



**District of Columbia
Part B State Annual Performance Report (APR) for
Federal Fiscal Year (FFY) 2011 (SY 2011- 2012)**

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**District of Columbia
Part B State Annual Performance Report (APR) for
Federal Fiscal Year (FFY) 2011 (SY 2011- 2012)**

Overview of the Annual Performance Report Development

The District of Columbia Office of the State Superintendent of Education (OSSE), as the State Education Agency (SEA) for the District of Columbia, is responsible for ensuring Local Educational Agency (LEA) compliance with the Individuals with Disabilities Education Act (IDEA, at 20 U.S.C. § 1400, et seq.). In FFY 2011, the District of Columbia included 55 LEAs and served 12,536¹ students with IEPs. However, in the District of Columbia, public charter LEAs may elect to have the District of Columbia Public Schools (“DCPS”) serve as the LEA for the purposes of IDEA, in which case DCPS becomes responsible for ensuring IDEA compliance.² In FFY 2011, 15 public charter LEAs made this election. Therefore, 40 LEAs are referenced when examining performance related to IDEA compliance. It is important to note that some performance indicators addressed in this report utilize previous FFY data as required by the United States Department of Education’s (USDE’s) Office of Special Education Programs (OSEP). In the case that prior year data is utilized, its use is referenced accordingly.

OSSE administers the District’s due process hearing system, through the Student Hearing Office (SHO), which reports to OSSE’s Chief Operations Officer and is independent. OSSE’s Division of Specialized Education (DSE) is responsible for the development and promulgation of state policy governing special education; monitoring of LEAs for compliance with IDEA as well as other federal and local regulations and court-ordered consent decrees; allocation and administration of IDEA grant funds to LEAs and other public agencies; provision of training and technical assistance to LEAs; and investigation and resolution of state-level administrative complaints relating to special education.

DSE is also responsible for the regulation of nonpublic placements under local statute. This includes setting rates for nonpublic schools; budgeting for, processing, and paying the invoices from nonpublic schools; monitoring the quality of nonpublic schools serving District children; taking corrective action against schools not meeting District standards; and issuing Certificates of Approval (COA) to nonpublic special education schools, in accordance with local law and regulations.

The Division also houses the District of Columbia Early Intervention Program (DC EIP) Unit, which serves as the lead agency for IDEA Part C early intervention services in the District of Columbia. As such, DSE is responsible for ensuring the delivery of high quality services to children with disabilities from birth through age 21.

¹ Data Source: OSSE December 1, 2011 Child Count Submission to OSEP.

² D.C. Official Code § 38-1802.10(c).

The District's Part B State Performance Plan (SPP) serves as a road map that outlines performance goals and annual targets that ensure accelerated reform. Progress in key performance areas is reviewed and reported on annually via the Annual Performance Report (APR). This annual data collection and review process allows OSSE to make data-based decisions that ensure the appropriate allocation of resources to areas of greatest need. The SPP and the APR are the critical levers for assisting OSSE in meeting its special education reform goals.

OSSE ensures that stakeholders and the public are engaged in its activities through regular meetings of the State Advisory Panel on Special Education (SAP), quarterly meetings with LEA representatives, expansion of OSSE's special education web page, regular communications to LEAs and other stakeholders, and frequent focus groups on specific topics central to the reform efforts. Together, these tools create a feedback loop which allows for continuous improvement at both the state and local levels.

The FFY 2011 APR was prepared using the instructions provided by OSEP in the following documents:

- OSEP's FFY 2010 APR Response Table for the District of Columbia
- OSEP's General Instructions for the SPP and APR
- OSEP's SPP and APR Part B Indicator Measurement Table
- OSEP's Optional APR Templates

OSSE staff and contractors collected data and made calculations for each of the indicators. Technical assistance was provided by several federal contractors – most notably the Mid- South Regional Resource Center. OSSE leadership discussed each of the requirements, reviewed calculations, and discussed improvement activities.

Data Sources

Indicator 1: The data used in reporting this indicator are aligned with standards of the Elementary and Secondary Education Act ("ESEA") and are the same data as reported by the OSSE under the ESEA.

Indicator 2: The data used data collected on Table 4 (Exiting) in reporting this indicator.

Indicator 3: The data for this indicator were based on the results of the District of Columbia Comprehensive Assessment System ("DC-CAS"), the statewide assessments in reading/language arts and mathematics and the DC-CAS Alt, a portfolio-based assessment used to measure achievement of students with the most significant cognitive disabilities on alternate achievement standards. The data were calculated by the OSSE Office of Data Management and are the same data as reported for ESEA purposes.

Indicator 4: OSSE used data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Subject to Disciplinary Removal) to report on Indicator 4.

Indicator 5: Educational environments data were collected at the same time as the December 1, 2011 Child Count. IEP information from SEDS was used to calculate percent of time in the regular classroom.

Indicator 6: Educational environment data for children aged 3-5 with IEPs was collected at the same time as the December 1, 2011 Child Count. IEP information from SEDS was used to calculate percent of time in an early childhood program or separate special education class.

Indicator 7: Child Outcome Survey (COS) Forms were collected for entry and exit from LEAs throughout the 2011-2012 school year.

Indicator 8: OSSE used both an electronic (Survey Monkey) and a paper-and-pencil, modified version of the 26-item National Center for Special Education Accountability Monitoring (NCSEAM) Part B K-12 survey. A few items were modified in order to increase the readability of the survey and increase response rates. OSSE contracted with Mountain Plains Regional Resource Center (MPRRC) for assistance with the data collection, data analysis, and report-writing for this indicator.

Indicator 9: OSSE used its Fall October 5, 2011 Enrollment and October/December 1, 2011 Child Count data for the Indicator 9 FFY 2011 SPP/APR submission.

Indicator 10: OSSE used its Fall October 5, 2011 Enrollment and October/December 1, 2011 Child Count data for the Indicator 10 FFY 2011 SPP/APR submission.

Indicator 11: OSSE used its Special Education Data Systems (SEDS) to collect data for this indicator. Data were collected for the entire reporting year (July 1, 2011 – June 30, 2012).

Indicator 12: OSSE used data from its SEDS and the Part C data system (Early Steps and Stages) to collect data associated with Part C to B transition. This data was then correlated with information in SEDS to look for information for this indicator.

Indicator 13: OSSE completes a random sampling of at least 100 IEPs from all LEAs of youth aged 16 and above to be reviewed for secondary transition content on a quarterly basis. The random sample is based on SEDS data of all youth aged 16 and above enrolled in DC LEAs.

Indicator 14: OSSE used census data for this indicator. OSSE collected exiting information for all students who graduated or left school in FFY 2010 and provided this information to its contractor to complete the survey.

Indicator 15: OSSE used data from DSE's Monitoring and Compliance Unit tracking logs, the Blackman Jones Database, and SEDS to report on this indicator.

Indicator 16: Reporting on this indicator was not required by OSEP as part of the FFY 2011 APR.

Indicator 17: Reporting on this indicator was not required by OSEP as part of the FFY 2011 APR.

Indicator 18: OSSE used its web-based Case Management System (Docketing System), which enables the Student Hearing Office to capture and report information on resolution sessions.

Indicator 19: OSSE used its web-based Case Management System (Docketing System), which enables the Student Hearing Office to capture and report information on mediations.

Indicator 20: OSEP has determined that OSEP will calculate the rating for Indicator 20. States are no longer required to provide a preliminary calculation on this indicator. As permitted by OSEP, OSSE has elected not to report preliminary data for this indicator but will review and respond to OSEP'S calculation.

As a relatively new state education agency, OSSE is pleased to note that it made tremendous progress in FFY 2011. Key initiatives that were completed include:

- Maintenance of a Placement Oversight Unit and implementation of a change in placement policy designed to decrease over-reliance on separate placements and ensure appropriate referrals, which continued to maintain an overall diversion rate of over 40%³ in its fourth year of operation;
- Continued refinement of the LEA grant application process and a reimbursement system which proactively assists LEAs in managing funding;
- Continued implementation and refinement of SEDS;
- Continued production of a Related Services Management Report (RSMR) to allow LEAs to proactively manage related service delivery and prevent lapses;
- Continued refinement of a robust system of general supervision, with issuance of letters of finding and required corrective actions as warranted;
- Implementation of a comprehensive training and technical assistance plan for all LEAs, with additional on-site coaching and technical assistance provided to LEAs upon request or referral;
- Continued implementation of an electronic docketing system for the Student Hearing Office (SHO), which supports effective management of the due process hearing system and timely provision of hearings and issuance of hearing officer decisions;
- Development of community forums to ensure that LEAs, parents, and the community were kept abreast of progress and have input into OSSE reform efforts, including the addition of webinars and pre-meeting interest surveys;
- Issuance of LRE contract awards and development of an LRE best practice white paper;

³ The diversion rate reflects the percentage of students for which a change in placement to a more restrictive setting was initially considered by the IEP team, but placement into a nonpublic school was subsequently diverted once the LEA received technical assistance and other supportive resources from OSSE.

- Creation of a consortium model pilot to increase access to specialized related service providers;
- Development of a special education quality assessment tool;
- Initiation of a co-located therapeutic classroom model to build public charter LEA capacity for serving students with high levels of need in the District; and
- Ongoing creation of foundational regulation and policies designed to align local practice with federal requirements.

OSSE recognizes that sustainable reform requires proactive problem solving to address many systemic challenges. OSSE is pleased to note that the data collected for this reporting period continues to be more robust than in prior years, reflecting OSSE's focus on data quality and accuracy. In addition, while there is still work to do, this report provides clear evidence of the success of the District's special education reform efforts and of the LEAs' increased ability to provide quality services in the least restrictive environment.

This report is designed to provide a comprehensive update on SEA efforts to meet both federal and local objectives for all students with IEPs to achieve at high levels and receive timely and effective support. Together with the SPP, this report will be published on the OSSE website at <http://osse.dc.gov/>

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 1

Percent of youth with IEPs graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

Measurement:
States must report using the adjusted cohort graduation rate required under the Elementary and Secondary Education Act (ESEA).

FFY	Measurable and Rigorous Target
2011 (2010-2011 data)	85% percent of youth with IEPs graduating from high school will receive a regular diploma.

Actual Target Data for FFY 2011:

39%

The Actual Target Data was calculated as follows

$$389/1006 \times 100 = 39\%$$

Data Source:

The data used for this indicator are aligned with USDE's ESEA requirements and the District of Columbia's graduation requirements as set forth in DC Municipal regulations (DCMR).⁴ Data submissions were supplied to OSSE by LEAs, which certified their submissions.

For Indicator 1, the SEA must examine data for the year before the reporting year and compare the results to the target. Using the graduation calculation formula, the 2010- 2011 graduation rate for students with IEPs is 39%. The data are presented in the following calculation:

$$389/1006 \times 100 = 39\%$$

The State did not meet its FFY 2011 target for Indicator 1 of 85%.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011 (SY 2010-2011):

The actual target data of 39% represents progress from the State's FFY 2010 reported target of 26%, as noted in the APR for FFY 2010 Reported on February 1, 2012.

In FFY 2011, OSSE continued to focus on the proper development and implementation of secondary transition plans, maintained a State Community of Practice around secondary transition, and conducted numerous professional development and training sessions for LEAs to increase knowledge and skills related to increased secondary teaching and learning and preparing students for graduation and postsecondary options. Specifically, OSSE hosted trainings on developing measurable annual goals and objectives for transition services utilizing SEDS; integrating best practices for addressing the needs of students with IEPs into professional learning and teaching activities; determining student progress at the secondary level; implementing an effective Response to Intervention (RTI) framework in secondary schools; developing and implementing research-based secondary school reading interventions; identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement; and providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center.

OSSE believes that its dedication to the allocation of resources in this area and its diligence in engaging community stakeholders is contributing to the District's ability to make necessary progress in graduation, dropout and postsecondary outcomes; however, the District must continue to accelerate its progress. OSSE is committed to continuing to support LEAs in achieving excellence in teaching and learning at the classroom level in order to provide every student with increased opportunities to graduate and succeed after high school.

OSSE is pleased to be moving forward with its work in developing and implementing Common Core Standards, including issuing State guidance related to curriculum mapping and

⁴ 5 DCMR §E- 2203

instructional entry points for students with IEPs, as well as supporting the development of standards-driven IEPs. It is believed that both of these initiatives, supported by OSSE’s receipt of Federal Race to the Top funding, will support the District’s ability to make significant progress related to this indicator.

The following improvement activities will be continued based on OSSE’s belief that they are critical levers for ensuring the District’s continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Completion of Secondary Transition Monitoring as Required by OSEP: The Quality Assurance and Monitoring (QAM) unit continues regular monitoring of 100 IEPs of students aged 16 or older to ensure compliance with requirements related to secondary transition content in SY 2010-2011. This monitoring will continue annually through 2013.</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, Monitoring and Compliance Unit</p>
<p>Implementation of a Training Series to Support Secondary Success: The DSE’s Training and Technical Assistance (TTA) Unit continued a robust training series in SY 2011-2012 which will continue annually through 2013. This LEA training series includes trainings specifically designed to ensure the success of students in secondary grades. Specifically, the training series includes the following training content:</p> <ul style="list-style-type: none"> • Developing measurable annual goals and objectives for transition services utilizing SEDS • Integrating best practices for addressing the needs of students with IEPs into professional learning and teaching activities • Determining student progress at the secondary level • Implementing an effective Response to Intervention (RTI) framework in 	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit</p>

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
secondary schools <ul style="list-style-type: none"> • Developing and implementing research-based secondary school reading interventions • Identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement • Providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center 		
Completion and Implementation of a State Secondary Transition Action Plan: Ensure the Community of Practice continues to meet regularly throughout to support work related to ensuring that students with IEPs can access a regular or alternate diploma and are well-prepared for transition to life beyond high school.	Ongoing through June 30, 2013	Director, TTA Unit; DSE Leadership Team
Standards-Driven IEPs: Update SEDS to support standards-driven IEP development and ensure that teachers have the necessary tools to ensure that students with IEPs are provided with rigorous learning opportunities connected to the Core Standards.	Ongoing through June 30, 2013	ELSEC and DSE Leadership; Directors, Data Unit, Policy Unit, and Training and Technical Assistance
Common Core Standards Implementation: Support development of Common Core Standards curriculum maps and entry point guidance to ensure that teachers have the necessary tools to ensure that students with IEPs are provided with rigorous learning opportunities connected to the Core Standards.	Ongoing through June 30, 2013	ELSEC and DSE Leadership; Directors, Data Unit, Policy Unit, and Training and Technical Assistance

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 2:

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

Measurement:

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.

FFY	Measurable and Rigorous Target
2011 (2010-2011 data)	The percent of youth with IEPs dropping out of high school will decrease to 6.0 percent.

Actual Target Data for FFY 2011:

39%

Using the above measurement, the 2010-2011 District dropout rate for students with IEPs is 39%. The data are presented in the following calculation:

$$331 / 850 \times 100 = 39\%$$

The State did not meet its FFY 2011 target for Indicator 2 of 6.0%.

Data Source:

OSEP requires OSSE to use State-level dropout data for the year before the reporting year. The data used for this indicator are aligned with Table 4 Exiting and the definitions in file specification N009 as requested by the Department of Education.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011 (SY 2011-2012):

Due to OSEP's change in the calculation methodology for this measurement, the State's FFY 2011 reported data is not comparable to the State's FFY 2010 reported data.

The calculation for this measurement examines the percentage of dropouts within 14-21 year old students who have IEPs. In FFY 2011, OSSE provided guidance to LEAs on exits and withdrawal codes to better clarify and increase data accuracy and switched to withdrawal codes based on the National Center for Education Statistics (NCES) based codes. OSSE continues to hold LEAs responsible via the adoption of the more robust ACGR method which has significantly strengthened graduation rates for the District of Columbia.

In FFY 2011, OSSE continued to focus on the proper development and implementation of secondary transition plans, maintained a State Community of Practice (CoP) around secondary transition, and conducted numerous professional development and training sessions for LEAs to increase knowledge and skills related to increased secondary teaching and learning and preparing students for graduation and postsecondary options.

OSSE continued to host trainings on developing measurable annual goals and objectives for transition services utilizing SEDS; integrating best practices for addressing the needs of students with IEPs into professional learning and teaching activities; determining student progress at the secondary level; implementing an effective Response to Intervention (RTI) framework in secondary schools; developing and implementing research-based secondary school reading interventions; identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement; and providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center.

OSSE believes that its dedication to the allocation of resources in this area, and its diligence in engaging community stakeholders will contribute to the District's ability to make necessary progress in graduation, dropout and postsecondary outcomes; however, the District must continue to accelerate its progress. OSSE is committed to supporting LEAs in achieving excellence in teaching and learning at the classroom level in order to provide every student with increased opportunities to succeed after high school.

OSSE is pleased to note that in FFY 2012, it continues to expand its work supporting LEAs in developing IEP goals aligned with the Common Core State Standards, through data system alignment and the development of additional guidance, toolkits, and related trainings. In addition, the Division of Specialized Education has taken an active role in the agency's effort to update graduation requirements, with an eye toward ensuring that requirements provide both the rigor and flexibility needed to ensure success for students with IEPs.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Completion of Secondary Transition Monitoring as Required by OSEP: The Quality Assurance and Monitoring (QAM) unit continues regular monitoring of 100 IEPs of students aged 16 or older to ensure compliance with requirements related to secondary transition content. This monitoring will continue annually through 2013</p>	Ongoing through June 30, 2013	Director, QAM Unit
<p>Implementation of a Training Series to Support Secondary Success: The DSE's Training and Technical Assistance (TTA) Unit continued a robust training series in SY 2011-2012 which will continue annually through 2013. This LEA training series includes trainings specifically designed to ensure the success of students in secondary grades. Specifically, the training series includes the following training content:</p> <ul style="list-style-type: none"> • Developing measurable annual goals and objectives for transition services utilizing SEDS • Integrating best practices for addressing the needs of students with IEPs into professional learning and teaching activities • Determining student progress at the secondary level • Implementing an effective 	Ongoing through June 30, 2013	Director, TTA Unit

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Response to Intervention (RTI) framework in secondary schools</p> <ul style="list-style-type: none"> • Developing and implementing research-based secondary school reading interventions • Identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post- school outcomes to drive student improvement • Providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center 		
<p>Completion and Implementation of a State Action Plan: This Community of Practice continued to meet regularly throughout the 2011-2012 SY to support work related to ensuring that student's with opportunities can access a regular or alternate diploma and are well-prepared for transition to life beyond high school. The team also completed development of a State Action Plan and will continue to implement the plan upon through 2013.</p>	Ongoing through June 30, 2013	Director, TTA Unit; DSE Leadership Team

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
Collaborate with the Division of Elementary and Secondary Education to develop and implement regulations related to 1) graduation requirements	SY 2012-2013	ELSEC and DSE Leadership; Directors, Data Unit, Policy Unit, and Training and Technical Assistance

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>and diploma pathways, 2) attendance/truancy, and 3) discipline, to ensure that students with IEPs are provided rigor and relevance that increase engagement and ensure opportunities for success.</p>		

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 3:

Participation and performance of children with IEPs 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/AMO targets for the disability subgroup.⁵
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

- A. Annual Measurement Objective (AMO) Percent = (# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total number of districts that have a disability subgroup that meets the State's minimum "n" size) multiplied by 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated 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.
- C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level, modified 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, and, calculated 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.

