

## Overview of the Annual Performance Report (APR) Development

The District of Columbia Public Schools gathered and analyzed data for the development of the Annual Performance Report (APR) through the continued collaborative efforts of District of Columbia Public Schools SEA stakeholders – parents, community groups, teachers, administrators, related service providers, school system personnel, other government agencies, the state advisory panel, state office representatives, and the parent training advisory council.

The District of Columbia Public Schools is comprised of several school districts/LEAs that are represented by two distinct groups - DCPS LEA schools and DCPS public charter schools. There are **54** DCPS public charter schools some of whom are their own LEAs - the largest has an enrollment of **3,000** and the next largest has an enrollment in the low hundreds. The DCPS SEA enrollment is 59,616.

The APR was developed by the SPP Committee (SPPC), comprised of representatives from each of the subgroups charged with reporting the performance of the SEA towards meeting targeted goals. The SPPC reviewed the original SPP and where noted made acceptable changes. The progress toward the targets is reported in the attached 2006 APR.

The APR will be disseminated by the District of Columbia Public Schools to the following entities: the State Advisory Panel, select parent groups and DCPS central offices. The APR will be posted on the District of Columbia Public Schools website for public viewing.

**Part B State Annual Performance Report (APR) for 2005-2006**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

**Measurement:**  
Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<ul style="list-style-type: none"> <li>• Increase the graduation rate to 73 percent overall.</li> <li>• Increase the graduation rate to 63 percent for students with disabilities.</li> </ul>

**Actual Target Data for 2004-2005):**

In the 04-05 school year DCPS graduates numbered **2,680** students. The number of students with disabilities receiving a diploma during the 04-05 school year was **225**.

The 2004-2005 data documented 62,306 as the official enrollment. There were 5.12 % categorized as White; 83.51% as Black; 9.65% as Hispanic ; 1.67% Asian; and .05 % as American Indian.

In the 05-06 school year DCPS graduates numbered **2,450**. The number of students with disabilities receiving a diploma during the 05-06 school year was **225**.

The 2005-2006 data documented 59,616 as the official enrollment. There were 5.80 categorized as White, 81.97% as Black; 1.78% Asian or Pacific Islander; and 10.38 as Hispanic.

The DCPS graduation rates have calculated, using the formula in the attachment, were 71% for SY2003-04 and 71% for 04-05. The goal for 2005-2006 was 73%. (The 06-07 percent will be available the end of February.)

GRADUATION RATE	2005 Goal 73	2006 GOAL	2007 GOAL	2008 GOAL	2014 GOAL
	ACTUAL 71	76	79	82	100
		63.5	64	64.5	100

**Graduation Rate**

The graduation rate for the District of Columbia Public Schools is computed using the following formula.

$$\text{Number of Graduates in Year X} / (\text{Number of Graduates in Year X} + \text{Number of Grade 12 Dropouts in Year X} + \text{Number of Grade 11 Dropouts in Year (X-1)} + \text{Number of Grade 10 Dropouts in Year (X-2)} + \text{Number of Grade 9 Dropouts in Year (X-3)}).$$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005 - 2006):**

The data shows that the graduation rate remained the same for 2005-2006. The number of students graduating with a regular diploma decreased along with the decrease in general education student enrollment. However, it is important to note that although the total number of graduates decreased, the number of students with disabilities receiving a high school diploma remained the same at 225 for 04-05 and 05-06.

DCPS will continue to develop and implement of modules to train general and special education teachers in methods of “differentiated instruction,” including accommodations and modification to enhance learning for students with disabilities that will enable them to earn the Carnegie Units necessary for a diploma. With the assistance of the parent training centers, DCPS will **improve** communication and the number of training offered to parents during the 2006-2007 school year on the requirements of 23.5 Carnegie Units to receive a diploma. DCPS will continue to establish a state-wide inclusion model to increase access to the general education curriculum.

District of Columbia will also continue to implement the Master Education Plan which includes implementing the High School Restructuring Plan and designing academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.

The MEP also calls for an Individualized Graduation Plan which will include various pathways toward a high school diploma. The IGP details courses necessary for the student to prepare for graduation and successfully transition into the workforce or other postsecondary educational experiences. The IGP will be aligned with the IEP to assure a streamline of courses and services necessary to reach the goal of graduation.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005 - 2006)**  
*[If applicable]*

Continue with improvement activities with revisions above until target is reached.

**Part B State Annual Performance Report (APR) for 2005-2006**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

A dropout is defined as any student who was in attendance on the date of the official count of one school year and not in attendance on the official date the following school year. They may have left school for anyone of the following reasons.

- No Show
- Whereabouts unknown
- Work
- Voluntary (e.g., marriage, military, hardship)
- Adult Education that is not part of the district instructional program
- Nonattendance

Dropout is calculated from grade seven through grade twelve.

FFY	Measurable and Rigorous Target
<b>2005</b> (2005-2006)	<ul style="list-style-type: none"> <li>• Collect baseline data from all LEA's that links into a common State Data System which aggregates and disaggregates ALL students who dropout.</li> <li>• Reduce the dropout rate to 6.7 percent for all students.</li> </ul>

**Actual Target Data for 2004-2005):**

The data collected was provided through 618 data captured by the Special Education data collecting system, Encore. The 618 data is updated annually and reports exiting data on DCPS students with disabilities. The second set of data is collected and reported by the Office of Accountability which includes information on general education students.

