



**U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

FFY 2007 ANNUAL PERFORMANCE REPORT—PART B
REPORTING PERIOD: JULY 1, 2007-JUNE 30, 2008

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Part B State Annual Performance Report (APR) for FFY 2007 (SY2007-2008)**Overview of the Annual Performance Report Development:**

As the District of Columbia's State Education Agency (SEA), the Office of the State Superintendent of Education (OSSE) is held accountable by the U.S. Department of Education (USDE) for Local Educational Agencies' (LEAs) compliance with the Individuals with Disabilities Education Act (IDEA, at 20 U.S.C. § 1400, et seq.). As such, the OSSE Department of Special Education, under the Division of Education Excellence, is tasked with overseeing the development and promulgation of state policy governing special education; monitoring Local Educational Agencies for compliance with IDEA as well as other federal and local regulations and Consent Decrees; allocation and administration of IDEA grant funds to LEAs; provision of training and technical assistance to LEAs; and investigation and resolution of State Complaints relating to Special Education. The OSSE also administers the state's due process hearing system, through the Student Hearing Office, under the Division of Business and Support Services. The OSSE Department of Special Education is also tasked with the responsibility for the regulation of nonpublic placements under local statute, namely: setting rates for nonpublic special education schools; issuing Certificates of Approval to nonpublic special education schools; monitoring the quality of nonpublic schools in which District children are placed; taking corrective action against schools not meeting District standards; and budgeting for, processing, and paying the invoices of nonpublic schools¹.

The development and implementation of a coherent State Performance Plan (SPP) which establishes a road map for accomplishing the above strategic goals, and a comprehensive annual review of progress measured against annual targets, becomes the critical lever for meeting the OSSE's goal for special education reform, which is to *"create and support interventions that allow students with disabilities to receive an excellent education and life skills training to become well educated, independent, and productive members of our community"* (OSSE Strategic Plan, 2008²). The OSSE Department of Special Education ensures that efforts toward achieving this goal meet the needs of the community it serves through a variety of activities including active engagement of the State's Special Education Advisory Panel, with which the Acting Assistant Superintendent of Special Education and her leadership team meet on a monthly basis.

During FFY 2007, the OSSE underwent both significant transition and growth prompted by the June 2007 authorization of legislation (The Public Education Reform Amendment Act of 2007, D.C. Law 17-9) that transferred governance for DC Public Schools (DCPS) from the Board of Education to the Office of the Mayor. This legislation established a formal state education agency for the District of Columbia which assumed all state-level education responsibilities beginning on October 1, 2007. The agency absorbed staff from the prior State Education Office

¹ The OSSE Department of Special Education assumed this responsibility as of the January 2009 billing cycle.

² The OSSE Strategic Plan can be found at:

<http://www.osse.dc.gov/seoframes.asp?doc=/seo/lib/seo/osse20strategic20plan2011-05-08.pdf>.

(SEO), DCPS, the University of the District of Columbia, and the Early Care and Education Administration³ (ECEA), among others.

The Department of Special Education also underwent large restructuring changes during the FFY 2007 period which are ongoing as of the date of this report submission (February 2, 2009). In May 2008, the Director of Special Education Reform was appointed to be the Acting Assistant Superintendent of Special Education with responsibility over the Monitoring and Compliance Unit and Training and Technical Assistance Unit, whose directors had come on board in the middle of April 2008 and May 2008, respectively. Additionally, responsibility for the Infants and Toddlers with Disabilities Division, previously housed at ECEA, was transferred to the Department of Special Education in August 2008.

Despite such organizational challenges, the OSSE developed its five year strategic plan with input from key stakeholders across every sector of the community over the course of a full year. This plan, issued in October 2008, identified three critical action areas, one of which is special education reform. As part of this strategic planning and reorganization effort, the OSSE recognized that in order to effectively measure progress toward its goals and objectives, sound systems for data collection must be developed and utilized. To this end, the OSSE designated the development of the State Longitudinal Education Data (SLED) system as one of its critical action areas and also focuses on the Special Education Data System (SEDS) development as a top priority. The work of the SLED is in its early stages, but more information on this system and completed milestones will be included in the State's FFY 2008 APR.

SEDS is a comprehensive data system designed to support high quality, seamless service delivery for children with disabilities within the District. SEDS is currently in its first phase of implementation and has been made available to all LEAS, including DCPS, to support the goal of optimizing the ability to track the District of Columbia's delivery of special education services to all students. As articulated in the FFY 2006 APR, through utilization of SEDS, the OSSE continues to make significant progress toward meeting the following objectives:

- 1) To automate and streamline the Individualized Education Program (IEP) development, management, and historical record keeping for local districts and school sites;
- 2) To improve service delivery by reducing the burden of paperwork and allowing staff to focus on delivering quality instruction and services to students with disabilities;
- 3) To support best practice in special education management by providing real-time district wide reporting, and accurate and reliable state and federal reporting;
- 4) To facilitate compliance and quality assurance through improved data accuracy, auditing, and timeline management; and
- 5) To support seamless transitions for students via an improved process for student special education records transfer between schools and districts.

The OSSE initially launched the Phase I pilot of SEDS in May 2008, with the full system going

³ This OSSE assumed responsibility for this function on April 1, 2008.

live, as planned, in September 2008. It is expected that data collection for the FFY 2008 APR will come primarily from SEDS, with cross-validation to ensure increased capability of providing accurate and reliable data.

For the FFY 2007 reporting period, however, the OSSE developed and implemented the web-based Interim Collection Tool (ICT) to gather the majority of LEA data from SY 2007-2008 required for this report. The data collected for this reporting period using the ICT reflects a much higher level of participation from the LEAs in the District of Columbia than in prior reporting years. Because not all of the data from SY 2007-2008 was migrated to SEDS, additional data were gathered from ENCORE—the special education database used in the District prior to SEDS. Additionally, some of the data elements needed for IDEA reporting are not collected by LEAs or found in other data systems in the District. While this report incorporates the most comprehensive collection of data possible at present given collection via multiple data systems, it is our expectation that the data available for performance reporting will continue to be enhanced in upcoming FFY 2008 as barriers have, and continue to be, identified and the OSSE works with its LEAs to improve data quality. Data source collection and methods, as well as more detailed are provided under each indicator.

Additional data improvement activities supported by the Training and Technical Assistance Unit and Quality Assurance and Monitoring Unit include the following:

- Establish an SPP/APR “submission date” calendar for data with incentives/recognition for LEAs that are adhering to and responding promptly to these deadlines;
- Conduct Quarterly Training and Technical Assistance Unit trainings to increase LEA awareness and importance of timely and accurate reporting of data;
- Issue an annual self-assessment tool for LEAs;
- Support LEA utilization of SEDS to gather 618 data for all indicator areas.

Further, it is expected that the issuance of a set of cohesive State policies and procedures related to special education service delivery over the course of the SY 2008-2009, supported by the comprehensive work plans created by the Training and Technical Assistance Unit and the Monitoring and Quality Assurance Unit will result in significant gains for students with disabilities served in the District of Columbia.

This report is designed to provide a comprehensive update on SEA efforts to meet both federal and local objectives for all students with disabilities to achieve at high levels and receive timely and effective support. Together with the SPP, this report will be disseminated on the OSSE website at www.osse.dc.gov. Feedback on, and/or questions about, the report will be addressed by the OSSE Department of Special Education.

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 for all youth.

<p style="text-align: center;"># of graduates with IEPs receiving a regular diploma</p> <hr/> <p style="text-align: center;"># of graduates + # of all students received certificates of IEP + # of students who dropped out + # who reached maximum age</p>
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FFY	Measurable and Rigorous Target	Actual Target Data
2007	43 percent of youth with IEPs graduating from high school will receive a standard diploma	53.2 %

Data Source:

Data for FFY 2007 Indicator 1 was gathered through the Interim Collection Tool, spreadsheets, and enrollment databases (STARS and OLAMS) to the extent possible, and align with 618 data submitted to Westat, Table 4.

Actual Target Data for FFY 2007 (SY 2007-2008):

Using the above graduation calculation formula, the 2007-2008 graduation rate for students with disabilities is 53.2%. The data used in the calculations are as follows:

$$\frac{189}{189 + 9 + 157 + 0} = 53.2\%$$

The rate of 53.2% represents an increase from 39% reported FFY 2006 (2006–2007).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

As the OSSE views Indicators 1 and 2 as intertwined, discussion of progress or slippage in these areas will be similarly linked.

The graduation rate of 53.2% represents an increase of 14.2% from 39% as reported in FFY 2006 (2006–2007). The District of Columbia exceeded its target for the FFY 2007 as defined in the FFY 2006 APR revisions.

Discussion of FFY 2007 Data Improvement Activities:

The OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE sees the development of SEDS as a significant step forward and at the same time possesses a sense of urgency regarding continued improvements that will result in enhanced data collection.

The OSSE believes that FFY 2007 data reflect increased accuracy and that FFY 2008 reporting will be able to show progress or slippage next year as related to both FFY 2007 data and current SPP targets. The OSSE is also considering establishing a new baseline in FFY 2008 for this indicator due to its investment in utilizing a cohort formula for future calculations. Because this is the initial year of changes in data collection, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.

While the OSSE is encouraged by the improvement represented by the above data, this agency acknowledges the importance of continued efforts in this critical area. To ensure progress, the OSSE is committed to providing consistent support in the form of training and on-the-ground technical assistance to all LEAs in order to close the gap with respect to the rate of graduation for students with disabilities as compared to their general education peers. Thus, the District is continuing to direct resources to aid students at greatest risk for not graduating. The Training and Technical Assistance Unit will continue to provide professional development opportunities to secondary educators on improving academic achievement of students with disabilities through statewide initiatives to improve the use of scientifically research-based approaches to reading, writing and mathematics instruction, Response to Intervention (RTI), Positive Behavioral Interventions and Support (PBIS), as well as interagency collaboration for successful secondary transition practices.

Discussion of FFY 2007 Training and Technical Assistance Improvement Activities:

FFY 2007 activities that supported efforts to address this indicator are as follows:

- The OSSE created a comprehensive Secondary Transition Resource Manual to provide information on best practices and strategies based on scientifically researched approaches for improving graduation rates for students with disabilities.
- The OSSE held a Summer Transition Institute, which included special education teachers and interagency team members. The institute focused primarily on graduation supports and drop-out prevention.
- The OSSE examined secondary transition related activities and aligned them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. The secondary transition activities were aligned to the National Standards and Indicators for Secondary Education and Transition and distributed to all interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.

Ongoing Improvement Activities Aligned with the SPP:

Data Improvement Activities:

- The OSSE is no longer using ENCORE, the previously used special education data tracking system to capture 618 exit data and is in the process of transitioning to SEDS as a unified primary data collection tool for students with disabilities. SEDS is available to all LEAs, unlike ENCORE, which was limited to DCPS student data;
- The OSSE is making preparations to be able to access cohort data for the FFY 2008 APR.

Technical Assistance and Training Improvement Activities:

The training activities noted below will also assist with the improvement activities of Indicators 2, 13 and 14. The Training and Technical Assistance Unit will:

- Train LEAs on the United States Department of Education High School Graduation Rate Non-Regulatory Guidance;
- Provide technical assistance to the LEAs as required on the 15 Strategies for Dropout Prevention from the National Dropout Center;
- Conduct training workshops for the LEAs in the following key areas:
 - developing measurable annual goals and objectives for transition services utilizing SEDS

- creating and implementing S.M.A.R.T. (short-term, measurable, attainable, realistic, and timely) IEP and secondary transition goals to guarantee the success of students with disabilities in high school and during post secondary transition
- supporting students with becoming advocates for themselves in high school and beyond
- analyzing the results from the Transition IEP Goals and Objectives and Services Checklist in order to ensure compliance with IDEA 2004, and
- integrating best practices for addressing the needs of students with disabilities into professional learning and teaching activities.

Quality Assurance and Monitoring Activities:

- The Quality Assurance and Monitoring Unit will support school administrators, teachers, and other support staff to determine progress and key activities related to increasing the graduation rate for children with disabilities during the LEA monitoring framework orientation scheduled for February 2009.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

The OSSE continues to work toward improved outcomes in this area with a sense of urgency by engaging in activities that address strategies in data collection and promote best practice for secondary students so that they are best prepared for graduation and transition to adulthood. Ongoing improvements in data collection and the utilization of a new measurement standard (cohort model) may indicate a need to revise the baseline for this indicator. Any revisions would involve considerable stakeholder input prior to inclusion in the FFY 2008 APR and revised SPP.

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: The total number of students with IEPs dropping out grades 7-12 divided by the total membership in grades 7-12.

$$\frac{\text{Total \# of dropouts (students with IEPs) from grades 7-12}}{\text{Total enrollment in grades 7-12}}$$

The Drop-out rate is calculated from grade seven through grade twelve. A drop-out 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 of the following school year. They may have left school for any one of the following reasons:

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

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	<i>The dropout rate for students with disabilities will decrease to 6.8 percent</i>	2.9 %

Data Source:

Data for FFY 2007 Indicator 2 was gathered through the Interim Collection Tool, spreadsheets, and enrollment databases (STARS and OLAMS) to the extent possible, and align with 618 data submitted to Westat, Table 4. The data used in the calculations are as follows:

$$\frac{157}{5375} \times 100 = 2.9 \%$$

Actual Target Data for FFY 2007 (2007-2008):

Using the above calculation formula, the 2007-2008 District of Columbia dropout rate for students with disabilities is 2.9 %. The 2007-2008 rate indicates an improvement from the 2006-2007 rate of 9.4% and demonstrates that the State met and exceeded its target of 6.3 % for FFY 2007.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-2008):

The OSSE engaged in a number of key data improvement and training activities that contributed to progress within this domain. These activities are detailed below.

Discussion of FFY 2007 Data Improvement Activities:

As mentioned above, the OSSE recognizes the long-standing difficulties related to data collection and verification. The OSSE believes that FFY 2007 data reflect increased accuracy, while recognizing that with a change in reporting in FFY 2008 to reflect the cohort formula, it may not be able to show progress or slippage next year. Because this is the initial year of changes in data collection, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions may be made to baseline and targets in the FFY 2008 SPP/APR.

While the OSSE is encouraged by the improvement represented by the above data, this agency acknowledges the importance of continued progress. To ensure this progress, the OSSE is committed to providing consistent support in the form of training and on-the-ground technical assistance to all LEAs in order to close the gap with respect to the rate of dropouts for students with disabilities as compared to their general education peers. As noted above, the District is continuing to direct resources to aid students at greatest risk for not graduating. The Training and Technical Assistance Unit will continue to provide professional development opportunities to secondary school educators on improving academic achievement of students with disabilities through statewide initiatives to improve the use of scientifically research-based approaches to reading, writing and mathematics instruction, response to intervention, positive behavioral support, as well as interagency collaboration for successful secondary transition practices.

Discussion of FFY 2007 Training and Technical Assistance Improvement Activities:

FFY 2007 activities that supported efforts to address this indicator are as follows:

- The OSSE created a comprehensive Secondary Transition Resource Manual to provide information on best practices and strategies based on scientifically researched approaches for improving graduation rates for students with disabilities.
- The OSSE held a Summer Transition Institute, which included special education teachers and interagency team members. The institute focused primarily on graduation and drop-out prevention.

- The OSSE examined secondary transition related activities and aligned them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. The Secondary Transition activities were aligned to the National Standards and Indicators for Secondary Education and Transition and distributed to all interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.

Ongoing Improvement Activities Aligned with the SPP:**Data Improvement Activities:**

- The OSSE is no longer using ENCORE to capture 618 exit data and is in the process of transitioning to SEDS as a unified primary data collection tool for students with disabilities.
- The OSSE is in the process of designing a protocol that will be used for data analysis at the LEA level to evaluate access to the general education curriculum in a regular education environment for students with disabilities.

Training and Technical Assistance Improvement Activities:

The training activities noted below will also assist with the improvement activities of indicators 2, as well as 1, 13 and 14. The OSSE's Training and Technical Assistance division will:

- Offer focused technical assistance based on the results of the needs assessment for the schools that have a large dropout rate;
- Conduct an Annual Transition Resource Fair and Dropout Prevention/Intervention Forum which will increase the awareness of Career and Technical Schools within the District of Columbia for students with disabilities and provide an overview of dropout issues to include: predictors, prevention strategies, and dropout prevention programs;
- Conduct workshops for LEAs on Least Restrictive Environment (LRE), RTI, Inclusion and PBIS and demonstrate ways in which their utilization can reduce dropout rates in secondary schools;
- Conduct trainings and workshops on instructional and behavioral supports and accommodations needed for students with disabilities in the general education setting;
- Support LEAs with developing pre-high school orientation for all students graduating from middle school identified with disabilities, so that LEAs will be equipped to conduct an accurate needs assessment of students, allow students to have input in

the coursework they will take, and support joint development of secondary transition goals; and

- Assist LEAs with high suspension rates with effective behavior intervention planning.

Quality Assurance and Monitoring Improvement Activities:

The Quality Assurance and Monitoring Unit will support schools in assessing their dropout prevention strategies (see Indicator 1). In order to do so, they will:

- Ensure that accurate student data are maintained by all LEAs
- Examine the suspension and expulsion rates for LEAs with high dropout rates as one of the causal factors for students dropping out and forward this information to the OSSE's Training and Technical Assistance Unit .

Justification for incorporating new improvement activities is based on the needs of the LEAs within the District of Columbia to prevent students from leaving school without a diploma whenever possible.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

As noted in the previous section, progress in this area is encouraging and does not indicate a need to revise targets at this time. However, the OSSE continues to pursue improvement in this area with a sense of urgency by engaging in activities that address improvements in data collection and promote best practice for secondary students so that they are best prepared for graduation and transition to adulthood. Improvements in data collection and the utilization of a new measurement standard (cohort model) may indicate a need to revise the baseline for this indicator. Any revisions would involve considerable stakeholder input prior to inclusion in the FFY 2008 APR and revised SPP.

Monitoring Priority: FAPE in the LRE

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

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

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

Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.

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 = $\left[\frac{(b)}{(a)} \times 100 \right]$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \times 100 \right]$);
- 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 = $\left[\frac{(d)}{(a)} \times 100 \right]$); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \times 100 \right]$).

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

Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.

FFY	Measurable and Rigorous Target
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2007 (2007-2008)	<p>A. At least ____ percent of the District of Columbia's LEAs will meet AYP objectives for the 'students with disabilities' sub-group. Please Note: Due to the lack of a prior established baseline within the SPP, the OSSE intends to update the baseline and targets for this indicator for FFY 2008 APR/SPP submission.</p> <p>B. At least ninety-five percent (95%) of students with disabilities will participate in state assessments.</p> <p>C. At least 38 percent (38%) of students with disabilities will achieve proficiency or above on the DC-CAS assessment.</p>
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Indicator 3A: 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.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	No baseline for FFY 2007	0 LEAs met AYP overall 1 LEA achieved Safe Harbor

Clarification of Definitions for Indicator 3:

Definition of Districts (LEAs) with qualifying disability subgroup(s):

Some public charter schools in the District of Columbia elect to use DCPS as their special education LEA. For purposes of reporting for this indicator, these charter schools' test results are aggregated with DCPS' as they are a part of the same LEA. Seven (7) of the thirty-two (32) independent public charter schools that function as their own LEAs and enroll students in tested grades (grades three through eight, and grade ten) have the requisite number of students with disabilities to qualify as a subgroup. Therefore, these seven (7) LEAs are added to DCPS LEA to total eight (8) LEAs that have a disability subgroup that meets the State's minimum "n" size of 40 students for the purposes of reporting on this indicator. No LEA's performance satisfied AYP standards. One LEA achieved Safe Harbor for the disability subgroup by closing the gap between FFY 2006 performance and 100% proficiency by more than 10%. Three of the LEAs demonstrated consistently improved performance, three showed gains in one assessment area and slippage in the other, and two demonstrated slippage in both assessment areas. For FFY 2006, reanalyzed data show that none of these LEAs met AYP targets for the disability subgroup. Insufficient data do not permit calculation of FFY 2005 to FFY 2006 Safe Harbor at this time: prior to FFY 2006, different assessment tools were used.

In order to comply with the *District of Columbia Office of the State Superintendent Accountability Plan*, the OSSE is also reporting on LEAs with twenty-five or more special education students. In addition to the eight LEAs with forty or more, ten LEAs have between twenty-five and forty special education students. The lower “n” yields the following results:

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	Of the 18 LEAs which meet the minimum “n” size requirement of 25 students, _____% (see note above) will meet overall AYP requirements.	Actual: 0 LEAs met AYP overall Actual: 2 LEAs achieved Safe Harbor

Three of the smaller LEAs demonstrated consistently improved performance, four showed improvement in one assessment area and slippage in the other, two reported consistent slippage, and one demonstrated no change between FFY 2006 and FFY 2007 assessment performance. Again, no LEAs’ combined reading and mathematics performance met AYP standards, although two LEAs achieved Safe Harbor. Again, insufficient data do not permit calculation of Safe Harbor at this time.

There are 19 charter school LEAs in the District of Columbia that have either fewer than twenty-five special education students, or have no special education students. These LEAs are not included in this Annual Performance Report.

Discussion of Actual Target Data for FFY 2007 (SY 2007-2008):

The failure of each LEA having a qualifying subgroup to make AYP within the District evidences serious concerns. The OSSE will continue review of FFY 2006 data in order to reconcile previous issues and insure accurate, reliable data collection, analysis and projections. The OSSE has also designed a range of comprehensive training and technical assistance strategies to improve outcomes for this indicator. These strategies are detailed in the related section below.

Response Table Issue from OSEP’s June 17, 2008 Determination Letter to OSSE:

OSEP required the State to include in the FFY 2007 APR valid and reliable data for FFY 2005, FFY 2006, and FFY 2007, and other required information, consistent with the measurement and instructions for this indicator. OSEP encouraged the state to review and revise targets as appropriate.

OSSE Response to OSEP:

Absence of Prior Target Data (FFY 2005 and FFY 2006):

Valid and reliable FFY 2005 data are unavailable for this indicator. The OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE sees the development of SEDS as a significant step forward, and at the same time possesses a sense of urgency regarding continued improvements that will result in enhanced data collection.

