

District of Columbia
Part B State Annual Performance Report (APR) for
Federal Fiscal Year (FFY) 2010 (SY 2010- 2011)

Overview of the Annual Performance Report Development

The District of Columbia Office of the State Superintendent of Education (OSSE), as the State Education Agency (SEA) for the District of Columbia, is responsible for ensuring Local Educational Agency (LEA) compliance with the Individuals with Disabilities Education Act (IDEA, at 20 U.S.C. § 1400, et seq.). In FFY 2010, the District of Columbia included 54 LEAs and served 11, 947¹ students with IEPs. It is important to note that some performance indicators addressed in this report utilize previous FFY data as required by the United States Department of Education's (USDE's) Office of Special Education Programs (OSEP). In the case that prior year data is utilized, its use is referenced accordingly.

OSSE's Division of Special Education (DSE) is responsible for overseeing the development and promulgation of state policy governing special education; monitoring LEAs for compliance with IDEA as well as other federal and local regulations and court-ordered consent decrees; allocation and administration of IDEA grant funds to LEAs and other public agencies; provision of training and technical assistance to LEAs; and investigation and resolution of state complaints relating to special education. OSSE also administers the District's due process hearing system, through the Student Hearing Office (SHO), in a reporting line separate from the DSE.

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

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

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

¹ Data Source: OSSE December 1, 2010 Child Count Submission to the Office of Special Education Programs (OSEP).
Part B State Annual Performance Report for FFY 2010
(OMB NO: 1820-0624 / Expiration Date: 2/29/2012)

SPP and the APR are the critical levers for assisting OSSE in meeting its special education reform goals.

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

The FFY 2010 APR was prepared using instructions forwarded to OSSE by OSEP. Instructions were drawn from several documents:

- OSEP's FFY 2009 APR Response Table
- OSEP's General Instructions for the SPP and APR
- OSEP's SPP and APR Part B Indicator Measurement Table
- OSEP's Optional APR Templates

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

Data Sources

Indicator 1: The data used in reporting this indicator are aligned with ESEA standards and were supplied to OSSE via spreadsheets completed by the District of Columbia Public Schools (DCPS) and the Public Charter School Board (PCSB). These data are the same as reported by the OSSE under the ESEA.

Indicator 2: The data used in reporting this indicator are aligned with ESEA standards and were supplied to OSSE via spreadsheets completed by DCPS and the PCSB. These data are the same as reported by the OSSE under the ESEA.

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

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

Indicator 5: Educational environments data were collected at the same time as the December 1, 2010 Child Count. IEP information from SEDS was used to calculate percent of time in the regular classroom.

Indicator 7: Child Outcome Survey Forms were collected for entry and exit from LEAs throughout the 2010-2011 school year.

Indicator 8: OSSE used a paper-and-pencil, slightly-modified version of the 26-item National Center for Special Education Accountability Monitoring (NCSEAM) Part B K-12 survey. A few items were modified in order to increase the readability of the survey and to make the survey appropriate for parents of children age 3 to 5. OSSE contracted with Mountain Plains Regional Resource Center (MPRRC) for assistance with the data collection, data analysis, and report-writing for this indicator.

Indicator 9: OSSE used its Fall October 5, 2010 Enrollment and October/December 1, 2010 Child Count data for the Indicator 9 FFY 2010 SPP/APR submission.

Indicator 10: OSSE used its Fall October 5, 2010 Enrollment and October/December 1, 2010 Child Count data for the Indicator 10 FFY 2010 SPP/APR submission.

Indicator 11: OSSE used its Special Education Data Systems (SEDS) to collect data for this indicator. Data were collected for the entire reporting year (July 1, 2010 – June 30, 2011).

Indicator 12: OSSE used data from its SEDS and the Part C data system (Early Steps and Stages) to collect data associated with Part C to B transition.

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

Indicator 14: OSSE used census data for this indicator. OSSE collected exiting information for all students who graduated or left school in FFY 2009 and provided this information to its contractor to complete the survey.

Indicator 15: OSSE used data from its Quality Assurance and Monitoring tracking logs, the Blackman Jones Database, and SEDS to report on this indicator.

Indicator 16: OSSE used data from its Quality Assurance and Monitoring State Complaint tracking logs to report on this indicator.

Indicator 17: OSSE used its web-based Case Management System (Docketing System), which enables the Student Hearing Office to capture, analyze, review and report on due process cases.

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

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

Indicator 20: OSSE used data reported to EdFacts, the Data Accountability Center (DAC) and data in Indicators 1-19 to report on this indicator.

As a relatively new state education agency, OSSE is pleased to note that it made tremendous progress in FFY 2010. Key initiatives that were completed include:

- Maintenance of a Placement Oversight Unit and implementation of a change in placement policy designed to decrease over-reliance on separate placements and ensure appropriate referrals, which continued to maintain an overall diversion rate of over 40%² in its third year of operation;
- Continued refinement of the LEA grant application process and a reimbursement system which proactively assists LEAs in managing funding;
- Continued implementation and refinement of the SEDS;
- A renewed Memorandum of Agreement (MOA) with the Public Charter School Board (PCSB) to ensure timely and accurate data feeds between the PCSB student information system, the District of Columbia Public Schools (DCPS) data system, and SEDS;
- Continued production of a Related Services Management Report (RSMR) to allow LEAs to proactively manage related service delivery and prevent lapses;
- Continued refinement of a robust system of general supervision, with issuance of letters of finding and required corrective actions as warranted;
- Implementation of a comprehensive training and technical assistance plan for all LEAs, with additional on-site coaching and technical assistance provided to LEAs upon request or referral;
- Continued implementation of an electronic docketing system for the Student Hearing Office (SHO) which supports effective management of the due process hearing system and timely provision of hearings and issuance of hearing officer decisions;
- Development of community forums to ensure that LEAs, parents, and the community were kept abreast of progress and have input into OSSE reform efforts, including the addition of webinars and pre-meeting interest surveys; and
- Ongoing creation of foundational regulation and policies designed to align local practice with federal requirements.

² The diversion rate reflects the percentage of students for which a change in placement to a more restrictive setting was initially considered by the IEP team, but placement into a nonpublic school was subsequently diverted once the LEA received technical assistance, and other supportive resources from OSSE.

OSSE recognizes that sustainable reform requires proactive problem solving to address many systemic challenges. OSSE is pleased to note that the data collected for this reporting period reflects a much higher degree of accuracy in reporting from LEAs in the District of Columbia than in prior reporting years. This report incorporates the most comprehensive collection of data possible at present using multiple data collection methods, and is a significant improvement over previous years.