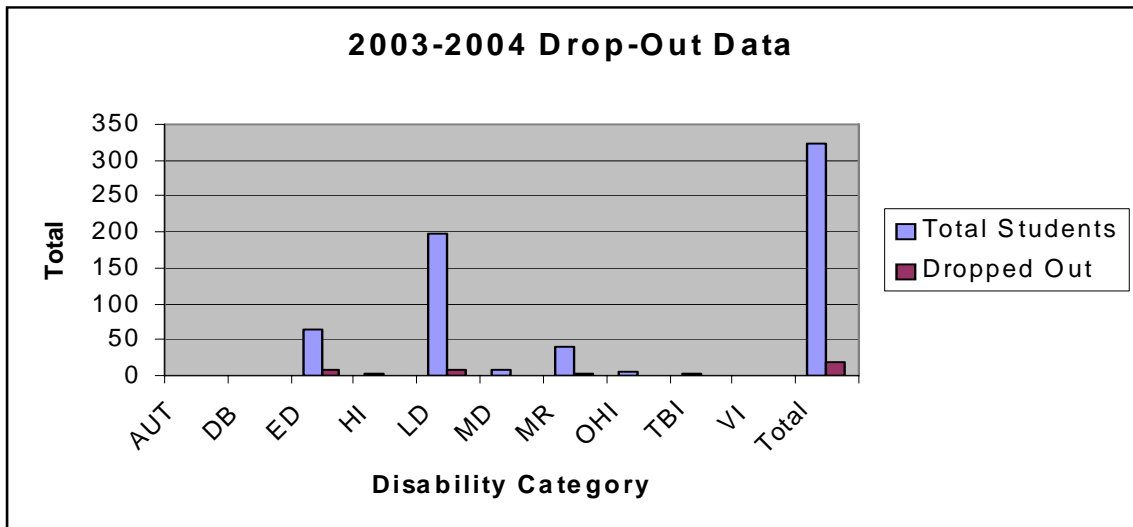
**2003-2004**

According to the 2003-2004 data, 24,298 students in grades 7 – 12 were included in the DCPS membership report. Of this number total number, 1605 or 6.6% of the students dropped out of school. Based on 618 data, twenty-two students with disabilities dropped-out of school in 2003-2004. The drop-out rate for students with disabilities for 2003-2004 was 1.3%.

In 2004-2005, 23,665 students in grades 7-12 were included in the DCPS membership report, of this number 1804 students or 7.6% dropped-out. Based on the 618 data, seventeen students with disabilities dropped-out of school in 2004-2005. The drop-out rate for students with disabilities for 2004-2005 is 0.94%.

The overall data shows an increase in total drop-outs, but a decrease in drop-outs for students with disabilities. 2005-2006 data will be reported in the 2006 Annual Performance Report.

**District of Columbia Drop-Out Data by Disability 2003-2004 and 2004-2005**



**Special Education and General Education Comparison Chart 2003-2004 and 2004-2005**

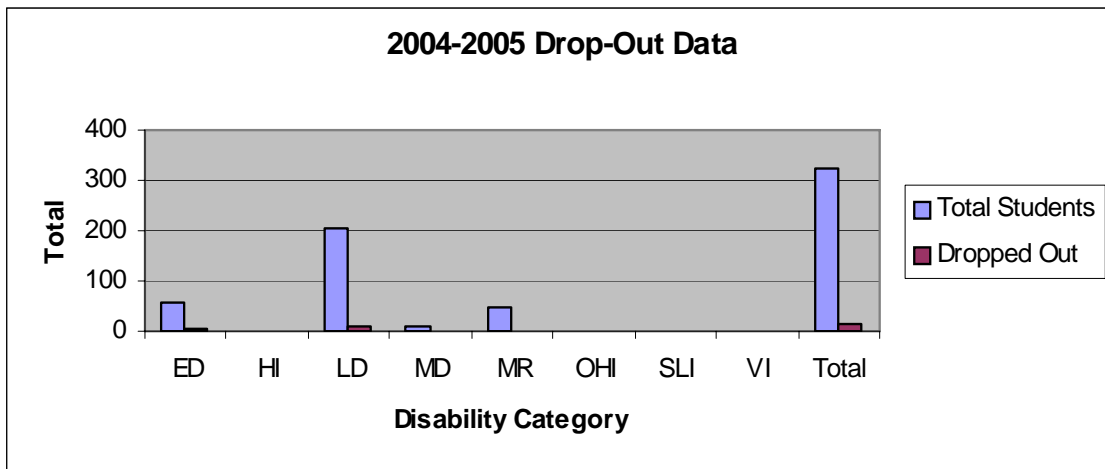
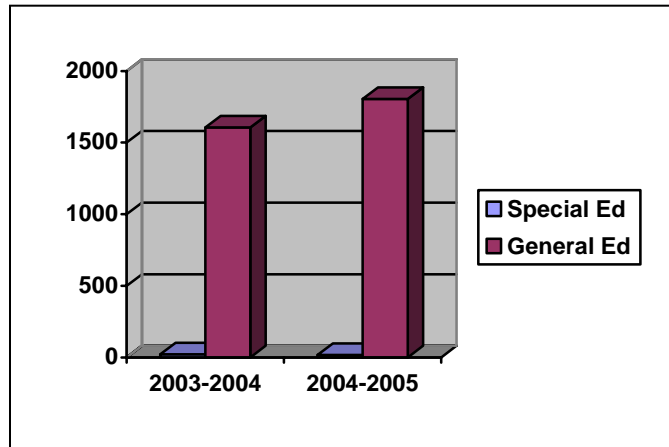


Chart compares total drop-out for SY2003-2004 and SY2004-2005 between general education and students with disabilities.



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** *(Insert 2005-2005:*

Data indicates that there is no disproportionality between students with disabilities and general education students for drop-out.

The SEA will provide technical assistance focused on general education students in keeping students in school.

District of Columbia continues to implement the Master Education Plan which includes implementing the High School Restructuring Plan and designing academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.

In addition, on December 7, 2006, DCPS reported the Development of the Certificate of Employability to high school graduates in an effort to encourage students to remain in school and receive appropriate training in their field of interest. This will decrease the drop-out rate and increase greater post-school outcomes for all students.

Special Education and the Career and Technical Education Departments are collaborating to create greater access of students with disabilities in career academies. In addition, CTE and Special Education will be creating High/School High/Tech Programs for students with special needs in an effort to increase awareness of skills needed to secure and retain employment.

DCPS will continue to report on whether or not creation and implementation of these programs and services will have a positive effect on drop-out rates for all students. We will include questions regarding participation in these programs in the Post-School Outcome Survey for Indicator 14 in an effort to report the total number of students who participated in these programs and those who do not and if participation in these programs resulted in the of DCPS students remaining in school.