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The OSSE possesses a sense of urgency regarding continued improvements that will result in enhanced data collection and analysis, and is developing the capacity to correctly address Indicator 3A.

The OSSE believes that analysis of FFY 2007 data reflects increased accuracy and that FFY 2008 reporting will be able to show progress or slippage next year as related to both FFY 2007 data and current SPP targets. Because this is the initial year of changes in data collection and analysis, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.

The failure to achieve AYP by each LEA with a disability subgroup for FFY 2007 is unsatisfactory. The OSSE plans to produce a valid baseline and realistic and meaningful targets to be reflected in the FFY 2008 Annual Performance Report (APR).

Indicator 3B: 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.

Overall Participation Rate:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	7,308		
b. # of children with IEPs in regular assessment with no accommodations	1,267		17.3%
c. # of children with IEPs in regular assessment with accommodations	5,181		70.9%
d. # of children with IEPs in alternate assessment against grade level achievement standards	535		7.3%
e. # of children with IEPs in alternate	0		0%

assessment against alternate achievement standards *			
Totals b. through e.	6,983	95%	95.6%

* The District of Columbia does not currently administer tests against alternate achievement standards.

Participation Rate by Grade, Grade 3:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	841		
b. # of children with IEPs in regular assessment with no accommodations	196		23.3%
c. # of children with IEPs in regular assessment with accommodations	544		64.7%
d. # of children with IEPs in alternate assessment against grade level achievement standards	69		8.2%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	809	95%	96.2%

Participation by Grade, Grade 4:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	965		
b. # of children with IEPs in regular assessment with no accommodations	143		14.8%
c. # of children with IEPs in regular assessment with accommodations	706		73.2%
d. # of children with IEPs in alternate assessment against grade level achievement standards	85		8.8%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	934	95%	96.8%

Participation by Grade, Grade 5:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	1,050		
b. # of children with IEPs in regular assessment with no accommodations	180		17.1%
c. # of children with IEPs in regular assessment with accommodations	769		73.2%
d. # of children with IEPs in alternate assessment against grade level achievement standards	70		6.7%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	1,019	95%	97.0%

Participation by Grade, Grade 6:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	1,181		
b. # of children with IEPs in regular assessment with no accommodations	204		17.3%
c. # of children with IEPs in regular assessment with accommodations	866		73.3%
d. # of children with IEPs in alternate assessment against grade level achievement standards	79		6.7%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	1,149	95%	97.3%

Participation by Grade, Grade 7:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
---------------------------------	-------------------------------	--	--

a. # of children with IEPs in assessed grades	1,205		
b. # of children with IEPs in regular assessment with no accommodations	221		18.3%
c. # of children with IEPs in regular assessment with accommodations	837		69.5%
d. # of children with IEPs in alternate assessment against grade level achievement standards	81		6.7%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	1,139	95%	94.5%

Participation by Grade, Grade 8:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	1,391		
b. # of children with IEPs in regular assessment with no accommodations	196		14.1%
c. # of children with IEPs in regular assessment with accommodations	1,029		74.0%
d. # of children with IEPs in alternate assessment against grade level achievement standards	96		6.9%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	1,321	95%	95.0%

Participation by Grade, Grade 10:

FFY 2007 (2007-2008)	Number of Children	Target Participation Rate	Actual Participation Rate
a. # of children with IEPs in assessed grades	675		
b. # of children with IEPs in regular assessment with no accommodations	126		18.7%
c. # of children with IEPs in regular	430		63.7%

assessment with accommodations			
d. # of children with IEPs in alternate assessment against grade level achievement standards	55		8.15%
e. # of children with IEPs in alternate assessment against alternate achievement standards	0		0%
Totals, b. through e.	611	95%	90.5%

Data Source:

The raw data used to make the calculations for this indicator were provided by the vendor of the assessment tool used by the District of Columbia and align with 618 data submitted to Westat, Table 6, Report of the Participation and Performance of Students with Disabilities on State Assessments, which is attached as required.

Discussion of Actual Target Data for FFY 2007 (2007-2008):

The District *exceeded* the target that at least 95% of students with disabilities would participate in state assessments.

Overall Participation Rate:

The District *exceeded* its target for overall participation for students with disabilities for the 2007-2008 school year. However, in grades 7 and 10 participation fell short, although by only .5% and 4.5% respectively. Participation rates in grades 3, 4, 5, and 6 *exceeded* the target rate by 1.2%, 1.8%, 2%, and 2.3% respectively, and grade 8 *met* the target rate. The District's overall participation rate of 95.6% represents a 5.25%⁴ increase over participation rates in FFY 2006. All students not tested were reported as absent.

Overall Participation Rates Based on Assessment Type (comparing FFY 2006 and FFY 2007APR):

- b. There was an 8.7% decrease in participation for children with IEPs in a regular assessment with no accommodations.
- c. There was a 13.3% increase in participation for children in a regular assessment with accommodations.
- d. There was a .7% increase in participation for children in an alternate assessment against grade level standards.
- e. No change.

⁴ The 5.25% increase in the overall participation rate is based on OSEP's recalculation of a 90.25% participation rate in FFY 2006, rather than the 90.4% reported in the 2006-2007 APR. [but said above that 2006 data was not available]

Response Table Issue from OSEP's June 17, 2008 Determination Letter to OSSE:

- The State's reported data for this indicator are 90.4%. However, OSEP recalculated the data to be 90.25%.
- OSEP was unable to determine whether there was progress or slippage because the State's FFY 2005 data were disaggregated by content area, rather than reported as an overall participation rate, and are not comparable.
- The State did not submit a copy of Table 6 for the correct reporting period.
- The State did not meet its FFY 2006 target of 92%.

OSSE Response to OSEP:*Miscalculation of participation data:*

The OSSE is aware of the miscalculation of the overall participation rate it reported in the FFY 2006 APR. The OSSE has made the correction to its calculation as directed by OSEP, and the increase in the overall participation rate for FFY 2007 reflects that correction.

Inability to determine progress or slippage based on the FFY 2006 data:

The OSSE recognizes OSEP's very valid concerns. Thus, in order to allow for accurate determinations with respect to progress and slippage, the OSSE has reported its FFY 2007 data as an overall participation rate consistent with FFY 2006, rather than disaggregated by content area as reported in FFY 2005.

Copy of Table 6:

OSSE acknowledges its oversight in failing to include Table 6 in the FFY 2006 APR. Attached hereto is a copy of Table 6 submitted in FFY 2006; please see Appendix A,

Failure to meet target in FFY 2006:

Whereas the State failed to meet its target of 92% in FFY 2006, the State exceeded its overall participation target by .6% for FFY 2007.

Indicator 3C: Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

In accordance with the State's SPP, the target rate for proficiency for children with IEPs against grade level and alternative achievement standards for FFY 2007 is 38%.

FFY 2007 (2007-2008)	Number of Children	Target Rate	Actual Rate- Proficient or Above
a. # of children with IEPs in assessed grades	7,308		
b. # of children with IEPs in assessed grades	206		2.8%

who are proficient or above as measured by the regular assessment with no accommodations			
c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	832		11.4%
d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards	367		5.0%
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards *	0		0%
Totals, b. through e.	1,405	38%	19.2%

* The District of Columbia does not administer tests against alternate achievement standards.

Reading:

FFY 2007 (2007-2008)	Number of Children	Target Rate	Actual Rate- Proficient or Above
a. # of children with IEPs in assessed grades	7308		
b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations	221		3.0%
c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	953		13.0%
d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards	384		5.3%
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	0		0%
Totals, b. through e.	1,558	38%	21.3%

Mathematics:

FFY 2007 (2007-2008)	Number of Children	Target Rate	Actual Rate- Proficient or Above

a. # of children with IEPs in assessed grades	7308		
b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations	189		2.6%
c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	690		9.4%
d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards	349		4.8%
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	0		0%
Totals, b. through e.	1,228	38%	16.8%

Discussion of Actual Target Data for FFY 2007 (2007-2008):

FFY 2006 data were calculated and reported incompletely so it is not currently possible to determine whether FFY 2007 results indicate progress or slippage. The OSSE will make every effort to properly calculate FFY 2006 data for inclusion in the FFY 2008 Annual Performance Report.

Response Table Issue from OSEP's June 17, 2008 Determination Letter to OSSE:

- The State did not submit a copy of Table 6 for the correct reporting period.
- The State did not meet its FFY 2006 target of 38%.

OSSE Response to OSEP:*Omission of Table 6*

OSSE acknowledges its oversight in failing to include Table 6 in the FFY 2006 APR. Attached hereto is a copy of Table 6 for this reporting period, FFY 2007. Please see Appendix B.

State did not meet its target of 38%.

FFY 2006 data were calculated and reported incompletely so it is not currently possible to determine whether FFY 2007 results indicate progress or slippage. The OSSE will make every effort to properly calculate FFY 2006 data for inclusion in the FFY 2008 Annual Performance Report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):**Summary of Discussion Related to FFY Actual Target Data:***Indicator 3A:*

There has been no overall improvement in the number of LEAs having the qualifying number of students with disabilities making AYP from FFY 2006 to FFY 2007. Improvement efforts to address this indicator continue to be addressed by the OSSE's development of a coherent set of policies, and guidance, supported by the Training and Technical Assistance and Monitoring/Quality Assurance Units, as articulated below.

Indicator 3B:

There was progress made for this sub-indicator. Statewide participation exceeded the target by .6%, a 5.25% increase over the participation rate for FFY 2006.

Indicator 3C:

FFY 2006 data were calculated and reported incompletely so it is not currently possible to determine whether FFY 2007 results indicate progress or slippage. The OSSE will make every effort to properly calculate FFY 2006 data for inclusion in the FFY 2008 Annual Performance Report.

Ongoing Improvement Activities Aligned with the SPP:

The OSSE recognizes the significance of the fact that no LEAs having the qualifying number of students with disabilities made AYP in FFY 2007. This outcome argues for coordinated efforts to assist LEAs in improving outcomes for children with disabilities and their non-disabled peers via evidence-based, inclusive practices. It is believed that a coherent, coordinated approach to Training and Technical Assistance, supported by Quality Assurance and Monitoring Tools which assist LEAs in increasing their ability to design responsive, differentiated learning environments, will allow LEAs with a minimum "n" to more effectively meet AYP targets. Below is an overview of improvement efforts in which the OSSE is engaged in the FFY 2008.

Issuance of Policy and Related Guidance:

In October of 2008, the OSSE initiated the introduction of a series of policies designed to assert high expectations for students with disabilities and the LEAs which serve them. On October 1, 2008, the OSSE introduced a Change in Placement Policy, the first in a series of policies designed to communicate clear expectations regarding the obligation of all LEAs related to meeting LRE obligations. This policy, supported by the OSSE's Placement Oversight Unit, is designed to ensure timely guidance and support to LEA IEP teams considering a change in placement to a less integrated setting prior to removal. Support from this unit includes

training, coaching, and targeted assistance in areas in which LEAs determine a need, such as: writing measurable IEP goals and objectives, progress monitoring, designing robust behavioral intervention plans, and identifying community-based support.

Additionally, the OSSE continues to develop and introduce related key policies in accordance with the December 1, 2008 Blackman Jones Implementation Plan⁵. In December, the OSSE developed a draft Inclusion Policy, which was posted on December 12, 2008 to the OSSE website and is available for public comment until January 30, 2009. This policy will be followed by a Response to Intervention (RtI) policy statement related to the OSSE's expectation of LEAs to utilize tiered intervention frameworks for proactively addressing students' academic and behavioral needs. This policy issuance will be supported by guidance and resource tools for IEP teams that support effective planning and implementation. The OSSE firmly believes that these steps are necessary elements of an education reform framework that will support all LEAs in meeting AYP.

Effective implementation of the above evidence-based approaches will be reinforced and supported at the LEA and school level through a comprehensive Training and Technical Assistance framework that will be initiated in February 2009. This framework will provide LEA teams with the tools they need to ensure the utilization of peer-reviewed, research-based models, practices, and curricula within the regular education setting. The OSSE's new Quality Assurance and Monitoring Framework will also be introduced to all LEAs in February, 2009 to enhance reform efforts.

Ongoing Training and Technical Assistance Improvement Activities to Improve AYP:

The OSSE's Training and Technical Assistance Unit will provide professional development opportunities which support the above paradigm shift via 1) the development of guidance and toolkits that support schools in implementing each of the policies outlined above, 2) comprehensive training related to specific content areas through a series of LEA "clinics" and webinars on research-based strategies for instructional staff with a particular focus on the unique learning needs of students with disabilities in the areas of reading and math, e.g. Project Read, Lexia, and other model programs, 3) The development of an online resource bank for educators, and 4) The creation of a statewide RtI/PBIS Leadership Initiative that includes the implementation of a statewide RtI pilot program that will be launched via a 2009 summer institute for a cohort of "RtI Ready" schools.

Specific activities embedded in this work also include the following:

- Training and Technical Assistance (T & TA) will offer an initial opportunity to all administrators to meet with members of the OSSE's T&TA division to take a close look at performance data and discuss where the LEAs are with respect to meeting AYP.

⁵ Found at: <http://www.osse.dc.gov/seo/cwp/view,a,1222,q,561151.asp>

- T & TA will provide additional support to the LEAs in the form of a professional development calendar outlining training offerings for administration, teaching staff, and support personnel (offerings will be aligned to Quality Assurance and Monitoring calendar activities).
- Training and support for general and special education teachers as well as support staff on the creation and use of the item-skills analysis for the DC-CAS & DC-CAS-Alt assessments in English and math (e.g. “Making Sense of State Exam Results”) will be provided.
- T & TA will provide to all LEAs professional development on interpreting data (e.g. “So What Does This All Mean?”). As a result, attendees will be able to identify sources of student data, and based on data, isolate area(s) of deficiency, create goals and/or determine the appropriateness of existing goals, create interim assessments to determine instructional effectiveness, and track student progress over time.
- T & TA will continue to create professional development opportunities for teachers, paraprofessionals, and support staff on lesson-planning and the use of Universal Design for Learning (UDL). As a result, attendees will be able to plan lessons using information about student competencies as well as student deficiencies.
- T & TA will offer professional development on strategies to increase parent involvement around the issue of literacy. As a result attendees will be able to plan, implement and report on family literacy activities.
- T & TA will provide workshops on strategies to increase attendance. Attendees will be able to convene an attendance committee, create an attendance plan, and provide a system that would track student attendance, and thereby help to that insure every child is in school every day.

Ongoing Quality Assurance and Monitoring Activities to Improve AYP:

The Office of Quality Assurance and Monitoring continues to receive technical assistance from the Data Accountability Center (DAC), Mid-South Regional Resource Center (MSRRC), and other support service agencies to develop a comprehensive monitoring framework which will support LEAs in making progress toward AYP targets. This design is detailed extensively in the discussion section related to Indicator 15.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

OSEP has recommended that the State consider revision of targets within this indicator category. Because this is the initial year of changes in data collection, the OSSE is not proposing

revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.

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.

(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 (# of districts in the State) times 100.

The State currently defines significant discrepancy as: suspension and expulsion of children with disabilities for greater than 10 days in a school year at a rate that is 5% or greater of the suspension rate for general education students in this category.

FFY	Measurable and Rigorous Target	Actual Target Data
2007	<u>The OSSE will be developing a new baseline, with stakeholder input, for inclusion in the FFY 2008 SPP/APR.</u>	<u>N/A.</u>

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Clarification of Definitions for Indicator 4:

Definition of Significant Discrepancy:

Currently, the State's definition of significant discrepancy is suspension and expulsion of children with disabilities for greater than 10 days in a school year at a rate that is 5% or greater than suspension rate for general education students in this category.

In furtherance of our goal of ensuring that all children, including those with disabilities, receive a free and appropriate public education in the least restrictive environment in accordance with IDEA Sec. 612(a)(5); also codified at 34 C.F.R. §300.114(a), the OSSE is considering redefining

'significant discrepancy' as *the suspension and expulsion of any child with a disability for 10 or more 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. This definition, and the resultant changes to baseline and targets for this indicator, would be revised in accordance with significant stakeholder input prior to submission of FFY 2008 SPP/APR.

Definition of Minimum Cell Size Used for Calculation Purposes: The current minimum cell size for calculation purposes is 40 students with disabilities.

Actual Target Data for FFY 2007 (SY 2007-2008):

The District of Columbia Public Schools Student Disciplinary Hearing Office provided discipline data to the OSSE via the Data and Accountability Office. The reporting procedure used by all charter school LEAs for FFY 2007 was the Interim Collection Tool (ICT). Upon review and clarification, the OSSE has determined that valid and reliable data are not currently available for this indicator for FFY2007.

The OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE sees the development of SEDS as a significant step forward, and at the same time possesses a sense of urgency regarding continued improvements that will result in enhanced data collection.

FFY 2007 has been the first full year the OSSE functioned as the SEA for the District of Columbia. OSSE's Department of Special Education has continued its work to provide training, technical assistance and monitoring of the LEAs in their efforts to address potential disparities in the rates of suspensions and expulsions of children with disabilities and their non-disabled peers.

Response Table Issue from OSEP's June 17, 2008 Determination Letter to OSSE

OSEP has requested FFY 2004 baseline data and FFY 2005 & FFY 2006 progress data for this indicator.

OSSE Response to OSEP:

The OSSE has determined that valid and reliable FFY 2005 & FFY 2006 data do not exist for this indicator. As noted above, the OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE intends to establish a new baseline in FFY 2008 for

⁷ Found at osse.dc.gov

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FFY 2007 Data Analysis:¶
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Deleted: Of the 57 LEAs in the District of Columbia⁶, 19 selected the option of having DCPS serve as its LEA for the purposes of IDEA for FFY 2007. Therefore, their data were aggregated with that of DCPS for the purposes of reporting for this indicator. ¶

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Reporting directly to the OSSE were thirty-seven LEAs, three of which reported no disciplinary actions of special education students. Of the thirty-seven LEAs, thirteen had forty or more students with disabilities and were included in this analysis. ¶

¶
The following calculations are based on self-reported data from DCPS and twelve charter school LEAs for FFY 2007:¶

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this indicator. Because this is the initial year of changes in data collection, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

Data Improvement Activities for FFY 2007:

Progress has been made with the implementation of the ICT for FFY 2007 data collection and the adoption of SEDS by most LEAs.

Deleted: The OSSE notes the increase in the number of districts that have submitted discipline data for this report as an area of growth.

Training and Technical Assistance Improvement Activities for FFY 2006 and FFY 2007:

A number of improvement activities identified in the FFY 2006 APR were initiated during the reporting period. These activities included professional development in differentiated instruction and Read 180 – two models identified as ninth and tenth grade interventions listed in the FFY 2006 APR. The OSSE also implemented improvement activities aimed at improving the quality and accuracy of the data collected (e.g. Interim Collection Tool) as well as activities designed to equip the LEAs to better respond to this indicator.

Prior to October 2007, a number of professional development opportunities were offered to train LEA staff in the use of research based practices. These activities are outlined below.

Professional Development Activities:

The following SEA activities occurred prior to October 2007 when OSSE became the official state education agency:

- 1) Professional development and/or technical assistance provided through the State Improvement Grant supporting Positive Behavior Interventions and Support (PBIS):
 - Ongoing trainings including conferences featuring Dr. George Sugai and others from the National Technical Assistance Center for PBIS, trainings in reading, progress monitoring and DIBELS, as well as evidence-based positive behavioral supports (October 2004 -August, 2007)
 - Classroom management training and reading professional development in partnership with the charter schools annually as a part of the Annie Casey Conference August (2005-2007)

- Functional Behavioral Assessment (FBA) training (via State Improvement Grant) in 2006 and 2007
- Training for paraprofessionals, municipal police and parents on the use of positive behavior supports
- Training and Technical Assistance designed and provided the following workshop presentations to address the needs of the LEAs reporting higher percentages of suspensions of students with disabilities: *Strategies for Alternatives to Suspensions, Positive Behavior Facilitation Training, Classroom Management for the Practitioner Training, De-escalating Student Behavior & Crisis Prevention Institute* as a part of Peaceable Schools Institute July 2007.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

As previously noted, ~~the OSSE has determined that no valid or reliable data exist for this indicator in~~ FFY 2007. Moving forward, this issue is being addressed by the OSSE in ~~several~~ ways:

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1) In the FFY 2008, the OSSE introduced a robust Part B Grant Application process to ensure that LEA practices were aligned with IDEA Part B requirements. This application process required LEAs to identify both programmatic and budgetary strategies to increase compliance and improve service delivery to children with disabilities in ways that promoted inclusive practice and LRE.

In order to increase compliance with data requirements, the OSSE notified LEAs who failed to comply with prior data requests that the continued failure to provide required data could have consequences for their IDEA, Part B subgrants.

~~2) The OSSE introduced a new monitoring and quality assurance framework to LEAs in February 2009 that will include both self-assessments by the LEA and targeted monitoring and technical assistance from the OSSE related to behavioral intervention data (suspension and expulsion). Timely data submission will be an area of consideration for targeted monitoring of LEAs, as will the identification of significant discrepancy.~~

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~~3) As noted below, the OSSE will be introducing state-level policy, guidance, and toolkits prior to the SY 2009-2010 that enforces implementation of a tiered intervention model for instructional and behavioral support and requires school-wide and individual positive behavioral intervention planning for all children. In addition, the OSSE's Department of Special Education is ensuring that new District of Columbia Municipal Regulations on student discipline are compliant with IDEA and incorporate procedural safeguards for children with disabilities. Last, the OSSE is issuing guidance and toolkits related to IEP planning and include the use of positive behavioral interventions that supports and related procedural safeguards for children with disabilities.~~

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Data Improvement Activities:

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OSSE adopted SEDS to support IEP development and most LEA staff have been trained to use this system during the spring and summer of 2008. SEDS is being developed systematically to promote data collection in a way that will support PBIS practice. Further details on the refinements to SEDS which facilitate the collection of data for this Indicator will be reported on in the FFY 2008 APR.