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 published on the OSSE website at <http://osse.dc.gov/>

Part B State Annual Performance Report (APR) for FFY 2010

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.
(20 U.S.C. 1416 (a)(3)(A))

Measurement:

States must report using the graduation rate calculation and timeline established by the Department under the ESEA. Measurement for youth with IEPs should be the same measurement for all youth.

of graduates with IEPs receiving a regular diploma

of graduates with IEPs receiving a regular diploma + # of 9th grade students who dropped out in SY 2006-2007 + # of 10th grade students who dropped out in SY 2007-2008 + # of 11th grade students who dropped out in SY 2008-2009 + # of 12th grade students who dropped out in SY 2009-2010

FFY	Measurable and Rigorous Target
2010 (2009-2010 data)	85 percent of youth with IEPs graduating from high school will receive a regular diploma.

Actual Target Data for FFY 2010: 26.29%

46 graduates in SY 2009-10 **divided by (46** graduates in SY 2009-10 **+ 49** of 9th grade students who dropped out in SY 2006-2007 **+ 57** # of 10th grade students who dropped out in SY 2007-

2008 + 7 # of 11th grade students who dropped out in SY 2008-2009 + 16 # of 12th grade students who dropped out in SY 2009-2010).

Therefore, $(46)/(46 + 49 + 57 + 7 + 16) = 46/175 = .2629 * 100 = \mathbf{26.29\%}$

Data Source:

The data used in reporting this indicator are aligned with USDE's Elementary and Secondary Education Act (ESEA) standards and were supplied to OSSE via spreadsheets completed by the District of Columbia Public Schools (DCPS) and the Public Charter School Board (PCSB). These data are the same as reported by the OSSE under the ESEA.

For Indicator 1, the SEA must examine data for the year before the reporting year and compare the results to the target. Using the above graduation calculation formula, the 2010- 2011 graduation rate for students with disabilities is 26.29%. The data are presented in the following calculation:

$$\frac{46}{175} = \mathbf{26.29\%}$$

The State did not meet its FFY 2010 target for Indicator 1 of 85%.

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

While the actual target data of 26% represents slippage from the State's FFY 2009 reported data of 94.23%, as noted in the FFY 2009 APR, OSSE did not believe that the target data of 94.23% was an accurate representation of graduation rate for all students with IEPs receiving a regular diploma, and believes that the FFY 2010 target data is a much more accurate representation.

Diploma completion data for school year 2009-10 were used to report this indicator. The data reported were aligned with ESEA standards and supplied to OSSE via spreadsheets completed by the District of Columbia Public Schools (DCPS) and the Public Charter School Board (PCSB). This data are the same as reported by the OSSE under the ESEA. OSSE's Division of Elementary and Secondary Education (ELSEC) calculated disaggregated graduation rates for the required sub-categories.

The reported graduation rate for all students is 75.52%. The graduation rate utilizing the completer/leaver method is 97.91% for children who are economically disadvantaged, 93.64% for children with Limited English Proficiency (LEP) only, and 26.29% for children with one or more disabilities.

OSSE notes the inherent weakness in the completer/leaver formula used for the graduation rate calculations. In December 2010, OSSE released guidance regarding the use of the adjusted-cohort graduation rate (ACGR) method for determining the graduation rate in the District of Columbia.

By February 2012, OSSE will report a graduation rate using the ACGR method that will meet USDE's requirements in this area. Adoption of this method, which is more robust, will significantly strengthen graduation rate reporting in the District of Columbia.

To date, OSSE has released four memoranda outlining policy guidance, created a collection tool to fully integrate student longitudinal data, authored a user's guide, and provided technical assistance to LEA data coordinators and school-based leadership. This data will be used and reported upon for EDFacts file N/X 0150 and N/X0151 January 30, 2012 submissions.

In FFY 2010, OSSE continued to focus on the proper development and implementation of secondary transition plans, maintained a State Community of Practice around secondary transition, and conducted numerous professional development and training sessions for LEAs to increase knowledge and skills related to increased secondary teaching and learning and preparing students for graduation and postsecondary options. Specifically, OSSE hosted trainings on developing measurable annual goals and objectives for transition services utilizing SEDS; integrating best practices for addressing the needs of students with disabilities into professional learning and teaching activities; determining student progress at the secondary level; implementing an effective Response to Intervention (RTI) framework in secondary schools; developing and implementing research-based secondary school reading interventions; identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement; and providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center.

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

OSSE is pleased to be moving forward with its work in developing and implementing Common Core Standards, including issuing State guidance related to curriculum mapping and instructional entry points for students with disabilities, as well as supporting the development of standards-driven IEPs. It is believed that both of these initiatives, supported by OSSE's receipt of Federal Race to the Top funding, will support the District's ability to make significant progress related to this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

COMPLETED ACTIVITIES		
Improvement Activities	Timelines	Resources
Refinement of SEDS to facilitate best practice and compliance related to required secondary transition content	FFY 2010	Director, Data Unit and Policy Unit
Creation of guidance aligned with release of updated SEDS content	FFY 2010	Director, Data Unit and Policy Unit

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

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

<p>with disabilities into professional learning and teaching activities</p> <ul style="list-style-type: none"> • Determining student progress at the secondary level • Implementing an effective Response to Intervention (RTI) framework in secondary schools • Developing and implementing research-based secondary school reading interventions • Identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement • Providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center 		
<p>Completion and Implementation of a State Action Plan: This Community of Practice continued to meet regularly throughout the 2010-2011 SY to support work related to ensuring that student's with opportunities can access a regular or alternate diploma and are well-prepared for transition to life beyond high school. The team also completed development of a State Action Plan and will continue to implement the plan upon through 2013.</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit DSE Leadership Team</p>

OSSE is adding these activities to accelerate improvement related to the District's performance on this indicator:

ADDED ACTIVITIES

Improvement Activities	Timelines	Resources
Refinement of SEDS to support standards-driven IEP development to ensure that teachers have the necessary tools to ensure that students with disabilities are provided with rigorous learning opportunities connected to the Core Standards.	SY 2012-2013	ELSEC and DSE Leadership; Directors, Data Unit, Policy Unit, and Training and Technical Assistance
Creation and implementation of Common Core Standards curriculum maps and entry point guidance to ensure that teachers have the necessary tools to ensure that students with disabilities are provided with rigorous learning opportunities connected to the Core Standards.	SY 2012-2013	ELSEC and DSE Leadership; Director, Training and Technical Assistance

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: FAPE in the LRE**

Indicator 2: Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a) (3) (A))

Measurement:

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

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

The dropout rate is calculated from data pulled from grade seven through grade twelve. A dropout is defined as any student who was in attendance on the date of the official count of one school year and not in attendance on the official date the of the following school year. Students 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
2010 (2009-2010 data)	The percent of youth with IEPs dropping out of high school will decrease to 6.4 percent.