Drop-out data is not available for the previous year until February of the following year. Drop-out data will not be available for 2005-2006 until February of 2007.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines  
/ Resources for (2005-2006)**

Continue Improvement Activities until target reached

**Part B State Annual Performance Report (APR) for 2006** (2005 - 2006)

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

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

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

**Measurement:**

- A. Percent = [(# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
  - c. # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

- C. Proficiency rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
  - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  - e. # of children with IEPs in assessed grades who are proficient or above as



measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).  
 Account for any children included in a but not included in b, c, d, or e above.  
 Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target
2005 (2005 - 2006)	3A. <ul style="list-style-type: none"> <li>• NCLB targets for reading: elementary, 53.54%; secondary, 42.46%</li> <li>• NCLB targets for mathematics: elementary, 58.94%; secondary, 46.54%</li> </ul> 3B. <ul style="list-style-type: none"> <li>• Beginning with 84% in the overall participation rate in the baseline year with gains of 4% a year based on the NCLB target, reaching 95% by 2007.</li> </ul> 3C. <ul style="list-style-type: none"> <li>• Equip 100% of schools with wiring capability to support the technology necessary.</li> <li>• Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.</li> </ul>

**Actual Target Data for 2005 (2005 - 2006):**

**3A. NCLB targets for 2005-2006 were revised to:**

- Reading: elementary, 47.37%; secondary 43.58%
- Math: elementary, 40.28%; secondary 40.55%

Revisions – The targets for making Adequate Yearly Progress (AYP) were revised in 2005-2006 because a new assessment – District of Columbia Comprehensive Assessment System (DCCAS) was implemented in spring 2006. New proficiency standards were set for the DCCAS and these standards were not linked to the previous test, the Stanford Achievement Test. Therefore, the AYP targets were reset using the procedures required by the No Child Left Behind law.

3B. Section	Math		Reading	
	Number	Percent	Number	Percent
a	7388		7388	
b	1299	17.7	1316	17.9
c	4795	65.3	4833	65.9
d	415	5.7	415	5.7
e	0	0	0	0
Overall	6509	88.7	6564	89.5
Absent & Excused	829	11.3	774	10.5

3C. Section	Math		Reading	
	Number	Percent	Number	Percent
a	7388		7388	
b	113	1.5	86	1.2
c	288	3.9	564	7.7
d	154	2.1	150	2.0
e	0	0	0	0
Overall	555	7.6	800	10.9
Absent, Excused, Not Proficient	6783	92.4	6538	89.1

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005 - 2006):**

- A.  
DCPS administered a new test for 2005-2006 resulting in systemic training for all LEAs, including a four day training added to the winter break for assessment and standards training.
- B.  
The Office of Workforce and Professional Development Unit provided training throughout the year on best practices.
- C.  
Assistance was provided by ILLSSA on alternate assessment in aligning the new standards and assessment.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005 - 2006)**  
[If applicable]

**Part B State Annual Performance Report (APR) for District of Columbia**  
(2005 - 2006)

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

**Indicator 4a:** Rates of suspension and expulsion:

- A. Percent of districts identified by the State 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; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. (See SPP Indicator 4B.)

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

**Measurement:**

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

State’s “significant discrepancy.”

In DCPS significant discrepancy is defined as a rate of suspension and expulsion of children with disabilities greater than 10 days in a school year of **5%** or greater, the state rate of suspension for general education students in this category. The rate of suspension for students with disabilities within the state during the reporting period 4.83%, below the rate of suspensions for general education students in the same category. The baseline rate of 5% was determined by dividing the number of general education students that were suspended or expelled greater than 10 days (2582) by the number of general education students enrolled (48,385) in the state.

FFY	Measurable and Rigorous Target
2005 (2005 - 2006)	<ul style="list-style-type: none"> <li>• Reduce suspensions and expulsions due to weapons and drugs to 0% for students with a disability.</li> <li>• Reduce the number of districts with significant discrepancies by 2% from baseline.</li> </ul>

**Actual Target Data for 2005 (2005 - 2006):**

- 05-06 Total suspensions/expulsions for students with disabilities – **543**
- 04-05 Total suspensions/expulsions for students with disabilities – 26 (10 day drugs/weapons)
- 03-04 Total suspensions/expulsions for students with disabilities – 82 (10 day drugs/weapons)

<b>District of Columbia Public Schools</b>		
SUSPENSIONS AND EXPULSIONS BASELINE DATA Ten Days or More Total 2005-2006 SY		
	STUDENTS WITHOUT DISABILITIES 48,385	STUDENTS WITH DISABILITIES 11,231
Total in Group 10 – 45 Days	*2582 Suspensions	*543 Suspensions

\*The District of Columbia's converts all expulsions to suspensions.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005 - 2006):**

- Baseline data collect from all LEA's that link into a common state data system which aggregates and disaggregates ALL suspended students.

The SEA has not established a common data system; however, efforts to move in that direction are on track for future reporting. Preliminary meetings were held with the Chief and Deputy of Information Technology (OIT) to review the current method of data collection in this area. Continued meetings are scheduled to focus on two goals: first to develop long term solutions to the data collection system that qualifies to address the reporting requirements of IDEA '04; second, to review and enhance the data program designed as an interim method by a member of the SPP Committee. The OIT support at both levels will improve the validity of the data and eliminate the last segment that requires a hand count.

The significant discrepancy was applied to all of the LEAs out of the 54 that met the 10 day suspension/expulsion and based on their students with disabilities as a group and students with disabilities by race/ethnicity.

The baseline data was collected from the 54 LEAs on a spreadsheet via email and validated by the LEA Directors. The data was entered into a SPP committee designed data program. The program aggregates and disaggregates the entered data, allowing comparisons of LEA students with disabilities and students without disabilities on 618 data report sections.

The committee experienced a few delays in learning to use the new data program; however the cause of the delays were addressed by the program designer. Use of this data collection method will be continued until a comprehensive data collection system is available.

The goal continues to be to establish a sophisticated data collection system.

- Plan and design academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.

**New program development in line with the Master Education Plan and its derivative, initiates programs that provides incentives that present alternatives/options to challenge appropriate behaviors. This activity will emphasize the general education population where the data shows the problem exists.**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *2005 (2005 - 2006)***

The SPP has been revised with improvement activities that more directly focused on reaching the targets. The revisions eliminated improvement activities that though worthwhile activities were more removed from the target goals. The revision includes an activity to review and monitor LEA plans that address significant drop-out, attendance, truancy, intervention plans. This activity will be reported in the 2008 APR.

