 periodic Child Count (618 State-reported data).

**Indicator 11:** Percent of children for whom a referral was received and eligibility and placement determined within 90 days.

**State Target:** 100%

**Data Source:** Data were collected through a survey completed by all LEAs using a web-based EXCEL spreadsheet.

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their 3<sup>rd</sup> birthday.

**State Target:** 100%

**Data Source:** Data were collected through a survey completed by all LEAs using a web-based EXCEL spreadsheet.

**Indicator 13:** 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.

**State Target:** 100%

**Data Source:** Data are from an internal record review completed by each LEA with students with disabilities aged 16 and above using the Indicator 13 checklist. Data were collected through a survey completed by all LEAs.

**Indicator 14:** Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

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

**State Target:** Baseline data were collected.

**Data Source:** North Carolina continues to contract with the University of North Carolina Charlotte to collect post school outcome data for students with disabilities. The process involves collecting a set of data from students with disabilities who leave high school (graduate, age out or drop out) each year. Students/Family members are surveyed within one year of leaving school.

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

**State Target:** 100%

**Data Source:** Data are from an internal record review completed by each LEA. Data were collected through a survey completed by all LEAs.

# LEA Data Profile

LEA Name: Transylvania County Schools

LEA Number: 880

EC Program Director: Cathy Childress

CIPP Indicators	LEA Data				
	08-09	09-10	10-11	11-12	12-13
1. Percent of students with disabilities (SWD) graduating from high school with a regular diploma.	42.1%	75.0%	%	%	%
2. Percent of SWD dropping out of high school.	6.8%	2.5%	%	%	%
3. State Assessment Participation and Performance for SWD are at or above the state target. (Not calculated due to insufficient data – less than 40 students in the subgroup.					
3a. District performance compared to State AYP objectives for the disability subgroup.	<input checked="" type="checkbox"/> Met AYP <input type="checkbox"/> Did Not Meet AYP <input type="checkbox"/> Did not calculate AYP	<input checked="" type="checkbox"/> Met AYP <input type="checkbox"/> Did Not Meet AYP <input type="checkbox"/> Did not calculate AYP	<input type="checkbox"/> Met AYP <input type="checkbox"/> Did Not Meet AYP <input type="checkbox"/> Did not calculate AYP	<input type="checkbox"/> Met AYP <input type="checkbox"/> Did Not Meet AYP <input type="checkbox"/> Did not calculate AYP	<input type="checkbox"/> Met AYP <input type="checkbox"/> Did Not Meet AYP <input type="checkbox"/> Did not calculate AYP

3b. Reading participation rates: (The percent is at or above the state target.)

Grade	LEA Data				
	08-09	09-10	10-11	11-12	12-13
3	100%	94.3%	%	%	%
4	97.4%	100%	%	%	%
5	100%	97.1%	%	%	%
6	100%	96.8%	%	%	%
7	100%	96.8%	%	%	%
8	100%	100%	%	%	%
9	n/a%	n/a%	%	%	%
10	61.5%	65.4%	%	%	%



3b. Math participation rates: (The percent is at or above the state target.)

Grade	LEA Data				
	08-09	09-10	10-11	11-12	12-13
3	100%	94.3%	%	%	%
4	97.4%	100%	%	%	%
5	100%	100%	%	%	%
6	100%	96.8%	%	%	%
7	100%	96.8%	%	%	%
8	100%	63.0%	%	%	%
9	n/a%	n/a%	%	%	%
10	65.4%	61.5%	%	%	%

3c. Reading proficiency rates: (The percent is at or above the state target.)

Grade	LEA Data				
	08-09	09-10	10-11	11-12	12-13
3	42.9%	51.5%	%	%	%
4	52.6%	40.0%	%	%	%
5	55.6%	52.9%	%	%	%
6	61.5%	60.0%	%	%	%
7	50.0%	56.7%	%	%	%
8	53.3%	63.0%	%	%	%
9	n/a%	n/a%	%	%	%
10	12.5%	29.4%	%	%	%

3c. Math proficiency rates: (The percent is at or above the state target.)

Grade	LEA Data				
	08-09	09-10	10-11	11-12	12-13
3	51.4%	63.6%	%	%	%
4	55.3%	53.3%	%	%	%
5	58.3%	42.9%	%	%	%
6	61.5%	66.7%	%	%	%
7	67.6%	70.0%	%	%	%
8	73.3%	70.4%	%	%	%
9	n/a%	n/a%	%	%	%
10	29.4%	37.5%	%	%	%

CIPP Indicators		LEA Data			
	08-09	09-10	10-11	11-12	12-13
4a. Rate of suspension and expulsions of SWD greater than 10 consecutive days in the school year that is greater than twice the state average rate.	< 10 students and/or <1% of EC-ADM %	n/a%	%	%	%
4b. Percent of districts identified by the State as having a significant discrepancy in rates of suspensions and expulsions of children with IEPs of greater than 10 days in a school year by race and ethnicity and that have policies, procedures or practices that contribute to the significant discrepancy and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive interventions, behavioral supports, and procedural safeguards.	n/a%	n/a%	%	%	%
5. Percent of SWD aged 6 through 21 served: Measurement A: Inside the regular class 80% or more of the day. (The percent is equal to or greater than the state target.) Measurement B: Inside the regular class less than 40% of the day. (The percent is equal to or less than the state target.) Measurement C: In separate schools, residential facilities, or homebound/hospital placements. (The percent is equal to or less than the state target.)	45.3%	56.2%	%	%	%
6. 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. Special education class, separate special class, separate school or residential facility.	0.0%	0.0%	%	%	%
7. Percent of preschool SWD who demonstrate improved: A. Positive social-emotional skills B. Acquisition and use of knowledge and Skills C. Use of appropriate behaviors to meet their needs (This indicator does not apply to Charter Schools.)	Summary Statement A) 1. 100% 2. 78.0% B) 1. 100% 2. 78.0% C) 1. 75.0% 2. 78.0%	Summary Statement A) 1. 70.0% 2. 69.0% B) 1. 82.0% 2. 69.0% C) 1. 78.0% 2. 69.0%	Summary Statement A) 1. % 2. % B) 1. % 2. % C) 1. % 2. %	Summary Statement A) 1. % 2. % B) 1. % 2. % C) 1. % 2. %	Summary Statement A) 1. % 2. % B) 1. % 2. % C) 1. % 2. %
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for SWD.	<input type="checkbox"/> Sampled % <input checked="" type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input checked="" type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled
9. LEA data indicate the disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. LEA data indicate disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

CIPP Indicators	LEA Data				
	08-09	09-10	10-11	11-12	12-13
11. Percent of students referred for whom a referral was received and placement determined within 90 days.	100%	95.00%	%	%	%
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	100%	85.71%	%	%	%
13a. 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.	100%	100%	%	%	%
13b. Percent of noncompliance identified in the previous school year corrected within 1 year.	***%	***%	%	%	%
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were: A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school. C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	<input type="checkbox"/> Sampled % <input checked="" type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled % <input type="checkbox"/> Not Sampled
15a. Percent of noncompliance identified in the previous school year corrected within 1 year.	*** %	***%	%	%	%
15b. Percent of Compliance for the Internal Record Review.	100%	100%	%	%	%

\* LEA does not serve grades or students represented with this indicator. (Charter Schools)

\*\* <5 = Less than 5 students in the category and data masked for confidentiality

\*\*\* All records were compliant (Indicator 13 and/or 15) for the previous year.

COMMENTS:

n/a