Ongoing Training and Technical Assistance Improvement Activities:

Much of the work to be done by the Department of Special Education to decrease the number of students being suspended or expelled will require long term planning and a series of ongoing, accessible opportunities provided in reoccurring cycles of professional development. In the 2008-2009 year, this work is anchored in several initiatives that promote the use of Positive Behavioral Interventions and Supports as an evidence –based practice that improves outcomes for students with behavioral challenges.

First, the OSSE’s issuance of Inclusion and Response to Intervention policies in the spring of 2009 will set clear expectations related to every LEA’s obligation to create a continuum of behavioral interventions based upon the utilization of positive behavior support at the school-wide/classroom level and functionally based behavior planning at the individual student level. The OSSE will clarify these expectations through the issuance of an LEA/school RtI self-assessment tool in Spring of 2009. This tool is intended to assist LEAs in assessing their capacity to support RtI based on key practices needed for successful implementation.

At the same time, the OSSE will create an RtI/PBIS Leadership team that will support the implementation of an RtI pilot for a cohort of “RtI Ready” schools. Schools selected for this pilot will be trained in the State’s RtI /PBIS model over the summer and supported for implementation of the model in September, 2009.

Last, the OSSE continues to support the District’s largest LEA in implementing the Full Service Schools pilot in 8 middle schools. The OSSE’s support of this initiative includes the provision of staff support from the State’s Training and Technical Assistance Behavior Specialist.

In addition to the above overarching activities that support improvement efforts related to Indicator 4, the Training and Technical Assistance Unit is engaged in providing targeted trainings and LEA “clinics” supported by activities in the following areas:

- 1) Provision of ongoing professional development to all LEAs on all aspects of IDEA, including effective IEP design and implementation; partner with the Quality Assurance and Monitoring unit to provide training for LEAs on alternatives to suspension and train LEA staff in writing positive behavior goals for IEPs

- 2) Provision of professional development for Student Support Teams (SST) from all LEAs regarding addressing behavioral and academic concerns that could potentially lead to suspension and expulsions (i.e. Positive Behavior Supports, Functional Behavior Assessment training (FBA) and de-escalation of student behavior)
- 3) Provision of sessions on compliance issues related to student behavior (i.e. manifestation processes for students with disabilities) for administrators, special education coordinators, and other LEA staff.
- 4) Provision of sessions on integration of positive behavioral supports for use in LEAs that adopt the RtI model of tiered intervention
- 5) Provision of sessions on the effective use of Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) as required by IDEA
- 6) Development of an LEA survey to determine needs for more intensive behavioral supports and subsequent training including, but not limited to, Crisis Prevention Institute training
- 7) Consultation with national experts to further the skill set of LEA staff and understanding of students who experience severe emotional difficulties
- 8) Partnership with LEAs and other child-serving systems (e.g. the Department of Mental Health) to review alternative approaches for addressing the needs of students who lack social competency skills, experience severe emotional difficulties, and require more intensive wraparound support, and
- 9) Investigation of national and state models for best practices for addressing the behavioral needs of students with disabilities.

Ongoing, Enhanced Quality Assurance and Monitoring Activities:

The Focused Monitoring process conducted by the Quality Assurance and Monitoring Unit will include a clearly defined process for looking at the rates of suspensions and or expulsions for students with disabilities. During monitoring visits, reviewers will engage in the following sample activities:

- Review student discipline and attendance records;
- Review sample IEPs for evidence of manifestation determination documents;
- Interview IEP teams and, when appropriate, the student, to determine of the degree of utilization of required instructional strategies and the delivery of special education services;

- Review student work folders or portfolios to determine evidence of modifications delineated in the IEP; and
- Complete a written summary of visit.

Thereafter, the unit will:

- Design and provide a data collection tool to be utilized by schools in order to report manifestation results;
- Ensure annual training of all staff in the manifestation determination process;
- Develop and disseminate to all stakeholders an OSSE brochure outlining federal and local regulations regarding disciplinary measures; and
- Design a targeted intervention plan for LEAs that have not followed previous recommendations for improvement in this area.

Moving forward, LEAs identified as having significant discrepancies will be identified for focused monitoring activities, including a review of LEA policies, procedures, and practices related to implementation of IEPs, the use of positive behavioral interventions and related procedural safeguards. LEAs will be issued corrective action plans in which they will be required to include steps to remedy areas of noncompliance within these key areas within one year.

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Monitoring Priority: FAPE in the LRE

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

- Removed from regular class less than 21% of the day;
- Removed from regular class greater than 60% of the day; or
- Served in public or private separate schools, residential placements, or homebound or hospital placements.

Measurement:

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

FFY	Measurable and Rigorous Target	Actual Target Data
2007 <i>(2007-2008)</i>	A. 12.5% of children with disabilities will be removed from regular class less than 21% of the day B. 14% of children with disabilities will be removed from regular class greater than 60% of the day C. 28% of children with disabilities will be served in public or private separate schools, residential placements, or homebound or hospital placements.	A. 17.34% B. 19.49% C. 12.15%

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

A. Removed from regular class less than 21% of the day;

FFY	Measurable and Rigorous Target
2007 <i>(2007-2008)</i>	<ul style="list-style-type: none"> Increase students removed from regular class less than 21% of the day to 12.5%.

Actual Target Data for 2007 (2007 - 2008):

	Number of children	Percent of children
Removed from regular class less than 21% of the day	1,785/10,296	17.34%

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The District of Columbia exceeded its target for Indicator 5A in FFY 2007. In FFY 2006 the result for this Indicator was reported as 19.17%. The District of Columbia has reviewed FFY 2006 data and, because some three-to-five year old children were included in the calculations, is revising the previously reported figure to 14.4%. The result for FFY 2007 therefore represents an improvement in performance from FFY 2006.

B. Removed from regular class greater than 60% of the day;

FFY	Measurable and Rigorous Target
2007 <i>(2007-2008)</i>	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 14%.

Actual Target Data for 2007 (2007 - 2008):

	Number of children	Percent of children
Removed from regular class greater than 60% of the day	2,007/10,296	19.49%

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The District of Columbia did not meet its target for Indicator 5B in FFY 2007. In FFY 2006 the result for this Indicator was reported as 18.25%. Upon identifying and correcting reporting errors in FFY 2006 data, the District of Columbia is revising the previously reported figure to 27.2%. Performance for FFY 2007 represents an improvement from FFY 2006.

C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 28%.

	Number of children	Percent of children
Served in public or private separate schools, residential placements, or homebound or hospital placements.	1,251/10,296	12.15%

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The District of Columbia exceeded its target for Indicator 5C. In FFY 2006 the result for this Indicator was reported as 25.72%. Upon correcting reporting errors in FFY 2006 data, the District of Columbia is revising the previously reported figure to 21.7%. FFY 2007 performance therefore represents an improvement from FFY 2006.

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007:

Ongoing Improvement Activities Aligned with the SPP:

The OSSE has made important strides in generating a necessary paradigm shift toward Response to Intervention and inclusive practices that will increase the capacity of LEAs to effectively meet the needs of children with specialized needs within the regular education setting, in accordance with SEA responsibilities to ensure that LEAs meet Least Restrictive Environment (LRE) obligations [IDEA Sec. 612(a)(5); also codified at 34 C.F.R. §300.114(a)].

To this end, on October 1, 2008, the OSSE introduced a Change in Placement Policy, the first in a series of policies designed to communicate clear expectations regarding the obligation of all

LEAs to meet LRE obligations. This policy, supported by the OSSE's Placement Oversight Unit, is designed to ensure timely guidance and support to LEA IEP teams considering a change in placement to a less integrated setting prior to removal. The policy outlines a 30 day process during which time LEAs interested in changing a student's placement must contact the Placement Oversight Unit and provide a justification for the student's removal. The placement team follows up with the IEP team to provide technical assistance to the school/LEA to support placement of the child in the Least Restrictive Environment and make a final determination as to whether the removal of the child to a less integrated setting is warranted. This process includes a thorough review of the student's IEP and supporting documentation during the review process, and the opportunity for the LEA to receive technical assistance and coaching after the review process is completed in order to support the capacity of LEAs to meet student needs.

Preliminary placement data collected during the reporting period reveal that approximately 40% of requests for change of placement result in a plan that maintains the student in his or her original educational setting. The OSSE team continues to examine placement data to identify referral trends and outcomes and will have more thorough analysis to provide in the next Special Conditions Progress Report.

Additionally, the OSSE continues to develop and introduce related key policies in accordance with the December 1, 2008 Blackman Jones Implementation Plan⁷. The most recent of these policies is the draft OSSE Inclusion policy, which was posted on December 12, 2008 for public comment through a news release and is available for public comment until January 30, 2009.⁸

The issuance of the above materials will be further supported through a comprehensive Training and Technical Assistance framework that will be initiated in February, 2009. The OSSE's Division of Training and Technical Assistance will provide professional development opportunities which support LRE obligations of LEAs via 1) the development of guidance and toolkits that support schools in implementing each of the policies outlined above, 2) comprehensive training related to specific content areas through a series of LEA "clinics" and webinars on research-based strategies to instructional staff with a particular focus on the unique learning needs of students with disabilities in the areas of reading and math, e.g. Project Read, Lexia, and other model programs, 3) The development of an online resource bank for educators, and 4) The creation of a statewide RtI/PBS Leadership Initiative that includes the implementation of a statewide RtI pilot program that will be launched via a 2009 summer institute for a cohort of "RtI Ready" schools.

This framework, along with the concurrent issuance of a comprehensive monitoring framework (See discussion section related to Indicator 15) will provide LEA teams with the tools they need to ensure the utilization of peer-reviewed, research-based models, practices, and curricula

⁸ The OSSE is in receipt of clarifying information from OSEP regarding public notice and hearing requirements related to state policy issuance and is undertaking reviews to ensure that the State is in compliance.

within the regular education setting, and a tiered intervention model based upon Response to Intervention principles.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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.

Measurement:

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

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

If a + b + c + d + e does not sum to 100%, explain the difference.

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

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

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

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

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

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

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

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

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

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

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

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

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

If a + b + c + d + e does not sum to 100%, explain the difference.

Clarification of Definitions for Indicator 7:

Entry-Level and Exit-Level Data Collection: Entry-level measurement will occur within two weeks of entering preschool, pre-kindergarten or kindergarten. The second (exiting) measurements will be conducted no earlier than sixty days before the end of the school year.

Comparable to Same-Aged Peers: Children identified as functioning at levels comparable to their same-aged peers are children with Child Outcomes Summary Form (COSF) exit scores of 6 or 7.

Data Source: Not applicable at this time

Response Table Issue from OSEP's June 17th, 2008 Determination Letter to OSSE:

OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the State to include in the FFY 2006 APR, due February 1, 2008, progress data and improvement activities. The State did not report the required data for FFY 2005 and FFY 2006.

The State provided a plan to collect the required data and indicated that baseline data will be reported with the FFY 2008 APR, due February 1, 2010. The State reported it would provide entry-level data results in February 2009. The State must provide entry data with the FFY 2007 APR, due February 1, 2009, and baseline data and targets with the FFY 2008 APR, due February 1, 2010. The SPP currently posted on the State's website includes targets for this indicator. It is not clear to OSEP how the State was able to establish targets, given no baseline data currently exist. The State may wish to adjust its targets after baseline data have been established for this indicator.

OSSE's Response to OSEP:

Entry level data are not included in the FFY 2007 APR due to challenges with the establishment of a coordinated system of activities to address this indicator. The OSSE has designed a comprehensive improvement plan, outlined below, to ensure necessary progress on this indicator.

Deleted: After carefully reviewing OSEP's data reporting requirements for this indicator, the State acknowledges that entry data for this indicator was erroneously included in last year's APR as OSEP did not require it until 2010.

Baseline Data for FFY 2007 (2007-2008)

Baseline data is not required to be reported.

Discussion of Baseline Data

Baseline data is not required to be reported.

Actual Target Data:

As noted above, targets will be set in 2010 based on entry data collected in FFY 2009 (SY 2009-2010).

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 2007-2008):

- OSSE's Early Childhood Special Education committee selected the Battelle Developmental Inventory (BDI) and the Assessment Evaluation Programming System for Infants and Children (AEPS).
- The OSSE is actively recruiting potential hires for the Early Childhood Special Education Coordinator position to include searches using the internet and local universities. Personnel vacancies in OSSE did not allow for the training on the use of the identified assessment instruments and the implementation of Indicator 7 data collection plan. Although the District of Columbia was unable to complete the improvement activities identified in FFY 2006, OSSE will continue to implement the following:
 - 1) Conduct training on an introduction to Indicator 7 with all LEAs, providing technical assistance for all LEAs on the use of assessment instruments and scoring/reporting the data;
 - 2) Continue to consult the National Early Childhood Technical Assistance Center and Early Childhood Outcomes Center on questions related to this indicator;
 - 3) Implement a professional development schedule on specific early literacy and numeracy instructional approaches for all LEAs;
 - 4) Provide focused technical assistance to LEAs to address IEP development, data collection/entry, and IEP accommodations/modifications; and
 - 5) 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.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

The table below outlines the three year plan for ensuring that reporting requirements for Indicator 7 are addressed in a comprehensive manner.

Indicator 7: Implementation Plan- Data Collection

FFY	Fall	Winter	Spring	Summer
FFY 2008	Identification of Potential Measures		Guidance provided to LEAs on potential measures	LEAs receive TA for utilization of selected measure
FFY 2009	Administration of LEA Preschool Assessment to collect Entry Level Data	Compilation of Preschool Entry Level Data from LEAs	Administration of Assessment by LEAs to Collect Exit Level Data	Analysis of Data to Establish State Baseline; Meetings with Stakeholders to Develop Targets
FFY 2010	Public Dissemination of Indicator Baseline and Target Data for Public Comment; Administration of LEA Preschool Assessment to collect Entry Level Data	Finalization of Baseline and Targets Submitted to OSEP via 2010 SPP/APR Revisions	Administration of Assessment by LEAs to Collect Exit Level Data	Ongoing Analysis of Data to Monitor LEA Progress Related to Targets

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)(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 2007	Measurable and Rigorous Target	Actual Target Data
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(2007-2008)	69.2%	0 %
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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (SY 2007-2008):

Data are not included in the FFY 2007 APR due in part to a miscommunication with the vendor engaged by OSSE to reproduce and mail the survey instrument to parents that resulted in parents receiving surveys too late to allow appropriate collection and analysis.

The OSSE will design a comprehensive improvement plan, in consultation with appropriate federal guidance and technical assistance to ensure necessary compliance with this indicator for FFY 2008. Due to the late notice of this issue, only key elements of the improvement plan are outlined below; however, these will be tied to specific timelines after the consultation with federal technical assistance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

For the FFY 2008 reporting period, the OSSE will implement the following controls to ensure that survey distribution occurs no later than September 30, 2009:

- Consult with Data Accountability Center and Mid South Regional Resource Center to identify best practices that enhance rate of return (February 2009)
- Meet with OSSE Office of Procurement to discuss vendor options and clarify scope of work to address specific requirements, including mailing method and timeframe for distribution and analysis of survey (March 2009)
- Create an internal project management tool to ensure timely identification of problems and timely resolution to barriers in collection of surveys (April 2009)

Following the above protocols will ensure that there is sufficient time for adequate analysis of the survey results. Additionally, the OSSE plans to provide LEA communication via email and will include an electronic copy of the survey, as well as post the survey on the OSSE website, in order to increase circulation and outreach to parents who have not yet had an opportunity to complete it. This is not in lieu of the parent survey being mailed, but rather another option to increase the return rate, which historically has been very low.

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Monitoring Priority: Disproportionality

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.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification.	35.1% ¹²

Data Source: Data were collected from LEAs at the time of the December 1 Child Count.

Clarification of Definitions for Indicator 9:

Disproportionate Representation: The State defines disproportionate representation in the District of Columbia as under- or over-representation by more than a 0% variation between the racial/ethnic composition of the general education and special education populations, and by any racial/ethnic group being at 15% or greater risk of being identified for special education.

Low Number: The OSSE considers an “n” of less than 40 children with disabilities as a “low number” of students that would result in the exclusion of a LEA’s data from the analysis of the State’s data for this Indicator.

FFY 2007 Actual Target Data:

¹² Based on FFY 2007 calculations as described in Clarification of Definitions section.

After careful review of existing data, the OSSE has determined that it is unable to report on the number of districts in FFY 2007 that may have had disproportionate representation due to the lack of valid and reliable data that would allow the OSSE to determine whether there was in fact disproportionate representation. Because this foundational data is unavailable, the OSSE is unable to make any determinations related to potentially inappropriate identification practices. The District of Columbia Public Schools (DCPS), with tens of thousands of children enrolled¹³, and public charter schools with student populations of fewer than 50 children, must both be considered as LEAs: the student population size differential is greater than 1500:1. Schools in the latter category naturally may have few children in their IEP populations. Additionally, more than 80% of children attending public schools in the District of Columbia are African American (not Hispanic). Some public charter school LEAs, enrollment in which is a matter of choice, may have entirely African American student populations. Other public charter school LEAs may offer a bilingual environment and have a relatively high percentage of Hispanic students. One public charter school LEA may focus on science and mathematics and have a relatively small IEP population, while another may be exclusively a special education school. These are among the factors combining to make our analyses of disproportionate representation – a necessary precursor to determining inappropriate identification – at times difficult.

The State Performance Plan sets a standard of 15% risk and further states that, “...disproportionate representation in special education occurs in the District of Columbia when the number of students from a particular racial or ethnic group, who have been identified for special education and related services, exceeds the number of students from that racial or ethnic group in the general school population.” Not only do these definitions not adequately address under-representation, the OSSE realizes that they are not realistic standards, especially given charter school LEAs with small IEP populations: virtually all will display disproportionate representation. Included in the Annual Performance Report are all LEAs with special education populations of at least forty students with IEPs. However, among these LEAs: one has a total enrollment composed entirely of African American (not Hispanic) special education students; another has an entirely African American (not Hispanic) special education population (The total LEA enrollment is 99.3% African American.); four each have only a single special education student representing their particular race/ethnicities; and one has but two students each representing a separate race/ethnicity. When an LEA’s special education population has forty or more students, no small subset of students is excluded from analysis, but given the above examples, such a racial/ethnic composition may skew results.

Because of the widely varying size and demographics of its LEAs, the District of Columbia is considering the use of composition differential (*Is there a greater percentage of special*

¹³ Some public charter schools elect to use DCPS as their special education LEA. While these schools receive special education services from DCPS, they otherwise function as their own LEAs. However, for purposes of analysis only, their total enrollments have been added to DCPS’ total enrollment to accurately reflect the percentage of children in special education. Not to have done so would have inflated the apparent percent of special education students attending DCPS.

*education students of x race/ethnicity in special education than students of x race/ethnicity in the total enrollment?), risk index (What percent of students of x race/ethnicity are in special education?), risk ratio (Are students of x race/ethnicity more or less likely to be in special education than students of other race/ethnicities?), and alternate risk ratio (Are students of x race/ethnicity more or less likely to be in special education than students of other race/ethnicities throughout the District of Columbia?) to analyze LEA populations for disproportionate representation. The combination of metrics used will depend on the nature and size of the LEA being considered: the alternate risk ratio, for example, may not be appropriate for evaluating DCPS, while composition differential and risk ratios cannot be calculated when LEA populations are exclusively of one race/ethnicity. In addition, the percentage of IEP students in each LEA's total student population will be noted, although no specific standard has yet been decided upon due to some LEAs being special education-only schools. A +/- 20% range of variation from the expected composition of the special education population based on the composition of total student enrollment will be used as the composition differential standard for under- and overrepresentation. Relative risk and alternate risk ratios of lower than .25 and higher than 2.5, and a risk index of greater than 20% will also be used as indicators of potential under- and overrepresentation. Disproportionate representation will be indicated when at least two of the above conditions are met. However, because of the small size and enrollment characteristics of some charter school LEAs, even the alternate risk ratio will be used with caution. Examinations of these smaller LEAs will be conducted on case-by-case bases, taking into account the character of each LEA (*Does the LEA offer bilingual instruction? Does the LEA concentrate on mathematics and science?*) and the resulting nature of its student population. Should such amended standards for determining disproportionate representation be adopted, stakeholder input will be obtained in revising the State Performance Plan.*

Response Table Issue from OSEP's June 17, 2008 Letter to OSSE:

OSEP's June 15th 2007 FFY 2005 SSP/APR Response table required the state to include in the FFY 2006 APR baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial ethnic groups in special education and related services that was the result of inappropriate identification and describe how the state made that determination. The state did not provide the required FFY 2005 data and description in the FFY 2006 APR.

The State did not provide valid or reliable FFY 2006 data that are consistent with the measurement for this indicator. The state must provide FFY 2005 data and FFY 2006 and FFY 2007 progress data that are consistent with the required measurement in the FFY 2007 APR. In addition, in the FFY 2007 APR, the State must clarify its criteria for determining what constitutes a "low number" of students of particular racial or ethnic groups that would result in the exclusion of a district's data from the analysis of the State's data for this indicator.

OSSE'S Response to OSEP:

Absence of Baseline/Target Data and Missing/Inconsistent data from FFY 2005 and FFY 2006:

As noted above, reliable FFY 2005 and FFY 2006 data are unavailable. The OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE sees the development of SEDS as a significant step forward, and at the same time possesses a sense of urgency regarding continued improvements that will result in enhanced data collection.

As noted above, the OSSE intends to establish a new baseline in FFY 2008 for this indicator as well as seek stakeholder input on how disproportionate representation will be defined. The OSSE is also in the process of reviewing policies and procedures related to this Indicator. This review will inform monitoring activities moving forward to ensure that the OSSE can determine whether disproportionate representation was the result of inappropriate identification.

Definition of “low number”:

Please see clarification of this definition listed above.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

The improvement activities included in the SPP are ongoing. The District is developing an additional monitoring protocol for evaluating the extent to which disproportionate representation of racial and ethnic groups in special education is the result of inappropriate identification.

The OSSE is considering establishing a new baseline in FFY 2008 for this indicator based on OSEP guidelines.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

Modifications have been made to ensure more accurate data collection and reporting. These modifications will be supported by Training and Technical Assistance activities. Justification for incorporating new improvement activities are based on the needs of the LEAs within the District of Columbia to prevent disproportionate representation of racial and ethnic groups in special education as a result of inappropriate identification.