The SEA has determined that the numbers reported for the 2006 618 suspension/expulsion Table 5 Data Report did not include charter LEA data as required. This error has been corrected for the 2006 SPP/APR.

**Part B State Annual Performance Report (APR) for 2005 (2005 - 2006)**

**Overview of the Annual Performance Report Development:**

**Monitoring Priority: FAPE in the LRE**

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

- A. Removed from regular class less than 21% of the day;<sup>1</sup>
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

**Measurement:**

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% 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 public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2005 (2005 - 2006)	<ul style="list-style-type: none"> <li>A. Increase students placed less than 21% of the day to 10.5%.</li> <li>B. Increase the number of students removed from regular class greater than 60% of the day to 16.4%.</li> <li>C. Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 30%.</li> </ul>

<sup>1</sup> At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

**Actual Target Data for 2005 (2005 - 2006):**

Targets were met for two parts of Indicator 5 as noted in chart 5.1. Chart 5.1 compares the projected target from the baseline SPP to the actual target in percents.

**CHART 5.1**

COMPARISON OF 04-05 TO 05-06	PROJECTED TARGETS	ACTUAL TARGET
A - INCREASE # IN < 20%	10.5	21.1 (2378)
B - REDUCE # REMOVED > 60%	15.0	18.6 (2095)
C - REDUCE # IN SEPARATE	30.0	27.0 (3030)
*D. Report on the 21% to 60%	NA	33.29 (3745)
* The majority of students are placed in the 21% to less than 60% environments in the general education setting. 3745 in the 21% to less than 60% environments or 33.29%		

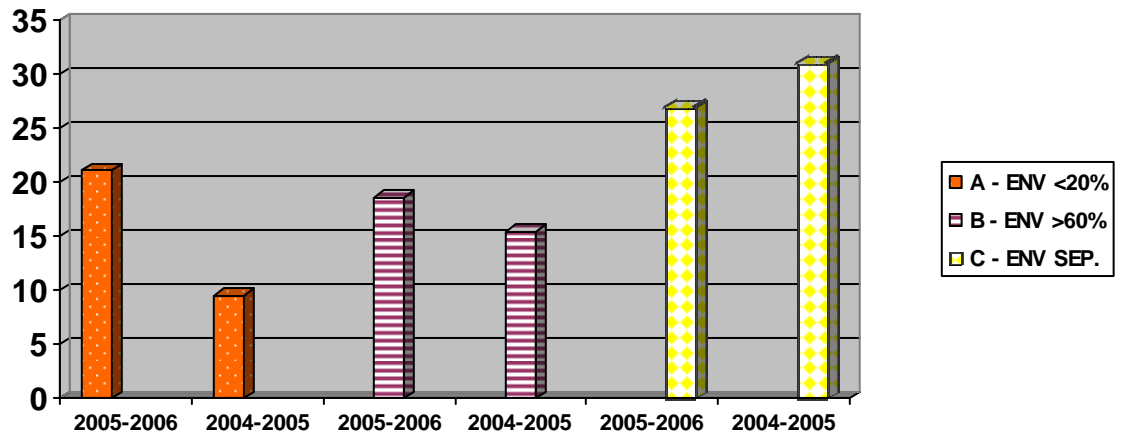
Chart 5.2 presents the current year of reporting as the first point of each of the three sets of points on the chart. The second point of the each set represents the baseline data from the SPP.

A. Using the key the dots (orange) columns compare the increase in the number of students removed from the general education classroom less than 20%. This target comparison shows significant increase in the number of students served in least restrictive environment.

B. The striped (purple) columns compare the reduction in the number of students removed from the regular class greater than 60% of the day. This target was not met however the rate of growth is slower in this category.

C. The diamond (yellow) columns compare the reduction in the number of students removed from the general education setting in a separate education environment. This category of placement has shown a positive trend.

**CHART 5.2** **FAPE in the LRE**  
**Percent removed from general education classroom.**



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005 - 2006):**

A.

Successful implementation of the Inclusion Model was initiated on an introductory level with a few schools in one LEA. The word quickly spread and several other schools and LEAs expressed an interest. Alliance with the National Institute of Urban School Improvement was made with a firm commitment with the DCPS LEA. In addition, support was provided through the Educational Trust and DCPS' Mid-South Regional Resource Center (MSRRC), technical assistant, Kathy Chapman. The training was initiated with a introductory breakfast, a three day principal session and a five day school team training. Also, monthly support was provided by MSRRC's Kathy Chapman. NIUSI has provided complementary training on a semester basis, as well as additional training with groups of schools that have combined their funds to participate. The major focus has been with the whole school buy in and emphasis on differentiated instruction. The number in the initial group was thirty schools that quickly grew to fifty-two schools which was the maximum number for our training groups.

The implementation of the Student Services Teams (SST), part of the State Improvement Grant (SIG) or early intervention plan is an SEA requirement and mandated by the Chief State School Officer. The SEA federal grant application required the all LEAs to implement an intervention plan. In addition, the grant also supported the implementation of a behavior model. The grant supported coaches in both areas and provided training for all of the LEAs including those not selected as new schools for the year.

B.

Statewide continuous training provided on an on-going basis on issues related to LRE.

The greatest number of student with disabilities continues to be with those students in the general education classroom for 21% to less that 60% of the day. (3745 for 2005-2006 SY)

C.

Growth is evident in working with other agencies in placing students in the least restrictive environment through trainings, participating in meetings, and challenging court decisions that are inconsistent with IDEA.

The surrogate parent program was fully established.

Recommendations continue to be submitted for appeal of orders (HOD) that were inconsistent with IDEA.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 (2005 - 2006)**

The original Indicator 5b on the SPP has been modified to reflect the actual targets set for the six year data reporting period. The original targets set indicated that DCPS would increase their numbers in the greater than sixty percent, most restrictive categories. This is not our intension though the numbers did increase our goal is to decrease these numbers through the activities. As noted the greatest single environment remains the 21% to 60% where students are in a lesser restrictive environment.



