



PUBLIC SCHOOLS OF NORTH CAROLINA

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

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April 30, 2013

MEMORANDUM

TO: Superintendents, Local Education Agencies
Lead Administrators, Charter Schools

FROM: Rebecca B. Garland, Chief Academic Officer
Angela H. Quick, Deputy Chief Academic Officer
Academic Services and Instructional Support

Sherry H. Thomas, Interim Director
Exceptional Children Division

RE: LEA Data Profile

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, 2013, and the Summary of the CIPP Data Sources and State Targets.

The data profile provides LEA specific indicator data for school years 2008-2009, 2009-2010, 2010-2011 and 2011-2012. Data will be added to the Data Profile through the 2012-2013 school year.

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/SHT /IBW/BLG:gdh

c Exceptional Children Director
Regional Consultants

Enclosures

EXCEPTIONAL CHILDREN DIVISION

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

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
1. Percent of students with disabilities (SWD) graduating from high school with a regular diploma.	42.1%	75.0%	71.9%	74.2% <i>80%</i>
2. Percent of SWD dropping out of high school.	6.8%	1.7%	3.8%	0.8%
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.	<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 checked="" 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 checked="" type="checkbox"/> Did not calculate AYP
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 checked="" 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%	100%	See Comments%
4	97.4%	100%	100%	See Comments%
5	100%	97.1%	100%	See Comments%
6	100%	96.8%	97.1%	See Comments%
7	100%	96.8%	100%	See Comments%
8	100%	100%	100%	See Comments%
9	n/a%	n/a%	n/a%	n/a%
10	61.5%	65.4%	92.6%	See Comments%

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%	100%	See Comments%	%
4	97.4%	100%	100%	See Comments%	%
5	100%	100%	100%	See Comments%	%
6	100%	96.8%	97.1%	See Comments%	%
7	100%	96.8%	100%	See Comments%	%
8	100%	63.0%	100%	See Comments%	%
9	n/a%	n/a%	n/a%	n/a%	%
10	65.4%	61.5%	86.2%	See Comments%	%

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%	44.7%	29.1%	44.5%
4	52.6%	40.0%	52.5%	50.0%	%
5	55.6%	52.9%	45.8%	46.3%	%
6	61.5%	60.0%	56.3%	38.8%	%
7	50.0%	56.7%	51.5%	32.4%	%
8	53.3%	63.0%	60.0%	51.4%	%
9	n/a%	n/a%	n/a%	n/a%	%
10	12.5%	29.4%	**%	85.7%	%

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%	60.5%	65.5%	%
4	55.3%	53.3%	62.5%	55.3%	%
5	58.3%	42.9%	58.3%	56.1%	%
6	61.5%	66.7%	43.8%	55.1%	%
7	67.6%	70.0%	57.6%	38.2%	%
8	73.3%	70.4%	76.7%	56.8%	%
9	n/a%	n/a%	n/a%	n/a%	%
10	29.4%	37.5%	**%	57.1%	50.9%

CIPP Indicators	LEA Data			
	08-09	09-10	10-11	11-12
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%	n/a%	**% <i>ok</i>
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%	n/a%	n/a% <i>ok</i>
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%	44.9%	44.4% <i>65.6</i>
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.	11.3%	6.4%	14.8%	14.1% <i>ok</i>
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.)	0.0%	0.0%	1.2%	1.8% <i>ok</i>
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.	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. 78.9% 2. 60.0% B) 1. 94.4% 2. 65.0% C) 1. 84.6% 2. 70.0%	Summary Statement A) 1. 84.6% <i>85.9</i> 2. 62.5% <i>48.3</i> B) 1. 100% 2. 87.5% C) 1. 83.3% <i>86.1</i> 2. 81.3% <i>60.6</i>
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"/> Sampled <input checked="" type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled 46.0% <input checked="" type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled <input checked="" type="checkbox"/> Not Sampled	<input type="checkbox"/> Sampled <input checked="" type="checkbox"/> Not Sampled
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 checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" 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%	98.9%	99.0% 100%	%
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%	100%	100%	%
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%	LEA DATA%	LEA DATA%	%
13b. Percent of noncompliance identified in the previous school year corrected within 1 year.	***%	***%	***%	LEA DATA%	%
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 checked="" type="checkbox"/> Not Sampled	<input checked="" type="checkbox"/> Sampled 88.0% <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.	***%	***%	***%	LEA DATA%	%
15b. Percent of Compliance for the Internal Record Review.	100%	100%	LEA DATA%	LEA DATA%	%