Data Improvement Activities:

To ensure accurate data collection and analyses, the OSSE will no longer use ENCORE and is in the process of transitioning to the Special Education Data System (SEDS) which will be the primary data collection tool for students with disabilities. Further data improvement activities include:

- Technical Assistance provided by OSEP to determine how best to calculate disproportionate representation consistent with the required measurement formula in light of the data systems currently in the District
- Use of data to calculate composition index, risk, risk ratio, and an alternative risk ratio to identify potential under and overrepresentation.

Training and Technical Assistance Improvement Activities:

The OSSE Training and Technical Assistance Unit continues to:

- Provide professional development, training and technical assistance to effectively implement the RtI model including research and evidence based practices which support the appropriate referral and identification of students with special needs to prevent disproportionate representation among racial and ethnic groups.
- The OSSE will use the formula utilized to calculate disproportionate representation consistent with the required measurement formula.

Quality Assurance and Monitoring Activities: Implement the SEDS database to collect data and student information. LEA's information/data will be collected, analyzed and used to focus monitoring efforts, provide guidance, and ensure accountability for reporting purposes. Information/data will be used to identify compliance problems, furnish consistent feedback to all LEAs on their performance, status, and focus SEA resources toward technical assistance, training or focused monitoring activities.

- Where non-compliance is identified by the OSSE, the LEA will be required to develop a Corrective Action Plan, and the OSSE will monitor and document implementation of corrective action until compliance is achieved. All noncompliance identified through these reviews will be corrected within one year of the notification of noncompliance.
- The Focused monitoring process will focus on school wide processes, procedures and practices as they relate to the disproportionate representation of racial and ethnic groups in specific disability categories. Among other tasks, school personnel will be expected to explain their school wide approach to curing any existing disproportionate representation and avoiding any future over-representation/under-representation.

The above and additional activities will be implemented for the duration of the SPP through 2010.

Monitoring Priority: Disproportionality

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.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories resulting from inappropriate identification.	

Clarification of Definitions for Indicator 10:

Disproportionate Representation: The State defines disproportionate representation in the District of Columbia as under- or over-representation by more than a 0% variation between the racial/ethnic composition of the general education and specific disability category populations, and by any racial/ethnic group being at 15% or greater risk of being identified for specific disability categories.

The review of data collected for indicator 15 and the review of policies and procedures identified potential areas of concern. The monitoring unit will include the LEA/schools in their monitoring schedule and will report the results in the 2008-2009 APR (see section on Indicator 15). Both over and under-representation were considered in the review of the data and these areas will also be a part of the 2008 APR.

Low Number: The OSSE considers an “n” of less than 40 children with disabilities as a “low number” of students that would result in the exclusion of a LEA’s data from the analysis of the State’s data for this indicator.

FFY 2007 Actual Target Data:

The challenges the District of Columbia faces in identifying disproportionate representation in special education as discussed in Indicator 9 are exacerbated when examining racial/ethnic representation in specific disability categories; as a result, the District of Columbia is unable to determine the actual number of districts identified in FFY 2007 to have disproportionate representation of racial or ethnic groups in specific disability categories as a result of inappropriate identification. As previously noted, the student population of public schools in

the District of Columbia is more than 80% Black (not Hispanic). Therefore, although the total special education population numbers is in the thousands, other racial/ethnic groups are represented in substantially smaller numbers. When considering racial/ethnic groups by disability category, even despite the total District of Columbia Public Schools (DCPS) enrollment of tens of thousands¹⁴, in some cases only a single child of a race/ethnicity may be represented in a disability category. Additionally, public charter schools functioning as LEAs, enrollment in which is a matter of choice, must be analyzed as districts. It is not unusual for these schools to have small special education populations and to have only one or two race/ethnicities represented. These factors must be taken into account before it can be determined if disproportionate representation within disability categories is the result of inappropriate identification.

The State Performance Plan establishes a standard of 15% risk and additionally states that, "...disproportionate over representation within specific disability categories occurs in the District of Columbia when the number of students from a particular racial or ethnic group, who have been identified exceeds the number of students from that racial or ethnic group in the general school population." Not only do these definitions not adequately address underrepresentation, the OSSE realizes that they are not realistic standards, especially given District of Columbia student demographics and charter school LEAs with small IEP populations: virtually every LEA will evidence disproportionate representation. Included in the Annual Performance Report are all LEAs with special education populations of at least forty students with IEPs. However, among these LEAs: one has a total enrollment composed exclusively of Black (not Hispanic) special education students, all in a single disability category; another has single students each representing a race/ethnicity in three different disability categories; while another has only a single student representing a race/ethnicity in four separate disability categories. Nevertheless, when an LEA's special education population has forty or more students, no small subset of students is excluded from analysis, but given these examples, analysis must be conducted with exceptional care.

Additionally, accurate and reliable FFY 2005 and FFY 2006 data for this indicator are not available.

The District of Columbia is considering analyzing racial/ethnic representation in disability categories using composition differential, risk index, and relative risk ratio. A +/- 20% range of variation from the expected composition of the children in a disability category based on the composition of total student enrollment will be used as the composition differential standard for under- and overrepresentation. (This standard will be applied with care. American Indian/Alaska Native and Asian/Pacific Islander students each account for less than 1% of the

¹⁴ Some public charter schools elect to use DCPS as their special education LEA. While these schools receive special education services from DCPS, they otherwise function as their own LEAs. However, for purposes of analysis only, their total enrollments have been added to DCPS' total enrollment to accurately reflect the percentage of children in special education. Not to have done so would have inflated the apparent percent of special education students attending DCPS.

statewide special education population. As a result, the presence or absence of only one or two students of these race/ethnicities in a disability category may significantly affect composition differential.) A risk index of greater than 7.5% and relative risk ratios of less than .25 and greater than 2.0 will also be used as indicators of under- and overrepresentation. However, these tools may be of limited value or inapplicable when examining a small IEP population or one exclusively of a single race/ethnicity. Calculation of alternate risk ratio will be extensively used to compare small charter school LEA specific disability category enrollments with the statewide school population, and results outside the range of .25 to 2.0 will again be used to flag under- or overrepresentation. Lower risk and narrower relative and alternate risk ranges will be used for Indicator 10 than for Indicator 9 because the number of children in any disability category is naturally less than the total number of children in special education, while the total student population used for demographic comparison remains constant. Disproportionate representation will occur when a racial/ethnic group's representation in a disability category falls outside any two of these conditions. In addition, examinations of smaller LEAs with special education data cells of fewer than ten individual students (within the overall LEA minimum reporting size of forty special education students) will be conducted on a case-by-case basis, taking into account the character of each LEA and the resulting nature of its student population, as discussed in Indicator 9. If the OSSE elects to adopt these standards, stakeholder cooperation and consent will be obtained in revising the State Performance Plan.

The minimum reporting size of forty special education students has again been used, however, in the interest of greater transparency, the Office of the State Superintendent of Education is currently weighing whether to reduce this number.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-2008):

The improvement activities included in the SPP are ongoing. The State is developing an additional monitoring protocol for evaluating the extent to which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification.

Additional Planned Improvement Activities for FFY 2008 (SY 2008-2009):

The OSSE Training and Technical Assistance division will:

- Provide professional development, training and technical assistance to effectively implement the RtI model including research and evidence based practices which support the appropriate referral and identification of students with special needs to prevent disproportionate representation among racial and ethnic groups.

- Develop a Self-Assessment for LEAs who have been identified as having disproportionate representation through data collection and analysis. The LEAs Self-Assessment will be reviewed by the OSSE to determine if an on-site review is required.
- Provide training and technical assistance on regulatory requirements and data reporting specific to this indicator.
- Implement a Focused Monitoring approach to monitor and evaluate LEAs to meet the enforcement obligations required of the State Education Agencies under IDEA.
- LEA information/data will be collected, analyzed and used to focus monitoring efforts, provide guidance, and ensure accountability to the public. Information/data will be used to identify compliance problems, furnish consistent feedback to all LEAs on their performance, status, and focus SEA resources toward technical assistance, training or focused monitoring activities.
- The OSSE, Office of the Chief Information Officer, will use data to calculate an alternative risk ratio to identify indicators of potential under- and overrepresentation.
- The OSSE, Office of the Chief Information Officer will conduct an analysis of the preceding 2 years and special education count in order to determine progress or slippage.
- The OSSE will use the formula utilized to calculate disproportionate representation consistent with the required measurement formula.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline¹⁵). (20 U.S.C. 1416(a) (3) (B))

Measurement:

- # of children for whom parental consent to evaluate was received.
- # determined not eligible whose evaluations and eligibility determinations were completed within 120 days (or State established timeline).
- # determined eligible whose evaluations and eligibility determinations were completed within 120 days (or State established timeline).

¹⁵ The District of Columbia uses 120 days, as opposed to 60 days, as the established timeline.

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* American Indian or Alaska Natives make up less than .1% of statewide total and special education populations and are not represented in this LEA.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-2008):

The improvement activities included in the SPP are ongoing. The State is developing an additional monitoring protocol for evaluating the extent to which disproportionate representation of racial and ethnic groups in special education is the result of inappropriate identification.

Additional Planned Improvement Activities for FFY 2008 (SY 2008-2009):

The OSSE Training and Technical Assistance division will:
<#>Provide professional development, training and technical assistance to effectively implement the RtI model including research and evidence based practices which support the appropriate referral and identification of students with special needs to prevent disproportionality among racial and ethnic groups.
<#>Develop a Self-Assessment for LEAs who have been identified as having disproportionate representation through data collection and analysis. The LEAs Self-Assessment will be reviewed by the OSSE to determine if an on-site review is required.
<#>Provide training and technical assistance on regulatory requirements and data reporting specific to this indicator.
<#>Implement a Focused Monitoring approach to monitor and evaluate LEAs to meet the enforcement obligations required of the State Education Agencies under IDEA.
<#>LEA information/data will be collected, analyzed and used to focus monitoring efforts, provide guidance, and ensure accountability to the public. Information/data will be used to identify compliance problems, furnish consistent feedback to all LEAs on their performance, status, and focus SEA resources toward technical assistance, training or focused monitoring activities.
<#>The OSSE, Office of the Chief Information Officer, will use data to calculate an alternative risk ratio to identify indicators of potential under- and overrepresentation.

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Percent = (b + c) divided by (a) times 100.
Children included in “a” but not included in “b” or “c”: Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Clarification of Definitions for Indicator 11: The State established timeline for evaluations is 120 days.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 - (2007-2008)	100% compliance with timelines	$\frac{583 + 220}{1773} \times 100 = 45.3\%$

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Account for children included in “a” but not included in “b” or “c”. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Status of children included in “a” but not included in “b” or “c”:

Range of days beyond the timeline when the evaluation was completed: 1- 322 days

Late & Not Eligible - 83

Late & Eligible - 201

Open & On Time - 0

Open & Late - 686

No Response- 5 (Note: of these 5 students, 2 students’ evaluations were delayed due to failure of the parent to respond to multiple attempts to make contact. These students were determined to be eligible for special education after the reporting period. 2 students in this same category were determined to be ineligible, and 1 student’s evaluation process was discontinued after transfer between LEAs. Because this category of delay represents an exception per 34 CFR 300.301 (d) and represents evaluation activity outside of the reporting period, the number is excluded from the denominator within the above calculation.)

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Deleted: Status of children included in “a” but not included in “b” or “c”:
Late & Not Eligible - 83¶
Late & Eligible - 201¶
Open & On Time - 0¶
Open & Late - 691

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Range of days beyond the timeline when the evaluation was completed:
1- 322 days¶

Because of the time span of this reporting period, the data was collected from Encore, which is now discontinued.

Actual Target Data for FFY 2007 (2007-2008):

A review of the reported data reveals that LEAs received 1,773 consent for evaluation forms signed by parents. The LEAs completed 803 of all assessments within the prescribed timeframes. Out of the 1,773 total, 970 evaluations were not completed within the prescribed timeframe; of the 803 completed, 220 evaluations led to eligibility determinations and 583 evaluations led to ineligibility determinations. At the time of reporting, the OSSE noted that there were 686 open and late cases.

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Explanations for delays included:

- 1) An inadequate pool of related service providers
- 2) Parent requests to postpone or reschedule testing
- 3) Assigned service providers that failed to perform and deliver evaluations in the prescribed timeframe.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

The OSSE's data reveals a slight improvement in the number of evaluations that were completed within the timelines (45.3% vs. 42.08%). The OSSE is aware that this level of compliance is substantially below the 100% requirement for the FFY 2007-2008. The OSSE will continue its analysis of the data that is being provided by the LEAs to locate any trends in respect to the delay in initial evaluations and ensure that they are addressed in a comprehensive manner via activities in the OSSE's Quality Assurance and Monitoring Unit. In addition, the OSSE's Training and Technical Assistance Unit will assist in the achievement of 100% compliance by providing professional developments on the process of initial evaluations.

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Improvement Activities:

As a part of the development and implementation of the SEDS system, OSSE has taken great care to insure the system itself guides LEA staff through the appropriate process and timelines for evaluation and placement and revaluations of special education students. Each user has also been provided a comprehensive user guide that provides additional detailed guidance on these issues.

Additionally, the state has collaborated with DCPS to provide additional funding and to reform procedures at the Centralized Assessment Referral and Evaluation (C.A.R.E.) Center, described in the 2005-2010 State Performance Plan, to streamline procedures and enhance capacity to identify, locate, and provide assessments to preschool age children and those who attend

private and religious institutions in the District, including bilingual students with disabilities in the District of Columbia. The newly reformed center has been renamed the Early Stages Center. The state believes that these changes will support significant improvements on early identification and timely evaluations of preschool students with disabilities, thereby improving overall compliance with this indicator.

Response Table Issue from OSEP's June 17, 2008 Letter:

OSEP's June 15, 2007 FFY 2005 SPP/APR response table required the States to include in the FFY 2006 APR, due February 1, 2008, baseline data for FFY 2005. The State provided the FFY 2005 data as required. The State did not report that noncompliance identified in FFY 2005 with the timely evaluation requirements in 34 CFR §300.301 (c) (1) was corrected in timely manner.

OSEP has imposed Special Conditions on the State's FFY 2007 Part B IDEA grant, due in part to the State's longstanding noncompliance with the requirements in 34 CFR §300.301 (c). The State submitted updated data with the FFY 2006 APR on the percent of initial evaluations completed within the required timeline.

The State must review its improvement activities and revise them, if appropriate to ensure they will enable the State to provide data in the future submissions to OSEP demonstrating that the State is in compliance with the requirements in 34 CFR §300.301 (c) . The State must provide in the FFY 2007 APR, due February 2009, FFY 2007 progress data including reporting corrections of the noncompliance identified in the FFY 2006 APR

OSEP reminded the State that it must ensure that the SPP as posted on its website is revised to reflect the FFY 2005 baseline data.

OSSE'S Response to OSEP:

The State reported FFY 2005 baseline data of 22.3% and OSEP accepts this revision to the State's SPP.

The State's APR for FFY 2006 is reporting progress data for this indicator as 42.08%, the data illustrates an increase from the FFY 2005 reporting of 22.3%.

The State did not meet its FFY APR 2006 target of 100%.

The State cannot report on the correction of the non-compliance related to this indicator identified in FFY 2005. Despite intensive efforts by the OSSE to locate historic documentation related to this indicator, the OSSE has been unable to retrieve these records, which were apparently misplaced during the transition of the SEA from DCPS to the OSSE as part of the District's new governance structure and the creation of the OSSE. Therefore, data for FFY 2005 is not available for review, reporting purposes, or to establish baseline measures.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

The State offers no revisions to proposed targets as the targets are mandated by the United States Department of Education's Office of Special Education Programs. However, the OSSE understands the urgency with which this improvement area must be addressed, and is dedicating resources to both data-related and program-related improvement activities.

The OSSE continues to work on improvements to the processes and procedures for collecting and reporting data in all areas, including timely initial evaluations and placement and/or reevaluations through SEDS. There has been significant progress in this reporting period to ensure that the flow of data in the District of Columbia is more consistent and accurate. This progress, both for initiatives at the OSSE and DCPS, are outlined in the Blackman Jones Implementation Plan filed with the District Court of the District of Columbia on December 1, 2008.

In addition, the OSSE is making significant efforts to recruit and hire a State Child Find Coordinator who will assist in communicating obligations to LEAs related to this Indicator. The method by which the OSSE will strive to achieve this rigorous target will include, but not be limited to, a comprehensive and collaborative effort, supported by the Child Find Coordinator, to address this area of noncompliance with all LEAs within the District of Columbia. All LEAs will work collectively to identify potentially eligible children and/or students. Efforts have begun and will continue to focus on early intervention and identification to properly assess and determine eligibility for special education services.

Additionally, the OSSE has redesigned the IDEA Part B grant application to require LEAs to articulate the strategies they are implementing to ensure timely initial and re-evaluations as well as the strategies that they will employ to ensure timely implementation of Hearing Officer Determinations. Through analysis of existing HOD trends, the OSSE has identified that a substantial number of HODs relate to untimely provision of initial and triennial evaluations. Therefore, it is the OSSE's belief that requiring LEAs to clearly articulate their strategies regarding evaluations and HOD implementation as a key requirement of their grant application provides an opportunity for the OSSE to evaluate the effectiveness of these strategies and to provide feedback and assistance to the LEAs to support these efforts.

Additionally, the OSSE will be introducing a new monitoring and quality assurance framework to LEAs in February 2009 that will include both self-assessments by the LEA and targeted monitoring and technical assistance from the OSSE. This new monitoring process will target for identification and correction noncompliance in the area of timely evaluations.

Technical Assistance and Training Improvement Activities:

The OSSE Training and Technical Assistance Unit will:

- Provide training, technical assistance, and professional development to schools that are noncompliant in conjunction with the Quality Assurance and Monitoring Unit, Data Accountability Center (DAC) and Mid-South Regional Resource Center (MSRRC);
- Develop a State Level Special Education Resource Manual that will provide LEAs with appropriate policies and procedures for completing evaluations within the established timelines in conjunction with DAC and MSRRC; and
- Establish, implement, and maintain local interagency planning of programs for infants, toddlers, early childhood and school age children with disabilities in collaboration with local and District agencies and other private and public sources.

The OSSE Quality Assurance and Monitoring Unit, in conjunction with DAC and MSRRC, will:

- Implement a focused monitoring approach to monitor and evaluate LEAs to meet the enforcement obligations required of the State Education Agencies under IDEA; and
- Provide LEAs with a self- assessment to monitor their progress as it relates to evaluations, reevaluations, least restrictive environment and the timely implementation of due process hearing officer decisions.

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 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 who parent refusal to provide consent caused delays in evaluation or initial services.

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

Range of days beyond the timeline when the evaluation was completed: 1- 322 days

FFY	Measurable and Rigorous Target	Actual Target Data
2007 2007-2008	100 percent 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.	62%

Calculation Used to Determine Target Data:

a. # of children who have been served in Part C and referred to Part B for eligibility determination.	186
b. # of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthday.	12
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	23
d. children for whom parent refusal to provide consent caused delays in evaluation or initial services.	137
Percent = [(c) divided by (a – b – d)] times 100	62 %

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Children with Eligibility Determined Beyond their 3rd Birthday:

For the FFY 2007, there were ninety nine children with disabilities whose IEPs were developed beyond their third birthday for eligibility determination and implementation of the IEP.

The reported reasons for delay for failure to determine eligibility prior to a child's 3rd birthday include: family delays, need for additional outside evaluations with medical or personnel, and unusual volume of referrals.

Response Table Issue from OSEP's June 17, 2008 Letter to OSSE:

The state did not report that noncompliance identified in FFY 2005 was corrected in a timely manner. The State must review its improvement activities and revise them, as appropriate, to ensure compliance with this Indicator, including reporting correction of noncompliance identified in the FFY 2006 APR.

OSSE Response to OSEP:

The OSSE has reviewed the improvement activities and outlined them below. At this time, correction to FFY 2006 findings of noncompliance is not available.

The OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE sees the development of SEDS as a significant step forward, and at the same time possesses a sense of urgency regarding continued improvements that will result in enhanced data collection to keep track of the findings of noncompliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

Although OSSE failed to meet its target, the data for FFY 2007 demonstrates improvements as compared to FFY 2005 (SY 2005-2006) and FFY 2006 (SY 2006-2007).

Year	Percent
2005-2006	37%
2006-2007	40.62%
2007-2008	62%

The District of Columbia demonstrated improvement from FFY 2005-2006 to FFY 2006-2007, as compliance increased for FFY 2007-2008 by 21%.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

The OSSE has conducted significant outreach and recruitment efforts to fill an Early Childhood Specialist position and has recently identified a candidate. It is the OSSE's intention to fill this position in order to coordinate the corrections for the improvement activities in FFY 2008 (2008 – 2009). The State Early Childhood Specialist will coordinate activities both with Part C and Part B personnel to provide technical assistance and ensure compliance with the transition process for all LEAs. The State Early Childhood Specialist will also consult with the National Early Childhood Technical Assistance Center and Early Childhood Outcomes Center on questions related to this indicator.

Ongoing Improvement Activities Aligned with the SPP:

Data Improvement Activities:

The Early Childhood Coordinator will collaborate with LEA data managers and early childhood special education coordinators to ensure reliability of collected data from LEAs.

Training and Technical Assistance Activities:

Moving forward, the OSSE's progress in achieving 100% compliance will be assured by engaging in all improvement activities annually as described below*: The OSSE will initiate a public relations campaign with the goal of highlighting the benefits of referring children who have received Part C services to the LEAs for eligibility determinations, as well as highlighting quality early childhood programs that are available within the District of Columbia.

- The OSSE will continue to provide training opportunities to train LEAs and other public agencies to encourage parents to register their children and initiate the referral process at the Part C transition meeting. These training sessions will take place annually during the summer months, beginning in 2009.

- The OSSE will continue to work with local agencies to ensure Part C children's transition meetings are held no less than 90 days prior to the child's third birthday.
- The OSSE will provide Early Intervention Guidelines on Transition for 3 Year Olds to disseminate across the state. These guidelines will provide information on timelines and requirements for the transition process along with information on strategies for increasing the quality of transition plans. The guidelines will be posted on the OSSE website and disseminated statewide to families, early intervention personnel and early intervention providers.
- An Infant/Toddler/Preschool Early Intervention Leadership team will be created to support all District of Columbia early intervention program coordinators and the preschool Part B early intervention coordinators. The team will focus on transition conference issues, improved communication amongst programs, and opportunities to brainstorm state issues. The State Early Childhood Specialist will facilitate the workgroup.
- 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.