⁵ Because the District of Columbia's ESEA flexibility waiver application was approved in 2012, the District is required to align its reporting for this element with the targets in the ESEA waiver accountability framework.

FFY 2011 Measurable and Rigorous Target

FFY	Measurable and Rigorous Target
2011	<p>A. At least 50% of the districts with a disability subgroup that meet the State’s minimum “n” size will meet the State’s AMO targets for the disability subgroup.</p> <p>B. The participation rate for children with IEPs will be 95%.</p> <p>C. The proficiency rate of children with IEPs measured against grade level, modified and alternate academic achievement standards will be 73.69% for elementary reading; 70.14% for elementary math; 71.79% for secondary reading; and 70.27% for secondary math.</p>

Actual Target Data for FFY 2011:

FFY 2011	Measurable and Rigorous Targets									
Targets for FFY 2011	(Number of LEAs with a disability subgroup that meet the State’s targets for the disability subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
			Reading		Math		Elem Reading	Elem Math	Sec Reading	Sec Math
	50%	95%	95%	73.69%	70.14%	71.79%	70.27%			
Actual Data for FFY 2011	LEAs⁶	%	#	%	#	%	%	%	%	%
	2/19	11%	5949	95%	5949	95%	15%	18%	12%	16%

⁶ Number of LEAs with N=25 meeting the AMO in reading and math divided by total # of LEAs with N=25 for this subgroup.

Data Source:

The data for this indicator were based on the results of the DC statewide assessments in reading and mathematics, DC-CAS, a standardized assessment and DC-CAS Alt, a portfolio-based assessment used to measure achievement of students with the most significant cognitive disabilities on alternate achievement standards. The data were calculated by OSSE and are the same data as reported for ESEA purposes.

A. Annual Measurable Objectives

Clarification of Definitions for Indicator 3A:

OSSE notes that the number of LEAs counted in this Indicator differs from LEAs counted in other indicators (e.g. Indicators 4, 9 and 10) because this indicator takes into account all charter school LEAs regardless of whether the charter LEA has chosen the DCPS as their LEA for the purpose of IDEA.

In FFY 2011, 7 of 54 LEAs were excluded from this calculation because they did not administer the State assessment due to the grades of students served in the LEA. An additional 28 LEAs were excluded because they did not meet the minimum “n” size for inclusion in this calculation.

The minimum number of students (“n” size) for an LEA to be included in this indicator is 25, based on the *District of Columbia Office of the State Superintendent Accountability Plan*. This “n” size aligns with Annual Measurable Objective data used for accountability reporting under Title I of the ESEA. In FFY 2011, a total of 19 LEAs met the “n” size of 25 for this Indicator and administered the State assessment.

The data derived for this analysis is found at: <http://osse.dc.gov/page/2012-dc-cas-reports>.

LEAs Making AMO Targets in FFY 2011	
# of LEAs with the minimum “n” size of students with IEPs	19
No. of LEAs that met AMO Targets	2
Percent of LEAs that met AMO Targets	11%

Due to the change in the calculation methodology for this measurement as a result of ESEA flexibility, the State’s FFY 2011 reported data is not comparable to the State’s FFY 2010 reported data.

B. Participation

The calculation provides separate reading/language arts and mathematics participation rates, inclusive of all grades assessed (3-8 and high school) on the DC Comprehensive Assessment

System (DC-CAS) assessment and DC-CAS alternate assessment (DC-CAS-Alt), for all students with IEPs, including students not participating in assessments and those not enrolled for a full academic year.

Calculation:

FFY 2011	Reading	Math
a. Number of children with IEPs in assessed grades	5949	5949
b. Number of children with IEPs in regular assessment with no accommodations	860	852
c. Number of children with IEPs in regular assessment with accommodations	4389	4382
d. Number of children with IEPs in alternate assessment against grade level achievement standards	0	0
e. Number of children with IEPs in alternate assessment against alternate achievement standards	417	417
Totals b. through e.	5666	5651
Overall = [(b+c+d+e) divided by (a)]	95%	95%

OSSE did meet the target of a 95% participation rate for children with IEPs. The FFY 2011 actual target data of ~~95%~~ participation rate in the reading and math assessments represents progress as compared to the FFY 2010 actual target data of 94%.

C. Proficiency

Calculation of Reading Proficiency

Year	School Level	Total Reading: Proficient (DC CAS and DC CAS Alternate)	Total Reading: Advanced (DC CAS and DC CAS Alternate)	Reading Proficiency Actual Data
2011	Elementary	444	181	$(181) / 4082 \times 100 = 15\%$
	Secondary	145	80	$(145 + 80) / 1867 \times 100 = 12\%$
	All Students with IEPs	Elementary		4082
		Secondary		1867
		Total		5949

OSSE did not meet the target set at 73.69% for elementary reading and 71.79% for secondary reading. The FFY 2011 actual target data of 15% in elementary reading represents slippage as compared to the FFY 2010 actual target data of 16%. The FFY 2011 actual target data of 12% in secondary reading represents slippage as compared to the FFY 2010 actual target data of 15%.

Calculation of Math Proficiency:

Year	School Level	Total Math: Proficient (DC CAS and DC CAS Alternate)	Total Math: Advanced (DC CAS and DC CAS Alternate)	Math Proficiency Actual Data
2011	Elementary	545	187	$(545 + 187) / 4082 * 100 = 18 \%$
	Secondary	234	59	$(234 + 59) / 1867 * 100 = 16 \%$
	All Students with IEPs	Elementary		4082
		Secondary		1867
		Total		5949

OSSE did not meet the target of 70.14% for elementary math and 70.27% for secondary math. The FFY 2011 actual target data of 18% in elementary math represents slippage as compared to the FFY 2010 actual target data of 19%. The FFY 2011 actual target data of 16% in secondary math represents progress as compared to the FFY 2010 actual target data of 15%.

Public Reporting Information:

OSSE’s public report related to State-wide assessments can be found at: <http://osse.dc.gov/page/2012-dc-cas-reports>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

While OSSE met the FFY 2011 targets for Indicator 3B, OSSE did not meet the FFY 2011 targets and experienced slippage for Indicator 3C. In 2012, DC CAS Reading and Composition were fully aligned to the Common Core State Standards (CCSS) for the first time. The 2012 DC CAS included more complex text, writing to a source, shifting to informational text, use of evidence

in writing; narrative responses for Composition were eliminated. In 2012, the DC CAS Alt condition codes were revised which increased the difficulty of the test though scoring. As there were no changes to the math DC-CAS assessments, OSSE continues to examine data and conduct a root cause analysis regarding slippage. This analysis includes consideration of teacher preparation/effectiveness, resource allocations or access to resources such as professional development or technical assistance, and other local variables.

In FFY 2011, OSSE continued many initiatives designed to improve proficiency, including a comprehensive training curriculum for LEA leaders and practitioners. In addition to professional development sessions offered by OSSE’s Division of Special Education, OSSE’s Division of Elementary and Secondary Education provided trainings on assessment guidelines on accommodations for students with IEPs, participation in the alternate assessment, test administration, assessment score interpretation, and the use of longitudinal data.

To accelerate improvement, OSSE continues to expand its support, intervention, and oversight provided to schools in need of improvement, through its Race to the Top framework and through implementation of the ESEA flexibility waiver. The Division of Elementary and Secondary Education continues to support principal and teacher effectiveness across all schools, and DSE is supporting this work to ensure continuous improvement at the school and LEA levels.

The following improvement activities will be continued based on OSSE’s belief that they are critical levers for ensuring the District’s continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide administrators an opportunity to meet with OSSE staff to take a close look at individual school performance data to discuss where the LEAs are with respect to meeting AMO targets.	Ongoing through June 30, 2013	Elementary and Secondary Education Division, Division of Specialized Education
Conduct professional development on interpreting data and using data to inform instructional decision-making, Sessions assist practitioners in identifying sources of student data, and based on the data, isolating area(s) of deficiency, creating goals and/or determining the appropriateness of existing goals, creating interim assessments to determine instructional effectiveness, and tracking student progress over time.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Conduct professional development to teachers, paraprofessionals, and support	Ongoing through June	Director, TTA Unit; TTA staff; contractors

staff on lesson-planning and the use of UDL. Participants learn to plan lessons using information about student competencies and deficiencies.	30, 2013	
Analyze data both at the LEA and school level to determine appropriate technical assistance, and provide resources for increasing the participation and improving the performance of students with IEPs on statewide assessments.	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit
Provide professional development in reading training and technical assistance, using RTI, with a focus on needs of special education teachers	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide professional development aimed at assisting school leaders in building capacity, developing and articulating their vision and mission, shaping school culture, achieving data sophistication, and developing and supporting master teachers (as well as parent and community outreach initiatives).	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

2011

Monitoring Priority: FAPE in the LRE

Indicator 4A:

Rates of suspension and expulsion:

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))

Measurement:

Percent = [(# of districts 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)] times 100.

Actual Target Data for FFY 2011 (2010-2011 data)

FFY	Measurable and Rigorous Target
2011 (2010-2011 data)	0%

Actual Target Data for FFY 2011 (using 2010-2011 data):

43%

The Actual Target Data was calculated as follows:

$$(9/21) \times 100 = 43\%$$

Definition of Significant Discrepancy and Identification of Comparison Methodology

The state defines ‘significant discrepancy’ as the suspension and expulsion of any child with a disability for more than 10 days cumulatively in a school year by an LEA with a qualifying subgroup at a rate that is higher than the equivalent rate for non-disabled peers.

LEAs must have a minimum “n” size of 40 children with IEPs for inclusion in this calculation.

In its analysis, the State compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA, with a qualifying subgroup, compared to the rates for nondisabled children in the same LEA.

OSSE used the following comparison methodology to determine whether significant discrepancies occurred: the rates of suspensions and expulsions of greater than ten days in a school year for children with IEPs in each LEA, with a qualifying subgroup, are compared to the rates for nondisabled children in the same LEA. 18 LEAs were excluded from the calculation because they did not meet the minimum “n” size of 40 children with IEPs.

Based on stakeholder input, OSSE plans to adopt an updated methodology, based on probability, for calculating actual target data for this indicator, beginning in FFY 2012.

Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies	Percent
FFY 2011 (2010-2011 data)	21	9	43%

Review of Policies, Procedures, and Practices *(completed in FFY 2012 using 2010-2011 data):*

For each of the 9 LEAs that the State identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2012 (using 2010 – 2011 data), the State required completion of a self-study reviewing the LEA’s policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

As part of this self-study, the LEA was required to review a number of student records (depending on the overall number of students with IEPs at the LEA); compare existing policies, procedures and practices to regulatory requirements; and complete a continuous improvement plan detailing the way in which any identified areas of noncompliance or areas of improvement would be addressed. All nine LEAs submitted their completed self-studies as well as copies of their policies, procedures and practices.

OSSE reviewed the results of the self-studies submitted by the nine LEAs, in addition to the LEA policies, procedures and practices. OSSE found that three LEAs had noncompliant policies,

procedures, and practices. OSSE's review showed that the continuous improvement plans submitted by two of these three LEAs included revision of policies, procedures and practices which would address the identified noncompliance. On December 21, 2012 and January 14, 2013, OSSE issued letters to these LEAs, noting the identified noncompliance and requiring proof of the completion of the continuous improvement plan in order to correct the noncompliance. On February 15, 2013 and May 1, 2013, these two LEAs submitted corrective action plans, but failed to provide proof of completion.

The third noncompliant LEA did not address all areas of noncompliance in its submitted improvement plan. On December 21, 2012, OSSE issued a letter to the LEA, noting the identified noncompliance and requiring specific revision of its policies, procedures and practices. In May 2013, this LEA submitted revised policies and procedures, which were reviewed for compliance with IDEA and accepted as proof of correction of the previously identified noncompliance. In order to demonstrate that the LEA is correctly implementing the regulatory requirements, OSSE plans to conduct a review of subsequent data.

OSSE did not issue any individual-level findings of noncompliance for Indicator 4a in FFY 2012 (using 2010 – 2011 data).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

The actual target data of 43% represents progress from the State's FFY 2010 reported data of 50%. OSSE did not meet its FFY 2011 target of 0%.

In FFY 2011, OSSE provided multiple professional development opportunities to LEAs to improve knowledge and understanding of IDEA requirements pertaining to positive behavioral supports, functional behavioral assessments, manifestation determinations, evidence-based behavioral strategies, and deescalating student behaviors. Upon LEA request, OSSE also provided one-to-one technical assistance regarding the identification of LEAs for further examination based on data, the scope and definition of significant discrepancy compared with disproportionate representation and significant disproportionality, and a description of OSSE's process for reviewing LEA policies, procedures and practices. This one-on-one technical assistance has led to the development of a new tracking system by the District's largest LEA. When implemented, this system will allow school principals and central office staff to compare the rate of suspension and expulsion of students with IEPs to general education students on an ongoing basis and examine practices at the school level if a significant discrepancy exists.

In FFY 2011, OSSE continued to monitor discipline-related requirements for compliance. Specifically, if students' IEPs contained documentation that the IEP contained strategies, including positive behavioral interventions and supports, and other strategies to address behavior if the child's record indicated behavioral concerns; and if the student's IEP included a behavioral intervention plan and/or goals and objectives to address social/emotional needs, if necessary. During the course of on-site monitoring, OSSE issued findings of noncompliance to

LEAs with noncompliance in these areas and OSSE will report on the correction of this noncompliance in its FFY 2012 APR due on February 1, 2014.

In FFY 2011 and early FFY 2012, OSSE reviewed the methods and tools for determining whether LEAs' significant discrepancy was the result of noncompliant policies, procedures and practices. As part of this review, OSSE consulted OSEP technical assistance documents and the self-assessments and other tools employed by various states. OSSE then developed a new multi-part self-study tool. This tool includes a review of student records, LEA policies, procedures and practices, and regulatory requirements. The tool is suitable for LEAs whose data demonstrate significant discrepancy as well as LEAs who voluntarily conduct a review to improve compliance with requirements related to discipline, IEP development, and positive behavioral interventions and supports. The result of the self-study process is the development of a guided continuous improvement plan to address identified areas of concern or noncompliance.

OSSE also made available a web-based training on significant discrepancy and the use of the self-study tool to all LEAs. OSSE has received positive feedback from LEAs on the content of the self-study, which it has made available on its website, to encourage continuous improvement in practice related to discipline, behavioral intervention, and IEP development.

Correction of FFY 2010 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	6
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	2
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	4

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	4
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	2
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

OSSE has completed the above tables to show findings expected to be made in FFY 2010 based on 2009-2010 data. However, OSSE made these findings in FFY 2011, not FFY 2010.

Actions Taken if Noncompliance Not Corrected:

OSSE monitors contacted LEAs whose revised policies and procedures were insufficient to correct the previously identified noncompliance. OSSE provided additional guidance on revisions required to render the LEA's policies, procedures, or practices compliant with IDEA.

In FFY 2011, OSSE initiated the issuance of regular LEA compliance summaries to support continuous improvement. OSSE expects the current implementation of its online compliance database to assist LEAs in ensuring timely management of correction of noncompliance.

OSSE began issuing findings of noncompliance made as part of quarterly database reviews through an online system, the District of Columbia Corrective Action Tracking System (DC-CATS), in fall 2012. On-site reports for LEAs and nonpublic schools will also be made available via DC-CATS. In addition to supporting the accurate and efficient utilization of data gathered via compliance monitoring, OSSE plans to support LEA efforts to correct identified noncompliance within required timelines through the development of dashboards which detail outstanding findings and list remaining requirements for correction.

Additional DC-CATS functionality to support the issuance of findings made for significant discrepancy, disproportionate representation, and through State complaints are slated for release in DC-CATS later in the 2012 – 2013 school year or early in the 2013 – 2014 school year. Although a target date for incorporation of focused monitoring tools has not yet been set, OSSE plans to develop this functionality as well so that LEAs are able to access information regarding all OSSE special education monitoring activities via this system.

Finally, OSSE plans to develop a self-assessment tool in DC-CATS which will enable LEAs to evaluate student files and other processes and take proactive steps to improve compliance and results for students with IEPs. This functionality is slated for release in the 2013 – 2014 school year.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010. The data on verification of correction of noncompliance for Indicator 4A findings for FFY 2010 findings using 2008 – 2009 and 2007 – 2008 data is based on OSEP Memo 09-02 as well as the June 24, 2010 additional guidance.

OSSE issued LEA-level findings of noncompliance and required specific revision of policies, procedures, and practices. Upon receipt of updated policies, procedures, and practices, OSSE

reviewed submitted materials for compliance with IDEA requirements to ensure that required revisions had been completed. If the updated policies, procedures, and practices did not show evidence of the required revisions, OSSE provided additional guidance on revisions required to render the LEA’s policies, procedures, or practices compliant with IDEA.

Additionally, OSSE reviewed 2010 - 2011 data for the six LEAs who received findings of noncompliance based on 2009 - 2010 data. OSSE found that three of the six LEAs who were found to have noncompliant policies, procedures and practices for the review of FFY 2009 data did not show a significant discrepancy in data for FFY 2010. In addition, the three LEAs whose data demonstrated a significant discrepancy were found to have compliant policies, procedures, and practices based on a review of those policies and the results of the LEA self-studies.

OSSE considered the review of policies, procedures, and practices, and the review of data for a subsequent year as verification that the noncompliance had been corrected and that the LEA was demonstrating that it is correctly implementing the specific regulatory requirement for all students with IEPs.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining findings made during FFY 2009 (in the period from July 1, 2009 – June 30, 2010 using 2008-2009 data), noted in OSEP’s June 1, 2012 FFY 2010 APR response table for this indicator	2
2. Number of remaining FFY 2009 findings the State has verified as corrected	2
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	0

OSSE has completed the above table to show findings made based on 2008 data. However, as noted in the District’s 2010 APR, OSSE made these findings in FFY 2010, not FFY 2009.

Correction of Any Remaining Findings of Noncompliance from FFY 2008 or Earlier (if applicable):

1. Number of remaining findings made during FFY 2008 (in the period from July 1, 2008 – June 30, 2009 using 2007-2008 data), noted in OSEP’s June 1, 2012 FFY 2010 APR response table for this indicator	1
2. Number of remaining FFY 2008 findings the State has verified as corrected	1
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

OSSE has completed the table to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2010, not FFY 2008.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010. The data on verification of correction of noncompliance for Indicator 4A findings for FFY 2010 findings using 2008 – 2009 and 2007 – 2008 data is based on OSEP Memo 09-02 as well as the June 24, 2010 additional guidance.

OSSE issued LEA-level findings of noncompliance and required specific revision of policies, procedures, and practices. Upon receipt of updated policies, procedures, and practices, OSSE reviewed submitted materials for compliance with IDEA requirements to ensure that required revisions had been completed. If the updated policies, procedures, and practices did not show evidence of the required revisions, OSSE provided additional guidance on revisions required to render the LEA’s policies, procedures, or practices compliant with IDEA.