Actual Target Data for FFY 2010: 3.82%

Using the above measurement, the 2009-2010 District dropout rate for students with disabilities is 3.82%. The data are presented in the following calculation:

$$\frac{194}{5081} \times 100 = 3.82\%$$

The State met its FFY 2010 target for Indicator 2 of 6.4%.

Data Source:

OSEP requires OSSE to use State-level dropout data for the year before the reporting year. The data used in reporting this indicator are aligned with ESEA standards and were supplied to OSSE via spreadsheets completed by DCPS and the PCSB. These data are the same as reported by the OSSE under the ESEA. The data used in the calculations are as follows:

	Enrollment	Dropouts
7 th grade students with IEPs	805	21
8 th grade students with IEPs	869	18
9 th grade students with IEPs	1418	64
10 th grade students with IEPs	757	44
11 th grade students with IEPs	650	31
12 th grade students with IEPs	582	16
Total students with IEPs	5081	194

Discussion Regarding Definition of "Dropout":

According to the District of Columbia Consolidated State Application Accountability Workbook Plan submitted to the USDE on March 2, 2009, OSSE currently defines students as having dropped out based on the criterion established by the National Center for Educational Statistics (NCES) and as reported in the Common Core of Data.

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

While the actual target data of 3.82% represents slippage from the State's FFY 2009 reported data of 2.23%, as noted in the FFY 2009 APR, OSSE did not believe that the reported target data was an accurate representation of the dropout rate for all students with IEPs receiving a regular diploma, and believes that the FFY 2010 target data is a much more accurate representation.

Diploma completion data for school year 2009-10 were used to report this indicator. The data reported were aligned with ESEA standards and supplied to OSSE via spreadsheets completed

by the District of Columbia Public Schools (DCPS) and the Public Charter School Board (PCSB). This data are the same as reported by the OSSE under the ESEA. OSSE's Division of Elementary and Secondary Education calculated disaggregated graduation rates for the required sub-categories.

OSSE notes the inherent weakness in the completer/leaver formula used for the graduation rate calculations. In December 2010, OSSE released guidance regarding the use of the adjusted-cohort method (ACGR) for determining the graduation rate in the District of Columbia.

Beginning February 2012, OSSE is reporting a graduation rate using the ACGR method that will meet USDE's requirements in this area. Adoption of this method, which is more robust, will significantly strengthen graduation rate reporting in the District of Columbia.

To date, OSSE has released four memoranda outlining policy guidance, created a collection tool to fully integrate student longitudinal data, authored a user's guide, and provided technical assistance to LEA data coordinators and school-based leadership. This data will be used and reported upon for EDFacts file N/X 0150 and N/X0151 January 30, 2012 submissions.

In FFY 2010, OSSE continued to focus on the proper development and implementation of secondary transition plans, maintained a State Community of Practice (CoP) around secondary transition, and conducted numerous professional development and training sessions for LEAs to increase knowledge and skills related to increased secondary teaching and learning and preparing students for graduation and postsecondary options. Specifically, OSSE hosted trainings on developing measurable annual goals and objectives for transition services utilizing SEDS; integrating best practices for addressing the needs of students with disabilities into professional learning and teaching activities; determining student progress at the secondary level; implementing an effective Response to Intervention (RTI) framework in secondary schools; developing and implementing research-based secondary school reading interventions; identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement; and providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center.

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

OSSE is pleased to be moving forward with its work in developing Common Core Standards State guidance related to instructional entry points for students with disabilities, as well as

supporting the development of standards-driven IEPs. It is believed that both of these initiatives, supported by OSSE's receipt of Federal Race to the Top funding, will support the District's ability to make significant progress related to this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

COMPLETED ACTIVITIES		
Improvement Activities	Timelines	Resources
Refinement of SEDS to facilitate best practice and compliance related to required secondary transition content	FFY 2010	Director, Data Unit and Policy Unit
Creation of guidance aligned with release of updated SEDS content	FFY 2010	Director, Data Unit and Policy Unit

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Completion of Secondary Transition Monitoring as Required by OSEP: The Quality Assurance and Monitoring (QAM) unit continued regular monitoring of 100 IEPs of students with disabilities aged 16 or older to ensure compliance with requirements related to secondary transition content in SY 2010-2011. This monitoring will continue annually through 2013.	Ongoing through June 30, 2013	Director, QAM Unit
Implementation of a Training Series to Support Secondary Success: The DSE's Training and Technical Assistance (TTA) Unit continued a robust training series in SY 2010-2011 which will continue annually through 2013. This LEA training series includes trainings specifically designed to ensure the success of students in secondary grades. Specifically, the training series includes the following training content: <ul style="list-style-type: none"> Developing measurable annual 	Ongoing through June 30, 2013	Director, TTA Unit

<p>goals and objectives for transition services utilizing SEDS</p> <ul style="list-style-type: none"> • Integrating best practices for addressing the needs of students with disabilities into professional learning and teaching activities • Determining student progress at the secondary level • Implementing an effective Response to Intervention (RTI) framework in secondary schools • Developing and implementing research-based secondary school reading interventions • Identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement • Providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center 		
<p>Completion and Implementation of a State Action Plan: This Community of Practice continued to meet regularly throughout the 2010-2011 SY to support work related to ensuring that student's with opportunities can access a regular or alternate diploma and are well-prepared for transition to life beyond high school. The team also completed development of a State Action Plan and will continue to implement the plan upon through 2013.</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit DSE Leadership Team</p>

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: FAPE in the LRE****Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

- A. AYP Percent = $\left[\frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right]$ times 100.
- B. Participation rate percent = $\left[\frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = $\left[\frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]$.

FFY	Measurable and Rigorous Target
-----	--------------------------------

2010	<p>A. At least 50% of the districts with a disability subgroup that meets the State's minimum "n" size will meet the State's AYP targets for the disability subgroup.</p> <p>B. At least 95% of children with IEPs will participate in the math assessment; and at least 95% of children with IEPs will participate in the reading assessment.</p> <p>C. At least 73.69% of children with IEPs will demonstrate proficiency against grade level, modified and alternate academic achievement standards in reading; and at least 73.69% of children with IEPs will demonstrate proficiency against grade level, modified and alternate academic achievement standards in math.</p>
-------------	---

Actual Target Data for FFY 2010:

FFY 2010	Measurable and Rigorous Targets									
	LEAs Meeting AYP for Disability Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2010 (2010-2011)			Reading		Math		Elem Reading	Elem Math	Sec Reading	Sec Math
	50%		95%		95%		73.69 %	70.14%	71.79%	70.27%
Actual Target Data for FFY 2010 (2010-2011)	#	%	#	%	#	%	%	%	%	%
	1	5.0	6097	93.69	6097	93.57	15.52	19.03	15.34	14.46

Data Source:

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

A. Adequate Yearly Progress (AYP)

Clarification of Definitions for Indicator 3A:

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

In FFY 2010, 9 of 54 LEAs were excluded from this calculation because they did not administer the State assessment due to the grades of students served in the LEA. An additional 25 LEAs were excluded because they did not meet the minimum “n” size for inclusion in this calculation.