** The above and additional activities will be implemented for the duration of the SPP through 2010.*

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target	Actual Target Data
2007	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP	323/1108= 29.15%

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(2007-2008)	goals and transition services that will reasonably enable students meet their postsecondary goals.	
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Data Source:

The District of Columbia Public Schools adopted the “I-13 Checklist” created by the National Secondary Transition Technical Assistance Center (NSTTAC) and approved by the Office of Special Education Programs. DCPS’ IEP checklist was modified using the I-13 Checklist created by NSTTAC to meet the requirements of Indicator 13. All LEAs were required to conduct a self-assessment using the IEP Checklist and report the total number of youth 16 and above; the total number of youth aged 16 and above with an IEP that included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet the postsecondary goals; and the total number of youth who did not have an IEP that included coordinated, measurable, annual IEP goals and transition services.

Randomized, focused monitoring of IEPs was also conducted to capture data on the percent of youth with disabilities aged 16 and above with measurable goals and transition services.

Actual Target Data for FFY 2007 (SY 2007 - 2008):

The District of Columbia did not meet its target for the FFY 2007 (2007- 2008) that 100 percent of youth age 16 and over will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. For the FFY 2007 (2007- 2008), all LEAs reported data for indicator 13. 323 out of the 1108 IEPs reviewed illustrated compliance, totaling 29%. The comparative data shows an overall 25% decrease from last reporting year’s 2006 Baseline data of 54%.

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Response Table Issue from OSEP’s June 17, 2008 Letter to OSSE:

The state reported that noncompliance identified in FFY 2005 with secondary transition requirements in 34 CFR 300.320(b) was partially corrected. The State must include reporting correction of FFY 2005 noncompliance in the FFY 2007 APR.

OSSE’S Response to OSEP:

Baseline data requested by OSEP are being provided below for the FFY 2005 (2005-2006 APR). The data show that 39 percent of students with disabilities age 16 and above had IEPs that include post secondary goals. Valid and reliable data demonstrating correction of noncompliance identified in FFY2005 related to this indicator are unavailable. The OSSE recognizes the long-standing difficulties related to data collection and verification and has

moved swiftly to address these issues via the development of coordinated, unified data and monitoring systems.

FFY 2005 (2005-2006)

LEA	Total #	# Comp	# NC	% Compliant
LEA 1	1450	540	910	39%
LEA 2				
LEA 3				
LEA 4				
LEA 5	25	25	0	100%
LEA 6	6	4	2	67%
LEA 7	17	14	3	82%
TOTAL	1498	583	915	39%

Data Source:

In FFY 2005 (2005 – 2006), The SEA State Transition Office (STO) directed all LEAS to utilize the IEP checklist for Transition Services and report the results of the self-assessment no later than October 15, 2006. The SEA required all LEA directors to sign and return a data certification form to verify the validity and accuracy of the data.

In the State Performance Plan, the state reported and identified all LEAs with students 16 and above with disabilities. In reviewing the 2005 - 2006 data, the State's findings were that some schools that had initially been listed as LEAs were district charter schools and not separate LEAs as reported. Therefore, the FFY 2005 - 2006 data have been revised to report accurate data per LEA. In addition, the district charter school data was combined with District of Columbia Public Schools (DCPS) data and now accurately reports data as one LEA (LEA 1).

FFY 2006 (SY 2006-2007):

The following data is being submitted to OSEP to correct noncompliance for the FFY 2006 (2006 – 2007). Data has been collected from seven LEAs. The data shows that 54 percent of our students with disabilities age 16 and above had IEPs with post secondary goals.

FFY 2006 (SY 2006-2007)

	Total # of students	# Compliant	#Non-Compliant	% Compliant
LEA 1	1606	843	763	52%

LEA 2	43	43	0	100%
LEA 3	19	0	19	0%
LEA 4	22	22	0	100%
LEA 5	38	29	9	76%
LEA 6	9	7	2	78%
LEA 7	7	7	0	100%
TOTAL	1744	951	793	54 %

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

Using the results of the self-assessment/IEP checklist, the OSSE's Secondary Transition Specialist determined where the noncompliance occurred and utilized these results to identify state and local policy issues and to develop focused technical assistance and training.

Local Issues: Although the Secondary Transition Specialist provided training to all LEAs, the monitoring that occurred during the FFY 2007 - 2008 revealed that the largest LEA (LEA 1) utilized the non-compliant forms found in the Encore database system instead of the revised and compliant paper forms introduced and utilized the year prior. The LEA was provided technical assistance related to this issue, and the LEA has subsequently transitioned to the new SEDS system which supports compliant data collection. Additional monitoring and technical assistance will be provided to insure correction of ongoing noncompliance.

For FFY 2007 - 2008, the remaining LEAs made substantial progress in complying with the requirements of this indicator. The Secondary Transition Officer was able to gather data from all 7 LEAs and verify the validity of this data by random monitoring of all 7 LEAs.

LEA 1 (the largest LEA), had a 30% decrease in the number of students with compliant IEPs.

LEAs 2, 4, 6, and 7 (very small LEAs), came into 100% compliance within 1 year.

LEA 3 and 5, small LEAs but significantly larger than LEAs 2, 4, 6, 7, continued to report a decrease in the number of compliant IEPs due to the large number of transfer students without compliant IEPs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

The OSSE's Training and Technical Assistance Unit continues to:

- Work with LEAs to develop coordinated transition plans with an alignment between: the results of the transition assessment, the student's course of study, and the services being provided that will help the students achieve his/her post-secondary goals using the indicator 13 checklist;

- Assist the LEAs with the creation of post secondary outcomes in the area of training, education, vocation, and where appropriate access to assisted living;
- Create partnerships with agencies that will assist students with disabilities to achieve positive post school outcomes;
- Publish and distribute a resource guide for students with disabilities and their parents which will identify outreach services in the community to aid them with transition services after graduation;
- Publish and distribute a brochure for students with disabilities and their parents giving an overview of *the 504 Rehabilitation Act* and *Title II American Disabilities Act*. The brochure will highlight the student's rights and responsibilities in higher education;
- Provide LEAs with a sample of the Post Secondary Outcome survey to review with the students prior to graduation and the expectation for them to complete it a year after graduation;
- Encourage the creation of IEP transition teams within LEAs that will focus on: self-advocacy tools, experiences within the communities, expected behaviors and skills in higher education and the workplace; and
- Publish and distribute a State Transition Manual and Graduation Guide.

** The above and additional activities will be implemented for the duration of the SPP through 2010.*

Monitoring and Compliance:

The OSSE'S Quality Assurance and Monitoring Unit will conduct focused monitoring (See Indicator 1). In addition, it will:

- Randomly select LEAs for site visits to ensure that IEPs with secondary transition goals are present, accurate, and have been completed for all eligible students. When they are not available, noncompliance will be noted and this information will be forwarded to the OSSE's Training and Technical Assistance division.
- Analyze the results of the IEP checklist for transition services. The results will be forwarded to the OSSE's Training and Technical Assistance to support compliance with IDEA 2004.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 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 both, within one year of leaving high school (20 U.S.C. 1416(a)(3)(B))

Measurement: 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 both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Clarification of Definitions for Indicator 14:

Competitive Employment: The State defines competitive employment as work that is completed in a competitive labor market that is performed on a full-time (35 hours or more per week) or part-time (less than 35 hours per week) basis in an integrated work setting. Such a work setting for persons with disabilities are settings that provide opportunities to interact regularly with persons who do not have disabilities and who are not paid caregivers. The individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. Transitional employment programs for individuals with severe and persistent mental illness are included in this definition.

Post-secondary School: The State defines postsecondary school as non-compulsory educational level education following the completion of secondary education. Post-secondary education includes undergraduate and postgraduate education at a community or technical college or a 4-year college or university. It includes career, employment job training (i.e. Job Corps) as well as vocational education, training, etc. Full-time means a student is enrolled in 12 or more credit hours in a semester and part-time enrollment is anything less than 12 credit hours in a semester.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007 - 2008)	<i>60% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>	76%

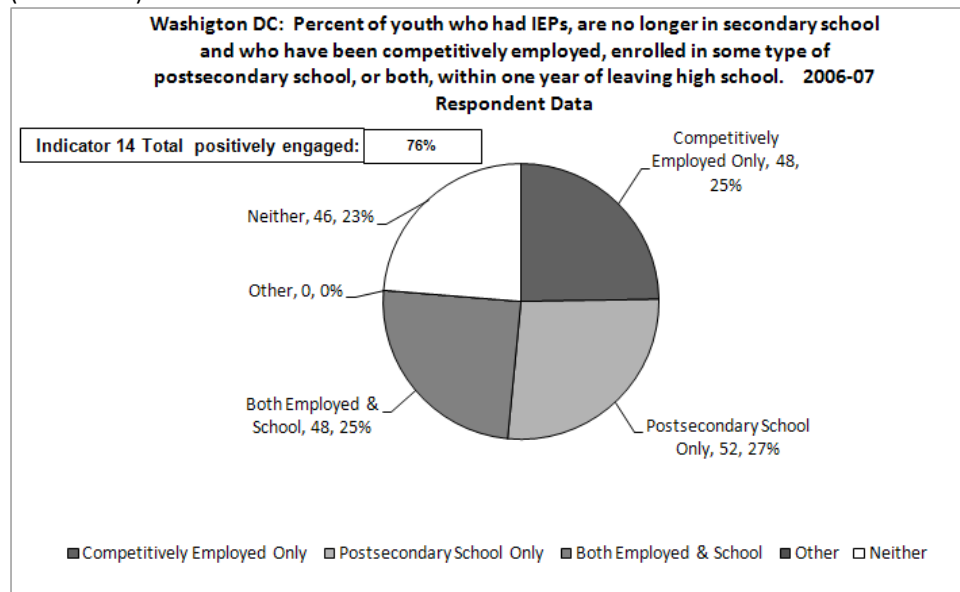
Data Source:

The Office of the State Superintendent's Secondary Transition Specialist solicited the assistance of the National Post-School Outcomes Center and the Potsdam Institute for Applied Research (PIAR) to complete indicator 14.

PIAR, in collaboration with the OSSE's Secondary Transition Specialist, finalized the survey questionnaire for this indicator.

Actual Target Data for FFY 2007 (2007-2008):

The District of Columbia met and exceeded its target for FFY 2007 for Indicator 14. Based on the number of exiters contacted, 76% percent were competitively employed, enrolled in some type of postsecondary school or both, within one year after leaving high school in FFY 2006 (2006-2007).



2006-07 Sub-Populations:

Respondents by Gender	Statewide Respondents n=194	Female n=66	Male n=128
Competitively Employed Only	25%	24%	25%
Postsecondary School Only	27%	35%	23%
Both Employed & School	25%	20%	27%
Other	0%	0%	0%
Neither	24%	21%	25%
SPP/APR Percent Engaged	76%	79%	75%

The SPP/APR Percent Engaged is slightly higher for Females (79%) than for Males (75%)

Respondents by Exit Type	Statewide Respondents n=194	High School Diploma n=152	All Other Exits n=42
Competitively Employed Only	25%	24%	29%
Postsecondary School Only	27%	29%	19%
Both Employed & School	25%	30%	7%
Other	0%	0%	0%
Neither	24%	18%	45%
SPP/APR Percent Engaged	76%	82%	55%

Only the High School Diploma subgroup is large enough to report separately. Exiters with other exit types are reported together as All Other Exits. The SPP/APR Percent Engaged is much higher for High School Graduates (82%) than for All Other Exit Types (55%). This reinforces the advantages that a High School Diploma can provide.

Respondents by Type of Disability	Statewide Respondents n=194	Specific Learning Disability n=91	All Other Disabilities n=103
Competitively Employed Only	25%	16%	32%
Postsecondary School Only	27%	32%	22%
Both Employed & School	25%	36%	15%
Other	0%	0%	0%
Neither	24%	15%	31%
SPP/APR Percent Engaged	76%	85%	69%

The SPP/APR Percent Engaged is much higher for Exiters who were classified as having a Learning Disability (85%) than for All Other Disability Types (69%).

Ethnicity: Exiters whose ethnicity was African-American had virtually the same SPP/APR Percent Engagement rate as all exiters. Other ethnic groups were too small to report separately.

Representativeness:

The NPSO Response Calculator was used to examine representativeness. These results are displayed below.

NPSO Response Calculator		Representativeness								NATIONAL PSO POST-SCHOOL OUTCOMES CENTER	
	Overall	LD	ED	MR	AO	Female	Minority	ELL	Dropout		
Target Leaver Totals	556	217	71	50	218	192	500	0	32		
Response Totals	194	91	23	24	56	66	173	0	7		
Target Leaver Representation		39.03%	12.77%	8.99%	39.21%	34.53%	89.93%	0.00%	5.76%		
Respondent Representation		46.91%	11.86%	12.37%	28.87%	34.02%	89.18%	0.00%	3.61%		
Difference		7.88%	-0.91%	3.38%	-10.34%	-0.51%	-0.75%	0.00%	-2.15%		
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.pso-center.org/collecting.html .											

Note: AO (All Other Disabilities) includes 33 exiters for whom this information was unavailable.

Discussion of Representativeness:

Based on the PSO Center Calculator, most subgroups are representative ($\pm 3\%$) except for Learning disabilities (+7.9%) and All Other Disabilities (-10.3%). This is most likely due to the 33 exiters for whom disability information was unavailable.

Representativeness is directly correlated to the response rate for each sub-population. The

Response rate by sub-populations is as follows:

Learning Disabilities: 42%	Female: 34%
Emotional Disability: 32%	Minority: 35%
Mental Retardation: 48%	Dropout: 22%
All Other Disabilities: 26%	

Response Table Issue from OSEP's June 17, 2008 Letter to OSSE:

The State must provide the FFY 2006 baseline data and progress data for the FFY 2007 APR. The State must include definition of competitive employment and post secondary school.

OSSE'S Response to OSEP:

Actual Target Data for FFY 2006 (2006 - 2007):

The OSSE's former Secondary Transition Specialist provided PIAR with information for approximately 562 Exiters for FFY 2006 (SY 2006-2007). This survey pool included about 90% of all DCPS students aged 14 and older who attended district schools, charter schools, and non-public school placements funded by DCPS who exited school during the school year, and received special education services. Information on the remaining 10% of DC exiters was unavailable due to the variety of legacy data systems available and to a highly transient student population. The OSSE sent a letter to everyone in the pool which provided information about

the purpose of collecting data for Indicator 14, that participation is voluntary and confidential, and that all exiters would receive a telephone call from the staff at PIAR. This letter included a contact person's name at the OSSE who would be available to answer their questions, or remove them from the survey pool if they did not want to participate.

PIAR conducted phone interviews between September 5, 2008 and October 31, 2008 utilizing a survey developed by the PSO Center and adapted to the needs of the District of Columbia. The survey included data collection questions for dropouts which link to Indicator #2. Additional questions were included to help identify and address barriers to employment and postsecondary school participation. Between ten and twenty attempts were made to contact and interview every exiter. A response rate of 35% was achieved. Unfortunately the contact information available was out-of-date or incomplete for 306 out of 562 exiters (54%). The number of exiters contacted is 7% lower than last year. Improvement activities continue to include strategies to reduce this inaccuracy in data to as close to zero as possible.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 2007 - 2008):

The state believes exceeding the target of 60% for this indicator was the result of focused efforts to conduct systematic survey of exiters in consultation and collaboration with the Potsdam Institute. However, since accurate baseline information from prior years is unavailable, the State is unable to determine if results indicate actual improvement on this indicator. The OSSE, in consultation with stakeholders, will amend the SPP to include FFY 2007 data as new baseline and amend annual progress targets accordingly.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007 - 2008):

Training and Technical Assistance Improvement Activities:

The training activities noted below will also assist with the improvement activities of indicators 1, 2 and 13.

The OSSE's Training and Technical Assistance Unit will:

- Collaborate on an annual OSSE job fair and college/career fair for students with disabilities; and
- Conduct LEA workshops that will:
 - facilitate training for parents on college readiness for students with disabilities;
 - provide training in resource mapping for LEAs to identify resources, community organizations, and businesses available to assist students with meeting their transition goals; and

- ensure that LEAs are meeting the academic needs of students with disabilities.

Quality Assurance and Monitoring Activities:

The OSSE Quality Assurance and Monitoring Unit will ensure that transition planning is incorporated into LEA self- assessment activities and monitored accordingly.

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:

- # of findings of noncompliance.
- # 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
2007 (2007-2008)	100% of the findings identified through general supervision (including monitoring, complaints, hearings, etc) will be corrected in a timely manner not to exceed one year from identification

Overview of Issue/Description of Process – General Monitoring

The Office of the State Superintendent of Education, Special Education Quality Assurance and Monitoring Unit, conducted on site monitoring visits in FFY 2005 (SY 2005-2006) and FFY 2006 (SY 2006-2007). The monitoring process for the general supervision system component addressed areas of noncompliance in special education programs in each LEA based on findings of IDEA violations, state complaints and due process hearings. Components of the monitoring

included self assessments, onsite monitoring, a review of policies and procedures, interviews, data collection, reports and verification.

The OSSE has invested considerable effort into realizing dramatic and substantial improvements in correcting deficiencies with the general supervision system of due process hearings. This dramatic and substantial improvement, centralized in the Student Hearing Office, was realized through a combination of the following actions: new hires, targeted resources, trainings, the procurement and implementation of a docketing system, and most importantly, a focused dedication on compliance with federal, judicial and state guidelines.

The OSSE has hired an independent, nationally recognized expert to conduct an assessment of the State's Administrative Due Process Hearing System. The consultant conducted extensive and exhaustive reviews of system practices, administrative records, program areas in need of technical assistance, and the need and procurement of a case management docketing system. These reviews, coupled with on site assessments, were utilized to revise and revamp the Student Hearing Office to ensure that students receive timely due process hearings and Hearing Officer Determinations (HODs).

The OSSE recognizes that OSEP requires the disaggregation of HOD data by finding of noncompliance. While a lack of historical data makes this responsibility challenging, the OSSE plans to dedicate the necessary resources to this task. The OSSE will develop a coding system for all current HODs on file and to use this system moving forward to aggressively pursue compliance with reporting requirements for this Indicator. Both historical FFY 2007 data and data related to HOD findings for the FFY 2008 will be included in the FFY 2008 APR submission.

Actual Target Data for FFY 2007 (SY 2007-2008):

All LEAs have submitted documentation to correct the FFY 2006 (SY 2006-2007) findings and the OSSE has verified the evidence of correction. The OSSE had 16.04% correction of noncompliance as soon as possible, but in no case longer than one year from identification and did not meet the 100% target. A summary of findings is detailed in the following table:

Indicator B-15 Worksheet (Please note: areas marked with an asterisk are those for which the OSSE does not currently possess any data to indicate that a finding of noncompliance occurred within the identified time period)

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<u>Indicator/Indicator Clusters</u>	<u>General Supervision System Components</u>	<u># of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)</u>	<u>(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)</u>	<u>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</u>
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
2. Percent of youth with IEPs dropping out of high school.	Dispute Resolution: Complaints, Hearings	*	*	*
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 both, within one year of leaving high school.				
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	*	*	*
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	*	*	*

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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	*	*	*
	Dispute Resolution: 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	5	5	1
6. Percent of preschool children aged 3 through 5 - early childhood placement.	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	5	1
	Dispute Resolution: Complaints, Hearings	*	*	*
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*

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<u>identification.</u>	<u>Dispute Resolution: Complaints, Hearings</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</u>				
<u>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.</u>	<u>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</u>	<u>3</u>	<u>7</u>	<u>4</u>
	<u>Dispute Resolution: Complaints, Hearings</u>	<u>*</u>	<u>*</u>	<u>*</u>
<u>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.</u>	<u>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</u>	<u>3</u>	<u>3</u>	<u>0</u>
	<u>Dispute Resolution: Complaints, Hearings</u>	<u>*</u>	<u>1</u>	<u>*</u>
<u>13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student</u>	<u>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</u>	<u>7</u>	<u>7</u>	<u>1</u>

APR Template – Part B (4)

District of Columbia

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to meet the post-secondary goals.	Dispute Resolution: Complaints, Hearings	* —	* —	* —
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	<u>7</u>	<u>11</u>	<u>0</u>
	Dispute Resolution: Complaints, Hearings	* —	<u>8</u>	* —
Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	<u>7</u>	<u>7</u>	<u>1</u>
	Dispute Resolution: Complaints, Hearings	* —	* —	* —
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	<u>1</u>	<u>1</u>	<u>0</u>
	Dispute Resolution: Complaints, Hearings	* —	* —	* —

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Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	11	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	18	20	4
	Dispute Resolution: Complaints, Hearings	*	*	*
Sum the numbers down Column a and Column b			86	13
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			$(b) / (a) \times 100$ =	15.12%

The above Indicator B-15 Worksheet incorporates an integrated system of general supervision that includes findings from monitoring activities and dispute resolution proceedings (i.e. complaints and hearings). This integrated approach to compiling findings and corrections has never been employed by the District of Columbia. Specifically, the summation of findings relevant to monitoring activities, complaints, and hearings in a single report has not been previously completed. The total number of findings (65) reported in the January Special Conditions Report only reflects the number of findings from "monitoring activities." The count is not inclusive of findings from complaints, hearings, or administrative proceedings.

The 86 findings specified in the above Indicator B-15 Worksheet include findings from monitoring activities, complaints, and hearings. Sixty-five monitoring findings were determined through monitoring activities conducted during SY 2006-2007. The remaining 12 monitoring findings were identified during activities conducted in SY 2004-2005; however, they were not

reported to LEAs until SY 2006-2007. The 12 monitoring findings from SY 2004-2005 were not reflected in the January 2009 Special Conditions Report. This explains the discrepancy between the number of monitoring findings reported in the January 2009 Special Conditions Report (total of 65) and the number reflected in the OSSE's FFY 2007 APR Indicator B-15 Worksheet (total of 77). As part of the new state monitoring system, the OSSE is transitioning toward an integrated system of reporting for all findings that will capture the data attributes needed to complete Indicator B-15 Worksheet.