OSSE considered the review of policies, procedures, and practices, and the review of data for a subsequent year as verification that the noncompliance had been corrected and that the LEA was demonstrating that it is correctly implementing the specific regulatory requirement for all students with IEPs.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State’s Response
<p>The State must report, in its FFY 2011 APR, on the status of correction of noncompliance that the State identified in FFY 2011 based on 2009-2010 data as a result of the review it conducted pursuant to 34 CFR §300.170(b). The State must also report on the status of correction of the remaining noncompliance that the State identified in FFY 2010 based on 2008-2009 and 2007-2008 data as a result of the review it conducted pursuant to 34 CFR §300.170(b).</p> <p>When reporting on the correction of this noncompliance, the State must report that it</p>	<p>The State has verified correction of 2 of the 2 remaining findings of noncompliance it issued in FFY 2010 based on FFY 2008 data based on OSEP Memo 09-02.</p> <p>The State has verified correction of 1 of the 1 remaining findings of noncompliance issued in FFY 2010 based on FFY 2007 data based on OSEP Memo 09-02.</p> <p>OSSE did not issue any individual -level findings of noncompliance in either of these two review periods.</p>

<p>has verified that each LEA with noncompliance identified by the State in FFY 2011 based on 2009-2010 data and each LEA with remaining noncompliance identified in FFY 2010 based on 2008-2009 data: (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 Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). The State must also report that it has verified that each LEA with remaining noncompliance identified in FFY 2010 based on 2007-2008 data is correctly implementing the specific regulatory requirement(s). In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p>	
<p>If the State is unable to demonstrate compliance in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>OSSE has reviewed its improvement activities for this indicator.</p>

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Provide training and Technical Assistance to all LEAs on IDEA and basic requirements.</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit; TTA staff; contractors</p>
<p>Provide professional development to Student Support Teams from all LEAs regarding addressing behavioral and academic concerns that could potentially</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit; TTA staff; contractors</p>

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
lead to suspension and expulsions. (e.g. Positive Behavior Supports, Functional Behavior Assessment (FBA) training.		
Conduct professional development workshops on compliance issues related to student behavior (i.e. manifestation processes for students with IEPs, de-escalating student behavior)	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Consult with national experts to further the skill set of LEA staff and understanding of students who experience severe emotional difficulties.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Partner with LEAs and the Department of Mental Health to review alternative approaches for addressing the needs of students who lack social competency skills, experience severe emotional difficulties; writing school-wide discipline goals for school improvement plans.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; Department of Mental Health
Research other state models for addressing the behavioral needs of students with IEPs utilizing research tools, participation in webinars and conference calls with other states.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; technical assistance providers
Continue to provide technical assistance with the use of SEDS as a data collection tool to support the PBIS initiative.	Ongoing through June 30, 2013	Director, TTA Unit; Director, Data Unit
Survey LEAs to determine needs for more intensive behavioral supports and subsequent training including, but not limited to, Crisis Prevention Institute training.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff
Partner with QAM to provide training for LEAs on alternatives to suspension and train LEA staff on how to write appropriate positive behavior goals for IEPs.	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit
Provide bi-weekly technical assistance sessions with targeted LEAs participating in the RTI model to promote the integration of positive behavior supports	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
as a form of tiered intervention.		
Provide technical assistance sessions for targeted LEAs on how to collect data to inform the FBA process and development of BIPs.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
In conjunction with Monitoring and Compliance Unit, develop a LEA survey to determine potential need for more intensive supports and subsequent training from other agencies.	Ongoing through June 30, 2013	Director, TTA Unit; Director, Monitoring and Compliance Unit
Provide trainings to all LEAs to determine factors which contribute to significant discrepancies in the rates of suspension and expulsion of students with IEPs.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide trainings and continuous technical assistance sessions to help LEAs analyze data on suspension and expulsion rates and correction of any significant discrepancies.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Continue to consult with national experts to increase the SEA and LEA staff skill set and understanding of students who experience severe emotional difficulties.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Develop State-level discipline regulations to ensure that LEAs are clear on their obligations and establish compliant policies, practices and procedures.	Regulations are being updated and reposted in response to public comments. OSSE anticipates finalization by June 30, 2013.	OSSE Leadership
Coordinate closely with new OSSE Director of Data Management to develop an agency –wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Propose and discuss new methodology with stakeholders and adopt pending discussion and approval.</p> <p>Justification: To ensure that the methodologies adopted by the District of Columbia accurately calculate the measurement in a manner that identifies systemic noncompliance.</p>	<p>SY 2012-2013</p>	<p>DSE; Office of Data Management; Stakeholders</p>

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 4B:

Rates of suspension and expulsion:

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))

Measurement:

Percent = [(# of districts 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)] times 100.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2011 (2010-2011 data)	0%

Actual Target Data for FFY 2011 (2010-2011 data):

43%

The Actual Target Data was calculated as follows:

$$9/21 \times 100 = 43\%$$

Definition of Significant Discrepancy and Methodology

OSSE defines ‘significant discrepancy’ as the suspension and expulsion of any child with a disability in any racial/ethnic category greater than 10 cumulative days in a school year by an LEA with a qualifying subgroup at a rate that is higher than the equivalent rate for non-disabled peers.

To determine significant discrepancy, OSSE compared the rates of expulsions and suspensions of greater than 10 days in a school year for children in each race/ethnicity with IEPs in each LEA compared to the rates for nondisabled children in the same LEA, using rate difference. LEAs must have a minimum “n” size of 40 children with IEPs for inclusion in this calculation. The established bar is greater than zero. Eighteen (18) LEAs were excluded from the calculation because they did not meet the minimum “n” size of 40 children with IEPs.

Based on stakeholder input, OSSE plans to adopt an updated methodology, based on probability, for calculating actual target data for this indicator, beginning in FFY 2012.

4B(a). Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2011 (2010-2011 data)	21	9	43%

4B(b). Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and 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.

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies, by Race or Ethnicity, and 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.	Percent
FFY 2011 (2010-2011 data)	21	3	14%

Review of Policies, Procedures, and Practices (completed in FFY 2012 using 2010-2011 data):

For each of the 9 LEAs that the State identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2012 (using 2010 – 2011 data), the State required completion of a self-study reviewing the LEA’s policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. As part of this self-study, the LEA was required to review a number of student records (depending on the overall number of students with IEPs at the LEA); compare existing policies, procedures and practices to regulatory requirements; and complete a continuous improvement plan detailing the way in which any identified areas of noncompliance or areas of improvement would be addressed. Nine LEAs submitted their completed self-studies as well as copies of their policies, procedures and practices.

OSSE reviewed the results of the self-studies submitted by nine LEAs, in addition to the LEA policies, procedures and practices. OSSE found that three LEAs had noncompliant policies, procedures, and practices. OSSE’s review showed that the continuous improvement plan submitted by two of these three LEAs included revision of policies, procedures and practices which would address the identified noncompliance. On December 21, 2012 and January 14, 2013, OSSE issued letters to these LEAs, noting the identified noncompliance and requiring proof of the completion of the continuous improvement plan in order to correct the noncompliance. The remaining noncompliant LEA did not address all areas of noncompliance in its submitted improvement plan. On December 21, 2012, OSSE issued a letter to the LEA, noting the identified noncompliance and requiring specific revision of its policies, procedures

and practices. OSSE will report on the correction of this noncompliance in its FFY 2012 APR due on February 1, 2014.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

The actual target data of 14% represents progress from the State's FFY 2010 reported data of 33%. The State did not meet its FFY 2011 target of 0%.

In FFY 2011, OSSE provided multiple professional development opportunities to LEAs to improve knowledge and understanding of IDEA requirements pertaining to positive behavioral supports, functional behavioral assessments, manifestation determinations, evidence-based behavioral strategies, and deescalating student behaviors. Upon LEA request, OSSE also provided one-to-one technical assistance regarding the identification of LEAs for further examination based on data, the scope and definition of significant discrepancy compared with disproportionate representation and significant disproportionality, and a description of OSSE's process for reviewing LEA policies, procedures and practices. This one-on-one technical assistance has led to the development of a new tracking system by the District's largest LEA. When implemented, this system will allow school principals and central office staff to compare the rate of suspension and expulsion of students with IEPs to general education students on an ongoing basis and examine practices at the school level if a significant discrepancy exists.

In FFY 2011, OSSE continued to monitor for compliance with discipline related requirements, specifically, if the student's IEP contained documentation that the IEP contained strategies, including positive behavioral interventions and supports, and other strategies to address behavior if the child's record indicated behavioral concerns; and if the student's IEP included a behavioral intervention plan and/or goals and objectives to address social/emotional needs, if necessary. During the course of on-site monitoring, OSSE issued findings of noncompliance to LEAs with noncompliance in these areas and OSSE will report on the correction of this noncompliance in its FFY 2012 APR due February 1, 2014.

In FFY 2011 and early FFY 2012, OSSE reviewed the methods and tools for determining whether LEAs' significant discrepancy was the result of noncompliant policies, procedures and practices. As part of this review, OSSE consulted OSEP technical assistance documents and the self-assessments and other tools employed by various states. OSSE then developed a new multi-part self-study tool. This tool includes a review of student records, LEA policies, procedures and practices, and regulatory requirements. The tool is suitable for LEAs whose data demonstrate significant discrepancy as well as LEAs who voluntarily conduct a review to improve compliance with requirements related to discipline, IEP development, and positive behavioral interventions and supports. The result of the self-study process is the development of a guided continuous improvement plan to address identified areas of concern or noncompliance.

OSSE made available a web-based training on significant discrepancy and the use of the self-study to all LEAs. OSSE has received positive feedback from LEAs on the content of the self-

study, which it has made available on its website, to encourage continuous improvement in practice related to discipline, behavioral intervention, and IEP development.

Correction of FFY 2010 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	6
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	2
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	4

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	4
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	2
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

OSSE has completed the above tables to show findings expected to be made in FFY 2010 based on 2009-10 data. However, OSSE made these findings in FFY 2011, not FFY 2010.

Actions Taken if Noncompliance Not Corrected:

OSSE monitors contacted LEAs whose revised policies and procedures were insufficient to correct the previously identified noncompliance. OSSE provided additional guidance on revisions required to render the LEA’s policies, procedures, or practices compliant with IDEA.

In FFY 2011, OSSE initiated the issuance of regular LEA compliance summaries to support continuous improvement. OSSE expects the current implementation of its online compliance database to assist LEAs in ensuring timely management of correction of noncompliance.

OSSE began issuing findings of noncompliance made as part of quarterly database reviews through an online system, the District of Columbia Corrective Action Tracking System (DC-CATS), in fall 2012. On-site reports for LEAs and nonpublic schools will also be made available via DC-CATS. In addition to supporting the accurate and efficient utilization of data gathered via compliance monitoring, OSSE plans to support LEA efforts to correct identified noncompliance within required timelines through the development of dashboards which detail outstanding findings and list remaining requirements for correction.

Additional DC-CATS functionality to support the issuance of findings made for significant discrepancy, disproportionate representation, and through State complaints are slated for release in DC-CATS later in the 2012 – 2013 school year or early in the 2013 – 2014 school year. Although a target date for incorporation of focused monitoring tools has not yet been set, OSSE plans to develop this functionality as well so that LEAs are able to access information regarding all OSSE special education monitoring activities via this system.

Finally, OSSE plans to develop a self-assessment tool in DC-CATS which will enable LEAs to evaluate student files and other processes and take proactive steps to improve compliance and results for students with IEPs. This functionality is slated for release in the 2013 – 2014 school year.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010. The data on verification of correction of noncompliance for Indicator 4B findings for FFY 2010 findings using 2008 – 2009 is based on OSEP Memo 09-02 as well as the June 24, 2010 additional guidance.

OSSE did not issue individual-level findings of noncompliance for Indicator 4B. Indicator 4B findings are frequently not correctible at the student-level. For example, an LEA may not go back following a finding of noncompliance and timely hold a manifestation determination meeting according to IDEA requirements. OSSE issued LEA-level findings of noncompliance and required specific revision of policies, procedures, and practices. Upon receipt of updated policies, procedures, and practices, OSSE reviewed submitted materials for compliance with IDEA requirements to ensure that required revisions had been completed. If the updated policies, procedures, and practices did not show evidence of the required revisions, OSSE provided additional guidance on revisions required to render the LEA's policies, procedures, or practices compliant with IDEA.

Additionally, OSSE reviewed 2010 - 2011 data for the six LEAs who received findings of noncompliance based on 2009 - 2010 data. OSSE found that three of the six LEAs who were found to have noncompliant policies, procedures and practices for the review of FFY 2009 data did not show a significant discrepancy in data for FFY 2010. In addition, the three LEAs whose data demonstrated a significant discrepancy were found to have compliant policies, procedures, and practices based on a review of those policies and the results of the LEA self-studies.

OSSE considered the review of policies, procedures, and practices, and the review of data for a subsequent year as verification that the noncompliance had been corrected and that the LEA was demonstrating that it is correctly implementing the specific regulatory requirement for all students with IEPs.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining findings made during FFY 2009 (in the period from July 1, 2009 – June 30, 2010 using 2008-2009 data), noted in OSEP’s June 1, 2012 FFY 2010 APR response table for this indicator	2
2. Number of remaining FFY 2009 findings the State has verified as corrected	2
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	0

OSSE has completed the above table to show findings made based on 2008 data. However, as noted in the District’s 2010 APR, OSSE made these findings in FFY 2010, not FFY 2009.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>The State did not, until FFY 2011, determine whether districts with 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, based on 2009-2010 data, had 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, and therefore did not make findings of noncompliance until FFY 2011. Because the State reported less than 100% compliance for FFY 2010 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator for districts with a significant discrepancy based on FFY 2009 discipline data. The State must also report on the status of correction of the remaining noncompliance identified in FFY 2010 based on 2008-2009 data as a result of the review it conducted pursuant to 34 CFR §300.170(b).</p> <p>When reporting on the correction of this noncompliance, the State must report that it has verified that each LEA with noncompliance identified by the State in FFY 2011 based on 2009- 2010 data and each LEA with remaining noncompliance identified in in FFY 2010 based on 2008-2009 data: (1) is correctly implementing the specific regulatory requirement(s) (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</p>	<p>The State has verified correction of 2 of the 2 remaining findings of noncompliance it issued in FFY 2010 based on FFY 2008 data based on OSEP Memo 09-02.</p>

Statement from the Response Table	State's Response
individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	
If the State is unable to demonstrate compliance with those requirements in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	OSSE has reviewed and updated its improvement activities for this indicator.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide training and Technical Assistance to all LEAs on IDEA and basic requirements.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide professional development to Student Support Teams from all LEAs regarding addressing behavioral and academic concerns that could potentially lead to suspension and expulsions. (e.g. Positive Behavior Supports, Functional Behavior Assessment (FBA) training.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Conduct professional development workshops on compliance issues related to student behavior (i.e. manifestation processes for students with IEPs, De-escalating Student Behavior)	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Consult with national experts to further the skill set of LEA staff and understanding of students who experience severe emotional difficulties. OSSE consulted with national experts during its annual Special Education Symposium.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Partner with LEAs and the Department of Mental Health to review alternative approaches for addressing the needs of	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; Department of Mental Health

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
students who lack social competency skills, experience severe emotional difficulties; writing school-wide discipline goals for school improvement plans.		
Research other State models for addressing the behavioral needs of students with IEPs utilizing research tools, participation in webinars and conference calls with other States.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; technical assistance providers
Continue to provide technical assistance with the use of SEDS as a data collection tool to support the PBIS initiative.	Ongoing through June 30, 2013	Director, TTA Unit; Director, Data Unit
Survey LEAs to determine needs for more intensive behavioral supports and subsequent training including, but not limited to, Crisis Prevention Institute training.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff
Partner with QAM to provide training for LEAs on alternatives to suspension and train LEA staff on how to write appropriate positive behavior goals for IEPs.	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit
Provide bi-weekly technical assistance sessions with targeted LEAs participating in the RTI model to promote the integration of positive behavior supports as a form of tiered intervention.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide technical assistance sessions for targeted LEAs on how to collect data to inform the FBA process and development of BIPs.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
In conjunction with QAM, develop a LEA survey to determine potential need for more intensive supports and subsequent training from other agencies.	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit
Provide trainings to all LEAs to determine factors which contribute to significant discrepancies in the rates of suspension and expulsion of students with IEPs.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide trainings and continuous technical assistance sessions to help LEAs	Ongoing through June	Director, TTA Unit; TTA staff; contractors

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
analyze data on suspension and expulsion rates and correction of any significant discrepancies.	30, 2013	
Continue to consult with national experts to increase the SEA and LEA staff skill set and understanding of students who experience severe emotional difficulties.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Coordinate closely with new OSSE Director of Data Management to develop an agency –wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Propose and discuss new methodology with stakeholders and adopt pending discussion and approval.</p> <p>Justification: To ensure that the methodologies adopted by the District of Columbia accurately calculate the measurement in a manner that identifies systemic noncompliance.</p>	SY 2012-2013	DSE; Office of Data Management; Stakeholders

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 5:

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))

Measurement:

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

FFY	Measurable and Rigorous Targets
2011	<ul style="list-style-type: none"> A. Increase the percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day to 16.5%. B. Reduce the percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day to 13%. C. Reduce the percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements to 20%.

Actual Target Data for FFY 2011

<p>5A. 46% 5B. 13% 5C. 20%</p>

The Actual Target Data was calculated as follows:

$$5A: 5147/11099 \times 100 = 46\%$$

$$5B: 1491/11099 \times 100 = 13\%$$

$$5C: 2267/11099 \times 100 = 20\%$$

Percent of Children with IEPs in Various Categories

	5A	5B	5C
Target	16.5%	13%	20%
Total number of Children with IEPs	11099	11099	11099
Number of Children with IEPs in This Category	5147	1491	2267
Percentage of Children with IEPs in this Category	46%	13%	20%
Met Target	Yes	Yes	Yes

Data Source:

Educational environments data were collected at the same time as the December 1, 2011 Child Count. IEP information from SEDS was used to calculate percent of time in the regular classroom.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred in FFY 2011:

OSSE is pleased to note that the District has met its targets in all three domains for this indicator. OSSE’s FFY 2011 actual target data of 46% for Indicator 5A represents progress from OSSE’s FFY 2010 reported data of 42%. OSSE met its FFY 2011 target of 16.5% for 5A.

The District also met its FFY 2011 target of 13% for 5B. Though when examined in isolation, OSSE’s FFY 2011 actual target data of 13% for Indicator 5B appears to represent slippage from OSSE’s FFY 2010 reported data of 10% for the same category, when examining placements across environment categories between FFY 2010 and FFY 2011, a significant shift in the distribution of students into less restrictive environments is evident. Specifically, the District has witnessed a 4% increase in the percentage of students educated in general education settings 80% (Indicator 5A) or more of the day, and a decrease of approximately 8% in students educated in separate settings (Indicator 5C).

As noted above, the State’s FFY 2011 actual target data of 20% for Indicator 5C represents significant progress from the State’s FFY 2010 reported data of 28%. OSSE met its FFY 2011

target of 20% for 5C.

The table below represents a disaggregation of data in 5C, which provides further information on students with IEPs in separate settings:

5C: Total Number of Students in Separate Setting, by Setting Type:

Students in category 6-21: In Separate School ⁷	2102
Students in category 6-21: Homebound/Hospital	2
Students in category 6-21: Residential Facility	163
Total	2267

OSSE is pleased to note the significant progress made in LRE, which has been a priority reform area in the District since OSSE's inception. OSSE attributes the continued progress to an increased focus on appropriate LRE placements and its concerted effort to support LEAs in further understanding strategies that will assist them in developing a continuum of services and placement in the LRE while maintaining compliance with the IDEA and local law.