* 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:
 1. Met AMO
 2. Explanation of Participation Rate is included in the attached CIPP Data Source Document

Data Profile Data Sources and State Targets for 2011 – 2012

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. The 2010-11 data were used in the APR that was submitted to OSEP on February 15, 2013.

State Target: 80%

Data Source: The graduation rate recorded in the Data Profile is the graduation rate for 2011-12 and is based on the 4 year cohort rate. The data can be found on the Accountability website at <http://ayp.ncpublicschools.org/2012/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 were the 2010-11 data and was submitted to the OSEP on February 15, 2013. NCDPI is required to use the 2010-11 dropout data for the LEA public report.

State Target: 4.7%

Data Source: Dropout data are collected in NC WISE and then matched to the Comprehensive Exceptional Accountability System (CECAS) childcount data using the North Carolina Student Identification System (Student UID). The state formula used to calculate dropout rates for all students is then used to calculate a dropout rate for students with disabilities. The April 1st periodic count of students with disabilities, collected through CECAS, is used as part of the formula. The dropout rate recorded in the Data Profile is for 2011-12.

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 AMO 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 Targets:

A. 2 - Percentage of Districts Meeting AMOs: 65%

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

Proficiency Rate:

Grade	Reading (ESEA Waiver)	Math (ESEA Waiver)
3	44.5 %	59.9%
4	44.5%	59.9%
5	44.5%	59.9%
6	44.5%	59.9%
7	44.5%	59.9%
8	44.5%	59.9%
10	50.9%	51.1%

Data Source: The data profile assessment data were taken from the North Carolina Accountability Services for Supplemental Disaggregated State, School System (LEA) and School Performance Data. The assessment data that will be posted on the LEA public reports come from the 2011-12 North Carolina Consolidated State Performance Report. In some cases, these data will not be the same due to different reporting requirements.

North Carolina was given an ESEA waiver and is now using Annual Measurable Objectives (AMOs) rather than Adequate Yearly Progress (AYP).

The participation rates were not calculated for the disaggregated data. The participation rates on the LEA public reports are from the North Carolina Consolidated State Performance Report.

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, 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.

State Targets: A: 5% .

B: 0%

Data Source: Table 6, which is the 618 Discipline Data, submitted to OSEP November 1, 2012 (2011-12 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, 2011 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).

State Target: Baseline was established this year.

Data Source: Data for this indicator are reported for the first time in the Feb. 15, 2013 Annual Performance Report.

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.

State Targets: Outcome A: SS 1 – 85.9%; SS 2 – 48.3%

Outcome B: SS 1 – 86.9%; SS 2 – 46.6%

Outcome C: SS 1 – 86.1%; SS 2 – 60.6%

Data Source: CECAS collects Indicator 7 data using the Child Outcomes Summary Form for CECAS daily users. LEAs using a 3rd party system, must submit a student level spreadsheet containing the required Indicator 7 data.

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: 50%

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: 2011-12 First Month Race and Gender Enrollment Data Report and December 1, 2011 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: 2011-12 First Month Race and Gender Enrollment Data Report and December 1, 2010 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 3rd 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: In FFY 2012, data for this indicator will be collected by NCDPI through Program Compliance Reviews, LEA Program Assessments, and through some Targeted On-site Visits in selected 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: A = 39%; B = 62%; C = 73%

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: In FFY 2102, data for this indicator will be collected by NCDPI through Program Compliance reviews in selected