The findings of noncompliance identified in the Indicator B-15 Worksheet have been corrected as follows: 13 findings of noncompliance were corrected and verified no later than one year from identification (column) (b) B-15 Worksheet; 57 findings of noncompliance were corrected and verified, but not within a year of identification; and 7 findings have not been corrected. The Office of Quality Assurance & Monitoring will follow up with the two LEAs (one has 3 unresolved findings and the other has 4 unresolved findings) to provide the appropriate enforcement activities as detailed in its new monitoring process.

Technical Assistance Accessed to Assist with Compliance for this Indicator:

The OSSE has taken advantage of several sources of technical assistance to ensure continuous progress and improvement towards meeting compliance for the SPP/APR indicator. Quality Assurance and Monitoring Unit (formerly the Monitoring & Compliance Unit) is currently involved in a variety of training and technical assistance activities to improve the OSSE's system of general supervision:

- Mid South Federal Regional Resource Center (MSRRC)
 1. Provided monthly review and consultation sessions on SPP/APR Indicators;
 2. Provided workshop on history of special education laws and regulations; and
 3. Provided workshop on analyzing and writing for Indicator 15.
- Data Accountability Center (DAC) and MSRRC developed a work plan through the end of SY 2009 that has assisted OSSE to:
 1. Develop a draft district self-assessment document;
 2. Develop orientation training for LEAs on the use of the self-assessment to be rolled out in February 2009; and
 3. Develop a draft of the monitoring manual, which will include all monitoring activities, such as the self-assessment, focused on-site monitoring, etc.
- OSSE
 1. Participated in the National Secondary Transition Conference (May, 2008);
 2. Participated in the OSEP sponsored overlapping Part C and Part B data meeting (June 8 – 12, 2008);
 3. Participated in The Keys to Student Success: Next Steps, State Improvement Grant (August 4 – 6, 2008);

Deleted: Of the twenty-seven LEAs monitored on-site during the FFY 2006 (SY 2006-2007), three (3) did not have findings of noncompliance. Three (3) LEAs provided the requested evidence of correction in the required time of no later than one year from identification and OSSE verified. Twenty (20) LEAs provided the requested verification of correction past the one year timeline for correction. The noncompliance identified in the above table has been corrected and verification has been provided prior to the submission of the present APR. One (1) LEA did not submit documentation nor have they responded to the documented written request. Follow up is being executed in accordance with the new monitoring process, which involves the use of a graduated order of sanctions based on the lack of response to corrective action. Likewise, enforcement action will be taken to address the noncompliance. ¶

4. Participated in Strong Schools, Strong Minds, Strong Future Conference (August 18, 2008);
5. Participated in the OSEP sponsored National Accountability Conference (August 25 – 27, 2008);
6. Participated in Special Education Law Conference (September 10-11, 2008); and
7. Participated in monthly, nationwide technical assistance teleconferences, led by Ruth Ryder.

Response Table Issue from OSEP's June 17, 2008 Letter to OSSE and OSSE'S Response to OSEP:

OSEP noted that the State did not clearly indicate that the data included the status of findings of noncompliance that were made through the due process hearings component of the State's general supervision system...i.e. the State did not report on the status of 31 findings of noncompliance identified in FFY 2005 through State complaints.

The State Complaint Office reported that there were 31 instances of noncompliance identified by way of state complaint investigations in FFY 2005 SPP/APR. The current staff of the State Complaint Office has attempted to investigate this issue; however, documents that had been maintained are no longer available due to numerous moves of the office as well as the changes in supervision over the office. Thus, copies of the actual written complaint reports cannot be found.

When addressing issues of noncompliance with the letters of findings, the office did not appear to use a systematic approach that was responsive to issues of noncompliance; the information within the State Complaint Office was not maintained through a database system; and the former State Complaint Office reportedly kept an internal State Complaint tracking system, but there was no information regarding compliance. Due to personnel changes in the office, there is no oral record of activities undertaken. To date, there is no evidence that the State can provide to show that the 31 issues of noncompliance previously identified were corrected. [Talk to Beth re suggested language?] The lack of written complaint reports prohibits the State from reconciling these cases.

To ensure that effective general supervision practices in managing state complaints are implemented in the future, the State Complaint Office will develop a systematic process that identifies findings, tracks correction of all noncompliance identified through complaint investigations, provides verification of correction no later than one year, and utilizes strategies that keep the Quality Assurance and Monitoring Unit informed of all activity.

The State must also clarify that its FFY 2007 progress data on the timely correction of findings of noncompliance identified in FFY 2006 (2006-2007) includes findings identified through dispute resolution (i.e., State complaints and due process hearings). In addition, in responding to Indicators 4A, 11, 12, and 13, the State must specifically identify and address the noncompliance identified in this table under those indicators.

Please refer to the B-15 Worksheet referenced earlier in this document for the specific number of findings of noncompliance identified and corrected for indicators 4A, 11, 12 and 13.

FFY 2007 Special Conditions...required the State to include in the FFY 2006 APR, due February 1, 2008 APR, as part of its response to this indicator: (1) an updated description of the components of included in the State's system of general supervision; (2) data related to the number of findings, including the status of any findings not yet corrected, and actions taken, including enforcement when findings are not corrected...

(1) Update of the Components of the State's System of General Supervision:

The OSSE Quality Assurance and Monitoring Unit continues to develop and refine a detailed monitoring system to track all areas of identified LEA noncompliance, the dates and types of technical assistance provided, dates for the submission of evidence and the date on which verification of correction is provided.

Each LEA has been assigned an OSSE monitor to assist them to correct any identified noncompliance and to remain compliant with IDEA regulations. The monitors will maintain routine contact with LEAs. This will facilitate communication for on site activity, e-mail correspondence, phone contact, etc.

The OSSE is implementing a Continuous Improvement Focused Monitoring approach as a more effective and efficient way to implement its system of general supervision. Focused monitoring will allow the OSSE to determine if implemented strategies have resulted in tangible measurable qualitative and quantitative outcomes. It will also assist the OSSE in making determinations on the progress of LEAs and their ability to meet measurable goals for students with disabilities.

As the OSSE is enhancing and redesigning its system of supervision, the OSSE has also developed tiered levels of prescribed intervention. These tiers will provide a range of enforcement when necessary.

(2) Data related to the number of findings, including the status of any findings not yet Corrected:

See discussion under each year noted below.

The State reported none of the findings from the 2005-2006 school year were corrected within one year of identification and documentation submitted by the State indicates these findings remain uncorrected.

During the FFY 2005 (SY 2005-2006) when the District of Columbia Public Schools (DCPS) Junior High/Middle School Division was monitored, seven findings of noncompliance were noted. While the Elementary Division was reported in the previous APR as having three (3) areas of noncompliance during the FFY 2005 (SY 2005-2006), the areas of noncompliance should have been reported during the FFY 2006 (SY 2006-2007). As a result, the total number of noncompliant findings is seven (7) instead of ten (10). To ensure correction, the OSSE will be providing DCPS with ongoing technical assistance as well as maintaining routine contact.

To improve its programmatic delivery in response to these findings, DCPS has:

- (1) Created a new database system using the Quickbase platform, which has been in operation since April 2008, to track incoming complaints and the implementation of HODs; The database indicates deadlines for each HOD and has a dashboard for special education coordinators and central office staff tasked with implementing HODs;
- (2) Notified all school personnel of the requirement to be a highly qualified teacher under the No Child Left Behind Legislation. Teachers who did not meet the requirements were notified via letter of the possibility of termination by the end of the school years. Teachers who were not highly qualified were terminated at the end of the 2007-2008 school year. All teachers hired into the system now must demonstrate that they are certified and highly qualified;
- (3) Distributed the template for IEP progress reports to special education coordinators as well as training on the use of the template;
- (4) Issued guidance from OSSE's Department of Special Education regarding progress reports by December 31, 2008;
- (5) Provided further training on the guidance for special education coordinators at the regular cluster meeting prior to the end of the semester on January 15, 2009;
- (6) Developed plans to request regular tracking of progress report completion in the electronic SEDS database run by the OSSE once the form in the system is operational and the reporting function is available by anticipated date of January 31, 2009.

The State must clarify in the FFY 2007 APR due February 1, 2009, that the State ensures the correction of any noncompliance, notwithstanding the extent of the noncompliance.

The State's redesign of its monitoring process incorporates a systems approach to identification and correction of all noncompliance. Activities within the Student Hearing Office, State Complaints Office, Quality Assurance & Monitoring Unit, and Training and Technical Assistance Unit are facilitated with routine communication and the integration of new tracking tools and processes. This network of dynamic communication will not only advance the identification of noncompliance, but enable correction and verification. Most importantly, this emerging culture of practice is supportive of LEAs and fosters continuous improvement of services to students with disabilities. The imbedded tiered levels of prescribed intervention provide the assurance of enforcement activity that is needed for collective accountability.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

The OSSE demonstrated progress. This year's 16.04% demonstrate improvement from the FFY 2006 report of 0% compliance. However, the OSSE realizes that the required target for this indicator is 100% and is working to meet that target.

The OSSE engaged in a number of related improvement activities that are detailed in the table below. After a critical review of the improvement activities, the OSSE has determined that revisions are necessary to continue the improvement and ensure 100% compliance.

Activity	Timelines	Resources	Status
Revise the computer data tracking system (Encore)	September 2007	Office of Information Technology State Education Agency	Phase I of Special Education Data System (SEDS): Implemented SY 2008-2009
Provide easily retrievable data and reports <ul style="list-style-type: none"> Generate letters to LEA's notifying them of pending corrective 	March 2007	National Center for Special Education, Accountability Monitoring (NCSEAM), Mid-	Phase I of Special Education Data System (SEDS) which includes Easy IEP: <ul style="list-style-type: none"> Implemented SY

action items <ul style="list-style-type: none"> • Notify LEA's through Head of Schools when reports are due on progress • Generate monthly reports related to compliance timelines 		South Regional Resource Center, DCPS State Education Agency	2007-2008 <ul style="list-style-type: none"> • Continuous training and monitoring • Currently used by LEAs
Realign the current Monitoring processes and products to fully support SPP Indicators	February 2007	State Education Agency	Continuous Improvement Focus Monitoring Process to be implemented Feb, 2009

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

Revised Improvement Activities:

- 1) The OSSE will implement a LEA Self-Assessment and Continuous Improvement Focused Monitoring Process in February 2009. The newly devised self-assessment tool has been constructed to align with the SPP priority areas and indicators to assist LEAs in making progress toward SPP targets. Training and technical assistance will be provided to facilitate compliance with requirements under Part B and ensure that noncompliance findings are corrected as soon as possible, but in no case later than one year from identification.
- 2) A comprehensive training/orientation on the new monitoring activities will be conducted in February 2009; ongoing follow-up technical assistance will be provided by designated state monitoring contacts and/or other support personnel to LEAs as required. Also, orientation and education will be provided to state monitoring staff and/or other support personnel.
- 3) The OSSE will conduct a series of activities annually to ensure the ability of LEAs to meet the least restrictive environment requirements of IDEA 2004. These activities include: (1) the requirement, and review, of a plan from LEAs to address LRE in annual grant applications; (2) monitoring LRE requirements through both the self-assessment and on-site monitoring visits, (3) clarification on the use of supplementary aids and services in the regular classroom, and (4) increased professional development for LEAs to build capacity to support students with disabilities within the regular education setting.

- 4) The Quality Assurance and Monitoring Unit has developed a comprehensive five year strategic plan (2009-2014) that advances shared accountability practices and seeks to empower local education agencies to maximize the quality of services to students with disabilities; action plans will be implemented during the 2009-2010 school year.

Justification for Improvement Activities:

A systemic and systematic approach to monitoring is required to enable OSSE to meet its general supervision responsibilities. The OSSE has developed a detailed monitoring system to track of areas of noncompliance, the dates and types of technical assistance provided, dates for the submission of evidence, and the date on which verification of correction occurs.

Each LEA has been assigned an OSSE monitor to assist them to correct any identified noncompliance and to remain compliant with IDEA regulations. The monitors will maintain routine contact with LEAs. This will facilitate required on site visits, e-mail, phone, and other essential communication. When necessary, written progress report will be requested of select LEAs.

As OSSE is enhancing and redesigning its system of general supervision, OSSE has developed a tiered level of prescribed interventions. These will provide a range of enforcement when necessary.

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 = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007 – 2008)	100 percent of all signed written complaints resolved within the 60-day timeline or a timeline extended for exceptional circumstances.	0%

Actual Target Data for FFY 2007 (SY 2007 - 2008):

During FFY 2007 (SY2007- 2008), a total of 7 signed written complaints were filed with the SEA's State Complaint Office for the time period July 1, 2007 through June 30, 2008. Thereafter, 2 complaints were withdrawn by the complaining party. Of the 5 formal complaints investigated, all resulted in reports with findings of violations of the IDEA. None of the 5 complaint reports was issued within the appropriate 60 day timeframe and no evidence exists that the delays were caused by exceptional circumstances as defined in regulations. Accordingly, the state did not meet its target for this reporting period

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007 - 2008):

As of the date of this submission, all of the required corrective actions within the five Letters of Findings have been completed. Documentation to show compliance is available upon request.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007 - 2008):

The Office of State Complaints will continue to collaborate with the Quality Assurance and Monitoring Unit to ensure systemic compliance of LEAs determined to have non-compliant findings through the state complaint process, in order to meet the goals under the General Supervision obligations of this APR.

Additionally, in conjunction with requirements outlined in the Blackman-Jones Implementation Plan, the Department of Special Education has revised and streamlined the OSSE state complaint process and will be issuing revised procedures and forms to support this process in February 2009. The Department of Special Education is also undertaking a realignment of staffing resources in the State Complaint Office to ensure that state complaint reports are timely issued and evidence of timely correction is provided by LEAs to the OSSE. Further, results of findings of noncompliance arising from state complaint investigations will be included in the focused monitoring process and any resulting enforcement activities and sanctions. The OSSE believes these efforts will result in the ability to meet required targets for this indicator.

Monitoring Priority: Effective General Supervision Part B / General Supervision
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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: Total # of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline (or by properly extended timeline as applicable) divided by total number of fully adjudicated hearings x 100.

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FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007 – 2008)	100 % Compliance with mandated Timelines	▼

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Data Source:

Prior to August 11, 2008, the Student Hearing Office utilized various methods to track the number of Due Process Hearing Requests that were filed. These methods included a combination of Microsoft Access and a “Quickbase” Database.

Discussion of Actual Target Data for FFY 2007 (SY 2007-2008):

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After an examination of the data that was compiled in preparation for this report, it was determined that the methods used prior to the August 11, 2008 implementation of the SHO Docketing System were inadequately maintained and thus yielded unreliable data. The Student Hearing Office has diligently, and to the best of its ability and capacity, gathered and synthesized data from “pre” and “post” docketing reporting. However, there is a divergence in the reliability, accuracy, and detail of Indicator 17 data from “pre-docketing and “post-docketing” data.

Response Table Issue from OSEP’s June 17th, 2008 Determination Letter to OSSE and OSSE’s response

The State did not submit valid or reliable data in the FFY 2006 APR, nor was it consistent with the 618 data in Table 7. Because of the poor tracking system (paper files) during the FFY 2006 reporting period, the OSSE can not submit this data. The improvement activities that OSEP requires in the FFY 2007 APR are outlined below.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (SY 2007-2008):

In coordinating the service delivery of state-level functions from DCPS into the OSSE, the OSSE assumed oversight over the Student Enforcement and Investigation Division (SEID), under which the Student Hearing Office functions. The OSSE also assumed responsibility for the remediation of actions that have resulted in litigation and judicial decrees under which the Student Hearing Office and the District of Columbia school system currently operate.

Since its assumption of this state function, OSSE has invested considerable resources and effort into realizing dramatic and substantial improvements in correcting deficiencies within its Dispute Resolution system of Due Process. This dramatic and substantial improvement, centralized in the Student Hearing Office, was realized through a combination of the following actions: new hires, targeted resources, trainings, the procurement and implementation of a docketing system, and most importantly, a focused dedication on compliance with federal, judicial and state guidelines.

Improvement Activities:**| Data Improvement:**

The OSSE has developed a web-based Docketing Case Management System (Docketing System) at the Student Hearing Office. This system, completed and implemented on August 11, 2008, facilitates the case management of due process hearing requests, thus enabling the OSSE to progress towards compliance with both federal and litigation-related tracking and reporting requirements. Customer Expressions, Inc., a vendor chosen after an extensive national search and review, was selected to create and host this system.

The docketing system was designed to be completed in two phases. In Phase I, the OSSE worked closely with Customer Expressions to design, test and implement a docketing system that would provide access and docketing management tools to the Student Hearing Office staff and Hearing Officers. The system was also designed to enable the Student Hearing Office to more efficiently manage the special education due process complaint process by electronically tracking all pleadings, orders, and decisions issued in each case. The docketing system was also created to track the timeliness of the adjudication of hearings and the issuance of decisions consistent with the requirements of IDEA regulations (with a variance as determined by the Blackman Jones Consent Decree.)

| Other Improvement Activities:

The OSSE has enacted a number of improvements to positively and timely correct deficiencies in the State's Administrative Due Process Hearing System. These improvements include:

1) Identifying and Dedicating the Appropriate Staffing Levels at the Student Hearing Office: The OSSE has dedicated 12 FTEs and 4 Temporary staffers to ensure that the Student Hearing Office receives the dedicated support necessary to support the adjudication of administrative due process hearings correctly and timely.

2) Revising and Reconstituting the Staffing Configuration: The OSSE has revised the configuration of the Student Hearing Office to create two separate, yet integrated, business operations. The first operation, which is the Student Hearing Office, focuses on supporting the office's case management system, as well as oversees the daily activities of supporting the adjudication of administrative due process hearings. The second operation, which is the Record Department, focuses on the processing, storage, retrieval, maintenance, and disposal of sensitive and confidential administrative records.

3) Purchasing a Record Filing System: The Student Hearing Office has purchased a new records filing system that has greatly improved the ability of the office to accurately, confidentially, and efficiently process, maintain, distribute, retrieve and store administrative due process hearing case files.

4) Creating and Implementing a Case Management Docketing System: The OSSE has created and implemented a new and exciting Case Management/ Docketing System at the Student Hearing Office. This system was created to support staff and Hearing Officers in the adjudication of administrative due process hearings, and in building the system, it was hard-coded to ensure that Hearing Officers adhere to IDEA timelines for the issuance of Hearing Officer Determinations. The docketing system also supports the Student Hearing Office, and the OSSE at large, in accurately reporting data in conformity with the standards set by the U.S. Department of Education and the District of Columbia.

Currently, the Docketing System is being operated in Phase I of its implementation plan. Phase II, which is scheduled for completion by mid-April 2009, will expand to allow external users to electronically file complaints and motions, and to search Hearing Officer Determinations online. Authorized users, such as parents and counsel, will also be able to access docket reports for due process complaints they have filed. In this second phase, the docketing system will also be integrated into the statewide Special Education Data System in order to expeditiously provide critical information to school staff identified by local education agencies.

Moreover, the Student Hearing Office Docketing System has had a tremendous impact on the functionality and organization of the office, providing opportunities for ongoing improvement of the business process of the Student Hearing Office and for the benefit of its customers and stakeholders.

5) Upgrading Hearing Recording Machines: The Student Hearing Office has upgraded the machines used to record administrative due process hearings in order to ensure the precise, accurate, and secure preservation of hearing recordings. These machines are capable of being

supported by a system server and the OSSE and the Student Hearing Office is currently projected to purchase a server to record and store hearing recordings efficiently and effectively.

6) Expanding the Number of Hearing Rooms from (8) Eight to (10) Ten: The Student Hearing Office has expanded its capacity to facilitate the administration of administrative due process hearings, thus ensuring that the volume of hearing requests currently experienced by the District of Columbia continues to be serviced.

7) Collecting and Analyzing Due Process Data: The OSSE, through implementation of the Student Hearing Office Docketing System, has drastically increased its capacity to capture due process and other corresponding data. This increased capacity will allow the OSSE and the Student Hearing Office specifically, to analyze due process and hearing request data for trending and policy analysis.

8) Assessing, Reviewing and Evaluating Hearing Officers: The OSSE, in consultation with a nationally recognized expert in special education administrative due process hearings, has reviewed and evaluated its Hearing Officers. This review and evaluation was conducted through the OSSE's decision to actively recruit Hearing Officers through a national search, requiring all of the Hearing Officers it had under contract to reapply. Through a rigorous (3) three-step process, the OSSE trained, evaluated, and assessed the knowledge, skills and commitment of its Hearing Officers to comply with all of the various federal, state, and judicial requirements that impact the due process system in the District of Columbia, specifically, the timely issuance of Hearing Officer Determinations.

9) Providing Training and Technical Assistance to Hearing Officers: The OSSE has committed considerable time and resources to support its Hearing Officers in administering due process hearings. To that end, the OSSE and the Student Hearing Office has conducted (2) two trainings for Hearing Officers. These trainings have covered IDEA, District, and judicial guidance and case law in the area of administrative due process hearings. Additionally, the OSSE has procured the services of a nationally recognized expert to assist the OSSE and the Student Hearing Office in providing technical assistance to Hearing Officers. The Student Hearing Office is consulting with an expert in the process and procedures of administering administrative due process hearings, has been procured to provide Technical Assistance to Hearing Officers on procedural and due process matters.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

No revisions to current activities are deemed necessary at the present time.

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 = # of hearing requests that went to resolution meetings and were resolved through written settlement agreements divided by total number of resolution meetings x 100.

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FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007 – 2008)	The OSSE intends to establish a new baseline in FFY 2008 for this indicator. Because this is the initial year of changes in data collection, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.	