In FFY 2011, through the work of OSSE's Division of Specialized Education- Training and Technical Assistance (TTA) Unit, OSSE continued to implement a robust state-level training series designed to improve LEA and school level practice related to ensuring that students with IEPs are appropriately served and supported in the LRE. These trainings were intentionally aligned with all state-level policies, and demand for the sessions was, and continues to be, extremely high.

Additionally, in FFY 2011, OSSE's Division of Specialized Education-Placement Oversight Unit (POU) marked its fourth year of implementation of the state's *Policy and Procedure for Placement Review, Revised*, a policy aimed to clarify the roles and responsibilities of every LEA that is considering a change in placement for a student with a disability to a more restrictive environment outside the LEA. Through direct technical assistance and support provided by the Unit, OSSE has assisted all District of Columbia LEAs in understanding their LRE obligations under IDEA. The District's state-level placement oversight process has assisted tremendously in ensuring timely guidance and support to IEP Teams considering a change in placement of a student with a disability to a more restrictive environment (nonpublic school placement), while diverting inappropriate educational placements.

In FFY 2011, the Placement Oversight Unit diverted 44% of potential nonpublic school placements, a consistent accomplishment of the team for the past four years. In addition, over the past four years OSSE has also observed an overall reduction in the amount of nonpublic school placement requests presented to the agency; a drop from 132 placement requests

⁷ For purposes of Federal reporting, the category of separate setting includes students educated within a day program in which the population is made up of 50% or more students with IEPs. This category includes nonpublic programs and certain LEAs.

received in FFY 2008 to 84 requests received in FFY 2011. Data obtained by the Unit's Placement Tracker suggests that the reduction in placement requests may be due to the LEAs' more accurate understanding of their obligations under the federal law and/or the LEAs' utilization of OSSE Training and Technical Assistance Unit. OSSE furthered the impact of this work via the development and publication of a state-level LRE Parent Brochure, designed to assist parent understanding of the provisions of LRE and the placement process that exist in the District of Columbia.

In addition, in January, 2012, OSSE embarked upon a project designed to support District LEAs in defining and implementing quality special education programming in District of Columbia public schools and non-public schools that serve D.C. students, known as the *District's Special Education Quality Review Project (SEQR)*. The goal of this project has been to identify best practices for serving students with IEPs and to identify replicable models for special education service delivery that can be brought to scale in the District. Through this project, an independent contractor was tasked with assessing challenges to special education service delivery, providing recommendations for system and school-level reform, and formulating quality performance indicators and a self-assessment tool to be used by District of Columbia LEAs and schools. The self-assessment tool is designed to serve as a mechanism for schools and LEAs to identify challenges and successes in their education service delivery system and use this information to inform improvement. OSSE will also use the quality indicators and self-assessment tool to help inform the community of promising practices. The tool is projected to be available for full use in February, 2013.

In FFY 2011, OSSE also initiated a pilot for a service delivery consortium, whereby a cohort of schools (those that participated in the SEQR project) were provided with specialized consultative services and direct related service support. Through the consortium, schools are provided with the following supports:

- Planning and Organizational Development
- Professional Development and Training (large group, small group, or individual coaching)
- Direct Service Support (i.e. individual student case consultation)

Additionally, in efforts to address the challenges presented by smaller charter schools of creating a continuum of alternative placements and services, in FFY 2011 OSSE made available a competitive grant opportunity for District charter LEAs to create a co-located classroom model that provides students with effective, intensive therapeutic supports, including but not limited to specialized instruction, related services, wraparound support, and a robust transition plan to support a student's successful re-integration to the LEA of primary enrollment. During the summer of 2012, a grant recipient was selected and the program was launched in September, 2012. The program contains the following core features:

- Evidence based therapeutic program;
- Small, structural therapeutic classroom with a special education teacher, clinician and

- behavioral staff member in each classroom;
- Individual and group psychological counseling services;
- Social skills and emotion regulation skills training;
- Substance abuse education; and
- Care management and wraparound services for students and families.

OSSE further supported LRE by recognizing District LEAs for demonstrating success in serving students with IEPs in the LRE. OSSE recognized this progress through the distribution of LRE contract awards which totaled approximately \$5M. The awards, which were distributed based on the LEAs' LRE performance data, gave LEAs the opportunity to continue to build upon their good work and to showcase their best practices via a District-wide publication. Under the terms of each contract, OSSE required each participating LEA to submit a best practice brief at the end of the award period that addressed the LEA's specific practices in the following areas: systemic change, resource allocation, professional development, and the development of a continuum of alternative placements. In the winter of 2012, OSSE compiled all best practice briefs and published a District of Columbia white paper, titled, *Achieving Success in the Least Restrictive Environment: Capitalizing on The District of Columbia's Accomplishments*.

Last, OSSE conducted State-level training for District Hearing Officers on LRE and the District's Placement Oversight Policy.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to support LEA implementation of response to intervention (RTI).	Ongoing through June30, 2013	Director, TTA Unit; TTA staff; contractors
Provide training and technical assistance on the IEP process to assist school staff on the implementation of LRE for students with IEPs as stated on their IEP. In addition, OSSE will develop a Special Education Resource Manual to guide LEAs through the IEP process. The Special Education Resource Manual will be made available on the OSSE website.	Ongoing through June30, 2013	Director, TTA Unit; TTA staff; contractors
Continue to provide ongoing technical assistance to LEAs in change in placement team recommendations.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Develop State-level discipline regulations to ensure that LEAs have guidance related to their obligations to support students with IEPs that exhibit behavioral difficulties.	Timeline extended to accommodate public comments; regulations will be reposted in FFY 12	OSSE Leadership
Identify special education best practices for dissemination and replication and support continuous improvement via a comprehensive special education quality review project. Release SEQR self-assessment tool and continue to provide technical assistance resources that support LEA professional development.	Ongoing through June 30, 2013	DSE Leadership; contractor

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 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. Separate special education class, separate school or residential facility.
- (20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. 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.
- B. 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.

Baseline Data for FFY 2011 for 6A:

Using the above measurement, the District's 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 in FFY 2011 is **53%**.

The data are presented in the following calculation: $754/1431 \times 100 = 53\%$

Baseline Data for FFY 2011 for 6B:

Using the above measurement, the District's percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility in FFY 2011 is **18%**.

The data are presented in the following calculation: $260/1431 \times 100 = 18\%$

Discussion of Baseline Data:

Educational environments data were collected at the same time as the December 1, 2011 Child Count. IEP information from SEDS was used to calculate percent of time in the regular classroom.

FFY	Measurable and Rigorous Target
2012	<p>A. Increase the 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 to 63%; and</p> <p>B. Decrease the percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility to 15%.</p>

Improvement Activities/Timelines/Resources (through FFY 2012):

OSSE completed a review of national Table 618 environments data for this population, as well as a review of its target data for Indicator 5, to develop actual target data for FFY 2012.

OSSE is pleased to note that the District’s baseline data for Indicator 6B is below the national average for children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility. The District’s baseline data for indicator 6A is 10% below the national average for 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.

OSSE will continue to support the District’s multi-pronged efforts to ensure that children aged 3 through 5 with IEPs are provided FAPE in the LRE. In addition, the following activities will be undertaken based on OSSE’s belief that they are critical levers for ensuring the District’s continued progress in relation to this indicator:

IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Partner with the Division of Early Learning and the Division of Elementary and Secondary Education to support early childhood education training related to evidence-based instructional best practices.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Partner with the Division of Early Learning and the Division of Elementary and Secondary Education to develop quality program standards for early childhood and preschool settings.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Continue to provide ongoing technical assistance to LEAs with IDEA Part B preschool programs via the change in placement process and DSE team recommendations.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Identify special education best practices for dissemination and replication and support continuous improvement via a comprehensive special education quality review project. Release SEQR self-assessment tool and continue to provide technical assistance resources that support LEA professional development.	Ongoing through June 30, 2013	DSE Leadership; contractor

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 7:

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))

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 = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})]$

times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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.

FFY	Measurable and Rigorous Target
2011	<p>A. Increase the percent of preschool children aged 3-5 with IEPs who demonstrate improved positive social-emotional skills. Of those who entered the preschool program below age expectations, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited will be 60%. The percent of those who were functioning within age expectations by the time they turned 6 years of age or exited the program will be 50%.</p> <p>B. Increase the percent of preschool children aged 3-5 with IEPs who demonstrate improved acquisition and use of knowledge and skills. Of those who entered the preschool program below age expectations, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited will be 85%. The percent of those who were functioning within age expectations by the time they turned 6 years of age or exited the program will be 50%.</p> <p>C. Increase the percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behavior to meet their needs. Of those who entered the preschool program below age expectations, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited will be 50%. The percent of those who were functioning within age expectations by the time they turned 6 years of age or exited the program will be 70%.</p>

Actual Target Data for FFY 2011-2012:

7A: Positive social-emotional skills	Number	Percentage
a: Children who did not improve functioning	1	2%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	13	29%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	18	40%
d: Children who improved functioning to reach a level comparable to same-aged peers	7	16%
e: Children who maintained functioning at a level comparable to same-aged peers	6	13%
Total	45	100%

7B: Acquisition and use of knowledge and skills	Number	Percentage
a: Children who did not improve functioning	3	7%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	8	18%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	15	33%
d: Children who improved functioning to reach a level comparable to same-aged peers	11	24%
e: Children who maintained functioning at a level comparable to same-aged peers	8	18%
Total	45	100%

7C: Use of appropriate behaviors to meet their needs	Number	Percentage
a: Children who did not improve functioning	1	2.2%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	9	20.0%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	7	16%
d: Children who improved functioning to reach a level comparable to same-aged peers	13	29%
e: Children who maintained functioning at a level comparable to same-aged peers	15	33%
Total	45	100%

SUMMARY STATEMENTS	FY 2011			FY 2010		
	<u>7A</u>	<u>7B</u>	<u>7C</u>	<u>7A</u>	<u>7B</u>	<u>7C</u>
1. Of those children who entered the program below age expectations in each outcome, the percent that substantially increased their rate of growth in each outcome by the time they exited. Formula: (c+d)/(a+b+c+d)	64%	70%	67%	50%	78%	0%
2. Percent of children who were functioning within age expectations in each outcome, by the time they exited. Formula: (d+e)/(a+b+c+d+e)	29%	42%	62%	29%	17%	63%

OSSE collected outcome data through LEA submission of Child Outcomes Summary (COS) forms during the 2011-2012 academic year through census. That is, OSSE required LEAs to collect data who entered the preschool programs and on children who were enrolled in preschool programs in the previous year. A total of 27⁸ LEAs certified COS data during the 2011-2012 academic year. At the end of the 2011-2012 school year, these LEAs provided OSSE with entry and exit data for 45 students. OSSE aligned its guidance with the OSEP-funded organizations, the National Early Childhood Technical Assistance Center (NECTAC) and Early Childhood Outcomes (ECO) Center, and required LEAs to use the COS forms developed by the ECO Center. OSSE provided training and technical assistance to LEAs throughout the COS data collection process to ensure COS forms and data were accurate, reliable, and valid.

Indicator 7A: Positive social-emotional skills (including social relationships)

The District of Columbia exceeded its FFY 2011 target of 60% for students who enter below age expectations 64% of preschool children who entered the preschool program below age expectations showed a substantial rate of growth by exit, compared to the target.

The District of Columbia did not meet its FFY 2011 target of 50% for students who were functioning within age expectations. 29% of preschool children were functioning within age

⁸ This number represents the number of total LEAs with Part B preschool programs.

expectations by the time they exited preschool special education programs, compared to the target.

Summary Statements for Positive Social-Emotional Skills	2011-2012 Data	Target Met?
1. Of those children who entered the program below age expectations in each outcome, the percent that substantially increased their rate of growth in each outcome by the time they exited.	64%	Yes
2. Percent of children who were functioning within age expectations in each outcome, by the time they exited.	29%	No

Indicator 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)

The District of Columbia did not meet its FFY 2011 target of 85% for students who enter below age expectations. 70% of preschool children who entered the preschool program below age expectations showed a substantial rate of growth by exit, compared to the target.

The District of Columbia did not meet its FFY 2011 target of 50% for students who were functioning within age expectations. 42% of preschool children were functioning within age expectations by the time they exited preschool special education programs, compared to the target.

Summary Statements for Acquisition and use of knowledge and skills	2011-2012 Data	Target Met?
1. Of those children who entered the program below age expectations in each outcome, the percent that substantially increased their rate of growth in each outcome by the time they exited.	70%	No
2. Percent of children who were functioning within age expectations in each outcome, by the time they exited.	42%	No

Indicator 7C: Use of appropriate behaviors to meet their needs

The District of Columbia met its FFY 2011 target of 50% for students who enter below age expectations. 67% of children who entered the preschool program below age expectations showed a substantial rate of growth by exit.

The District of Columbia did not meet its FFY 2011 target of 70% for students who were functioning within age expectations. 62% of preschool children were functioning within age expectations by the time they exited preschool special education programs, compared to the target.

Summary Statements for Acquisition and use of knowledge and skills	2011-2012 Data	Target Met?
1. Of those children who entered the program below age expectations in each outcome, the percent that substantially increased their rate of growth in each outcome by the time they exited.	67%	Yes
2. Percent of children who were functioning within age expectations in each outcome, by the time they exited.	62%	No

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-2012:

FFY 2010 was the first year that the District of Columbia reported baseline data for the Annual Performance Report. While the District did not meet all FFY 2011 targets, the District is pleased to note that the District established rigorous targets in FFY 2010 and met or exceeded its targets in two outcome areas, 7A: Positive social-emotional skills (including social relationships), and 7C: Use of appropriate behaviors to meet their needs, for students who entered the program below age expectations in each outcome.

The District did not meet its targets for Indicator 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy). However, the District saw growth in the percentage of children who were functioning within age expectations in acquisition and use of knowledge and skills (42.2%) in this outcome area by the time they exited, as compared to FFY 2010 (16.7%).

The District of Columbia reports slippage in Outcome 2 of 7B Summary Statement 1, acquisition and use of knowledge and skills (including early language/communication and early literacy). OSSE is reviewing the root causes for this slippage, which may include more rigorous application of the COS rating scale by LEA teams as a result of comprehensive training and facilitated technical assistance.

OSSE expects to see continuous improvement in this domain based on its recently released Early Learning Standards, which are Common-Core aligned, and a robust training plan to support implementation that is currently underway, spearheaded by the Division of Elementary and Secondary Education and the Division of Early Learning.

It is important to note that the District has made significant progress overall. Specifically, as noted in the year to year comparison of Outcome 3 in 7B Summary Statement 1, the District of Columbia saw a significant improvement related to the percentage of students who showed no progress through their time in preschool special education.

Outcomes from the FFY 2011 data collection continues to inform OSSE’s COS data collection process. For example, after 2 out of 27 LEAs did not submit COS data, the Division developed a

more robust system for collecting COS data, training LEAs on the appropriate method for completion and submission of COS data, and addressing noncompliant LEAs to ensure full compliance in FFY 2012 reporting.

In FFY 2011, OSSE prepared for a substantial effort to ensure that in FFY 2012, the District’s LEAs with preschool programs understood how to use the COS and were provided with the appropriate tools to facilitate regular COS data submissions.

As noted above, In FFY 2012, the Training and Technical Assistance Unit and the Monitoring and Compliance Unit of the Division of Special Education developed an online compliance and monitoring system, DC-CATS. OSSE included in its web-based portal a COS module specifically to address requests from LEAs regarding the ability to submit data electronically. OSSE also requested that each LEA appoint a staff person as COS Data Administrator at the local level.

In order to ensure that relevant LEA staff were well positioned for the use of the system, the Division of Specialized Education offered several trainings during the 2012-2013 school year regarding the COS process and the new DC CATS data collection portal. The full day training was a required training for all LEAs with preschool programs. The training included information regarding the significance of the COS as a tool for program improvement, best practices related to COS scoring, and use of the DC CATS system for COS submission. OSSE also developed a COS guidance tool for LEAs to ensure that LEAs had information available back at their sites.

The following improvement activities will be continued based on OSSE’s belief that they are critical levers for ensuring the District of Columbia’s continued progress in relation to this indicator.

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Consult with National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes Center (ECO) as needed on questions related to this indicator.	Ongoing through June 2013	Director, TTA Unit; TTA staff in collaboration with NECTAC and the Early Childhood Outcomes Center (ECO)
Create and provide each LEA with a training and technical assistance resource manual on Early Childhood Outcomes, and post related training modules for LEAs to use as a resource guide.	Completed; will be revised as necessary annually	Director, TTA Unit; 619 Coordinator; Assistant Superintendent of Special Education; TTA staff
Continue to implement a robust annual professional development schedule on specific early literacy and	Ongoing through June 2013	Director, TTA Unit; TTA staff

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
numeracy instructional approaches for all LEAs.		
Targeted and tiered training and technical assistance on COS content.	Ongoing through June 2013	Director, TTA Unit; TTA staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: FAPE in the LRE

Indicator 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 children with disabilities.

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

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.

FFY	Measurable and Rigorous Targets
2011	73% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for students with disabilities

Actual Target Data for FFY 2011:

Percent of Parents Who Report that the School Facilitated Their Involvement

	FFY 2011
Total number of parent respondents	273
Number who reported school facilitated their involvement	185
Percentage who reported school facilitated their involvement	68%

The target of 73% was not met.

In FFY 2011, the survey was distributed to all parents of children receiving special education services in the District either via mail or online. A total of 12,585 parents were given the opportunity to complete the survey; 273 were returned for a response rate of 2.2%. This response rate is lower than the response rates from the previous two years, where response rates above 7% were attained.

The purpose of the Parent Survey is to assist OSSE in determining the extent to which schools are facilitating parent involvement. The survey data assists OSSE and the LEAs in improving parent involvement, resulting in positive outcomes for parents as well as improved outcomes for children.

OSSE used a paper-and-pencil and on-line modified version of the 26-item National Center for Special Education Accountability Monitoring (NCSEAM) Part B K-12 survey. A few items were modified and some items were deleted in order to increase the readability of the survey and to make the survey appropriate for parents of children age 3 to 5. OSSE contracted with Mountain Plains Regional Resource Center (MPRRC) for assistance with the data collection, data analysis, and report-writing for this indicator.

In October 2012, the on-line parent survey was released, giving parents the opportunity to complete the survey on-line. OSSE collaborated with LEAs and community special education stakeholders to advertise this opportunity. Surveys were subsequently distributed to parents via LEAs, which received hard-copy surveys bundled by school locations (some schools have several locations). Packets to parents included a self-addressed, postage-paid return envelope. Parents were not asked to provide student identifiable information. Surveys were disseminated in both English and Spanish. OSSE also completed a direct mailing to all parents of students in nonpublic programs.

The District continues to prioritize parent involvement in order to increase student achievement. DSE added on-line surveys to the effort this year after learning that this method was used by several states. Although aggressive outreach efforts were conducted, several factors might have contributed to a response rate that is lower than DSE aims to achieve. These factors include:

- Student mobility across and out of the District of Columbia public school system
- Surveys lost or not taken home by students
- Mailing address changes
- Potential parental suspicion of the purpose of the survey

Reasons for the lower response rate this year than in previous years will be explored, and the survey will be reviewed, in consultation with the State Special Education Advisory Panel, to determine any necessary adjustments to the State's methodology for FFY 2012.