The minimum number of students (“n” size) for an LEA to be included in this indicator is 25, based on the *District of Columbia Office of the State Superintendent Accountability Plan*. This “n” size aligns with Adequate Yearly Progress (AYP) data used for accountability reporting under Title I of the ESEA. In FFY 2010, a total of 20 LEAs met the “n” size of 25 for this Indicator and administered the State assessment.

This calculation only takes into account AYP assessment targets for reading/language arts and mathematics proficiency, not targets for graduation or other elements of AYP. The definition of meeting the state’s AYP target for the disability sub-group is found in section 1111(b)(2)(C) of Title I of the ESEA. The data derived for this analysis is found at: <http://www.nclb.osse.dc.gov/reportcards.asp>.

LEAs Making AYP

	FFY 2010
# of LEAs with the minimum “n” size of students with disabilities	20
No. of LEAs that met AYP	1
Percent of LEAs that met AYP	5.0%

B. Participation

The calculation provides separate reading/language arts and mathematics participation rates, inclusive of all grades assessed (3-8 and high school) on the DC Comprehensive Assessment System (DC-CAS) assessment and DC-CAS alternate assessment (DC-CAS-Alt), for all students with IEPs, including students not participating in assessments and those not enrolled for a full academic year.

Calculation:

FFY 2010	Reading	Math
a. # of children with IEPs in assessed grades	6097	6097
b. # of children with IEPs in regular assessment with no accommodations	2296	2291
c. # of children with IEPs in regular assessment with accommodations	3004	3002
d. # of children with IEPs in alternate assessment against grade level achievement standards	0	0
e. # of children with IEPs in alternate assessment against alternate achievement standards *	412	412
Totals b. through e.	5712	5705
Overall = [(b+c+d+e) divided by (a)]	93.69%	93.57%

C. Proficiency

Calculation:

Reading Proficiency

Year	School Level	Total Reading: Proficiency (DC CAS and DC CAS Alternate)	Total Reading: Advanced (DC CAS and DC CAS Alternate)	Reading Proficiency Actual Target Data
2010	Elementary	325	156	$(325 + 156)/3100 * 100 = 15.52\%$
	Secondary	283	115	$(283 + 115)/2594 * 100 = 15.34\%$

	All Students with IEPs	Elementary –	3100
		Secondary –	2594
		Total –	5694

Math Proficiency

Year	School Level	Total Math: Proficiency (DC CAS and DC CAS Alternate)	Total Math: Advanced (DC CAS and DC CAS Alternate)	Math Proficiency Actual Target Data
2010	Elementary	386	204	$(386 + 204)/3100 * 100 = 19.03\%$
	Secondary	318	57	$(318 + 57)/2594 * 100 = 14.46\%$
	All Students with IEPs	Elementary – Secondary – Total –		3100 2594 5694

Public Reporting Information:

OSSE's public report related to State-wide assessments can be found at:

<http://osse.dc.gov/service/transparency>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

In FFY 2010, OSSE continued many initiatives designed to improve AYP proficiency, including a comprehensive training curriculum for LEA leaders and practitioners. In addition to professional development sessions offered by OSSE's Division of Special Education, OSSE's Division of Elementary and Secondary Education provided trainings on assessment guidelines on accommodations for students with disabilities, participation in the alternate assessment, test administration, assessment score interpretation and use of longitudinal data.

To accelerate improvement, OSSE is expanding its support, intervention, and oversight provided to schools in need of improvement, through its Race to the Top framework. In addition, a new Director of Institutional Effectiveness has been hired within the Division of Elementary and

Secondary Education, charged with supporting teacher effectiveness across all schools and implementing and managing continuous improvement at the school and LEA levels.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
OSSE provided all administrators an opportunity to meet with TTA staff to take a close look at individual school performance data to discuss where the LEAs are with respect to meeting AYP in SY 2010-2011. This opportunity will be offered annually through 2013.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff
Professional development workshops were conducted during SY 2010-2011 on interpreting data. As a result, attendees learned how to identify sources of student data, and based on the 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. These trainings will continue to be offered annually through 2013 due to the positive results mentioned above.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Ongoing professional development opportunities were offered to teachers, paraprofessionals, and support staff on lesson-planning and the use of UDL during SY 2010-2011. Participants learn to plan lessons using information about student competencies and deficiencies. These trainings will continue to be offered annually through 2013.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
During SY 2010-2011, TTA worked in conjunction with QAM to analyze data both at the LEA and school level to determine appropriate technical	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit

assistance, and provide resources for increasing the participation and improving the performance of students with disabilities on statewide assessments. This analysis will continue each spring to inform training plans through 2013.		
During the 2010-2011 SY, TTA continued to offer support to LEAs implementing Response to Intervention (RTI). This work. Supported by nationally recognized experts in academic and behavioral interventions, will be available to LEAs upon request through 2013.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
OSSE continued to provide professional development in reading training and technical assistance, with a focus on needs of special education teachers, during SY 2010- 2011. This targeted professional development will be ongoing through 2013.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
OSSE continued to provide an ongoing <i>Leadership Training</i> series aimed at assisting school leaders to build capacity, develop and articulate their vision and mission, shape school culture, achieve data sophistication, and develop and support master teachers (as well as parent and community outreach initiatives). This targeted professional development will be ongoing through 2013.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: FAPE in the LRE****Indicator 4A:** Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

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

Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Definition of Significant Discrepancy and Identification of Comparison Methodology

The state defines 'significant discrepancy' as the suspension and expulsion of any child with a disability for 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.

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

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

OSSE used the following comparison methodology to determine whether significant discrepancies occurred: the rates of suspensions and expulsions of greater than ten days in a school year for children with IEPs in each LEA, with a qualifying subgroup, are compared to the rates for nondisabled children in the same LEA. Twenty-five (25) LEAs were excluded from the calculation because they did not meet the minimum "n" size of 40 children with IEPs.