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Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (SY 2007-2008):

DCPS, in conjunction with commitments in the Blackman Jones case, provided a blanket waiver of all resolution sessions until such time as it could ensure that resolution sessions could be timely held and staffed with knowledgeable individuals with authority to resolve complaints. Data on resolution sessions from independent charters schools is not available at present. However, the OSSE has included the design of a due process module in Phase II of the SEDS system. This module will provide the capacity for LEAs to report data related to resolutions sessions and their outcomes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

As noted above, the OSSE has included the design of a due process module in Phase II of the

SEDS system. This module will provide the capacity for LEAs to report data related to resolutions sessions and their outcomes.

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))

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Measurement: # of mediations held, both related and not related to due process complaints, that resulted in mediation agreements, divided by total number of mediations held x 100.

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FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007 – 2008)	23% of mediations will result in signed mediation agreements	Percent = $\frac{(2.1(a)(i) + 2.1(b)(i))}{\text{divided by } (2.1) \text{ times } 100 =}$ 17 %

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Data Source:

This information comes from the Student Hearing Office data submitted via Table 7, Dispute Resolution.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (SY 2007-2008):

While independent mediation has been continuously available upon request through the OSSE, few sessions have been requested. Of 11 mediations held, only 2 resulted in a mediation agreement.

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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

In addition to the development of the above enhancements via Phase II of SEDS, the OSSE will make active efforts to ensure that parents of children with disabilities are aware of the availability of mediation to ensure timely resolution of barriers to service delivery. The OSSE will continue to ensure that the mediation procedures are established and implemented to allow parties to disputes involving any matter, including matters arising prior

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to the filing of a due process complaint, to resolve disputes through a mediation process that is voluntary on the part of the parties; is not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded by IDEA; and is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

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In the case that mediation is being considered as an option to provide children with disabilities who are wards of the state timely resolution to systems-related barriers to service delivery, the OSSE will ensure that the rights of the child are protected, by 1) maintaining a method for determining whether a child needs a surrogate parent, and 2) assigning a surrogate parent to the child in cases where the surrogate parent has not been appointed by the judge overseeing the child's case, provided that the surrogate meets all related requirements, as is compliant with 34 CFR 300.519.

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Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007 – 2008)	100% State-reported data are timely and accurate	67.1%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2007 (SY 2007-2008):

The percentage of actual target data comes from the Indicator 20 worksheet, which is attached as Appendix C. Data collections for IDEA 618 submission and for the IDEA Annual Performance Report have proven to be substantial undertakings for the Office of the State Superintendent of Education, especially for this reporting period. The quickly and vastly expanded agency assumed responsibility for submitting statewide 618 and/or EDEN/EDFacts data, and IDEA Part B and Part C Annual Performance Reports in a very short span of time. DCPS IT personnel working with the collection of data became employees of the OSSE, some joining the Office of the Chief Information Officer (OCIO) and some continuing to provide direct support to DCPS. Simultaneously, those schools chartered by the Board of Education came under the aegis of the semi-autonomous District of Columbia Public Charter School Board (PCSB). During this process, the majority of staff that collected data for and compiled earlier APRs elected retirement or alternate employment, taking with them irreplaceable institutional knowledge.

In a sense, the OSSE found itself in the position of having little time to address problems that have been unresolved for years. Prior to the creation of the OSSE, requisite data for Federal reporting had been collected from a patchwork of data sources used by DC Public Schools and public charter schools and specific to general and special education populations: some charter school reporting was accomplished via manual data entry into spreadsheets or Word documents. In compiling its IDEA 618 data and preparing this Annual Performance Report, the OSSE was therefore faced with a number of data collection and reporting challenges. The OSSE's first response was the development of the web-based Interim Collection Tool (ICT), an application for public charter schools to enter data tailored to the 618, EDEN/EDFacts, and APR submissions. The ICT went live in late July following user training conducted by personnel from the OCIO. This application was intended for one-time use, to provide complete FFY 2007 data that would previously have been submitted piecemeal.

However, a further challenge proved to be smoothly merging functions newly under the OSSE's jurisdiction into an organization in which requests for mandated data reporting were promptly disseminated and responded to. The ICT, despite the rapid development of a relatively sophisticated application designed to capture a wide range of data, was relatively free of technical problems. Nevertheless, the public charter schools, the intended users of the ICT, did not promptly adopt the new technology. There appeared to be a number of reasons for this low ICT usage. Prior to the creation of the OSSE, charter schools reported data to DCPS and were not used to responding to data requests from a new source. In addition, a number of public charter schools have small student enrollments and correspondingly small staffs: no individuals are primarily tasked with data reporting. Public charter schools may also have been under the impression that existing databases already captured the necessary information and that the ICT was a redundant application.

In part, this led to the necessity of requesting an extension in filing the 618 tables due on November 1, 2008; Exiting (Related to APR Indicators 1 and 2.), and Discipline (Related to Indicator 4. The number of errors present in the prior 618 Discipline table provides evidence of the problems the OSSE sought to rectify.). Lack of adequate data recording and reporting capacities similarly delayed submission of the Dispute Resolution (related to Indicators 16 through 19) and Personnel 618 tables due at the same time. The OSSE simply did not feel that the data available for submission on November 1 would be sufficiently complete or accurate.

Following the launch of the ICT, the OSSE followed up via mail, email, individual telephone calls, and personal visits to the PCSB and the charter schools regarding the importance of timely data submission and to provide technical assistance. ICT usage was monitored and schools that had not provided data were targeted. The State Superintendent of Education took an active role in reminding the charter schools of their obligation to submit data required for Federal reporting.

The overdue 618 submissions were completed by January 30, 2009. While late, the OSSE believes the submitted data to be significantly more complete and accurate than the data provided in prior years: comprehensive data were obtained for more than 99% of the students in the District of Columbia.

Concurrent with the implementation of the ICT, development of the Special Education Data System (SEDS) was underway. Utilizing software designed by the Public Consulting Group and widely used by other SEAs, SEDS was piloted in May, 2008 and became fully operational in early September, only six months after initial customization to the District's data tracking needs began. As may be expected in a technical undertaking of this magnitude, problems needed to be overcome, notably in migrating data from the legacy databases SEDS supplements or replaces. Data for students assigned different identification numbers in different databases, for example, had to be reconciled, and correspondence between data fields in legacy databases and in SEDS unambiguously established. DCPS and all but two of DC's sixty public charter schools committed to using SEDS and, beginning in May, hundreds of users were trained by the OSSE and its consultants.

SEDS was used for the Child Count and FAPE data also submitted on January 30, 2009. It is again the OSSE's belief that, owing to the substantial work performed in developing the software, these data are and will continue to be more complete and accurate than those submitted in prior years.

Within this APR, Indicators 9 and 10 provide an accurate assessment of LEAs displaying disproportionate representation. Staffing is now in place and, owing to the availability of SEDS, LEA demographic and disability data can now be analyzed in ample time to investigate any indicated disproportionality.

This is not to say that the OSSE has resolved all of its data collection and reporting issues. The implementation of an electronic docketing system within the Student Hearing Office will eliminate future problems in collecting and reporting Dispute Resolution data, but similar progress remains to be made in tracking personnel data. While 618 Discipline data is far more consistent than ever, tracking discipline consistently throughout the District of Columbia's LEAs is a planned topic for technical assistance. An additional, longer-term initiative is the development of the Statewide Longitudinal Education Data (SLED) System. While SLED will eventually answer most of the District's data reporting needs, it is a five-year project of a scope precluding its being fully operational at this time. The OSSE is cognizant of the importance data management plays in its goal of providing an excellent education to all residents of the District of Columbia. Despite the progress made, the agency is not and will not be satisfied until all accurate data collection and reporting problems have been solved.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007(SY 2007-2008):

No revisions will be made at this time; however, the OSSE continues to work with DAC and MSRRRC to improve that data are timely and accurate.

Appendices:

- Appendix A : FFY 2006, Table 6
- Appendix B : FFY 2007, Table 6
- Appendix C : FFY 2007, Indicator 20 Worksheet

Of the 57 LEAs in the District of Columbia¹, 19 selected the option of having DCPS serve as its LEA for the purposes of IDEA for FFY 2007. Therefore, their data were aggregated with that of DCPS for the purposes of reporting for this indicator.

Reporting directly to the OSSE were thirty-seven LEAs, three of which reported no disciplinary actions of special education students. Of the thirty-seven LEAs, thirteen had forty or more students with disabilities and were included in this analysis.

The following calculations are based on self-reported data from DCPS and twelve charter school LEAs for FFY 2007:

LEA	Total Enrollment	Students with Disabilities	Students with Disabilities Disciplined	Students with Disabilities Disciplined 10+ Days
1	53,064	10,102	987	88
2	244	40	2	0
3	1,119	87	16	0
4	579	41	18	0
5	305	43	12	0
6	4,027	238	46	15
7	789	81	25	1
8	430	56	1	1
9	391	66	15	1
10	500	55	15	0
11	121	62	5	0
12	300	51	20	2
13	245	63	1	1

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification.	35.1% ²

¹ Charter schools in the District have the option of selecting DCPS as their LEA for the purposes of IDEA. Charters who have selected this option may request approval to rescind this designation and operate as fully independent LEAs, and charter LEAs may also cease to operate. All of these variables result in an annual fluctuation in the number of LEAs in the District of Columbia.

² Based on FFY 2007 calculations as described in Clarification of Definitions section.

Data Source: Data were collected from LEAs at the time of the December 1 Child Count.

Clarification of Definitions for Indicator 9:

Significant Discrepancy: The State defines significant discrepancy in the District of Columbia as under- or over-representation by more than a 0% variation between the racial/ethnic composition of the general education and special education populations, and by any racial/ethnic group being at 15% or greater risk of being identified for special education.

Low Number: The OSSE considers an “n” of less than 40 children with disabilities as a “low number” of students that would result in the exclusion of a LEA’s data from the analysis of the State’s data for this Indicator.

FFY 2007 Actual Target Data:

In identifying disproportionate representation in special education caused by inappropriate identification, the District of Columbia faces multiple challenges. The District of Columbia Public Schools (DCPS), with tens of thousands of children enrolled³, and public charter schools with student populations of fewer than 50 children, must both be considered as LEAs: the student population size differential is greater than 1500:1. Schools in the latter category naturally may have few children in their IEP populations. Additionally, more than 80% of children attending public schools in the District of Columbia are African American (not Hispanic). Some public charter school LEAs, enrollment in which is a matter of choice, may have entirely African American student populations. Other public charter school LEAs may offer a bilingual environment and have a relatively high percentage of Hispanic students. One public charter school LEA may focus on science and mathematics and have a relatively small IEP population, while another may be exclusively a special education school. These are among the factors combining to make our analyses of significant disproportionality – a necessary precursor to determining inappropriate identification – at times difficult.

The State Performance Plan sets a standard of 15% risk and further states that, “...disproportionate representation in special education occurs in the District of Columbia when the number of students from a particular racial or ethnic group, who have been identified for special education and related services, exceeds the number of students from that racial or ethnic group in the general school population.” Not only do

³ Some public charter schools elect to use DCPS as their special education LEA. While these schools receive special education services from DCPS, they otherwise function as their own LEAs. However, for purposes of analysis only, their total enrollments have been added to DCPS’ total enrollment to accurately reflect the percentage of children in special education. Not to have done so would have inflated the apparent percent of special education students attending DCPS.

these definitions not adequately address under-representation, the OSSE realizes that they are not realistic standards, especially given charter school LEAs with small IEP populations: virtually all will display disproportionate representation. Included in the Annual Performance Report are all LEAs with special education populations of at least forty students with IEPs. However, among these LEAs: one has a total enrollment composed entirely of African American (not Hispanic) special education students; another has an entirely African American (not Hispanic) special education population (The total LEA enrollment is 99.3% African American.); four each have only a single special education student representing their particular race/ethnicities; and one has but two students each representing a separate race/ethnicity. When an LEA's special education population has forty or more students, no small subset of students is excluded from analysis, but given the above examples, such a racial/ethnic composition may skew results.

Adhering to these SPP standards for identifying disproportionate representation, the calculation results for Indicator 9 are:

FFY 2006

		Measurable Rigorous Target	Actual Target Data
Total LEAs with special education students	38		
LEAs with $n < 40$	25		
LEAs with $n > 40$	13		
LEAs with no apparent significant disproportionality	0		
LEAs to investigate for inappropriate identification	13	0%	36.1%*

* Schools with fewer than 40 special education students are excluded from this calculation. $13/36 = 36.1\%$

FFY 2007

		Measurable Rigorous Target	Actual Target Data
Total LEAs with special education students	37		
LEAs with no special education students	1		
LEAs with $n < 40$	24		
LEA with $n > 40$	13		

LEAs with no significant disproportionality	0		
LEAs to investigate for inappropriate identification	13	0%	35.1%*

* Schools with fewer than 40 special education students are excluded from this calculation. $13/37 = 35.1\%$

Because of the widely varying size and demographics of its LEAs, the District of Columbia is considering the use of composition differential (*Is there a greater percentage of special education students of x race/ethnicity in special education than students of x race/ethnicity in the total enrollment?*), risk index (*What percent of students of x race/ethnicity are in special education?*), risk ratio (*Are students of x race/ethnicity more or less likely to be in special education than students of other race/ethnicities?*), and alternate risk ratio (*Are students of x race/ethnicity more or less likely to be in special education than students of other race/ethnicities throughout the District of Columbia?*) to analyze LEA populations for disproportionate representation. The combination of metrics used will depend on the nature and size of the LEA being considered: the alternate risk ratio, for example, may not be appropriate for evaluating DCPS, while composition differential and risk ratios cannot be calculated when LEA populations are exclusively of one race/ethnicity. In addition, the percentage of IEP students in each LEA's total student population will be noted, although no specific standard has yet been decided upon due to some LEAs being special education-only schools. A +/- 20% range of variation from the expected composition of the special education population based on the composition of total student enrollment will be used as the composition differential standard for under- and overrepresentation. Relative risk and alternate risk ratios of lower than .25 and higher than 2.5, and a risk index of greater than 20% will also be used as indicators of potential under- and overrepresentation. Disproportionate representation will be indicated when at least two of the above conditions are met. However, because of the small size and enrollment characteristics of some charter school LEAs, even the alternate risk ratio will be used with caution. Examinations of these smaller LEAs will be conducted on case-by-case bases, taking into account the character of each LEA (*Does the LEA offer bilingual instruction? Does the LEA concentrate on mathematics and science?*) and the resulting nature of its student population. Should such amended standards for determining disproportionate representation be adopted, stakeholder input will be obtained in revising the State Performance Plan.

Calculating from the same data, the OSSE feels the following results are more indicative of disproportionate representation in the District of Columbia:

FFY 2006

		Measurable Rigorous	Actual Target Data
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		Target	
Total LEAs with special education students	38		
LEAs with $n < 40$	25		
LEAs with $n > 40$	13		
LEAs with no apparent significant disproportionality	12		
LEAs to investigate for inappropriate identification	1	0%	2.8%*

* Schools with fewer than 40 special education students are excluded from this calculation. $1/36 = 2.8\%$

FFY 2007

		Measurable Rigorous Target	Actual Target Data
Total LEAs with special education students	38		
LEAs with $n < 40$	25		
LEAs with $n > 40$	14		
LEAs with no significant disproportionality	12		
LEAs to investigate for inappropriate identification	2	0%	5.4%*

* Schools with fewer than 40 special education students are excluded from this calculation. $2/37 = 5.4\%$

Using standards under consideration, the LEAs to be investigated for inappropriate identification were identified by the following criteria. Indicators that are outside of two acceptable ranges are highlighted in red. Indicators outside of one acceptable range are in bold. LEA 1 shows Hispanic students over-represented and at high risk for special education.

LEA 1						
Race/ethnicity	General education	Special education	Composition index	Risk	Risk ratio	Alternate risk ratio
Amer Indian / Alaskan	0	0				
Asian / Pacific Islander	10	0	-100%	0.0%	0.0	0.0
Black (not Hispanic)	159	27	+3.6%	17%	1.1	1.8

Hispanic	73	18	+50.4%	24.7%	1.79	1.53
White (not Hispanic)	63	5	-51.6%	7.9%	0.4	0.5
Total	305	50				

Acceptable ranges are: composition index, +/- 20%; risk, < 20%; risk and alternate risk ratios, .25 – 2.5

Black students in LEA 2 are over-represented and at high risk and alternate risk for special education. Additionally, their alternate risk, while not exceeding standards, is at the high end of the acceptable range.

LEA 2						
Race/ethnicity	General education	Special education	Composition index	Risk	Risk ratio	Alternate risk ratio
Amer Indian / Alaskan	0	0				
Asian / Pacific Islander	10	0	0.0%	16.7%	1.0	1.1
Black (not Hispanic)	159	27	+40.7%	23.5%	1.8	2.5
Hispanic	73	18	0.0%	16.7%	1.0	1.0
White (not Hispanic)	63	5	-37.9%	10.3%	0.5	0.7
Total	305	50				

Response Table Issue from OSEP's June 17, 2008 Letter to OSSE:

OSEP's June 15th 2007 FFY 2005 SSP/APR Response table required the state to include in the FFY 2006 APR baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial ethnic groups in special education and related services that was the result of inappropriate identification and describe how the state made that determination. The state did not provide the required FFY 2005 data and description in the FFY 2006 APR.

The State did not provide valid or reliable FFY 2006 data that are consistent with the measurement for this indicator. The state must provide FFY 2005 data and FFY 2006 and FFY 2007 progress data that are consistent with the required measurement in the FFY 2007 APR. In addition, in the FFY 2007 APR, the State must clarify its criteria for determining what constitutes a "low number" of students of particular racial or ethnic groups that would result in the exclusion of a district's data from the analysis of the State's data for this indicator.

OSSE'S Response to OSEP:

Absence of Baseline/Target Data and Missing/Inconsistent data from FFY 2005 and FFY 2006:

This has been rectified in the above charts; reliable FFY 2005 data are unavailable. The OSSE recognizes the long-standing difficulties related to data collection and verification and has moved swiftly to address these issues via the development of a coordinated, unified system. The OSSE sees the development of SEDS as a significant step forward, and at the same time possesses a sense of urgency regarding continued improvements that will result in enhanced data collection.

As noted above, the OSSE intends to establish a new baseline in FFY 2008 for this indicator as well as seek stakeholder input on how disproportionate representation will be defined. The OSSE is also in the process of reviewing policies and procedures related to this Indicator. This review will inform monitoring activities moving forward to ensure that the OSSE can determine whether disproportionate representation was the result of inappropriate identification. Because this is the initial year of changes in data collection, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.

Definition of "low number":

Please see clarification of this definition listed above.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (SY 2007-2008):

The improvement activities included in the SPP are ongoing. The District is developing an additional monitoring protocol for evaluating the extent to which disproportionate representation of racial and ethnic groups in special education is the result of inappropriate identification.

The OSSE is considering establishing a new baseline in FFY 2008 for this indicator based on OSEP guidelines. Because this is the initial year of changes in data collection, the OSSE is not proposing revisions to SPP targets at this time. However, following analysis of FFY 2008 data, and with stakeholder input, revisions will be made to baseline and targets in the FFY 2008 SPP/APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008):

Modifications have been made to ensure accurate data collection and reporting. These modifications will be supported by Training and Technical Assistance activities. Justification for incorporating new improvement activities are based on the needs of the

LEAs within the District of Columbia to prevent disproportionate representation of racial and ethnic groups in special education as a result of inappropriate identification.

Data Improvement Activities:

To ensure accurate data collection and analyses, the OSSE will no longer use ENCORE and is in the process of transitioning to the Special Education Data System (SEDS) which will be the primary data collection tool for students with disabilities. Further data improvement activities include:

Technical Assistance provided by OSEP to determine how best to calculate disproportionality consistent with the required measurement formula in light of the data systems currently in the District

Use of data to calculate composition index, risk, risk ratio, and an alternative risk ratio to identify potential under and overrepresentation.

Training and Technical Assistance Improvement Activities:

The OSSE Training and Technical Assistance Unit continues to:

Provide professional development, training and technical assistance to effectively implement the RtI model including research and evidence based practices which support the appropriate referral and identification of students with special needs to prevent disproportionality among racial and ethnic groups.

The OSSE will use the formula utilized to calculate disproportionality consistent with the required measurement formula.

Quality Assurance and Monitoring Activities: Implement the SEDS database to collect data and student information. LEA's information/data will be collected, analyzed and used to focus monitoring efforts, provide guidance, and ensure accountability for reporting purposes. Information/data will be used to identify compliance problems, furnish consistent feedback to all LEAs on their performance, status, and focus SEA resources toward technical assistance, training or focused monitoring activities.

Where non-compliance is identified by the OSSE, the LEA will be required to develop a Corrective Action Plan, and the OSSE will monitor and document implementation of corrective action until compliance is achieved. All non-compliance identified through these reviews will be corrected within one year of the notification of noncompliance.

The Focused monitoring process will focus on school wide processes, procedures and practices as they relate to the disproportionate representation of racial and ethnic groups in specific disability categories. Among other tasks, school personnel will be expected to explain their school wide approach to curing any

existing disproportionality and avoiding any future over-representation/under-representation.

The above and additional activities will be implemented for the duration of the SPP through 2010.

Monitoring Priority: Disproportionality

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.

FFY	Measurable and Rigorous Target	Actual Target Data
2007 (2007-2008)	0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification.	37.8%

Clarification of Definitions for Indicator 10:

Significant Discrepancy: The State defines significant discrepancy in the District of Columbia as under- or over-representation by more than a 0% variation between the racial/ethnic composition of the general education and special education populations, and by any racial/ethnic group being at 15% or greater risk of being identified for special education.

The review of data collected for indicator 15 and the review of policies and procedures were used to determine whether the disproportionate representation was the result of inappropriate identification. The results identified potential areas of concern. The monitoring unit will include the LEA/schools in their monitoring schedule and will report the results in the 2008-2009 APR (see section on Indicator 15). Both over and under-

representation were considered in the review of the data and these areas will also be a part of the 2008 APR.

Low Number: The OSSE considers an “n” of less than 40 children with disabilities as a “low number” of students that would result in the exclusion of a LEA’s data from the analysis of the State’s data for this indicator.