Part B State Annual Performance Report (APR) for 2006

Overview of the Annual Performance Report Development:

**Monitoring Priority: FAPE in the LRE**

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

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

Data for FFY 2005 (2005-2006):

Report Period July 1, 2005 through June 30, 2006	# of Children
Early Childhood Settings	351
Early Childhood Special Education Settings	156

**Measurement:** Percent = 351 divided by 509= 68%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	77 % of children with IEPs will receive special education and related services in settings with typically developing peers.

FFY	Actual Target Data for: 2005
2005 (2005-2006)	68 % of children with IEPs will receive special education and related services in settings with typically developing peers.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005 FFY):**

**Improvement Activities (2005 FFY)**

- The District of Columbia SEA signed a MOA with the community Head Start programs that included provisions granting the community Head Start programs the authority to implement IEPs in June of 2006.
- The District of Columbia expanded capacity for the placement of preschool aged children with disabilities in programs with their typically developing peers by 50% during the 2005 FFY.
- The District of Columbia State Special Education office provided training to community early childhood programs.

**Explanation of Slippage Progress (2005 FFY)**

A system for collecting data from the community Head Start programs was not in place in time for the 2005 child count, therefore the children receiving special education services in the community Head Start Early Childhood Setting was not include. The community Head Start programs in the District of Columbia service approximately 2,400 children between the ages of 3 and 4. They are required by Head Start Standards to make available at least 10% of the population for children with disabilities. Had the number of children with disabilities who receive special education services in the community program had been include, the District of Columbia would have exceeded its 2005 target of 77% of children with IEPs receiving special education and related services in settings with typically developing peers. It should be noted that a system for collecting child count data from the community programs has been developed.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005 FFY**

Improvement Activities	Timelines	Justification
The District of Columbia SEA will assist LEAs in drafting a proposal, which will identify and set-aside funding for the placement of preschool aged children who enroll after October 5.	To be completed by August 2007	The District of Columbia SEA procurement system under went major changes during the 2005 FFY, necessitating the need to extend the time line.
The District of Columbia will include in an MOA established with the Department of Human Service language that grants community preschool programs under the auspices of DHR the authority to implement IEPs.	To be completed by May 2007	Vacancies in key positions required to facilitate the MOA necessitates the need to extend the time line.

**Part B State Annual Performance Report (APR) for 2005-2006**

**Overview of the Annual Performance Report Development:**

**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))

<b>Report Period July 1, 2005 through June 2006</b>		
<b>a. # of children who have been served in Part C and referred to Part B for eligibility determination.</b>	<b>122</b>	
<b>b. # of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthday.</b>	<b>2</b>	
<b>c. # of those found eligible who have an IEP developed and implemented by their third birthdays.</b>	<b>20</b>	
<b>d. children for who parent refusal to provide consent caused delays in evaluation or initial services.</b>	<b>66</b>	
<b>Percent = [(c) divided by (a – b – d)] times 100</b>	<b>37 %</b>	

<b>Children included in a, but not included in b, c or d.</b>	<b>The range of days beyond the third birthday when eligibility was determined and the IEP developed</b>	<b>The reasons for the delays.</b>
<b>24</b> of those found eligible who have an IEP developed beyond the third birthday.	<p><b># IEP developed beyond:</b>                      Less than 30 day beyond third birthday=2                       30 days beyond third birthday= 2                      60 days beyond third birthday=1                      90 days beyond third birthday=10                      120 days beyond third birthday=5                      150 days beyond third birthday=4                      180 days beyond third birthday=12</p>	Missed time-line due to lack of staff.
<b>10</b> of those referred determined to be not eligible and whose eligibilities were determined beyond their third birthday.	<p><b># eligibility determined :</b>                      30 days beyond third birthday= 1                      60 days beyond third birthday=1                      90 days beyond third birthday=3                      120 days beyond third birthday=2                      150 days beyond third birthday= 3</p>	Missed time-line due to lack of staff.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.

**Actual Target Data for (2005):**

2005 (2005-2006)	37 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
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**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (Insert FFY):**

**Improvement Activities (2005 FFY)**

The District of Columbia SEA provided funding to the LEA's for the hire of additional assessment teams. District of Columbia Public Schools (DCPS), which serves as the early childhood special education LEA for all LEA's in the District of Columbia, secured two additional assessment teams to address the new referrals. Additional a team funded by the District of Columbia government was assigned to DCPS early childhood special education to focus on completing over-due assessments and over-due IEP's. Despite the challenges related to the need for additional staff, the number of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday, increased from 17% in the 2004 FFY to 37% during the 2005 FFY.

Although the linkage between Part B and Part C's database was not accomplished during the 2005 FFY, progress was made in that the information was shared electronically. The improvement has resulted in more accurate data reporting. During the 2004 FFY only 35 children who were served in Part C and referred to Part B for eligibility determination were captured utilizing the previous data collecting process. The number of children captured in the data during the 2005 FFY increase to 122.

**Explanation of Slippage (2005 FFY)**

The additional assessment teams were not secured until June, 2006, and the team assigned to address the backlog was not in place until September, 2006. The staffing for the 2005 FFY was not sufficient enough to keep up with the number of referrals received. This resulted in children's eligibility determination and implementation of IEPs not being completed by their third birthday.

Another significant factor that impeded the accomplishment of the 2005 FFY target, was that a substantial number of parents did not provide consent, which resulted in delays in evaluation or initial services. Data suggest that many parents expressed an interest in selecting to participate in the Part B eligibility process, however did not follow through with conducting registration and providing consent in a timely manner. It should be noted that ninety percent of the children who's that's delayed providing consent, eventually did so and IEP's were developed an implemented for all of the children. Personnel vacancies at the State level did not allow for the implementation of the Improvement Activities outlined in the SPP that would ameliorate parent follow through.