FFY	Measurable and Rigorous Target
<i>FFY 2010 (using 2009-2010 data)</i>	0% of LEAs will have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Actual Target Data for FFY 2010 (using 2009-2010 data):

50%

Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies	Percent
FFY 2010 (using 2009-2010 data)	18	9	50.00%

Review of Policies, Procedures, and Practices *(completed in FFY 2010 using 2009-2010 data):*

For each of the 9 LEAs that the State identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2010 (using 2009 – 2010 data), the State requested the submission of the LEA’s policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. Of the 9 LEAs of whom the request was made, OSSE received responses from 9 LEAs.

The State conducted a review of the policies, procedures, and practices submitted by 9 LEAs relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. For this review, a panel from OSSE DSE’s Quality Assurance and Monitoring Unit collaboratively reviewed policies, procedures and practices relating to specific regulatory requirements for the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Based on this review, the State determined that 3 of the 9 LEAs had policies, procedures, or practices that were in compliance with Part B requirements, and 6 LEAs were not in compliance with Part B

requirements. The State notified the LEAs regarding the results of the review and related findings of noncompliance. Within the written notification of the findings of noncompliance, the LEA is required to revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies procedures and practices comply with IDEA. OSSE will report on the correction of this noncompliance in its FFY 2011 APR due February 1, 2013.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:

The actual target data of 50.00% represents slippage from the State's FFY 2009 reported data of 42.86%. OSSE did not meet its FFY 2010 target of 0%.

In FFY 2010, OSSE provided multiple professional development opportunities to LEAs to improve knowledge and understanding of IDEA requirements pertaining to positive behavioral supports, functional behavioral assessments, manifestation determinations, evidence-based behavioral strategies, and deescalating student behaviors. Upon LEA request, OSSE also provided one-to-one technical assistance regarding the identification of LEAs for further examination based on data, the scope and definition of significant discrepancy compared with disproportionate representation and significant disproportionality, and a description of OSSE's process for reviewing LEA policies, procedures and practices.

In FFY 2010, OSSE continued to monitor for compliance with discipline related regulations, specifically, if the student's IEP contained documentation that the IEP contained strategies, including positive behavioral interventions and supports, and other strategies to address behavior if the child's record indicated behavioral concerns; and if the student's IEP included a behavioral intervention plan and/or goals and objectives to address social/emotional needs, if necessary. During the course of on-site monitoring, OSSE issued findings of noncompliance to LEAs with noncompliance in these areas and OSSE will report on the correction of this noncompliance in its FFY 2011 APR due February 1, 2013.

Correction of FFY 2009 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) using 2008-2009 data ³	4
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	2
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

In FFY 2010, OSSE identified 6 LEAs that had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2009 (using 2008 – 2009 data). The State conducted a review of these LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. The review was conducted by a cross-disciplinary panel from OSSE's DSE. Based on this review, the State determined that 2 of the LEAs had policies, procedures, or practices that were in compliance with Part B requirements, and 4 LEAs were not in compliance with Part B requirements. The State notified the LEAs regarding the results of the review, and related findings of noncompliance, and required them to revise their policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA.

The 4 LEAs who were issued findings of noncompliance provided OSSE with copies of revised policies and procedures. OSSE reviewed these policies and procedures, and based on this review, determined that 2 of the 4 LEAs had corrected their findings and were in compliance with IDEA. OSSE issued letters of correction to these 2 LEAs. OSSE found that 2 of the 4 LEAs remained noncompliant in their policies and procedures and issued letters notifying the LEAs of their outstanding noncompliance. These 2 LEAs may potentially correct this noncompliance by the end of April 2012.

OSSE has completed the table below to show findings which have been corrected and those

³ As noted, findings for FFY 2009 (using 2008-2009 data) were made in FFY 2010 (April, 2011). Therefore, the 2 LEAs whose findings have not yet been verified as corrected may still be timely in their correction if the submission occurs by the end of April, 2012. Updated data will be provided in OSSE's FFY 2012 APR, due to OSEP on February 1, 2013.

not yet verified as corrected. However, OSSE made these findings in FFY 2010, not FFY 2009, and therefore the two findings that have not yet been corrected may still be corrected within one year.

OSSE's Division of Special Education is currently working with the agency's new Director of Data Management to ensure that, moving forward, collection of District-wide discipline data required for this calculation is conducted early enough to allow the Division to move forward in a timely manner with its analysis and issuance of any identified findings.

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	2
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

Actions Taken if Noncompliance Not Corrected:

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

In FFY 2011, OSSE has initiated the issuance of regular LEA compliance summaries to support continuous improvement. OSSE will also conduct another review of the policies and procedures prior to the expiration of the one-year timeline for correction of noncompliance in April 2012. Last, OSSE expects the upcoming implementation of its online compliance database to assist LEAs in ensuring timely management of correction of noncompliance.

Verification of Correction (either timely or subsequent):

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

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

Additionally, OSSE reviewed 2009 – 2010 data for the four LEAs who received findings of noncompliance based on 2008 – 2009 data and the one LEA who received a finding of noncompliance based on 2007 – 2008 data. OSSE found that the two LEAs who submitted policies, procedures and practices that were revised and were now compliant with IDEA requirements did not show a significant discrepancy based on 2009 – 2010 data.

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

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):

7. Number of remaining FFY 2008 findings (identified in July 1, 2008 – June 30, 2009 using 2007-2008 data), noted in OSEP's June 1, 2011 FFY 2009 APR response table for this indicator	1
8. Number of remaining FFY 2008 findings the State has verified as corrected	0
9. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	1

OSSE identified 6 LEAs that had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2010 (using 2007 – 2008 data). The State requested the submission of the LEA's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. Of the 6 LEAs of whom the request was made, OSSE received responses for 5 LEAs. The sixth LEA closed at the conclusion of the 2009-

2010 school year. The State conducted a review of these LEA's policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. The review was conducted by a cross-disciplinary panel from OSSE's DSE. Based on this review, the State determined that 4 of the LEAs had policies, procedures, or practices that were in compliance with Part B requirements, and 1 LEA was not in compliance with Part B requirements. The State notified the LEA regarding the results of the review in January 2011, and related findings of noncompliance, and required it to revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA.

The 1 LEA that was issued findings of noncompliance provided OSSE with copies of revised policies and procedures. OSSE reviewed these policies and procedures, and based on this review, determined that the LEA remained noncompliant in their policies and procedures. OSSE issued a letter notifying the LEA of outstanding noncompliance.

OSSE has completed the table to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2010, not FFY 2009.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable):

OSSE began making findings of noncompliance for this indicator in FFY 2010 using FFY 2008 and FFY 2009 data.