Data Source:

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. Parents of students from each racial/ethnic category, each primary disability category, and each grade level responded to the survey. 71% of respondents reported having a child that is Black/African American, 14% reported having a child that is White, 14% reported having a child that is Hispanic or Latino, and 1% of respondents reported having a child that is Asian/Pacific Islander. This demographic breakdown is similar to the demographic breakdown of the FFY 2011 student population of District of Columbia public schools and public charter schools: African Americans/Blacks made up 83% of the student population; Hispanics made up 10% of the student population; Whites made up 6% of the student population; Asian/Pacific Islander made up 1.5% of the student population; and American Indians made up less than .1% of the student population. Thus, OSSE is confident of the validity, reliability, and representativeness of the data.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to 16 of the items. A respondent who rated their experiences with the school a “1” (Very Strongly Agree) on each of the 16 items received a 100% score; a respondent who rated their experiences with the school a “6” (Very Strongly Disagree) on each of the 16 items received a 0% score. A respondent who rated their experiences with the school a “3” (Agree) on each of the 16 items received a 60% score. (Note: a respondent who on average rated their experiences a “3” (e.g. a respondent who rated 4 items a “3,” 6 items a “2” and 6 items a “4,”) would also receive a percent of maximum score of 60%). A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

Explanation of Progress or Slippage that Occurred for FFY 2011:

As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement in FFY 2011 parent involvement percentage is lower than that of previous years. Reasons for this decrease in the parent involvement percentage will be explored. Possible reasons include the lower response rate; the modified survey; the data collection method; and levels of actual parental involvement.

Display 8-2: Percent of Parents Who Report that the School Facilitated Their Involvement, Results Over Time

	FFY 2009	FFY 2010	FFY 2011
Total number of Parent respondents	828	852	273
Number who reported school facilitated their involvement	686	676	185

Percentage who reported school facilitated their involvement	83%	79%	68%
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Discussion of Survey Results:

Survey results are grouped into several categories. The FFY 2011 survey results point to these areas of strength:

School's Performance in Developing Partnerships with Parents: An overwhelming majority (84%) of the parents surveyed indicated that they participated equally with their child's teachers and other professionals in planning of their child's educational program.

Teachers and Administrators: Satisfaction with teachers and administrators was high, with 89% of the respondents agreeing that they were shown respect for their culture and how it was of value as it relates to their child's education. In addition, 83% state that their child's teachers ask them for their opinions on matters related to their children.

My Child's School: An overwhelming majority (86%) of the respondents indicated that their child's school had personnel available to answer questions but only 55% reported that they were offered training about special education related issues.

Services: The majority of respondents (80%) agreed that their child's IEP is fully implemented, and that the child receives the correct amount of specialized instruction on his/her IEP (80%) and receives it on time (79%).

Hearing Office Decisions and Settlement Agreement: A large majority of the respondents (76%) indicated that their child's school tried to resolve any due process complaints that they made, and 75% indicated that the case was heard without delay.

Outcomes: 82% of respondents stated that they believe their child is making progress toward his/her IEP goals.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011-2012:

For the first time, in FFY 2011, OSSE utilized a web based survey to collect responses. Additionally, OSSE will be providing individual schools with detailed parent survey reports so that they might determine their individual school's strengths and areas of improvements surrounding parent involvement. As noted above, OSSE will be analyzing the results of this survey to determine whether to continue to use both an on-line system and paper a-and pencil survey distribution to ensure an increase in response rate for FFY 2012.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's demonstrated progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Distribute the Parent Survey prior to the end of the school year and extend the survey period.	Ongoing through June 30, 2013	Assistant Superintendent; Special Assistant, Parent and Community Relations
Offer the survey in the language spoken in the home and continue utilizing the District of Columbia Language Access Line to assist with the completion of the survey.	Ongoing through June 30, 2013	Assistant Superintendent; Special Assistant, Parent and Community Relations
Utilize parent and community based resources to encourage the completion of the survey (i.e. Parent Training and Information Centers and DC Parent Resource Centers).	Ongoing through June 30, 2013	Assistant Superintendent; Special Assistant, Parent and Community Relations

*A copy of the Parent Survey is attached as a separate document.

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for FFY 2012:

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Disproportionate Representation

Indicator 9:

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))

Measurement:

Percent = [(# of districts 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)] times 100.

Include State’s definition of “disproportionate representation.”

Based on its review of the 618 data for FFY 2011, describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§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' 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 2011 reporting period, i.e., after June 30, 2012. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2011	0%

Actual Target Data for FFY 2011:

5%

The Actual Target Data was calculated as follows:

$$1 / 20 \times 100 = 5\%$$

Data Source:

OSSE used its Fall October 5, 2011 Enrollment and October/December 1, 2011 Child Count data for the calculation to determine disproportionate representation.

Definition of “Disproportionate Representation” and Methodology

OSSE has adopted a weighted risk ratio of 2.5 for over- representation for determining if LEAs have disproportionate representation for Indicator 9. The weighted risk ratio compares the chance, or risk, of children of a particular racial/ethnic group being identified for special education with the chance of children of all other racial/ethnic groups being identified for special education, taking into account the racial/ethnic composition of the student population in the District of Columbia. That is, the weighted risk ratio negates any effect on risk caused by a large or small percent of students being of a particular racial/ethnic group. The District of Columbia’s weighted risk ratio limits of 2.5 means that the OSSE will investigate cases in which a particular racial/ethnic group is more than two and one half times as likely as all other racial/ethnic groups to be identified for special education, based on each racial/ethnic group’s proportion of all students in the District of Columbia.

Based on stakeholder input, OSSE plans to adopt an updated methodology, based on probability, for calculating actual target data for this indicator, beginning in FFY 2012.

As required by OSEP, OSSE reviewed data related to the following required racial/ethnic groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic /Latino, Native Hawaiian or Other Pacific Islander, White, or two or more races.

Minimum Group Size for Inclusion:

OSSE determined that an LEA must have at least 40 students with IEPs in order for an LEA to be included in this indicator. In addition, within LEAs of 40 or more students with IEPs, at least five students of a single race/ethnicity are required for weighted risk ratio analysis for that particular race/ethnicity. In FFY 2011, 20 LEAs in the District of Columbia had 40 or more students with IEPs. (Fourteen LEAs were excluded due to “n” size.)⁹

⁹ In FFY 2011, 34 LEAs in the District of Columbia served students with IEPs aged 6 through 21.

Step One: Identifying the Number of Districts Identified with Disproportionate Representation

Using the criteria established above, OSSE determined that 2 LEAs were identified as meeting the data threshold for disproportionate representation.

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

For each of the 2 LEAs that the State identified as having disproportionate representation of racial and ethnic groups in special education or related services, the State required completion of a self-study to determine if the disproportionate representation was a result of inappropriate identification. As part of this self-study, LEAs were required to review a number of student records (depending on the overall number of students with IEPs at the LEA); compare existing policies, procedures and practices to regulatory requirements; and complete a continuous improvement plan detailing the way in which any identified areas of noncompliance or areas of improvement would be addressed. Two (2) LEAs submitted their completed self-studies. OSSE reviewed the results of the self-studies and found that one (1) LEA had disproportionate representation as a result of inappropriate identification. OSSE’s review showed that the continuous improvement plan submitted by the LEA would not address the identified noncompliance with the LEA’s policies and procedures related to identification and evaluation. On December 21, 2012, OSSE issued a letter to the LEA, noting the identified noncompliance and requiring specific revision of its policies, procedures and practices. OSSE will report on the correction of this noncompliance in its FFY 2012 APR due February 1, 2014.

Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	20	2	1	5%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The actual target data of 5% represents slippage from OSSE’s FFY 2010 actual target data of 0%. The State did not meet its target of 0%.

Despite this slippage, LEAs continue to demonstrate an increased awareness of requirements in the areas of eligibility, evaluation requirements, and early intervening activities. OSSE provided training to LEAs regarding initial eligibility in FFY 2011 and continues to provide trainings regarding best practices that are available to all LEA teachers and administrators.

In FFY 2011 and early FFY 2012, OSSE reviewed the methods and tools for determining whether districts' disproportionate representation was the result of inappropriate identification. As part of this review, OSSE consulted OSEP technical assistance documents and the self-assessments and other tools employed by various states. OSSE then developed a new multi-part self-study tool. This tool includes a review of student records, LEA policies, procedures and practices, and regulatory requirements, and is suitable for LEAs whose data demonstrate disproportionate representation as well as LEAs who voluntarily conduct a review to improve compliance with requirements related to evaluation and eligibility determinations. The result of the self-study process is the development of a guided continuous improvement plan to address identified areas of concern or noncompliance.

OSSE made available a web-based training on disproportionate representation and the use of the self-study to all LEAs. OSSE has received positive feedback from LEAs on the content of the self-study, which it has made available on its website, to encourage continuous improvement in practice related to identification and evaluation.

Correction of Findings of Noncompliance based on FFY 2010 data (if State did not report 0%):

The State reported that 0% of districts had disproportionate representation based on inappropriate identification in FFY 2010.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2009 findings noted in OSEP's June 2011 FFY 2010 APR response table for this indicator	1
2. Number of remaining FFY 2009 findings the State has verified as corrected	1
3. Number of remaining FFY 2009 findings the State has not verified as corrected [(1) minus (2)]	0

OSSE has completed the table above to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2011, not FFY 2009.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010.

OSSE issued findings of noncompliance based on FFY 2009 data and the corresponding self - assessment in August 2011. In order to correct these findings of noncompliance, OSSE required completion of all instances of noncompliance as well as demonstration that the LEA is correctly

implementing the specific regulatory requirement. OSSE verified the correction of all instances of noncompliance, such as demonstration that the appropriate procedural requirements were followed, and verification that a child is or is not eligible for special education and related services. In addition, OSSE reviewed the LEA's data for a subsequent time period. OSSE considers a finding in this area to be corrected if the LEA corrects the individual findings and review of the data for a subsequent time period shows that there is no disproportionate representation of racial and ethnic groups that is the result of inappropriate identification in special education and related services.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

As detailed above, following submission of individual student-level corrections by the LEA, OSSE verified the completion of student-level corrections. In addition OSSE verified that the LEA is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data collected through a State data system. OSSE considers a finding in this area to be corrected if the LEA corrects the individual findings and review of the data for a subsequent time period shows that there is no disproportionate representation of racial and ethnic groups that is the result of inappropriate identification in special education and related services.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>The State must report in its FFY 2011 APR, on the status of correction of noncompliance that the State identified in FFY 2011 based on 2009-2010 data for this indicator. The State must demonstrate, in the FFY 2011 APR, that the one district identified in FFY 2011 based on 2009-2010 data with disproportionate representation of racial and ethnic groups in special education that was the result of inappropriate identification is in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that the district: (1) is correctly implementing the specific regulatory requirement(s) (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</p>	<p>The State has verified correction of 1 of the 1 findings of noncompliance it issued in FFY 2011 based on FFY 2009 data based on OSEP Memo 09-02.</p>

Statement from the Response Table	State's Response
within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	
If the State is unable to demonstrate compliance with those requirements in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	OSSE demonstrated compliance with correction of the findings of noncompliance based FFY 2009 data.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to refine the data collection process to ensure that SEDS collects all data required for federal reporting purposes.	Ongoing through June 30, 2013	OSSE Data Team and contractors
Continue to provide user training on all modifications/improvements to the SEDS.	Ongoing through June 30, 2013	OSSE Data Team and contractors
Provide technical assistance to facilitate LEA self-reviews and provide on-site technical assistance to LEAs to address identified inappropriate policies, procedures and practices.	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors
Coordinate closely with new OSSE Director of Data Management to develop an agency-wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Propose and discuss new methodology with stakeholders and adopt pending discussion and approval.</p> <p>Justification: To ensure that the methodologies adopted by the District of Columbia accurately calculate the measurement in a manner that identifies systemic noncompliance.</p>	<p>SY 2012-2013</p>	<p>DSE; Office of Data Management; Stakeholders</p>

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Disproportionate Representation

Indicator 10:

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))

Measurement:

Percent = [(# of districts 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)] times 100.

Include State’s definition of “disproportionate representation.”

Based on its review of the 618 data for FFY 2011, describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§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' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2011, i.e., after June 30, 2012. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2011	0%

Actual Target Data for FFY 2011:

10%

The Actual Target Data was calculated as follows:

$$2/20 \times 100 = 10\%$$

Data Source:

OSSE used its Fall October 5, 2011 Enrollment and October/December 1, 2011 Child Count data for the Indicator 10 FFY 2011 SPP/APR submission.

Definition of “Disproportionate Representation” and Methodology

OSSE has adopted a weighted risk ratio of 2.5 for over-representation for determining if LEAs have disproportionate representation for Indicator 10. The weighted risk ratio compares the chance, or risk, of children of a particular racial/ethnic group being identified with a specific disability with the chance of children of all other racial/ethnic groups being identified with that same specific disability, taking into account the racial/ethnic composition of the student population in the District of Columbia. That is, the weighted risk ratio negates any effect on risk caused by a large or small percent of students being of a particular racial/ethnic group. The District of Columbia’s weighted risk ratio limits of . 2.5 means that the OSSE will investigate cases in which a particular racial/ethnic group is more than two and one half times as likely as all other racial/ethnic groups to be identified with a specific disability, based on each racial/ethnic group’s proportion of all students in the District of Columbia.

Based on stakeholder input, OSSE plans to adopt an updated methodology, based on probability, for calculating actual target data for this indicator, beginning in FFY 2012.

As required by OSEP, OSSE reviewed data related to the following required racial/ethnic groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic /Latino, Native Hawaiian or Other Pacific Islander, White, or two or more races, and the following disabilities categories: autism, specific learning disability (SLD), emotional disturbance (ED), multiple disabilities (MD), other health impaired (OHI), mental retardation (MR), speech or language impairment (SLI), deaf/blind, visually impaired (VI), deafness, hearing impairment, orthopedic impairment (OI), and traumatic brain injury (TBI).

Minimum group size for inclusion:

OSSE determined that an LEA must have at least 40 students with IEPs in order for an LEA to be included in this indicator. In addition, within LEAs of 40 or more students with IEPs, at least five students of a single race/ethnicity are required for weighted risk ratio analysis for that particular race/ethnicity. In FFY 2011, 20 LEAs in the District of Columbia had 40 or more students with IEPs and at least five students of a single race/ethnicity for a particular race/ethnicity (14 LEAs were excluded due to “n” size)¹⁰.

¹⁰ In FFY 2011, 34 LEAs in the District of Columbia served students with IEPs aged 6 through 21.

Step One: Using the criteria established above, OSSE determined that nine LEAs were identified as meeting the data threshold for disproportionate representation.

Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification

For each of the nine LEAs that the State identified as having disproportionate representation of racial and ethnic groups in specific disability categories, the State required completion of a self-study to determine if the disproportionate representation was a result of inappropriate identification. As part of this self-study, LEAs were required to review a number of student records (depending on the overall number of students with IEPs at the LEA); compare existing policies, procedures and practices to regulatory requirements; and complete a continuous improvement plan detailing the way in which any identified areas of noncompliance or areas of improvement would be addressed. Nine LEAs submitted their completed self-studies.

OSSE reviewed the results of the self-studies and found that two LEAs had disproportionate representation in specific disability categories as a result of inappropriate identification. OSSE’s review showed that the continuous improvement plan submitted by one LEA would not address the identified noncompliance with the LEA’s policies and procedures related to identification and evaluation. On December 21, 2012, OSSE issued a letter to this LEA, noting the identified noncompliance and requiring specific revision of its policies, procedures and practices. Although the continuous improvement plan submitted by the second LEA will address the identified noncompliance with the LEA’s policies and procedures related to identification and evaluation, that LEA’s self-study showed noncompliance at the student level. On February 4, 2013, OSSE issued student-level findings to this LEA in addition to requiring completion and documentation of the continuous improvement plan. OSSE will report on the correction of this noncompliance in its FFY 2012 APR due February 1, 2014.

Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	20	9	2	10.0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The actual target data of 10% represents neither progress nor slippage as compared to OSSE’s FFY 2010 actual target data of 10%. The State did not meet its target of 0%.

LEAs continue to demonstrate an increased awareness of requirements in the areas of eligibility, evaluation requirements, and early intervening activities. OSSE also provided training to LEAs regarding initial eligibility in FFY 2011 and continues to provide trainings regarding best practices that are available to all LEA teachers and administrators. In FFY 2011 and early FFY 2012, OSSE reviewed the methods and tools for determining whether districts’ disproportionate representation was the result of inappropriate identification. As part of this review, OSSE consulted OSEP technical assistance documents and the self-assessments and other tools employed by various states. OSSE then developed a new multi-part self-study tool. This tool includes a review of student records, LEA policies, procedures and practices, and regulatory requirements, and is suitable for LEAs whose data demonstrate disproportionate representation as well as LEAs who voluntarily conduct a review to improve compliance with requirements related to evaluation and eligibility determinations. The result of the self-study process is the development of a guided continuous improvement plan to address identified areas of concern or noncompliance.

OSSE made available a web-based training on disproportionate representation and the use of the self-study to all LEAs. OSSE has received positive feedback from LEAs on the content of the self-study, which it has made available on its website, to encourage continuous improvement in practice related to identification and evaluation.

Correction of FFY 2010 Findings of Noncompliance (if State reported more than 0% compliance):

Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	2
Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1
Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	1
Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	1
Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

OSSE has completed the table to show findings which have been corrected, and those not yet verified as corrected. However, OSSE made these findings in FFY 2011, not FFY 2010.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010.

OSSE issued findings of noncompliance based on FFY 2009 data and the corresponding self - assessment in August 2011. In order to correct these findings of noncompliance, OSSE required completion of individual student-level corrections as well as demonstration that the LEA is correctly implementing the specific regulatory requirement. OSSE verified the completion of student-level corrections, such as demonstration that the appropriate procedural requirements were followed, and verification that a child is or is not eligible for special education and related services. In addition, OSSE reviewed the LEA’s data for a subsequent time period. OSSE considers a finding in this area to be corrected if the LEA corrects the individual findings and review of the data for a subsequent time period shows that there is no disproportionate representation of racial and ethnic groups that is the result of inappropriate identification in special education and related services.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010:

As detailed above, following submission of individual student-level corrections by the LEA, OSSE verified the completion of student-level corrections. In addition OSSE verified that the LEA is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data collected through a State data system. OSSE considers a finding in this area to be corrected if the LEA corrects the individual findings and review of the data for a subsequent time period shows that there is no disproportionate representation of racial and ethnic groups that is the result of inappropriate identification in special education and related services.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2009 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	2
2. Number of remaining FFY 2009 findings the State has verified as corrected	1
3. Number of remaining FFY 2009 findings the State has not verified as corrected [(1) minus (2)]	1

OSSE has completed the table to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2011, not FFY 2009.

Actions Taken if Noncompliance Not Corrected:

OSSE issued letters to the LEAs who were found to have disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification. OSSE is requiring completion of individual student-level corrections as well as demonstration that the LEA is correctly implementing the specific regulatory requirement as demonstrated through a review of data for a subsequent time period. Upon LEA submission of correction, OSSE will verify the correction of individual noncompliance and demonstration that the LEA is correctly implementing the specific regulatory requirement in accordance with the requirements of OSEP Memorandum 09-02.