# APR Template – Part B (4)

District of Columbia  
State

## Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005 FFY)

Improvement Activities	Timelines	Justification
Part B in conjunction with Part C's will secure a linkage of their databases for the transferring of information on children served in Part C.	June 2007	Difficulties identifying appropriate linkage systems resulted in delays. A revision to timelines is required.
The District of Columbia SEA will initiate a Public Relation campaign with the goal of highlighting the benefits of referring children who have received Part C services to the LEA's for eligibility determinations, as well as highlighting the quality early childhood programs that are available among the LEA's.	February 2008 and ongoing	State level personnel vacancies necessitate the need to revise the time lines.
Provide opportunities for parents to register their children and initiate the referral process at the transition meeting.	June, 2007 and ongoing	State level personnel vacancies necessitate the need to revise the time lines.
Increase the number of LEA's that attend transition meetings.	February 2008 and ongoing	State level personnel vacancies did not allow for transition training therefore a revision to the timeline is required.
The District of Columbia SEA will work with the Department of Human Services to develop a comprehensive, current and compliant memorandum of understanding that addresses ensuring that Part C children's transition meetings are held no less than 90 days prior the child's third birthday .	March 2008 and ongoing	Difficulties with coordinating regularly scheduled meetings with Part C necessitate a revision to timelines.
The District of Columbia SEA will hire additional staff assist in the implementation of the SPP related to early childhood.	December 2007	Staffing for State Level activities is currently one part-time position. Additional staffing is required to effectively implement the SPP as it relates to early childhood.
The District of Columbia will hire additional speech therapists and occupational therapists to reduce the caseload and enable staff to maintain current assessments.	June 2007 and ongoing	Difficulties in identifying Occupational Therapist and Speech and Language Pathologist for hire necessitate a revision to timelines

**Part B State Annual Performance Report (APR) for 2005  
Overview of the Annual Performance Report Development:**

**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.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2005	100% Identification of deficiencies as soon as possible but no later than one year from identification

**Actual Target Data for (2005)**

**Table 1: Compliance Issues Identified through Monitoring**

<i>Areas of Non-Compliance</i>	<i># of Findings</i>	<i># Corrected within one year</i>	<i>% Corrected within one year</i>
<b>General Supervision</b>	2	0	0
<b>Early Childhood Transition</b>	0	0	0
<b>FAPE in the Least Restrictive Environment</b>	14	11	79%
<b>Parent Involvement</b>	0	0	0
<b>Secondary Transition</b>	0	0	0
<b>TOTAL</b>	16	11	69%

**Table 2: Compliance Issues Identified through State Complaints**

<i>Areas of Noncompliance</i>	<i># Letters of Findings</i>	<i>#Noncompliance issues</i>
<b>General Supervision</b>		
<b>Early Childhood Transition</b>	0	0
<b>FAPE in the Least Restrictive Environment</b>	16	31
<b>Parent Involvement</b>	0	0
<b>Secondary Transition</b>	0	0
<b>TOTAL</b>	16	31

There were 47 issues of noncompliance identified through monitoring reports and state complaints during the period. Of the 47 issues, 16 were identified through monitoring and 31 identified through state complaints. There were a total of 11 issues corrected through monitoring. There were a total of 31 issues identified through 16 letters of findings issues by the State Complaint Office. Specifically, the compliance issues identified through Monitoring represents a total of 16 deficiencies or 69% that were

corrected during this period. The compliance issues identified through State Complaints that were corrected during this period is not readily identifiable as no notification and documentation were provided by the LEAs that were the subjects of the investigation.

The State Education Agency is addressing the nonresponsiveness of LEAs to state complaints. The State Education Agency is seeking Board Rules to strengthen its ability to sanction LEAs for noncompliance in that respect. The Chief State School Officer has directed the Deputy Chief State School Officer to review the progress of LEAs in correcting deficiencies and to recommend sanctions for noncompliance. Further, DCPS has been designated a high risk grantee and as a part of that designation LEAs have stricter reporting requirements. In addition, the SEA meets monthly with the OSEP Part B monitor as a part of the response to the High Risk designation to review the progress towards the special conditions imposed on the Part B grant. Finally, the SEA will establish quarterly reviews with and reports to LEAs that were identified as having issues related to noncompliance.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

During the 2005 – 2006 school year, the SEA utilized a cyclical comprehensive compliance monitoring system which focused on the critical performance areas identified through the state level continuum of continuous improvement monitoring process (CIMP). Prior to beginning the onsite monitoring schedule for the 2005-2006 school year, the SEA was faced with the closure of a special education Therapeutic Public Charter School. This special education charter school was under corrective action and had sanctions imposed by the SEA for non compliance in providing special education and related services. Based on the immediate needs of that local education agency, the SEA, Office of Monitoring and Program Certification (OMPC) assumed responsibility for the LEA’s programs and operation from January 17, 2006 to April 30, 2006. This was necessary because the LEA surrendered its charter on January 16, 2006.

This assignment delayed the SEA from following the previously outlined schedule for monitoring LEAs in the District of Columbia.

The SEA was able to resume the scheduled onsite reviews in April 2006. Prior to the onsite visit to LEAs, the local education agencies participated in a self study process, while the SEA reviewed available data such as the school report card, Special Education Performance reports, Child Count information, and Conflict Resolution data along with previous compliance monitoring reports. During the onsite review, additional information was gathered through parent surveys, staff interviews and student file reviews. A final report is generated which presented an overview of the Monitoring process, and identified areas of strength and noncompliance with specific requirements for corrective action.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>
Revise the computer data	September 2007	Office of Information



## APR Template – Part B (4)

District of Columbia  
State

tracking system, (Encore) to:		Technology State Education Agency
Provide easily retrievable data and reports <ul style="list-style-type: none"> <li>• Generate letters to LEAs notifying them of pending corrective action items</li> <li>• Notify LEAs through Head of Schools when reports are due on progress</li> <li>• Generate monthly reports related to compliance timelines</li> </ul>	March 2007	National Center for Special Education, Accountability Monitoring (NCSEAM) Mid-South Regional Resource Center, DCPS State Education Agency
Realign the current Monitoring processes and products to fully support SPP indicators	February 2007	State Education Agency
Propose Board of Education Rules to Provide guidance to all LEAs on sanctions for noncompliance	June 2007	DC Board of Education State Education Agency Mid-South Resource Center
Develop centers to determine if an LEA is in need of assistance, needs intervention, or need substantial intervention, consistent with the section 616 of IPEA and establish procedures for initiating action consistent with the federal regulations	May 2007	State Education Agency SPP Review Committee
Implement the Placement of Students with disabilities in Nonpublic Schools Amendment Act of 2006	Emergency legislation passed December 19, 2006	Council of the District of Columbia DCPS State Education Agency, DC state Education Office Mid-South Region