FFY 2007 Actual Target Data:

The challenges the District of Columbia faces in identifying disproportionate representation in special education as discussed in Indicator 9 are exacerbated when examining racial/ethnic representation in specific disability categories. As previously noted, the student population of public schools in the District of Columbia is more than 80% Black (not Hispanic). Therefore, although the total special education population numbers in the thousands, other racial/ethnic groups are represented in substantially smaller numbers. When considering racial/ethnic groups by disability category, even despite the total District of Columbia Public Schools (DCPS) enrollment of tens of thousands⁴, in some cases only a single child of a race/ethnicity may be represented in a disability category. Additionally, public charter schools functioning as LEAs, enrollment in which is a matter of choice, must be analyzed as districts. It is not unusual for these schools to have small special education populations and to have only one or two race/ethnicities represented. These factors must be taken into account before it can be determined if disproportionate representation within disability categories is the result of inappropriate identification.

The State Performance Plan establishes a standard of 15% risk and additionally states that, “...disproportionate over representation within specific disability categories occurs in the District of Columbia when the number of students from a particular racial or ethnic group, who have been identified exceeds the number of students from that racial or ethnic group in the general school population.” Not only do these definitions not adequately address under-representation, the OSSE realizes that they are not realistic standards, especially given District of Columbia student demographics and charter school LEAs with small IEP populations: virtually every LEA will evidence disproportionate representation. Included in the Annual Performance Report are all LEAs with special education populations of at least forty students with IEPs. However, among these LEAs: one has a total enrollment composed exclusively of Black (not Hispanic) special education students, all in a single disability category; another has single students each representing a race/ethnicity in three different disability categories; while another has only a single student representing a race/ethnicity in four separate

⁴ Some public charter schools elect to use DCPS as their special education LEA. While these schools receive special education services from DCPS, they otherwise function as their own LEAs. However, for purposes of analysis only, their total enrollments have been added to DCPS’ total enrollment to accurately reflect the percentage of children in special education. Not to have done so would have inflated the apparent percent of special education students attending DCPS.

disability categories. Nevertheless, when an LEA's special education population has forty or more students, no small subset of students is excluded from analysis, but given these examples, analysis must be conducted with exceptional care.

Utilizing these criteria yields the following results for Indicator 10:

(FFY 2006 data have been revised to group together DCPS schools with charter schools using DCPS as their special education LEA.)

FFY 2006

		Actual	Target
Total LEAs with special education students	36		
LEAs with no special education students	2		
LEAs with $n < 40$	23		
LEAs with no apparent significant disproportionality	0		
LEAs to investigate for inappropriate identification	13	36.1%*	0%

* Schools with fewer than 40 special education students are excluded from this calculation. $13/36 = 36.1\%$

FFY 2007

		Actual	Target
Total LEAs with special education students	37		
LEAs with no special education students	1		
LEAs with $n < 40$	23		
LEAs with no apparent significant disproportionality	0		
LEAs to investigate for inappropriate identification	14	37.8%*	0%

* Schools with fewer than 40 special education students are excluded from this calculation. $14/37 = 37.8\%$

The District of Columbia is considering analyzing racial/ethnic representation in disability categories using composition differential, risk index, and relative risk ratio. A +/- 20% range of variation from the expected composition of the children in a disability category based on the composition of total student enrollment will be used as the composition differential standard for under- and overrepresentation. (This standard will be applied with care. American Indian/Alaska Native and Asian/Pacific Islander students

each account for less than 1% of the statewide special education population. As a result, the presence or absence of only one or two students of these race/ethnicities in a disability category may significantly affect composition differential.) A risk index of greater than 7.5% and relative risk ratios of less than .25 and greater than 2.0 will also be used as indicators of under- and overrepresentation. However, these tools may be of limited value or inapplicable when examining a small IEP population or one exclusively of a single race/ethnicity. Calculation of alternate risk ratio will be extensively used to compare small charter school LEA special education enrollments with the statewide school population, and results outside the range of .25 to 2.0 will again be used to flag under- or overrepresentation. Lower risk and narrower relative and alternate risk ranges will be used for Indicator 10 than for Indicator 9 because the number of children in any disability category is naturally less than the total number of children in special education, while the total student population used for demographic comparison remains constant. Disproportionate representation will occur when a racial/ethnic group's representation in a disability category falls outside any two of these conditions. In addition, examinations of smaller LEAs with special education data cells of fewer than ten individual students (within the overall LEA minimum reporting size of forty special education students) will be conducted on a case-by-case basis, taking into account the character of each LEA and the resulting nature of its student population, as discussed in Indicator 9. If the OSSE elects to adopt these standards, stakeholder cooperation and consent will be obtained in revising the State Performance Plan.

The minimum reporting size of forty special education students has again been used, however, in the interest of greater transparency, the Office of the State Superintendent of Education is currently weighing whether to reduce this number.

Using the same data, the OSSE feels the following results more accurately reflect disproportionate representation in the District of Columbia:

FFY 2006

		Actual	Target
Total LEAs with special education students	36		
LEAs with no special education students	2		
LEAs with $n < 40$	23		
LEAs with no apparent significant disproportionality	7		
LEAs to investigate for inappropriate identification	6	16.7%*	0%

* Schools with fewer than 40 special education students are excluded from this calculation. $6/36 = 16.7\%$

During FFY 2007, the Office of the State Superintendent of Education began implementing the Special Education Data System (SEDS), designed to track statewide IEP student information. A variety of legacy data collection systems was relied upon to capture information for this Annual Performance Report. In spite of this challenge, the OSSE was able to obtain accurate disability data for approximately 99% of special education students.

FFY 2007

		Actual	Target
Total LEAs with special education students	37		
LEAs with no special education students	1		
LEAs with $n < 40$	23		
LEAs with no apparent significant disproportionality	9		
LEAs to investigate for inappropriate identification	5	13.5%*	0%

* Schools with fewer than 40 special education students are excluded from this calculation. $5/37 = 13.5\%$

FFY 2007 results indicate slight improvement over FFY 2006. Note, however, that this is because one LEA having no special education students in FFY 2006 enrolled fewer than forty special education students for FFY 2007.

Using standards under consideration, the LEAs to be investigated for inappropriate identification were identified by the following criteria. Indicators that are outside of two acceptable ranges are highlighted in red. Indicators outside of one acceptable range are in bold. Note the cumulative effect of Asian/Pacific Islander, Hispanic, and White students' general under-representation by composition indices and low risk ratios: while exceeding only two individual indicators, Black students are on the high end of numerous others. Alternate risk ratios were inapplicable to LEA 1.

LEA 1 composition index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	+7.8%	-1.0%	-33.4%	+72.4%
Emotional Disturbance	NA	-96.0%	+18.7%	-86.9%	-78.9%
Mental Retardation	NA	-100.0%	+17.7%	-70.2%	-93.6%
Other Health Impaired	NA	-86.3%	+6.6%	-45.1%	+9.4%
Speech & Language	NA	-30.7%	-1.1%	-5.4%	+35.4%

Specific Learning Disabilities	NA	-77.1%	+7.6%	-30.1%	-30.6%
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Acceptable range: +/- 20%

LEA 1 risk index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	0.5%	0.4%	0.3%	0.7%
Emotional Disturbance	NA	0.1%	2.73%	0.3%	0.5%
Mental Retardation	NA	0.0%	1.9%	0.5%	0.1%
Other Health Impaired	NA	0.1%	0.7%	0.4%	0.7%
Speech & Language	NA	1.1%	1.6%	1.5%	2.2%
Specific Learning Disabilities	NA	1.5%	7.0%	4.5%	4.5%

Acceptable range: < 7.5%

LEA 1 risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	1.1	1.0	0.6	1.8
Emotional Disturbance	NA	0.04	8.0	0.1	0.2
Mental Retardation	NA	0.0	6.1	0.3%	0.1
Other Health Impaired	NA	0.1	1.5	0.5	1.1
Speech & Language	NA	0.7	0.9	0.9	1.4
Specific Learning Disabilities	NA	0.2	1.6	0.7	0.7

Acceptable range: .25 – 2.0

* American Indian or Alaska Natives make up less than .1% of statewide total and special education populations and are represented in the high incidence disability categories by a total of only three students.

Again, indicators that are outside of two acceptable ranges are highlighted in red and indicators outside of a single acceptable range are in bold. LEA 2's total enrollment includes less than 4% Asian/Pacific Islanders and none are special education students. Although Black students are over-represented by composition index in Mental Retardation and Other Health Impairments, this is the only racial/ethnic group

represented in these disability categories and the alternative risk index indicates Black students are at virtually no greater risk to be identified with these disabilities than are Black students statewide. However, nearly 90% of Hispanic students are clustered in two disability categories, the majority in Speech and Language Impairments, exceeding composition and risk indices and risk ratio.

LEA 2 composition index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	-100.0%	+91.8%	-100.0%	-100.0%
Other Health Impaired	NA	-100.0%	+91.8%	-100.0%	-100.0%
Speech & Language	NA	-100.0%	-9.1%	+119.9%	-100.0%
Specific Learning Disabilities	NA	-100.0%	+1.0%	+31.9%	-23.6%

Acceptable range: +/- 20%

LEA 2 risk index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	0.0%	1.3%	0.0%	0.0%
Other Health Impaired	NA	0.0%	1.9%	0.0%	0.0%
Speech & Language	NA	0.0%	5.7%	13.7%	0.0%
Specific Learning Disabilities	NA	0.0%	6.3%	8.2%	4.8%

Acceptable range: < 7.5%

LEA 2 risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	NA	NA	NA

Speech & Language	NA	NA	0.8	3.5	NA
Specific Learning Disabilities	NA	NA	1.0	1.5	0.7

Acceptable range: .25 – 2.0

LEA 2 alternate risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	0.0	0.1	0.0	0.0
Other Health Impaired	NA	0.0	0.2	0.0	0.0
Speech & Language	NA	0.0	0.6	0.9	0.0
Specific Learning Disabilities	NA	0.0	0.7	0.5	0.3

Acceptable range: .25 – 2.0

* American Indian or Alaska Natives make up less than .1% of statewide total and special education populations and are not represented in this LEA.

LEA 3 illustrates the difficulties in analyzing small special education populations for disproportionate representation. The LEA's enrollment includes only Black and Hispanic students. The small risk indices and risk ratios indicate a relatively low – and lower than statewide – proportion of special education students in the total population. However, Hispanic students are over-represented in and have a high risk ratio for being identified with Speech and Language Impairments, while Black special education students exhibit the opposite characteristics. The high proportion of Hispanic students in this disability category leads to their being under-represented and at low alternate risk for Specific Learning Disabilities.

LEA 3 composition index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	+35.3%	-100.0%	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	+35.3%	-100.0%	NA

Speech & Language	NA	NA	-32.3%	+91.5%	NA
Specific Learning Disabilities	NA	NA	+8.3%	-23.4%	NA

Acceptable range: +/- 20%

LEA 3 risk index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	0.8%	0.0%	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	2.5%	0.0%	NA
Speech & Language	NA	NA	1.6%	4.6%	NA
Specific Learning Disabilities	NA	NA	5.4%	3.9%	NA

Acceptable range: < 7.5%

LEA 3 risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	NA	NA	NA
Speech & Language	NA	NA	0.4	2.8	NA
Specific Learning Disabilities	NA	NA	1.4	0.7	NA

Acceptable range: .25 – 2.0

LEA 3 alternate risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	0.1	NA	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health	NA	NA	0.3	0.0	NA

Impaired					
Speech & Language	NA	NA	0.2	0.3	NA
Specific Learning Disabilities	NA	NA	0.6	0.2	NA

Acceptable range: .25 – 2.0

* American Indian or Alaska Natives make up less than .1% of statewide total and special education populations and are not represented in this LEA.

LEA 4 reinforces the difficulties in analyzing smaller special education populations and the importance of looking at all aspects of the disability distribution. The special education population is 99% Black and Hispanic, with no other racial/ethnic groups present in the high-incidence disabilities and Blacks being over-represented and Hispanics under-represented by composition in all disability categories. Risk ratios could only be calculated where both race/ethnicities were present in a disability category. The low risk indices and alternate risk ratios indicate that this LEA has a relatively small percentage of special education students, both compared to its own total student population and to statewide data. However, in examining each small LEA's data individually, it was noted that 47.4% of this LEA's Black special education students are classified with Multiple Disabilities and 80.3% are in Multiple Disabilities or Specific Learning Disabilities. Therefore, this LEA was identified for investigation for inappropriate identification.

LEA 4 composition index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	+23.6%	-100.0%	NA
Mental Retardation	NA	NA	+23.6%	-100.0%	NA
Other Health Impaired	NA	NA	+23.6%	-100.0%	NA
Speech & Language	NA	NA	+12.4%	-30.2%	NA
Specific Learning Disabilities	NA	NA	+18.8%	-70.5%	NA
Multiple Disabilities	NA	NA	+14.1	-40.9%	NA

Acceptable range: +/- 20%

LEA 4 risk index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA

Emotional Disturbance	NA	NA	0.2%	0.0%	NA
Mental Retardation	NA	NA	0.1%	0.0%	NA
Other Health Impaired	NA	NA	0.2%	0.0%	NA
Speech & Language	NA	NA	1.1%	0.7%	NA
Specific Learning Disabilities	NA	NA	2.8%	0.7%	NA
Multiple Disabilities	NA	NA	4.0%	2.1%	NA

Acceptable range: < 7.5%

LEA 4 risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	NA	NA	NA
Speech & Language	NA	NA	2.4	0.7	NA
Specific Learning Disabilities	NA	NA	5.9	0.3	NA
Multiple Disabilities	NA	NA	2.8	0.6	NA

Acceptable range: .25 – 2.0

LEA 4 alternate risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	0.0	0.02	0.0	0.0
Mental Retardation	NA	0.0	0.01	0.0	0.0
Other Health Impaired	NA	0.0	0.2	0.0	0.0
Speech & Language	NA	0.0	0.1	0.04	0.0
Specific Learning Disabilities	NA	0.0	0.3	0.04	0.0
Multiple Disabilities	NA	0.0	0.4	0.1	0.0

Acceptable range: .25 – 2.0

LEA 4 special education population					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	0	0	0	0
Emotional Disturbance	NA	0	2	0	0
Mental Retardation	NA	0	1	0	0
Other Health Impaired	NA	0	2	0	0
Speech & Language	NA	0	10	1	0
Specific Learning Disabilities	NA	0	25	1	0
Multiple Disabilities	NA	0	36	3	0

* American Indian or Alaska Natives make up less than .1% of statewide total and special education populations and are not represented in this LEA.

In LEA 5, Black and Hispanic students are over- or under-represented in every disability category in which these race/ethnicities are present. Both racial/ethnic groups are also at high risk for SLD. Additionally, Black students have a high risk ratio for OHI and are under-represented by composition and alternate risk ratio for SLI. Black students are also over-represented in ED, but the alternate risk ratio shows that they are less likely to be identified with ED than Black students statewide.

LEA 5 composition index					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	-100.0%	+196.3%	-100.0%	-100.0%
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	-100.0%	+97.5%	-100.0%	-8.1%
Speech & Language	NA	+471.4%	-57.7%	+55.8%	-21.2%
Specific Learning Disabilities	NA	-100.0%	+41.1%	+21.2%	-47.5%

Acceptable range: +/- 20%

LEA 5 risk index					
	Amer. Ind. /	Asian/Pacific	Black	Hispanic	White

	Alaskan *	Islander			
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	0.0%	1.2%	0.0%	0.0%
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	0.0%	2.5%	0.0%	1.2%
Speech & Language	NA	16.7%	1.2%	4.6%	2.3%
Specific Learning Disabilities	NA	0.0%	12.4%	10.6%	4.6%

Acceptable range: < 7.5%

LEA 5 risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	NA	NA	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	3.9	NA	0.9
Speech & Language	NA	NA	0.3	2.0	0.7
Specific Learning Disabilities	NA	NA	1.8	1.3	0.4

Acceptable range: .25 – 2.0

LEA 5 alternate risk ratio					
	Amer. Ind. / Alaskan *	Asian/Pacific Islander	Black	Hispanic	White
Autism	NA	NA	NA	NA	NA
Emotional Disturbance	NA	NA	0.1	NA	NA
Mental Retardation	NA	NA	NA	NA	NA
Other Health Impaired	NA	NA	0.3	0.0	0.1
Speech & Language	NA	1.1	0.1	0.3	0.2
Specific Learning Disabilities	NA	NA	1.3	0.7	0.3

Acceptable range: .25 – 2.0

* American Indian or Alaska Natives make up less than .1% of statewide total and special education populations and are not represented in this LEA.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2007 (2007-2008):

The improvement activities included in the SPP are ongoing. The State is developing an additional monitoring protocol for evaluating the extent to which disproportionate representation of racial and ethnic groups in special education is the result of inappropriate identification.

Additional Planned Improvement Activities for FFY 2008 (SY 2008-2009):

The OSSE Training and Technical Assistance division will:

- Provide professional development, training and technical assistance to effectively implement the RtI model including research and evidence based practices which support the appropriate referral and identification of students with special needs to prevent disproportionality among racial and ethnic groups.

- Develop a Self-Assessment for LEAs who have been identified as having disproportionate representation through data collection and analysis. The LEAs Self-Assessment will be reviewed by the OSSE to determine if an on-site review is required.

- Provide training and technical assistance on regulatory requirements and data reporting specific to this indicator.

- Implement a Focused Monitoring approach to monitor and evaluate LEAs to meet the enforcement obligations required of the State Education Agencies under IDEA.

- LEA information/data will be collected, analyzed and used to focus monitoring efforts, provide guidance, and ensure accountability to the public. Information/data will be used to identify compliance problems, furnish consistent feedback to all LEAs on their performance, status, and focus SEA resources toward technical assistance, training or focused monitoring activities.

- The OSSE, Office of the Chief Information Officer, will use data to calculate an alternative risk ratio to identify indicators of potential under- and overrepresentation.

The OSSE, Office of the Chief Information Officer will conduct an analysis of the preceding 2 years and special education count in order to determine progress or slippage.

The OSSE will use the formula utilized to calculate disproportionality consistent with the required measurement formula.

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
2. Percent of youth with IEPs dropping out of high school.				
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 both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	*	*	*
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	*	*	*
Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	1
	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	0
	Dispute Resolution: Complaints, Hearings	*	*	*
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
identification. 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	*	*	*
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	3	8	4
	Dispute Resolution: Complaints, Hearings	*	*	*
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	3	3	0
	Dispute Resolution: Complaints, Hearings	*	*	*
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
student to meet the post-secondary goals.	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	12	1
	Dispute Resolution: Complaints, Hearings	*	8	0
Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	19	5
	Dispute Resolution: Complaints, Hearings	*	*	*
Sum the numbers down Column a and Column b			81	13
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	16.04%

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p> <p>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 both, within one year of leaving high school.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
<p>3. Participation and performance of children with disabilities on statewide assessments.</p> <p>Percent of preschool children with IEPs who demonstrated improved outcomes.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
<p>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.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>5. Percent of children with IEPs aged 6 through 21 -educational placements.</p> <p>6. Percent of preschool children aged 3 through 5 – early childhood placement.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	1
	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	0
	Dispute Resolution: Complaints, Hearings	*	*	*
<p>9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.</p> <p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	3	8	4
	Dispute Resolution: Complaints, Hearings	*	*	*
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	3	3	0
	Dispute Resolution: Complaints, Hearings	*	*	*
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	12	1

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	*	8	0
Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	1
	Dispute Resolution: Complaints, Hearings	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	19	5
	Dispute Resolution: Complaints, Hearings	*	*	*
Sum the numbers down Column a and Column b			81	13
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) x 100 =	16.04%

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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 both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	*	*	*
3. Participation and performance of children with disabilities on statewide assessments. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	*	*	*
	Dispute Resolution: 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	6	6	1
6. Percent of preschool children				

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	0
	Dispute Resolution: Complaints, Hearings	*	*	*
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	8	4

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
which the evaluation must be conducted, within that timeframe.	Dispute Resolution: Complaints, Hearings	*	*	*
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	3	3	0
	Dispute Resolution: Complaints, Hearings	*	*	*
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	12	1
	Dispute Resolution: Complaints, Hearings	*	8	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	19	5

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	*	*	*
Sum the numbers down Column a and Column b			81	13
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3. Participation and performance of children with disabilities on statewide assessments. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	*	*	*
	Dispute Resolution: 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	6	6	1
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aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	0
	Dispute Resolution: Complaints, Hearings	*	*	*
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	8	4

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	Dispute Resolution: Complaints, Hearings	*	*	*
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	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	12	1
	Dispute Resolution: Complaints, Hearings	*	8	0

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Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	19	5

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	Dispute Resolution: Complaints, Hearings	*	*	*
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<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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 both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	*	*	*
3. Participation and performance of children with disabilities on statewide assessments. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	*	*	*
	Dispute Resolution: 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	6	6	1
6. Percent of preschool children				

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	0
	Dispute Resolution: Complaints, Hearings	*	*	*
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	8	4

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
which the evaluation must be conducted, within that timeframe.	Dispute Resolution: Complaints, Hearings	*	*	*
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	3	3	0
	Dispute Resolution: Complaints, Hearings	*	*	*
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	12	1
	Dispute Resolution: Complaints, Hearings	*	8	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	19	5

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	*	*	*
Sum the numbers down Column a and Column b			81	13
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	16.04%

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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 both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	*	*	*
3. Participation and performance of children with disabilities on statewide assessments. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	*	*	*
	Dispute Resolution: 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	6	6	1
6. Percent of preschool children				

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	*	*	*
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	2	0
	Dispute Resolution: Complaints, Hearings	*	*	*
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	*	*	*
	Dispute Resolution: Complaints, Hearings	*	*	*
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	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	8	4

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
which the evaluation must be conducted, within that timeframe.	Dispute Resolution: Complaints, Hearings	*	*	*
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	3	3	0
	Dispute Resolution: Complaints, Hearings	*	*	*
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: IEP Development & Content	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	12	1
	Dispute Resolution: Complaints, Hearings	*	8	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Procedural Safeguards	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	7	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Resolution timeliness	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Services Plan	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	1
	Dispute Resolution: Complaints, Hearings	*	*	*
Other areas of noncompliance: Staffing	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	19	5

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	*	*	*
Sum the numbers down Column a and Column b			81	13
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) x 100 =	16.04%