Beginning in FFY 2011, OSSE has begun the practice of issuing LEA compliance summaries to assist LEA's in tracking their obligations related to correction of noncompliance. OSSE anticipates that LEAs will be further supported in managing timelines via the planned launch of an online compliance monitoring system.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010.

OSSE issued findings of noncompliance based on FFY 2009 data and the corresponding self - assessment in August 2011. In order to correct these findings of noncompliance, OSSE required completion of individual student-level corrections as well as demonstration that the LEA is correctly implementing the specific regulatory requirement. OSSE verified the completion of student-level corrections, such as demonstration that the appropriate procedural requirements were followed, and verification that a child is or is not eligible for special education and related

services. In addition, OSSE reviewed the LEA’s data for a subsequent time period. OSSE considers a finding in this area to be corrected if the LEA corrects the individual findings and review of the data for a subsequent time period shows that there is no disproportionate representation of racial and ethnic groups that is the result of inappropriate identification in special education and related services.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY-2009:

As detailed above, following submission of individual student-level corrections by the LEA, OSSE verified the completion of student-level corrections. In addition OSSE verified that the LEA is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data collected through a State data system. OSSE considers a finding in this area to be corrected if the LEA corrects the individual findings and review of the data for a subsequent time period shows that there is no disproportionate representation of racial and ethnic groups that is the result of inappropriate identification in special education and related services.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State’s Response
<p>Because the State reported less than 100% compliance for FFY 2010 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2011 based on 2010-2011 data for this indicator. The State must demonstrate, in the FFY 2011 APR, that the two districts identified in FFY 2011 based on 2010-2011 data and the two districts identified in FFY 2011 based on 2009-2010 data with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently</p>	<p>The State has verified correction of 2 of the 2 findings of noncompliance it issued in FFY 2011 based on FFY 2010 data based on OSEP Memo 09-02.</p> <p>The State has verified correction of 1 of the 2 remaining findings of noncompliance issued in FFY 2011 based on FFY 2009 data based on OSEP Memo 09-02.</p> <p>The State has issued additional guidance to the LEAs with outstanding noncompliance in order to ensure correction.</p>

Statement from the Response Table	State's Response
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 district, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.	
If the State is unable to demonstrate compliance with those requirements in the FFY 2011 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	OSSE has reviewed and updated its improvement activities for this indicator.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to refine the data collection process to ensure that SEDS collects all data required for federal reporting purposes.	Ongoing through June 30, 2013	OSSE Data Team and contractors
Continue to provide user training on all modifications/improvements to the SEDS.	Ongoing through June 30, 2013	OSSE Data Team and contractors
Provide technical assistance to facilitate the self-review and provide on-site technical assistance to LEAs to address identified inappropriate policies, procedures and practices.	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors
Coordinate closely with new OSSE Director of Data Management to develop an agency-wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Propose and discuss new methodology with stakeholders and adopt pending discussion and approval.</p> <p>Justification: To ensure that the methodologies adopted by the District of Columbia accurately calculate the measurement in a manner that identifies systemic noncompliance.</p>	<p>SY 2012-2013</p>	<p>DSE; Office of Data Management; Stakeholders</p>

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/Child Find

Indicator 11:

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))

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)

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

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

89%

The Actual Target Data was calculated as follows:

$$2359/2645 \times 100 = 89\%$$

Method Used to Collect Data:

OSSE used its Special Education Data Systems (SEDS) to collect data for this indicator. Data were collected for the entire reporting year (July 1, 2011 – June 30, 2012).

The District of Columbia established timeline for evaluations is 120 days from referral to eligibility determination.

Children Evaluated Within State-established timeline:

a. Number of children for whom parental consent to evaluate was received	2645
b. Number of children whose evaluations were completed within 120 days	2359
Percent of children with parental consent to evaluate, who were evaluated within 120 days (Percent = [(b) divided by (a)] times 100)	89%

Account for children included in (a) but not included in (b):

There were 286 children included in (a) but not included in (b). For these children, evaluations were not completed within the State-established timeline. 129 children did not receive an evaluation within the State-established timeline but were excluded from the numerator and the denominator because of exceptions outlined in 34 CFR §300.301(d) (the parent of the child repeatedly failed or refused to produce the child for the evaluation, or the child enrolled in a school of another public agency after the timeframe for initial evaluations had begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability).

Indicate the range of days beyond the timeline and provide reasons for the delays:

The range of days beyond the 120 day timeline is 0-344 days. The reasons for delay fall within two categories: LEA delay and parental delay.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

The actual target data of 89% represents progress from OSSE’s FFY 2010 actual target data of 72%. The District did not meet the FFY 2011 target of 100%.

OSSE is pleased to note the District’s continued progress related to this indicator. In FFY 2011, OSSE continued to engage in a number of improvement activities to improve evaluation timelines. First, OSSE continued its practice of issuing LEA Performance and Planning Reports to assist LEAs in monitoring progress toward evaluation timeliness and planning for upcoming evaluation deadlines. Further, OSSE conducted multiple training sessions regarding proper methods to evaluate students, appropriate use of assessments, and accurate eligibility determinations. Finally, OSSE continued to refine a rigorous monitoring system to identify and correct noncompliance in a timely manner. On-site monitoring and database monitoring regarding evaluation timelines and evaluation-related requirements were completed in FFY 2011.

Each quarter, OSSE reviews data in SEDS to report to OSEP on compliance with initial evaluation and reevaluation timeline requirements. Data are reviewed from all LEAs. Following the review of data, OSSE issues written findings of noncompliance to each LEA that did not achieve 100% compliance for evaluation timelines.

To demonstrate correction of the LEA’s noncompliance related to timely evaluations, the LEA must provide student level correction and ensure future LEA compliance. Student level correction is demonstrated when the student receives the evaluation, although late. The LEA must also ensure that future initial evaluations and reevaluations are conducted in a timely manner. This is accomplished by demonstrating that the LEA has met full compliance (100% timely) via the following quarterly review.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	1262
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	984
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	278

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	278
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	212
3. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	66

Actions Taken if Noncompliance Not Corrected:

OSSE requires submission of documentation showing the correction of noncompliance as soon as possible and in no case longer than one year from notification. In the initial notification, OSSE will include a deadline for submission of correction between 2 and 6 months from the date of notification. If noncompliance is not corrected with the first submission, OSSE monitors follow-up with the LEA to provide additional technical assistance on the requirements for correction. Following submission of documents which are insufficient to demonstrate correction, OSSE will issue a letter and updated report to the LEA contact detailing the remaining required corrections. In addition, OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. The system will allow SEA and LEA staff members to view findings issued during and after FFY 2012, as well as deadlines for correction.

OSSE considers continued noncompliance with IDEA regulations when it selects LEAs for on-site monitoring, focused monitoring, or completion of self-assessments, all of which provide targeted opportunities for identification and correction of the root cause of noncompliance.

Verification of Correction of FFY 2010 noncompliance (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification.

Pursuant to OSEP Memorandum 09-02 dated October 17, 2008 (OSEP Memo 09-02), OSSE accounts for all instances of noncompliance. In determining the steps that the LEA must take to correct the noncompliance and document such correction, OSSE may consider a variety of factors. For any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement, OSSE must also ensure that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. In addition, OSSE must ensure that each LEA has completed the required action (e.g. completed the evaluation although late).

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010:

For correction of noncompliance, OSSE ensured that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, by ensuring that each LEA has completed the required action (e.g. completed the evaluation although late). Additionally, OSSE deems that noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement for all students with IEPs. Specifically, OSSE corrects the findings of noncompliance when the LEA

demonstrates, in a subsequent database pull, that it has achieved 100% compliance for initial evaluation timelines.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2009 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	32
2. Number of remaining FFY 2009 findings the State has verified as corrected	24
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	8

Verification of Correction of Remaining FFY 2009 findings:

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification.

Pursuant to OSEP Memorandum 09-02 dated October 17, 2008 (OSEP Memo 09-02), OSSE accounts for all instances of noncompliance. In determining the steps that the LEA must take to correct the noncompliance and document such correction, OSSE may consider a variety of factors. For any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement, OSSE must also ensure that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. In addition, OSSE must ensure that each LEA has completed the required action (e.g. completed the evaluation although late).

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

For correction of noncompliance, OSSE ensured that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, by ensuring that each LEA has completed the required action (e.g. completed the evaluation although late). Additionally, OSSE deems that noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement for all students with IEPs. Specifically, OSSE corrects the findings of noncompliance when the LEA demonstrates, in a subsequent database pull, that it has achieved 100% compliance for initial evaluation timelines.

OSSE notes that the 8 remaining findings identified in FFY 2009 are LEA-level findings that will remain open until an LEA is able to demonstrate 100% compliance with the regulatory requirements for initial evaluations in a subsequent reporting period.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator. The State must also clarify in its FFY 2011 APR, the number of remaining uncorrected findings of noncompliance identified in FFY 2009 (i.e., 32 or 34) and demonstrate that those findings were corrected. When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 and each LEA with remaining findings of noncompliance identified in FFY 2009: (1) is correctly implementing 34 CFR §300.301(c)(1) (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 completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>As noted above, OSSE reported on the status of correction of findings identified in FFY 2010.</p> <p>OSSE has clarified that 32 uncorrected findings of noncompliance identified in FFY 2009 remained at the time of the April 2012 clarification to its FFY 2010 APR.</p> <p>OSSE reported that it has verified correction of noncompliance reflected in the FFY 2010 data to the extent possible consistent with OSEP Memo 09-02.</p>
<p>In its FFY 2011 Special Conditions progress reports, the State reported data that demonstrate continued noncompliance with the requirement to ensure timely initial evaluations. The State must review its improvement activities and revise them, if necessary to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State is in compliance with the timely initial evaluation requirements in 34 CFR §300.301(c).</p>	<p>OSSE has reviewed its improvement activities and believes that these activities, will enable OSSE to provide data in future submissions to OSEP demonstrating that the State is in compliance with the timely initial evaluation requirements in 34 CFR §300.301(c).</p>

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to provide training, technical assistance, and professional development to LEAs found noncompliant with Indicator 11	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff
Continue to evaluate LEAs compliance to this indicator through data collection and focused monitoring and impose corrective action plans on LEAs found out of compliance.	Ongoing through June 30, 2013	Director, Monitoring and Compliance Unit; Monitoring and Compliance staff; Director, Data Unit; Data staff
Continue quarterly LEA meetings to review obligations and performance data related to timely evaluation, reevaluation, and IEP development	Ongoing through June 30, 2013	Assistant Superintendent
Continue issuance of LEA Planning and Performance Reports to assist LEAs with accessing their data related to evaluations and reevaluations to enhance overall management of special education processes.	Ongoing through June 30, 2013	Director, Data Unit; Data staff
Issue evaluation/reevaluation findings for Special Conditions reports	Ongoing through June 30, 2013	Director, QAM Unit; QAM staff
Issue evaluation/reevaluation findings for quarterly database reviews	Ongoing through June 30, 2013	Director, QAM Unit; QAM staff
Issue biannual compliance summaries to assist LEAs in assessing practices in initial evaluations and reevaluations, conducting a root cause analysis, and, if appropriate, developing an action plan.	Ongoing through June 30, 2013	Director, QAM Unit

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/Effective Transition

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 third birthdays.

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

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 eligibilities were 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.

Account for children included in a but not included in b, c, d, or e. 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)] times 100.

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

89%

The actual calculation is as follows: $174 / (283 - 45 - 26 - 17) \times 100 = 89\%$

The State implemented a two phase plan to collect and report data for this indicator. The first phase included completing a direct pull from existing data systems and conducting a manual confirmation from Part C files. The second phase included a record review for the each of the students who did not have an IEP developed and implemented by their third birthdays, in order to determine the reason for delay.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	283
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	45
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	174
d. # 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.	26
e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	17
# in a but not in b, c, d, or e.	21
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 Percent = $[(c) / (a-b-d-e)] * 100$	89%

Account for children included in a, but not in b, c, d, or e:

21 children who were served in Part C and referred to Part B for Part B eligibility determination did not have IEPs developed and implemented by their third birthdays.

Indicate the range of days beyond the third birthday and any reasons for the delay:

The range of days beyond the third birthday for a student to have an IEP developed and implemented is 5 – 191 days. The reasons for delay fall within two categories: LEA delay and parental delay.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

The actual data of 89% represents progress from OSSE’s FFY 2010 actual data of 62%. OSSE did not meet its FFY 2011 target of 100%.

OSSE is pleased to note the District’s continued progress related to this indicator. OSSE believes that the myriad of improvement activities that have occurred over the past several FFYs has had a significant impact on compliance with this indicator.

First, OSSE developed an Early Childhood Transition Policy that clarifies roles and responsibilities in the Early Childhood Transition Process, followed by issuance of Early Childhood Transition Guidelines detailing the steps LEAs should follow during the transition process. Second, Part C and Part B leadership instituted regular meetings to align their transition practices in a way that facilitates compliance. These revised procedures clarify specific roles and actions for each agency at all transition steps. Further, data sharing between Part C and Part B is now occurring, as both data systems are able to export and import data in a common format.

Other factors impacting compliance included the continued improvement of the Special Education Data System (SEDS), which has yielded increasingly robust data. Training on the data systems is ongoing. In addition, OSSE has improved the quality of monitoring visits and data reviews and has revised its tracking of correction of noncompliance.

In FFY 2011, OSSE also included Part C to Part B transition data in its LEA Planning and Performance management reports.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR):

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	4
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	2
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	2
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
3. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	2

Actions Taken if Noncompliance Not Corrected:

OSSE requires submission of documentation showing the correction of noncompliance as soon as possible and in no case longer than one year from notification. In the initial notification, OSSE will include a deadline for submission of correction between 2 and 6 months from the date of notification. If noncompliance is not corrected with the first submission, OSSE monitors follow-up with the LEA to provide additional technical assistance on the requirements for correction. Following submission of documents which are insufficient to demonstrate correction, OSSE will issue a letter and updated report to the LEA contact detailing the remaining required corrections. In addition, OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. The system will allow SEA and LEA staff members to view findings issued during and after FFY 2012, as well as deadlines for correction.

OSSE considers continued noncompliance with IDEA regulations when it selects LEAs for on-site monitoring, focused monitoring, or completion of self-assessments, all of which provide targeted opportunities for identification and correction of the root cause of noncompliance.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification.

Pursuant to OSEP Memorandum 09-02 dated October 17, 2008 (OSEP Memo 09-02), OSSE accounts for all instances of noncompliance. In determining the steps that the LEA must take to correct the noncompliance and document such correction, OSSE may consider a variety of factors. For any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement, OSSE must also ensure that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. In addition, OSSE must ensure that each LEA has completed the required action (e.g. completed the evaluation although late).

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010:

For correction of noncompliance, OSSE ensured that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, by ensuring that each LEA has completed the required action (e.g. completed the evaluation although late). Additionally, OSSE deems that noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement for all students with IEPs. Specifically, as these findings were associated with an on-site monitoring report, OSSE corrects the findings of noncompliance when the LEA demonstrates, in a subsequent record sample, that it has achieved 100% compliance for the regulatory requirement.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (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 developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>As noted above, OSSE reported on the status of correction of findings identified in FFY 2010.</p>
<p>In its FFY 2011 Special Conditions progress reports, the State provided data that demonstrate continued noncompliance with the early childhood transition requirements in 34 CFR §300.124(b). The State must review</p>	<p>OSSE has reviewed its improvement activities and believes that these activities, will enable OSSE to provide data in future submissions to OSEP demonstrating that the State is in compliance with the early</p>

Statement from the Response Table	State's Response
its improvement activities and revise them, if necessary to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State is in compliance with the early childhood transition requirements in 34 CFR §300.124(b).	childhood transition requirements in 34 CFR §300.124(b).

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
OSSE will continue to work with local education agencies to ensure early childhood transition meetings are held no less than 90 days prior to the child's third birthday.	Ongoing through June 30, 2013	Director, DCEIP
OSSE will continue to provide training opportunities to LEAs and other public agencies to encourage parents to register their children and initiate the referral process at the early childhood transition meeting. These training sessions will take place annually during the summer months.	Ongoing through June 30, 2013	Director, DCEIP; Director, Training and Technical Assistance Unit
OSSE will continue to examine ways to more effectively integrate Part C and Part B data systems.	Ongoing through June 30, 2013	Director, DCEIP; Director, Data Unit
The Early Childhood Specialist will meet with local preschool early intervention programs on a monthly basis to review data and discuss areas where targets are not being met and request appropriate action to move towards improvement on this indicator.	Ongoing through June 30, 2013	619 Coordinator; Director, DCEIP

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Develop LEA training series on ECT aligned with needs identified through internal workgroup and stakeholder summit, including additional guidance to LEAs to timely initiate process of providing PWN and, as appropriate, obtaining parental consent.	Ongoing through June 30, 2013	Director, DCEIP
Hold parent transition orientation sessions to assist parents with effectively navigate the transition process	Ongoing through June 30, 2013	Director, DCEIP
Develop ECT focused monitoring tools	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff
Train LEAs on focused monitoring process and tools	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff
Conduct focused monitoring related to Part C to Part B transition	Ongoing through June 30, 2012	OSSE Quality Assurance & Monitoring staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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 service 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))

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 service 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.

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

28%

Calculation for target data is as follows:

$$85/300 \times 100 = 28\%$$

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2011 (2011-2012)	300	85	28%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

OSSE's actual target data of 28% represents progress from FFY 2010 actual target data of 7%. OSSE did not meet its measurable and rigorous target of 100%.

As a result of a determination by the U. S. Department of Education that the District of Columbia "needs intervention", based in part on the District's noncompliance in the area of secondary transition, OSSE was required to complete a random sampling of at least 100 IEPs from all LEAs of youth aged 16 and above to be reviewed for secondary transition content for three reporting periods. (OSSE selected the IEPs equitably among LEAs based on the percentage of students with IEPs in this age range served by each LEA, relative to the total number of students with IEPs in the age range in the District of Columbia.)

Monitoring for the first reporting period of FFY 2011 was completed on October 14, 2011. OSSE notified LEAs of findings of noncompliance on December 12, 2011 via monitoring reports that provided written notification to LEAs to correct identified noncompliance as soon as possible and in no case later than one year from identification. OSSE completed the monitoring process for the second reporting period on January 19, 2012 and notified LEAs of findings of noncompliance on April 13, 2012. OSSE completed the monitoring process for the third reporting period on April 24, 2012 and notified LEAs of findings of noncompliance on June 29, 2012.

LEAs demonstrated improvement across each reporting period. The percentage of files that demonstrated compliance with all secondary transition requirements went from 21% in the first reporting period, to 22% in the second reporting period, and 42% in the third reporting period. OSSE notes that the percentage of compliant files in the third reporting period differs from the percentage provided in its FFY 2011 Special Conditions Report #3 submitted to OSEP on May 15, 2012. In the May 15, 2012 report, OSSE indicated that 41% of files reviewed in the third reporting period were compliant with all secondary transition requirements. In the intervening months, one LEA has demonstrated that one file which had been deemed

noncompliant, for failure to conduct age-appropriate transition assessments, was compliant at all times during the period of review. The LEA had provided proof of completed assessments in SEDS, but uploaded the files to a location in which such files are not typically stored. OSSE rescinded the finding for this item and the file was therefore compliant.