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

Statement from the Response Table	State's Response
<p>The State must report, in its FFY 2010 APR, on the status of correction of noncompliance that the State identified in FFY 2010 based on FFY 2008 data as a result of the review it conducted pursuant to 34 CFR §300.170(b).</p> <p>When reporting on the correction of this noncompliance, the State must report that it verified that each LEA with noncompliance identified by the State: (1) is correctly</p>	<p>The State has verified correction of 2 of the 4 findings of noncompliance it issued in FFY 2010 based on FFY 2008 data based on OSEP Memo 09-02. The State has issued additional guidance to the LEAs with outstanding noncompliance in order to ensure correction.</p>

<p>implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.</p>	
<p>The State must also report, in its FFY 2010 APR, on the status of correction of noncompliance that the State identified in FFY 2010 based on FFY 2007 data as a result of the review it conducted pursuant to 34 CFR §300.170(b).</p> <p>When reporting on the status of correction, the State must report that it has verified that the one LEA with noncompliance identified based on FFY 2007 data is correctly implementing the specific regulatory requirements. If the State is unable to demonstrate compliance with those requirements in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>The State has reviewed updated data, policies, and procedures from the one LEA who had noncompliance identified based on FFY 2007 data. The LEA has been unable to demonstrate correction of this noncompliance. OSSE has issued additional guidance to this LEA in order to ensure correction. OSSE has also reviewed its improvement activities and made adjustments to support compliance.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide training and Technical Assistance to all LEAs on IDEA and basic requirements.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide professional development to Student Support Teams from all LEAs regarding addressing behavioral and academic concerns that could potentially lead to suspension and expulsions. (e.g. Positive Behavior Supports, Functional Behavior Assessment (FBA) training.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Conduct professional development workshops on compliance issues related to student behavior (i.e. manifestation processes for students with disabilities, Deescalating Student Behavior)	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Consult with national experts to further the skill set of LEA staff and understanding of students who experience severe emotional difficulties. OSSE consulted with national experts during its annual Special Education Symposium.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Partner with LEAs and the Department of Mental Health to review alternative approaches for addressing the needs of students who lack social competency skills, experience severe emotional difficulties; writing school-wide discipline goals for school improvement plans.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; Department of Mental Health
Research other State models for addressing the behavioral needs of students with disabilities utilizing research tools, participation in webinars and conference calls with other States.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; technical assistance providers
Continue to provide technical assistance with the use of SEDS as a data collection tool to support the PBIS initiative.	Ongoing through June 30, 2013	Director, TTA Unit; Director, Data Unit
Survey LEAs to determine needs for more intensive behavioral supports and subsequent training including, but not	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff

limited to, Crisis Prevention Institute training.		
Partner with QAM to provide training for LEAs on alternatives to suspension and train LEA staff on how to write appropriate positive behavior goals for IEPs.	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit
Provide bi-weekly technical assistance sessions with targeted LEAs participating in the RTI model to promote the integration of positive behavior supports as a form of tiered intervention.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide technical assistance sessions for targeted LEAs on how to collect data to inform the FBA process and development of BIPs.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
In conjunction with QAM, develop a LEA survey to determine potential need for more intensive supports and subsequent training from other agencies.	Ongoing through June 30, 2013	Director, TTA Unit; Director, QAM Unit
Provide trainings to all LEAs to determine factors which contribute to significant discrepancies in the rates of suspension and expulsion of students with disabilities.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide trainings and continuous technical assistance sessions to help LEAs analyze data on suspension and expulsion rates and correction of any significant discrepancies.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Continue to consult with national experts to increase the SEA and LEA staff skill set and understanding of students who experience severe emotional difficulties.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

OSSE is adding these activities to accelerate improvement related to the District's performance related to this indicator:

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
Develop State-level discipline regulations to ensure that LEAs are clear on their obligations and establish compliant	Issuance prior to SY 2012-2013	OSSE Leadership

policies, practices and procedures.		
Coordinate closely with new OSSE Director of Data Management to develop an agency –wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: FAPE in the LRE****Indicator 4B:** Rates of suspension and expulsion:

Percent of districts that have:

- (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Overview of Issue/Description of System or Process:

The State must provide a definition of “significant discrepancy” referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

The State must choose one of the following comparison methodologies to determine whether significant discrepancies, by race or ethnicity, are occurring (34 CFR §300.170(a)):

Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or

The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.

If the State used a minimum “n” size requirement report the number of districts excluded from the calculation of rates as a result of using the minimum ‘n’ size.

If significant discrepancies, by race or ethnicity, occurred, and the district with discrepancies had policies, procedures, or practices that contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, the State must describe how it ensured that such policies and procedures and practices were revised to comply with applicable requirements. In reporting on correction of noncompliance, the State must report consistent with OSEP Memorandum 09-02 dated October 17, 2008.

Definition of Significant Discrepancy and Methodology

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

For FFY 2010 reporting, OSSE updated its methodology to ensure compliance with OSEP requirements. This updated methodology, detailed below, has been included in OSSE's revised SPP.

Updated Methodology

To determine significant discrepancy, OSSE compared the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA, using rate ratios. A qualifying subgroup is defined as a group with a minimum "n" size of 40 children with disabilities. The established bar is greater than zero. Twenty-five (25) LEAs were excluded from the calculation because they did not meet the minimum "n" size of 40 children with IEPs.

FFY	Measurable and Rigorous Target
FFY 2010 (using 2009-2010 data)	0% (Compliance Indicator)

Actual Target Data for FFY 2010 (using 2009-2010 data):

33.33%

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

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2010 (using 2009-2010 data)	18	9	50.00%

4B (b). Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2010 (using 2009-2010 data)	18	6	33.33%

Review of Policies, Procedures, and Practices (completed in FFY 2010 using 2009-2010 data): For each of the 9 LEAs that the State identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2010 (using 2009 – 2010 data), the State requested the submission of the LEA's policies, procedures, and practices relating to the development and implementation

of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. Of the 9 LEAs of whom the request was made, OSSE received responses from 9 LEAs.

The State conducted a review of the policies, procedures, and practices submitted by 9 LEAs relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. For this review, a panel from OSSE DSE's Quality Assurance and Monitoring Unit collaboratively reviewed policies, procedures and practices relating to specific regulatory requirements for the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Based on this review, the State determined that 3 of the 9 LEAs had policies, procedures, or practices that were in compliance with Part B requirements, and 6 LEAs were not in compliance with Part B requirements. The State notified the LEAs regarding the results of the review and related findings of noncompliance. Within the written notification of the findings of noncompliance, the LEA is required to revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies procedures and practices comply with IDEA. OSSE will report on the correction of this noncompliance in its FFY 2011 APR due February 1, 2013.