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

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

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

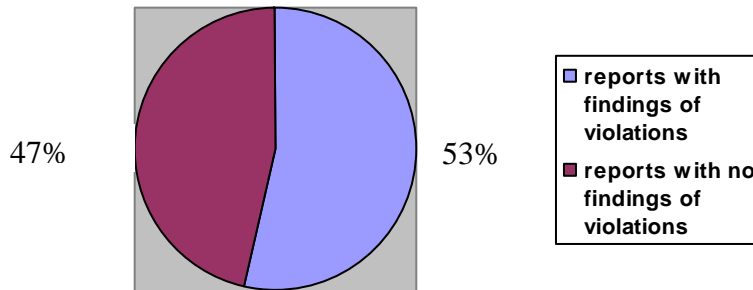
**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
<p><b>2005</b> (2005-2006)</p>	<p>DC Public Schools will achieve 100% compliance with all timelines in completing complaint investigations.</p>

**Actual Target Data for FFY 2005 (2005-2006):**

During FFY 2005 – 2006, a total of 37 signed written complaints were filed with the SEA’s State Complaint Office for the time period July 1, 2005 through June 30, 2006. Thereafter, 7 complaints were withdrawn or dismissed for lack of subject matter jurisdiction. Of the 30 formal complaints investigated, 16 resulted in reports with findings and 14 resulted in reports with no findings of violations of the IDEA. Moreover, 22 of the complaint reports were issued within the statutory 60-day timeline and 8 complaint reports were issued after 60 days, but within the timelines set after extensions were granted.

**2005-2006 Complaint Investigation Reports**



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2005 (2005 – 2006):**

**Improvement Activities/Timelines/Resources:**

Implement phase two of the public relations/promotional campaign	Winter 2005 and ongoing	SCO, SEID
Seek the assistance of divisional offices to collect data	Spring 2007	SCO, OPMC, OM, SHO, SEID
Hire additional staff to include attorney investigators and paralegals	Fall 2007	SCO, SEID
Establish a Parent Service Center Liaison to provide technical assistance to the parent service centers	Winter 2007	SCO, SEID
Establish Rapid Response Team to troubleshoot LEAs and/or programs requiring corrective action	June 2007	SCO, SEID
Report the results to the public	Annually	SCO

During FFY 2005 – 2006, the SEA’s State Complaint Office embarked on a number of the activities listed above. Specifically, the State Complaint Office implemented phase two of its public relations/promotional campaign which was designed around radio advertisements and public speaking engagements. These efforts, along with others, led to an increase in the number of complaints filed with the State Complaint Office.

Since June 2005, the State Complaint Office has had only one full-time attorney investigator. Despite the lack of adequate staffing, the State Complaint Office was able to achieve growth in terms of the number of complaint filings. Currently, the State Complaint Office stands ready to fill the current investigator vacancy and has requested additional staffing to assist with its completion of activities for 2006 – 2007 and beyond.

The parent service centers were delayed in opening for FY 2005 (2005 - 2006), however, the State Complaint Office collaborated with the Parent Training and Information Center to provide technical assistance and to obtain referrals. This strategic alliance yielded approximately 12 referrals and provided the foundation for future collaborative activities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2005 (2005 – 2006)**

**Revised Improvement Activities/Timelines/Resources:**

Implement next phase of the public relations/promotional campaign	Winter 2006/Spring 2007	SCO, SEID
Seek the assistance of divisional offices to collect data	Spring 2007	SCO, OPMC, OM, SHO, SEID
Hire additional staff to include attorney investigators and paralegals	Winter 2006/Spring 2007	SCO, SEID
Establish a Parent Service Center Liaison to provide technical assistance to the parent service centers and obtain referrals	Spring 2007	SCO, SEID
Continue strategic alliance with the parent training and information center and other stakeholders to provide technical assistance and to obtain referrals	Ongoing	SCO, SEID
Establish Rapid Response Team to troubleshoot LEAs and/or programs requiring corrective action	January 2007	SCO, SEID
Report the results to the public	Annually	SCO

A review of the data for FFY 2005 (2005 – 2006) necessitates revisions to the improvement activities, timelines, and resources going forward as noted above.

Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

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

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2005	100% of due process hearings fully adjudicated within the 45-day timeline that is properly extended by the hearing officer at the request of either party.

**Actual Target Data for (2005):**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	23
(1.1) Complaints with reports issued	20
(a) Reports with findings	14
(b) Reports within timeline	17
(c) Reports within extended timelines	3
(1.2) Complaints withdrawn or dismissed	3
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests (05-06)	
(2) Mediation requests total	59
(2.1) Mediations	13
(a) Mediations related to due process	10
(i) Mediation agreements	1
(b) Mediations not related to due process	3
(i) Mediation agreements	2
(2.2) Mediations not held (including pending)	46
SECTION C: Hearing requests	
(3) Hearing requests total	2,939

(3.1) Resolution sessions	1037
(a) Settlement agreements	32
(3.2) Hearings (fully adjudicated)	2445
(a) Decisions within timeline	1816
(b) Decisions within extended timeline	515
(3.3) Resolved without a hearing	55
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	8
(4.1) Resolution sessions	9
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	32
(a) Change of placement ordered	13

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005):**

**Improvement Activities/Timelines/Resources:**

For the 2005-2006 reporting period, 2,939 due process complaints were received. 94.2% adjudicated timely.

The State Education Agency for DC Public Schools intends to increase capacity by adding four additional hearing rooms for the Student Hearing Office to adjudicate hearings. This will allow the hearings coordinator to schedule a larger number of hearings within a shorter period of time. It should also reduce the amount of time that a case has to be scheduled on the master hearing docket.

With the implementation of the ENCORE tracking system, case tracking, monitoring and overall case management will be improved.