OSSE believes that this progress is the result of monitoring, training, and technical assistance provided to LEAs to support compliance. In FFY 2011, OSSE continued to offer a robust secondary transition training series, supported through the District’s secondary transition Community of Practice (CoP). In addition, OSSE released updates to SEDS that support compliance with secondary transition requirements. These updates were released on October 15, 2011.

Correction of FFY 2010 Findings of Noncompliance:

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	440
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	189
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	251

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	251
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	182
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	69

Actions Taken if Noncompliance Not Corrected:

OSSE requires submission of documentation showing the correction of noncompliance as soon as possible and in no case longer than one year from notification. In the initial notification, OSSE will include a deadline for submission of correction between 2 and 6 months from the date of notification. If noncompliance is not corrected with the first submission, OSSE monitors follow-up with the LEA to provide additional technical assistance on the requirements for correction. Following submission of documents which are insufficient to demonstrate correction, OSSE will issue a letter and updated report to the LEA contact detailing the remaining required corrections. In addition, OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. The system

will allow SEA and LEA staff members to view findings issued during and after FFY 2012, as well as deadlines for correction.

OSSE considers continued noncompliance with IDEA regulations when it selects LEAs for on-site monitoring, focused monitoring, or completion of self-assessments, all of which provide targeted opportunities for identification and correction of the root cause of noncompliance.

Verification of Correction (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification.

Pursuant to OSEP Memorandum 09-02 dated October 17, 2008 (OSEP Memo 09-02), OSSE accounts for all instances of noncompliance. In determining the steps that the LEA must take to correct the noncompliance and document such correction, OSSE may consider a variety of factors. For any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement, OSSE must also ensure that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. In addition, OSSE must ensure that each LEA has completed the required action (e.g. completed the evaluation although late).

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2009 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	60
2. Number of remaining FFY 2009 findings the State has verified as corrected	46
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	14

Verification of Correction of Remaining FFY 2009 findings:

OSSE requires submission of documentation showing the correction of noncompliance as soon as possible and in no case longer than one year from notification. In the initial notification, OSSE will include a deadline for submission of correction between 2 and 6 months from the date of notification. If noncompliance is not corrected with the first submission, OSSE monitors follow-up with the LEA to provide additional technical assistance on the requirements for correction. Following submission of documents which are insufficient to demonstrate correction, OSSE will issue a letter and updated report to the LEA contact detailing the remaining required corrections. In addition, OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. The system

will allow SEA and LEA staff members to view findings issued during and after FFY 2012, as well as deadlines for correction.

OSSE considers continued noncompliance with IDEA regulations when it selects LEAs for on-site monitoring, focused monitoring, or completion of self-assessments, all of which provide targeted opportunities for identification and correction of the root cause of noncompliance.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification.

Pursuant to OSEP Memorandum 09-02 dated October 17, 2008 (OSEP Memo 09-02), OSSE accounts for all instances of noncompliance. In determining the steps that the LEA must take to correct the noncompliance and document such correction, OSSE may consider a variety of factors. For any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement, OSSE must also ensure that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. In addition, OSSE must ensure that each LEA has completed the required action (e.g. completed the evaluation although late).

OSSE notes that 9 of the 14 remaining findings identified in FFY 2009 are LEA-level findings that will remain open until an LEA is able to demonstrate 100% compliance with the regulatory requirements for secondary transition in a subsequent reporting period.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2010, the State must report on the status of correction of noncompliance identified in FFY 2010 for this indicator.</p> <p>When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with noncompliance identified in FFY 2010 for this indicator: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (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.</p>	<p>OSSE has reported on the status of correction of noncompliance for FFY 2010.</p> <p>OSSE has verified that each LEA with noncompliance reflected in the FFY 2010 data the State reported for this indicator and that the State verified as corrected was verified consistent with the requirements of OSEP Memorandum 09-02.</p>
<p>The State must also demonstrate in the FFY 2011 APR, that the remaining 60 uncorrected noncompliance findings identified in FFY 2009 were corrected. When reporting on the correction of noncompliance, the State must report, in its FFY 2011 APR, that it has verified that each LEA with remaining noncompliance identified in FFY 2009 for this indicator: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (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 2011 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>OSSE has reported on the status of correction of noncompliance for FFY 2009.</p> <p>OSSE has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator and that the State verified as corrected was verified consistent with the requirements of OSEP Memorandum 09-02.</p>

Statement from the Response Table	State's Response
<p>In its FFY 2011 Special Conditions progress reports, the State provided data that demonstrate continued noncompliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b). The State must review its improvement activities and revise them, if necessary to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State is in compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b).</p>	<p>OSSE has reviewed its improvement activities and made adjustments to support compliance.</p>

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide ongoing technical assistance and support	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors
Conduct professional development and training activities	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors
Collect monitoring data quarterly	Ongoing through June 30, 2013	OSSE Quality Assurance and Monitoring staff
Convene Community of Practice for secondary transition meetings	Ongoing	OSSE staff and community stakeholders
Develop and maintain State-level secondary transition resource site on web page	Ongoing through June 30, 2013	DSE Leadership, Special Assistant, Parent and Community Relations
Identify, through collaboration with the Secondary Transition Community of Practice, list of State- recommended transition assessments; maintain list annually to reflect research-based information	Ongoing through June 30, 2013	Director, TTA

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 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.

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
<p align="center">2011 (2011-2012)</p>	<p>14A: 26% of youth who are no longer in secondary school enrolled in higher education within one year of leaving high school.</p> <p>14B: 49% of youth who are no longer in secondary school enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>14C: 61% of youth who are no longer in secondary 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.</p>

Actual Target Data for FFY 2011:

<p>14A: 35% 14B: 56% 14C: 68%</p>
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The actual numbers used to calculate the target data were as follows:

There were a total of 149 respondents.

1 = 52 respondent leavers were enrolled in “higher education”.

2 = 31 respondent leavers were engaged in “competitive employment” (and not counted in 1).

3 = 14 of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2).

4 = 5 of respondent leavers were engaged in “some other employment” (and not counted in 1, 2, or 3).

Thus:

14A: $52/149 \times 100 = 35\%$

14B: $(52 + 31)/149 \times 100 = 56\%$

14C: $(52 + 31 + 14 + 5)/149 \times 100 = 68\%$

OSSE has exceeded its FFY 2011 targets for this indicator.

Sample Selection:

OSSE used census data for this indicator. Using the districts Data Repository, OSSE collected exiting information for all students who graduated or left school in FFY 2010 and provided this information to its contractor to complete the survey.

OSSE contracted with Potsdam Institute for Applied Research (PIAR) at the State University of New York (SUNY) to conduct phone interviews with former students or their designated family member (i.e., parent or grandparent). Youth were contacted after being out of school for at least one year.

Response Rate and Representativeness:


As seen in Table 1, Response Rate Calculation, while 836 youth left the school during the 2010-11 school year, 647 were determined eligible for follow up and were contacted. Interviews were conducted with 149 youth or their family members. The response rate was 149/647 = 23%.

Response Rate Calculation

Number of leavers in the state	836
- Subtract the number of youth ineligible (those who had subsequently returned to school, did not provide consent for the interview, or did not have current contact information)	189
Number of youth contacted	647
Number of completed surveys	149
Response rate: 149/647 x 100	23%

OSSE calculated representativeness of the respondent group on the characteristics of disability type, ethnicity and gender in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2010-11.

Differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, red is used to indicate a difference exceeding the $\pm 3\%$ interval. In the below table, the designations of disability categories is as follows: LD= Learning Disability, ED = Emotional Disturbance, MR= Mental Retardation/Intellectual Disability, and AO= All Other disability categories.

NPSO Response Calculator		Representativeness							
									
	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout
Census Totals	836	447	164	79	146	323	819	16	330
Response Totals	149	80	16	13	40	59	145	3	25
Target Leaver Representation	53%	20%	9%	17%	39%	98%	1.9%	39%	
Respondent Representation	54%	11%	9%	27%	40%	97%	2%	17%	
Difference	0%	-9%	-1%	9%	1%	-1%	0%	-23%	
Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than +/-3% is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html .									

Based on the reported data, 35% of respondents indicated that they are enrolled in higher education; 56% are enrolled in higher education or competitively employed; and 68% are enrolled in higher education, competitively employed, enrolled in some other postsecondary education or training or engaged in some other employment. OSSE further analyzed this data and found that a greater percentage of students who graduated with a diploma are engaged than youth who dropped out: 72% compared to 52%, respectively.

OSSE also notes that of youth with emotional disabilities, 31% of youth are engaged in some postsecondary activity, while 70% of youth with multiple disabilities are likewise engaged, 69% of youth with intellectual disabilities (formerly mental retardation) are engaged, 73% of youth with other health impairments are engaged, 75% of youth with specific learning disabilities are engaged in some postsecondary activity.

OSSE recognizes very large discrepancies in youth respondents engaged in postsecondary activities by race/ethnicity. One hundred percent of white youth respondents were engaged in some postsecondary activity and 83% of Hispanic/Latino youth were engaged in some postsecondary activity, while only 60% of Black/non-Hispanic youth were engaged in some postsecondary activity.

Finally, OSSE found that female and male youth are nearly equally engaged in employment (22% and 20%, respectively); and male youth are more engaged in postsecondary education (37%) as opposed to female post-secondary education (32%).

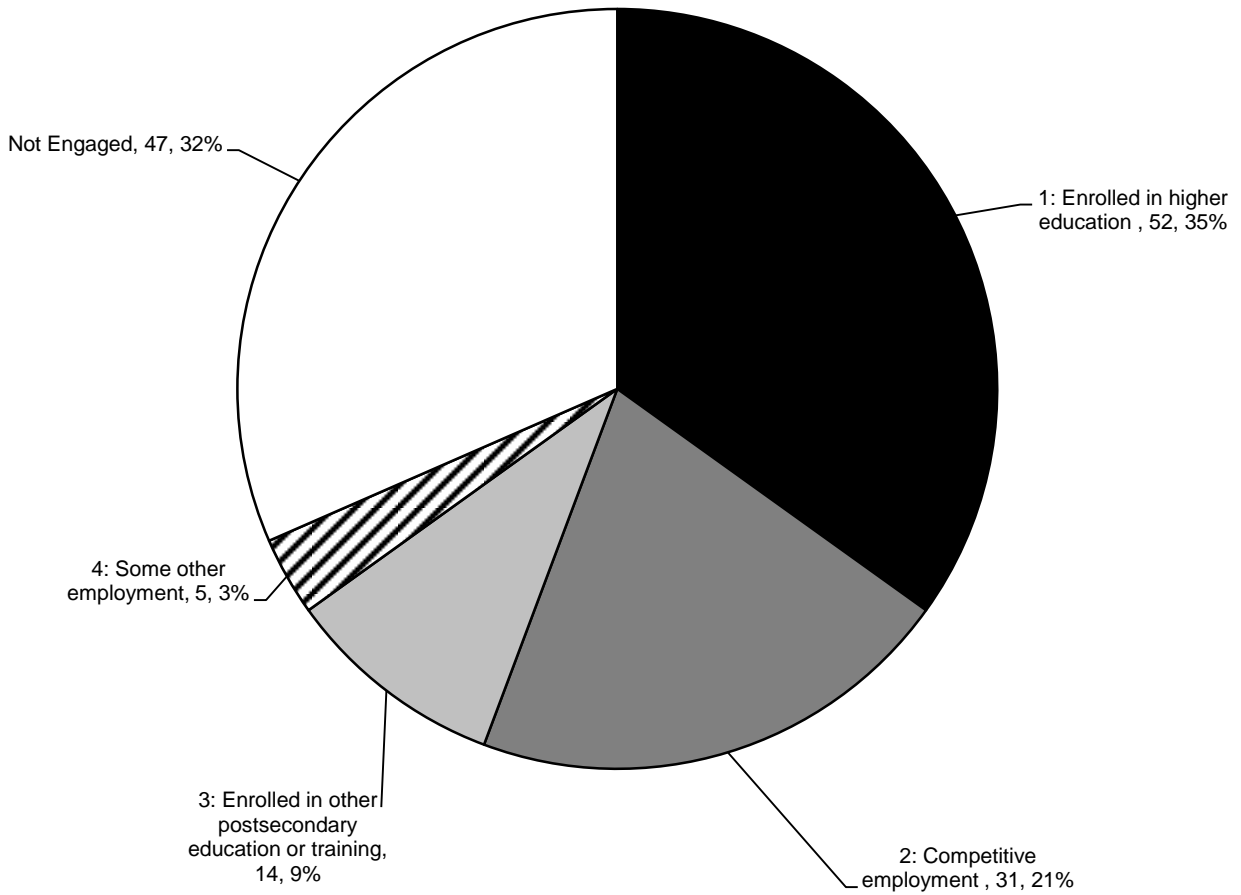
Selection Bias:

The under-representativeness of youth with emotional disabilities and youth who have dropped out aligns with patterns of engagement in other studies related to these populations. OSSE will identify additional strategies to encourage survey responses from youth in these categories.

Missing Data:

Our overall response rate was 23%, which means out of 647 leavers who were contacted and left school in 2010-2011, OSSE is missing post-school outcome information for 77% of former students in the sample. Because of a noted challenge with updated contact information, OSSE will continue to inform LEAs of the responsibility to collect contact information annually, and specifically, prior to student exiting. Additionally, OSSE will continue to provide parent and student fliers for distribution.

**Washington DC IDEA Part B SPP/APR Indicator 14:
Post-School Outcomes for 2010-11 School Year Exiters**



■ 1: Enrolled in higher education		
SPP #14 Measurement A	35%	Equals Segment 1
■ 2: Competitive employment		
SPP #14 Measurement B	56%	Equals Segments 1+2
■ 3: Enrolled in other postsecondary education or training		
■ 4: Some other employment		
SPP #14 Measurement C	68%	Equals Segments 1+2+3+4
□ Not Engaged		

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

OSSE’s FFY 2011 actual target data for this indicator represents progress from OSSE’s FFY 2010 reported data.

The following improvement activities will be continued based on OSSE’s belief that they are critical levers for ensuring the District’s continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>Secondary Transition Monitoring Pursuant to OSSE’s Special Conditions Requirements: The Monitoring and Compliance Unit began regular monitoring of 100 IEPs of students aged 16 or older to ensure compliance with requirements related to secondary transition content.</p>	Ongoing through June 30, 2013	Director, Monitoring and Compliance Unit; Monitoring and Compliance staff
<p>Implementation of a Training Series to Support Secondary Success: The DSE’s Training and Technical Assistance (TTA) Unit facilitated a robust training series in SY 2009-2010 which will continue annually through 2013. This LEA training series includes trainings specifically designed to ensure the success of students in secondary grades. Specifically, the training series includes the following training content:</p> <ul style="list-style-type: none"> • Developing measurable annual goals and objectives for transition services utilizing SEDS • Integrating best practices for addressing the needs of students with IEPs into professional learning and teaching activities • Determining student progress at the secondary level • Implementing an effective Response to Intervention (RTI) framework in secondary schools • Developing and implementing 	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
<p>research-based secondary school reading interventions</p> <ul style="list-style-type: none"> Identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement Providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center 		
<p>Completion and Implementation of a State Action Plan: This Community of Practice has met 3 times to continue the work related to ensuring that student's with opportunities can access a regular or alternate diploma and are well-prepared for transition to life beyond high school. The team is also in the process of developing a State Action Plan and will implement the plan upon completion.</p>	Ongoing through June 30, 2013	Director, TTA Unit; DSE Leadership team
Provide parent and student fliers for distribution.	Ongoing through June 30, 2013	Director, TTA Unit; Assistant Superintendent
Provide reminder to LEAs regarding obligation to update contact information prior to end of school year to increase accuracy of contact information to increase response rates.	Ongoing through June 30, 2013	Director, TTA Unit; Assistant Superintendent

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/General Supervision

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.

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

Measurement:
Percent of noncompliance corrected within one year of identification:
a. # of findings of noncompliance.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment 1).

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

61%

The Actual Target Data was calculated as follows: $2703/4400 \times 100 = 61\%$

Describe the process for selecting LEAs for Monitoring:

The goal of OSSE's Monitoring and Compliance System is to ensure that LEAs are meeting the requirements of both federal and local regulations. In alignment with federal regulations and OSSE's Vision, OSSE's monitoring approach is outcome oriented. However, if noncompliance is identified through any of OSSE's monitoring activities, OSSE will require the LEA to correct the noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance.

OSSE employs a number of monitoring activities to ensure compliance with federal and local regulations and improve educational results and functional outcomes for students with IEPs. Monitoring activities include: database reviews, on-site compliance monitoring, record reviews, on-site focused monitoring, dispute resolution activities, LEA self-studies, Phase I and Phase II grant applications, and reviews of audit findings.

Database Reviews: In accordance with the APR reporting requirements, OSSE reviews data in the Special Education Data System (SEDS) and related State systems to identify noncompliance and assess progress toward federal and local targets for special education. Data for special conditions reporting is reviewed quarterly for all LEAs. (Only LEAs serving students 15 years and older are monitored for secondary transition requirements.)

On-site Compliance Monitoring: Twice per year, OSSE conducts on-site compliance monitoring for a selection of LEAs. This process includes record reviews and interviews to identify noncompliance and assess progress toward federal and local targets for special education. LEAs are selected for an on-site compliance monitoring visit based on the consideration and evaluation of the following factors:

- Information provided as a result of LEA self-assessments;
- Information provided in the LEA's most recent Phase I and Phase II Grant Application;
- Level of compliance on the prior year's APR Indicators 4A, 4B, 9, 10, 11, 12 and 13;
- Level of compliance on data reported in OSSE's special conditions reports;
- Number of HODs/SAs not timely implemented;
- Number of State complaints filed against the LEA in the past year;
- Number of students in the LEA placed in a more restrictive setting during the past school year;
- Timely submission of data (programmatic and fiscal) to OSSE;
- Number of requests for reimbursement not approved by OSSE;
- Number of students served by the LEA;
- Date of last on-site monitoring visit; and
- Other Information available to OSSE.

Nonpublic Monitoring: OSSE is committed to ensuring that students educated in nonpublic settings are placed in the least restrictive environment; are receiving proper positive behavior supports; and are receiving appropriate services, including specialized instruction and transition services. Pursuant to D.C. Code §38-2561.07, nonpublic schools, applying for a Certificate of Approval (COA), shall receive an evaluation including an on-site inspection of the operations and facilities of the school or program. OSSE shall conduct an on-site inspection at least once during the period of the COA and may schedule other inspections as deemed necessary. The LEA responsible for the student placed in the nonpublic school is responsible for ensuring that the nonpublic school is compliant with federal and local rules and regulations. Therefore, should noncompliance be identified during a nonpublic review, the responsible LEA will receive notice of the findings of noncompliance and be accountable for correcting the noncompliance as soon as possible but in no case later than one year from the identification of noncompliance.

On-site Focused Monitoring: Focused monitoring purposefully selects priority areas to examine for compliance and results, while not specifically examining other areas for compliance, in order to maximize resources, emphasize important variables, and increase the probability of improved results. OSSE may choose to conduct an on-site focused monitoring visit in lieu of an on-site compliance monitoring visit if the LEA has demonstrated that it is in compliance with the regulatory requirements described in the Compliance Monitoring Areas.