Discussion of FFY 2010 Baseline Data:

Indicator 4B focuses on significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. Prior to the current reporting year, OSSE compared the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs from a racial/ethnic group in each LEA compared to the rate for all children without IEPs in the same racial/ethnic group using rate ratios. The District received clarification from OSEP and the Data Accountability Center on its methodology and proceeded to update its methodology based on this guidance.

Beginning in FFY 2010, and moving forward, OSSE will compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs from a racial/ethnic group in each LEA compared to the rate for all children without IEPs in the same LEA using rate ratios. A qualifying subgroup is defined as a group with a minimum "n" size of 40 children with disabilities. The established bar is greater than zero.

This change in the calculation will not change the targets but will reestablish the baseline. The new FFY 2010 baseline will be used to measure progress when determining performance in future reporting years.

Correction of FFY 2009 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2009	4
---	---

(the period from July 1, 2009 through June 30, 2010) using 2008-2009 data ⁴	
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	2
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

OSSE identified 6 LEAs that had a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in FFY 2010 (using 2008 – 2009 data). The State conducted a review of these LEA’s policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA. The review was conducted by a cross-disciplinary panel from OSSE’s DSE. Based on this review, the State determined that 2 of the LEAs had policies, procedures, or practices that were in compliance with Part B requirements, and 4 LEAs were not in compliance with Part B requirements. The State notified the LEAs regarding the results of the review and related findings of noncompliance, and required them to revise their policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA.

The 4 LEAs who were issued findings of noncompliance provided OSSE with copies of revised policies and procedures. OSSE reviewed these policies and procedures, and based on this review, determined that 2 of the 4 LEAs had corrected their findings and were in compliance with IDEA. OSSE issued letters of correction to these 2 LEAs. OSSE found that 2 of the 4 LEAs remained noncompliant in their policies and procedures and issued letters notifying the LEAs of their outstanding noncompliance. These 2 LEAs may potentially correct this noncompliance by the end of April 2012.

OSSE has completed the table below to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2010, not FFY 2009, and therefore the two findings that have not yet been corrected may still be corrected within one year.

OSSE’s Division of Special Education is currently working with the agency’s new Director of

⁴ As noted, findings for FFY 2009 (using 2008-2009 data) were made in FFY 2010. Therefore, the 2 LEAs whose findings have not yet been verified as corrected may still be timely in their correction if the submission occurs by the end of April, 2012. Updated data will be provided in OSSE’s 2012 APR, due to OSEP on February 1, 2013.

Data Management to ensure that, moving forward, collection of District-wide discipline data required for this calculation is conducted early enough to allow the Division to move forward in a timely manner with its analysis and issuance of any identified findings.

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	2
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

Actions Taken if Noncompliance Not Corrected:

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

In FFY 2011, OSSE has initiated the issuance of regular LEA compliance summaries to support continuous improvement. OSSE will also conduct another review of the policies and procedures prior to the expiration of the one-year timeline for correction of noncompliance in April 2012. Last, OSSE expects the upcoming implementation of its online compliance database to assist LEAs in ensuring timely management of correction of noncompliance.

Verification of Correction (either timely or subsequent):

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

OSSE did not issue individual-level findings of noncompliance for Indicator 4B. Indicator 4B findings are frequently not correctible at the student level. For example, an LEA may not go back following a finding of noncompliance and timely hold a manifestation determination meeting according to IDEA requirements. OSSE issued LEA-level findings of noncompliance and

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

Additionally, OSSE reviewed 2009 – 2010 data for the four LEAs who received findings of noncompliance based on 2008 – 2009 data. OSSE found that the two LEAs who submitted policies, procedures and practices that were revised and were now compliant with IDEA requirements did not show a significant discrepancy based on 2009 – 2010 data.

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

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

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2009 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State must demonstrate, in the FFY 2010 APR, due February 1, 2012, that the districts identified with noncompliance based on FFY 2008 data have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the</p>	<p>The State has verified correction of 2 of the 4 findings of noncompliance it issued in FFY 2010 based on FFY 2008 data based on OSEP Memo 09-02.</p>

district, consistent with OSEP Memo 09-02.	
In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction. If the State is unable to demonstrate compliance with those requirements in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	The State has issued additional guidance to the LEAs with outstanding noncompliance in order to ensure correction. OSSE has also reviewed its improvement activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

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

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

Provide trainings and continuous technical assistance sessions to help LEAs analyze data on suspension and expulsion rates and correction of any significant discrepancies.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Continue to consult with national experts to increase the SEA and LEA staff skill set and understanding of students who experience severe emotional difficulties.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

OSSE is adding this activity to accelerate improvement related to the District's performance on this indicator:

ADDED ACTIVITY		
Improvement Activities	Timelines	Resources
Coordinate closely with new OSSE Director of Data Management to develop an agency –wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: FAPE in the LRE****Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 14116(a)(3)(A))

Measurement:

- A. Percent = [# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students age 6 through 21 with IEPs)] times 100.
- B. Percent = [# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students age 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Targets
2010	<ul style="list-style-type: none"> A. Increase the number of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day to 15.5%. B. Reduce the percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day to 12.5%. C. Reduce the percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements to 25%.

Actual Target Data for FFY 2010:

- A. $4660 / 10,990 \times 100 = 42.40\%$
- B. $1133 / 10,990 \times 100 = 10.31\%$
- C. $3083 / 10,990 \times 100 = 28.05\%$

Percent of Children with IEPs in Various Categories

	5A	5B	5C
Target	15.5%	12.5%	25%
Total number of Children with IEPs	10,990	10,990	10,990
Number of Children with IEPs in This Category	4660	1133	3083
Percentage of Children with IEPs in this Category	42.40%	10.31%	28.05%
Met Target	Yes	Yes	No

Data Source:

Educational environments data were collected at the same time as the December 1, 2010 Child Count. IEP information from SEDS was used to calculate percent of time in the regular classroom.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred in FFY 2010:

OSSE's FFY 2010 actual target data of 42.40% for Indicator 5A represents significant progress from OSSE's FFY 2009 reported data of 35.52%. OSSE met its FFY 2010 target of 15.5% for 5A.

OSSE's FFY 2010 actual target data of 10.31% for Indicator 5B represents progress from OSSE's FFY 2009 reported data of 11.86%. OSSE met its FFY 2010 target of 12.5% for 5B.

The State's FFY 2010 actual target data of 28.05% for Indicator 5C represents slight progress from the State's FFY 2009 reported data of 28.97%. OSSE did not meet its FFY 2010 target of 25% for 5C.