The Standard Operating Procedures Manual for the Student Hearing Office has been amended to strengthen requirements for the granting of continuances and extensions of time to issue final hearing decisions. As a result, only one continuance per side is now allowed, the case must be reset to a date certain, no case can be continued for more than 10 calendar days in the absence of good cause, and all final hearing decisions must be delivered within the extended deadlines.

DC Public Schools procures the services of licensed, private attorneys through individual contracts to serve as independent special education hearing officers. All hearing officers will be held accountable for issuing final hearing officer determinations within all required timelines. Satisfactory performance in this area is now a material term and condition of all hearing officer contracts.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005)**



Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

**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
(2005)	% of hearing requests that go to resolution resolved through resolution sessions

**Actual Target Data for (2005):**

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

(3) Hearing requests total	2,939
(3.1) Resolution sessions	1037
(a) Settlement agreements	32
(3.2) Hearings (fully adjudicated)	2445
(a) Decisions within timeline	1816
(b) Decisions within extended timeline	515
(3.3) Resolved without a hearing	55

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (2005):**

DCPS as the SEA has implemented the requirement under IDEA requiring each LEA to hold a resolution session meeting with the parent whenever a due process hearing is filed. It has allowed DCPS the opportunity to avoid the adversarial due process proceedings and into alternative dispute resolution. DCPS has adopted a campus-based process for timely scheduling resolution sessions. All hearing requests are first forwarded to the State Enforcement & Investigation Division (SEID) of the State Education Agency. SEID issues formal notice of the filing of the due process complaint to the applicable LEA., along with a copy to the specific DCPS or LEA charter school that is the subject of the complaint, that a due process hearing request has been filed with SEID. After a resolution session has occurred, or after 15 days have lapsed after the filing of the Due Process Complaint Notice,

SEID. the disposition form, describing the results of the session, is submitted to the Student Hearing Office in SEID  
During this period there were 1037 Resolution sessions held, this represents a total of 54 LEAs reporting their progress towards achieving the goal.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (2005)**



Part B State Annual Performance Report (APR) for 2005-2006

Overview of the Annual Performance Report Development:

**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
2005	<i>17% successful mediations</i>

**Actual Target Data for 2006: 23.1%**

In 2005 -2006 reporting period this office received a total of 59 mediation requests from July 1, 2005 through June 30, 2006. There were a total of 13 mediations held with the assistance of a third-party mediator. Three (3) of these mediations resulted in successful mediated agreements. One such agreement was related to a Due Process Complaint while the other two were not. This shows an increase of 1 mediation agreement (with the assistance of a third-party mediator) more than the baseline year 2004-2005. It also indicates that the parties worked together more this reporting period with an independent third-party mediator than in the baseline year in order to try to resolve disputes. The percent of mediation agreements was 23.1 percent, which was up by 7.6 percent from the baseline reporting year. For the most part, with only one additional request than the last reporting period, the data indicates that the request for mediation services seem to be roughly the same as the baseline data reporting period. However, it is important to note that the projected rigorous measurable target for successful mediations in 2005-2006 reporting period was 17%. That projected target was exceeded by 6.1 percent, with the total being 23.1 percent in successful mediated agreements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:**

Improvement activities reported in the 2004-2005 reporting period included increasing the number of mediators to handle mediations. The State Mediation Office (SMO) increased the number of mediators by two (2) during the 2005-2006 reporting period. However, one of the current mediators became unavailable during the same reporting period as well.

A process has been put in place by this office to offer to the parties a Facilitated IEP meeting with an independent third-party mediator to assist parties in avoiding special education disputes. However, when offered to the parties, i.e. parents, they have declined because of the provision that the mediator can not be used as a witness in a due process hearing should

the issues become necessary to handle through an administrative hearing process. This is an activity that warrants further development and publicity to promote its usage.

The State Mediation Office (SMO) office increased its staff the earlier part of the reporting period, but due to staff departures the increase was not long-term, and thus, State Mediation Office (SMO), while continuing to provide technical support to Local Education Agencies, is limited in how much technical support can be provided due to the lack of staff, which continues to remain an issue.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /Resources for 2006**

*[If applicable]*

No revisions are necessary to Proposed Targets/Improvement Activities/Timelines/Resources for this reporting period of 2005-2006.

**Part B State Annual Performance Report (APR) for 2005** (2005 - 2006)

**Overview of the Annual Performance Report Development:**

**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 and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2005 (2005 - 2006)	State data is reported accurately and timely, 100%.

**Actual Target Data for 2005 (2005 - 2006):**

a. Submitted	Child Count	Assessment	Environment	Exiting	Personnel	Sus/Expul
February 1 <sup>st</sup>	X	X	X			
November 1 <sup>st</sup>				X	X	X
Error	X	X	X	X	X	X
Successfully Loaded	X	X	X	X	X	

b. Accuracy	Child Count	Assessment	Environment	Exiting	Personnel	Sus/Expul
Accurate	*	*	*	*	*	*
LEA Validation	X	X	X	X	X	X

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005 (2005 - 2006):**

a.

Great achievement has been reached in responding to indicator 20/618 data reporting, and DCPS plans continued improvement. The ultimate resolution rests in the implementation of the DCPS SEA's electronic data system.

The electronic data has been submitted on time however the accuracy in the review process prior to submission has not been effective. The returned reports that reflect significant errors are the results from the constant change in staff responsible for the data fields. The data returned for corrections has been successfully resubmitted and loaded for all but one table. The correction to the outstanding table is delayed due to a problem in correcting the electronic table. The hard copy has been corrected. However, this indicator will greatly benefit from the SEA data system that is in discussion for the SEA.

\*b.

Extra effort was required for this indicator to make-up for the lack of a systemic data collection system. The LEA directors were required to submit the nine page data report designed specifically for this project. The form was introduced at the SEA federal grants training during the summer in hard copy and on disk. This effort has improved the LEA to SEA response to submitting the data. The new format of requesting data for the 05-06 SY proved to be a necessary process for tracking LEAs; response to SEA data request. Validation of the LEA data was authenticated by the LEA director's signature.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines  
/ Resources for 2005 (2005 - 2006)**

Updates to the DCPS SEA data collection system will be in the 2007 APR