Dispute Resolution Activities: The State complaint and due process processes are designed to resolve disputes between LEAs and parents (or organization or individual in the case of State complaints). In the fact finding stages of each of these processes, the investigator or hearing officer may identify noncompliance by the LEA. In the case of State complaints, findings of noncompliance are identified in the Letter of Decision. In the case of due process complaints, findings of noncompliance are identified in the HOD. Although OSSE may not issue an additional written finding of noncompliance, the Letter of Decision or HOD serves as the written notice of the finding of noncompliance.

Phase I and Phase II Grant Applications: Grant applications submitted by LEAs include important assurances by the LEA that the LEA is in compliance with IDEA Part B regulations. In signing the assurances contained in the Phase I Application, LEAs attest that students within the LEA are receiving a free appropriate public education and that the LEA is properly using IDEA funds. Should an LEA not be able to provide these assurances, or a date by which the LEA will be in compliance, OSSE may not be able to timely distribute funds to the LEA.

Audit Findings Review: LEAs that spend \$500,000 or more in federal funds are required to receive an A-133 single audit and submit a copy of the management letter to OSSE within 30 days of receipt. Additionally, the District of Columbia Public Charter School Board (PCSB) requires all public charter schools in the District to receive an annual audit regardless of level of expenditures. Any noncompliance identified through audits must be corrected in accordance with the audit report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2011:

OSSE did not meet its measurable and rigorous target of 100%. OSSE's actual target data of 61% represents slippage from FFY 2010 actual target data of 81%.

Over the past three federal fiscal years, OSSE has developed a system of monitoring that is more robust, and has begun to issue a greater proportion of findings from monitoring processes rather than dispute resolution. As this monitoring has become more expansive, the overall number of findings issued during each subsequent fiscal year has also increased. Specifically, in FFY 2009, OSSE issued 1101 total findings, 781 of which were from monitoring activities. In FFY 2010, OSSE issued 4400 total findings, 3992 of which were from monitoring activities. This increase in the volume of findings has challenged OSSE to develop new and improved systems for tracking findings of noncompliance, recording evidence of correction of individual instances of noncompliance, and ensuring that LEAs are subsequently implementing regulatory requirements consistent with OSEP Memo 09-02.

To support LEA compliance with obligations related to correction, OSSE initiated the issuance of regular LEA compliance summaries. OSSE is also enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. This investment demonstrates the District's continued commitment to ensuring that LEAs have the tools needed to meet their obligation to ensure that identified noncompliance is corrected as soon as possible and in no case later than one year after the date of the State's identification of the noncompliance (i.e., written notification to the LEA of the noncompliance).

OSSE began issuing findings of noncompliance made as part of quarterly database reviews through an online system, the District of Columbia Corrective Action Tracking System (DC-CATS), in fall 2012. On-site reports for LEAs and nonpublic schools will also be made available via DC-CATS. In addition to supporting the accurate and efficient utilization of data gathered via compliance monitoring, OSSE plans to support LEA efforts to correct identified noncompliance within required timelines through the development of dashboards which detail outstanding findings and list remaining requirements for correction.

Additional DC-CATS functionality to support the issuance of findings made for significant discrepancy, disproportionate representation, and through State complaints are slated for release in DC-CATS later in the 2012 – 2013 school year or early in the 2013 – 2014 school year. Although a target date for incorporation of focused monitoring tools has not yet been set, OSSE plans to develop this functionality as well so that LEAs are able to access information regarding all OSSE special education monitoring activities via this system.

Finally, OSSE plans to develop a self-assessment tool in DC-CATS which will enable LEAs to evaluate student files and other processes and take proactive steps to improve compliance and

results for students with IEPs. This functionality is slated for release in the 2013 – 2014 school year.

OSSE continues to host annual LEA monitoring training, issue an annual LEA monitoring calendar, and conduct pre-monitoring site visits with LEAs identified for on-site monitoring. These activities continue to ensure that LEAs are aware of both the SEA’s role related to the process for correction of noncompliance in accordance with OSEP Memorandum 09-02. OSSE offers LEAs regular opportunities for training and technical assistance throughout the school year via the designation of dedicated State points of contact and a robust training calendar provided via the DSE Training and Technical Assistance Team.

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	4400
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	2703
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1,697

FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or not corrected):

1. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	1697
2. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	586
3. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	1,111

OSSE notes a number of adjustments to the tables above that differ from the information provided in its May 1, 2012 and November 1, 2012 special conditions reports. OSSE conducted an audit of its FFY 2010 correction of noncompliance data in November 2012 through January 2013 and adjusted previously reported data. Specifically, OSSE identified one LEA-level finding of noncompliance for Indicator 13 that was issued but not previously counted. In addition, OSSE identified seven findings of noncompliance for Indicator 11 which were closed within one year but had not been counted as such. OSSE will continue to regularly audit its data to ensure inter-rater reliability, review its process for quality assurance, and revise its procedures as necessary.

Verification of Correction for Findings of Noncompliance Identified in FFY 2010 (either timely or subsequent):

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010. Pursuant to OSEP guidance, States must decide, on a case-by-case basis, whether it is appropriate to apply both “prongs” of verification of correction of noncompliance outlined in OSEP Memo 09-02 to findings made through dispute resolution processes.

Pursuant to OSEP Memorandum 09-02 dated October 17, 2008 (OSEP Memo 09-02), OSSE must account for all instances of noncompliance. In determining the steps that the LEA must take to correct the noncompliance and document such correction, OSSE may consider a variety of factors. For any noncompliance concerning a child-specific requirement that is not subject to a specific timeline requirement, OSSE must also ensure that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA. In addition, OSSE must ensure that each LEA has completed the required action (e.g. completed the evaluation although late).

Thus, OSSE makes both student level and LEA level findings of noncompliance within on-site monitoring reports. Noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement for all students with IEPs. After the LEA has certified correction of noncompliance, OSSE will verify the correction of noncompliance.

Prong 1: To verify the correction of individual student noncompliance, OSSE will review the original student files to verify that the required action has been completed. Correction of noncompliance will be complete when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement.

Prong 2: To verify that the LEA is correctly implementing the regulatory requirement, OSSE will select a sample of student files that were not originally reviewed or generate a report from SEDS to verify correction of noncompliance. Correction of noncompliance will be complete when the LEA can demonstrate that 100% of files reviewed are compliant with the specific regulatory requirement. OSSE will review a minimum number of files to verify correction for Prong 2 based on the total number of students with IEPs, however, OSSE may choose to review additional files at its discretion.

Total Number of Students with IEPs	Minimum Prong 2 Files
Less than 150	5
150 or more	10

Pursuant to OSEP Memo 09-02, OSSE must verify the correction of noncompliance within one year of the identification of the noncompliance; therefore, verification activities will occur before the conclusion of the one-year timeline.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010 (including any revisions to general supervision procedures, technical assistance provided and/or any enforcement actions that were taken):

Monitoring reports outline specific student level and LEA level corrective actions that must be taken to correct any identified noncompliance. Following the LEA's submission of documentation of correction of noncompliance, OSSE verifies the correction of noncompliance and notifies the LEA of the verified correction. OSSE notes that while the LEA may complete the required actions listed for student level and LEA level findings of noncompliance, verification of correction requires OSSE to confirm that the LEA is correctly implementing the specific regulatory requirement related to each finding. This includes areas for which the LEA may not have been required to submit additional LEA level corrective actions. While no additional submissions are required for these areas, should any noncompliance be found during the additional file review, evidence of continued noncompliance will prohibit OSSE from verifying that the LEA is correctly implementing regulatory requirements.

OSSE has also taken significant steps to ensure that it will ensure the correction of noncompliance by verifying that each LEA with noncompliance is correctly implementing the specific regulatory requirements and that each individual case of noncompliance has been corrected unless the child is no longer within the jurisdiction of the LEA, and that it will review updated data, which may be from subsequent on-site monitoring or data collected with the database, when determining whether an LEA is correctly implementing the specific regulatory requirements. For database reviews, the LEA must achieve 100% compliance in the following review in order for OSSE to verify the correction of noncompliance.

Actions Taken if Noncompliance Not Corrected:

OSSE requires submission of documentation showing the correction of noncompliance as soon as possible and in no case longer than one year from notification. In the initial notification, OSSE will include a deadline for submission of correction between 2 and 6 months from the date of notification. If noncompliance is not corrected with the first submission, OSSE monitors follow-up with the LEA to provide technical assistance on the requirements for correction. In September 2011 OSSE began issuing regular compliance summaries listing all outstanding findings of noncompliance related to database monitoring, on-site monitoring and State complaints. Additionally OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. The system will allow SEA and LEA staff members to view all open findings as well as deadlines for correction.

OSSE considers continued noncompliance with IDEA regulations when it selects LEAs for on-site monitoring, focused monitoring, or completion of self-assessments, all of which provide targeted opportunities for identification and correction of the root cause of noncompliance. In addition, the timely correction of noncompliance is included in OSSE’s rubric for annual LEA determinations. OSSE imposes a series of progressive sanctions for LEAs not meeting requirements.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2009 findings noted in OSEP’s FFY 2010 APR response table for this indicator	134
2. Number of remaining FFY 2009 findings the State has verified as corrected	73
3. Number of remaining FFY 2009 findings the State has NOT verified as corrected [(1) minus (2)]	61

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State’s Response
The State must demonstrate, in the FFY 2011 APR that the remaining 134 findings of noncompliance identified in FFY 2009 that were not reported as corrected in the FFY 2010 APR were corrected.	The State has demonstrated that 73 of the remaining 134 findings of noncompliance identified in FFY 2009 were corrected and verified consistent with OSEP Memo 09-02.
When reporting on correction of findings of noncompliance in the FFY 2011 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2010 and each LEA with remaining findings of noncompliance identified in FFY 2009: (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 2011 APR, the State must describe the specific actions that were taken to verify the	The State has reported on the verification of noncompliance identified in FFY 2009 and the method it used to verify correction consistent with OSEP Memo 09-02. The State has completed the Indicator 15 worksheet.

Statement from the Response Table	State's Response
correction. In addition, in reporting on Indicator 15 in the FFY 2011 APR, the State must use the Indicator 15 Worksheet.	
In responding to Indicators 4A, 4B, 9, 10, 11, 12, and 13 in the FFY 2011 APR, the State must report on correction of the noncompliance described in this table under those indicators.	The State has reported on the correction of noncompliance under these indicators. As noted in Indicators 4A, 4B, 9 and 10, OSSE did not issue findings in the federal fiscal year contemplated by the APR template; therefore, findings listed for the applicable years of data do not appear in the report of FFY 2010 Indicator 15.
In its May 1, 2012 Special Conditions progress report, amended May 15, 2012, the State reported preliminary data on the timely correction of findings the state issued between July 1, 2010 through June 30, 2011. These data demonstrate continued noncompliance with the requirement to ensure timely correction of noncompliance in accordance with 20 U.S.C. 1232d(b)(3)(E), 34 CFR §§300.149 and 300.600(e), and OSEP Memo 09-02. The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State timely corrected noncompliance identified by the State in accordance with these requirements.	The State has reviewed its improvement activities and made adjustments to support compliance.

The following improvement activities will be continued based on OSSE's belief that they are critical levers for ensuring the District's continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide ongoing technical assistance and support	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff & OSSE Training & Technical Assistance staff
Collect monitoring data	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Monitor and update Indicator 15 tracking system	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff and technical assistance providers
Conduct professional development and training activities	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff & OSSE Training & Technical Assistance staff
Implement a web-based system for tracking findings of noncompliance and verification of correction.	September 30, 2013	OSSE Quality Assurance & Monitoring staff

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	78	54
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	14	298	186
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	1	1	1
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	11	173	82
	Dispute Resolution:	2	22	19

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4B. 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.	Complaints, Hearings			
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	627	272
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	10	228	203
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	619	343

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
and results for children with disabilities.	Dispute Resolution: Complaints, Hearings	2	30	21
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	85	51
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	2	19	17
11. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	32	1176	915
	Dispute Resolution: Complaints, Hearings	8	86	69
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	3	1

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	1	1	1
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	426	177
	Dispute Resolution: Complaints, Hearings	2	14	12
Other areas of noncompliance: Valid & reliable data	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	431	272
	Dispute Resolution: Complaints, Hearings	3	5	3

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Dispute resolution	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	9	0
	Dispute Resolution: Complaints, Hearings	1	2	2
Other areas of noncompliance: Fiscal	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	11	67	2
	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			4400	2703
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	61%

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicators 16 and 17:

As of FFY 2011, state reporting on Indicators 16 and 17 has been eliminated by OSEP. States continue to report on the timeliness of State Complaint Decisions and Due Process Hearing Decisions as part of the data submitted under IDEA section 618.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator 18:

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))

Measurement:

Percent = [(3.1(a) divided by 3.1] times 100

FFY	Measurable and Rigorous Target
2011	55% - 70%

Actual Target Data for FFY 2011:

27%

The Actual Target Data was calculated as follows:

$$208/773 \times 100 = 27\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

For the 2011-2012 period, the data shows that resolution sessions were held in 76% of the due process matters filed. This reflects an increase over the 2010-2011 figures, when resolution sessions were held in just 72% of the cases. Withdrawal figures decreased slightly, dropping from 77% for 2010-2011, to 73% for 2011-2012, reflecting a 4% decrease. During the 2011-2012 period, 26% of the due process matters were fully adjudicated, while only 17% of the matters were fully adjudicated during the prior year. While resolution sessions were held in a greater percentage of due process matters, several factors may have impacted the number of resolution agreements that resulted.

While the goal was to realize an increase in the percentage of resolution agreements resulting from hearing requests, OSSE experienced a reduction in its actual target data between FFY 2010 and FFY 2011, as the percentage of resolution agreements drawn after resolution meetings decreased from 34% to 27% over the reporting period. The District is reviewing data to determine key factors that caused the decrease, and will put plans in place for improvement once a root cause analysis is completed.

In addition, resolution agreement figures may not fully capture the extent to which ultimately the parties come to agreement. Since negotiations may continue long after a resolution meeting, and further until the point at which a due process hearing is held, figures reported may not reflect the full universe of cases that are resolved as a result of the resolution session process. As the District reported a 73% withdrawal rate during this period, it is likely that a substantial number of these matters were withdrawn based on progress made during the resolution meeting.

The following activities will be continued based on OSSE’s belief that they are critical levers for ensuring the District’s continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
OSSE will work with the LEAs to provide contracted facilitators to facilitate resolution sessions for the purpose of raising accountability and increasing the number of resolution session meetings that reach resolve.	Commencing Spring of FFY 2012; ongoing through June, 2013	Director, SHO Unit
Requiring hearing officers, upon assignment to a due process hearing request, to issue a memorandum to all parties requesting information on resolution session activities and immediate notification of any action that results in an adjustment to the 30-day resolution period.	Ongoing through June 30, 2013	Director, SHO Unit
Implementing and training LEAs on the usage of a standard document to timely notice and inform the Student Hearing Office on resolution matters associated with the resolution period.	Ongoing through June 30, 2013	Director, SHO Unit; Director, QAM Unit

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
Enhancing cooperation and communication between LEAs and the SHO to ensure that the SHO receives timely notice and consistent data on the resolution of due process hearing requests that occur during the resolution period.	Ongoing through June 30, 2013	Director, SHO Unit; Director, QAM Unit

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator 19:

Percent of mediations held that resulted in mediation agreements.
(20 U.S.C. 1416(a)(3)(B))

Measurement:

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

FFY	Measurable and Rigorous Target
2011	45 - 60%

Actual Target Data for FFY 2011:

70%

The Actual Target Data was calculated as follows:

$$(2+12)/20= 70\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2011:

The District is pleased to report that the actual target data of 70% surpasses the target. The actual target data represents slippage from the FFY 2010 actual target data of 95%. This may be the result of a slight shift in the type of mediation cases received.

The District has worked diligently to increase opportunities for mediation overall. By contracting with well-experienced mediators trained in special education law, the District has raised the special education community’s awareness of the availability of mediation to resolve special education disputes. This has been successful, in that the number of mediation requests has increased overall. Through marketing and public outreach efforts, parents’ forums and the development of public relations materials introducing the concept of mediation, the District has worked to instill the notion that “mediation” is a viable option.

In FFY 2011, OSSE saw growth in the number of due process requests that requested “mediation only”, with no associated state complaint or due process complaint. OSSE believes that the increase in “mediation only” requests is the result of positive feedback by participants who have successfully resolved matters through this process, with greater numbers of parents “testing” mediation as an alternative to filing a due process complaint.

Still, with the increase in requests, there has been a slight decrease in mediation agreement totals from the previous year. This reporting year the trend shifted slightly. Fewer state complaints were referred for mediation. Additionally, far fewer mediation requests stemming from due process complaints were resolved through the mediation process. Moving forward, OSSE continues to reach out to LEAs, stakeholders, and practitioners to train and inform them on dispute resolution processes, including mediation.

The following activities will be continued based on OSSE’s belief that they are critical levers for ensuring the District’s continued progress in relation to this indicator:

CONTINUING IMPROVEMENT ACTIVITIES		
Improvement Activities	Timelines	Resources
OSSE will take steps to ensure that the parents of students with IEPs are aware of the availability of mediation as a tool for the timely resolution of disputes.	Ongoing through June 30, 2013	Student Hearing Office staff and Monitoring and Compliance staff
Conduct a multifaceted outreach and public relations campaign to inform parents, students and stakeholders of the processes and procedures of mediation.	Ongoing through June 30, 2013	Student Hearing Office staff and Monitoring and Compliance staff
Provide parents, students and stakeholders with survey tools to provide OSSE with information that can be used	Ongoing through June 2013	Student Hearing Office staff

to train and evaluate its mediators.		
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No revisions to targets, improvement activities, timelines or resources are proposed for this indicator for FFY 2012.

**Part B State Annual Performance Report (APR) for FFY
2011**

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator 20:

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).

Accurate, including covering the correct year and following the correct measurement.

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

For the FFY 2011 Annual Performance Report, OSEP will use the Indicator 20 Rubric to calculate the State’s data for this indicator. Indicator 20 has been calculated as follows for the District of Columbia:

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
6	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points - If the FFY 2011 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		43.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/12	1	1	1	1	4
Table 2 - Personnel Due Date: 11/7/12	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/12	1	1	1	1	4
Table 4 - Exiting Due Date: 11/7/12	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/7/12	1	0	0	N/A	1
Table 6 - State Assessment Due Date: 12/19/12	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/7/12	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/12	1	1	N/A	N/A	2
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 1.8695) =		39.26

Indicator #20 Calculation	
A. APR Grand Total	43.00
B. 618 Grand Total	39.26
C. APR Grand Total (A) + 618 Grand Total (B) =	82.26
Total N/A in APR	0
Total N/A in 618	0
Base	86.00
D. Subtotal (C divided by Base*) =	0.957
E. Indicator Score (Subtotal D x 100) =	95.65

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.8695 for 618

OSSE did not meet the target and notes a slippage from the FFY 2010 APR. This slippage was due to untimely submission of a portion of discipline data. In an effort to comply with the requirements of the District of Columbia ESEA waiver, OSSE initiated collaboration with the DC charter school authorizer to decrease collection of the same information across the two charter LEA oversight bodies and ensure consistent and timely collections.

OSSE is now the single collector of discipline data for IDEA, ESEA, and authorizer use, starting with the SY12-13 collection.