Meeting the target for Indicator 5C continues to be a significant challenge for the District of Columbia. It is believed that one of the reasons for the lack of progress in this area can be partly attributed to the LEAs' knowledge related to the implementation of inclusive best practices that support education in the Least Restrictive Environment (LRE). A related issue is that smaller LEAs have not been able to effectively provide a continuum of services to meet the needs of their special education population. The table below represents a disaggregation of data in 5C, which provides further information on students with IEPs in separate settings:

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

Students in Separate Schools - Attending Non-public Programs	1939
Students in Separate Schools - Attending LEAs with 50% or More Students with IEPs	946
Students in category 6-21:Homebound/Hospital	5
Students in category 6-21:Residential Facility	193
Total	3083

Throughout the year, OSSE has undertaken a concerted effort to support LEAs in their understanding of strategies that will assist them in developing a continuum of services and placement in the LRE and to ensure the provision of a Free Appropriate Public Education (FAPE) to all students with disabilities.

In FFY 2010, OSSE issued on-site monitoring reports to nine LEAs that included findings of noncompliance related to the requirement to provide a continuum of alternative placements. OSSE continues to monitor the progress of these LEAs in establishing a continuum as the agencies endeavor to correct this noncompliance.

In addition, OSSE continued to implement a robust training series in FFY 2010 designed to improve LEA practice and give staff the tools needed to ensure that students are appropriately supported in the LRE. These trainings were intentionally aligned with all State level policies issued to date, and demand for the sessions was, and continues to be, extremely high.

Through the continued work of OSSE's Placement Oversight Unit, OSSE has been able to provide assistance to LEAs regarding the obligation all LEAs have to meet LRE requirements. This process has assisted tremendously in ensuring timely guidance and support to IEP Teams considering a change in placement of a child with disability to a more restrictive environment (nonpublic placement). In FFY 2010, the Placement Oversight Unit diverted 43.2% of cases where LEAs sought State-level assistance regarding placements in highly restrictive settings, a 9.5% increase from FFY 2009. In addition, over the past three years of placement policy implementation, the OSSE has also observed an overall reduction in the amount of placement requests presented to the agency, from 132 in FFY 2008 to 95 in FFY 2010. Data obtained by the Unit's Placement Tracker suggests that the reduction in placement requests may be due to the LEAs becoming more accustomed to the policy and placement process established by OSSE and/or the LEAs' utilization of OSSE Training and Technical Assistance.

After a September 1, 2010 symposium conducted by OSSE entitled *Strategies for Achieving Success in the Least Restrictive Environment*, OSSE held several focus groups and engaged LEA representatives in providing input into the development of the District's first LRE Toolkit. This toolkit, released in January, 2011, is a comprehensive guide which contains information and best practices to support the District's efforts to ensure that students with disabilities receive a high quality education. The guide provides LEAs with a framework to improve their inclusionary practices and efficiently serve students placed in local, charter, nonpublic, residential, and surrounding schools. It aims at providing educators, school professionals and other practitioners with meaningful school-wide frameworks and individualized strategies to support the full range of diverse learners who exist in the classroom. In December 2011, OSSE also released an LRE parent brochure designed to assist parents in understanding LRE and the placement process in the District of Columbia.

In addition to the work underway to address LRE at OSSE, the District's current Mayoral administration made a significant investment in LRE via the commitment to increase local funding for special education in the 2011-2012 SY. This increase, made through a legislative change, provided additional dedicated special education resources to all LEAs.

In addition, OSSE is in the process of developing mechanisms to track spending and outcomes for special education to identify what resource allocation models are most effective. Last, OSSE has initiated an innovative special education quality review project with the support of its Race To The Top funding. This project is designed to survey local, national, and international best practices in special education in order to guide quality program indicators that will support LEAs in their efforts toward continuous improvement.

Revisions, with Justification, to Proposed Targets and Improvement Activities for FFY 2011 (if applicable):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to support LEA implementation of response to intervention (RTI).	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide training and technical assistance on the IEP process to assist school staff on the implementation of LRE for students with disabilities as stated on their IEP. In addition, OSSE will develop a Special Education Resource Manual to guide LEAs through the IEP process. The Special Education Resource Manual will be made available on the OSSE website.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
Provide LEAs with a professional development resource toolkit, which will contain researched-based resources on the topic of LRE. The toolkit will contain guidance documents covering the following: positive behavior supports, assistive technology, UDL, differentiated instruction, collaboration, effective inclusive practices, parent involvement, RTI.	September 2011	Director, TTA Unit; TTA staff

Continue to provide ongoing technical assistance to LEAs in change in placement team recommendations.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors
---	-------------------------------	--

OSSE is adding these activities to accelerate improvement related to the District's performance related to this indicator:

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
Develop State-level discipline regulations to ensure that LEAs have guidance related to their obligations to support students with IEPs that exhibit behavioral difficulties.	Issuance prior to SY 2012-2013	OSSE Leadership
Identify special education best practices for dissemination and replication and support continuous improvement via a comprehensive special education quality review project.	Ongoing through June 30, 2013	DSE Leadership; contractor

Part B State Performance Plan (SPP) for 2005-2012

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

Outcomes:

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

Progress categories for A, B and C:

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

comparable to same-aged peers = $\left[\left(\frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right) \right] \times 100$.

- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $\left[\left(\frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}} \right) \right] \times 100$.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = $\frac{\text{\# of preschool children reported in progress category (c) plus \# of preschool children reported in category (d)}}{\text{\# of preschool children reported in progress category (a) plus \# of preschool children reported in progress category (b) plus \# of preschool children reported in progress category (c) plus \# of preschool children reported in progress category (d)}} \times 100$.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = $\frac{\text{\# of preschool children reported in progress category (d) plus \# of preschool children reported in progress category (e)}}{\text{total \# of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)}} \times 100$.

Overview of Issue/Description of System or Process:

As this is the first year that the District of Columbia has established a baseline, there is no demonstration of gains or slippage of childhood outcome data.

Given the current status of childhood outcomes data in the District, OSSE's Training and Technical Assistance Unit will continue to provide training and technical assistance related to completion of the COSF forms in order to assist LEAs in their efforts to comply with reporting requirements. In addition, OSSE intends to explore methods for making the tools available in electronic formats so that they are easier to complete. Last, OSSE continues to provide a robust early-childhood professional development strand, ensuring an emphasis on literacy, numeracy, and child behavior and classroom management. These trainings are key to the District's efforts to improve program quality and to ensure that teachers and school personnel possess the necessary knowledge and skills to effectively instruct preschool students and provide

opportunities for improved social-emotional skills, acquisition and use of knowledge and skills and use of appropriate behaviors.

In FFY 2010, literacy pre-skills were addressed in a two session series held in the winter. In the first session, participants learned the principles of child growth and development of children ages three through five years of age. Participants also learned about the social, emotional, physical, and intellectual development of young children and the implications of these areas of growth and development on preschool children. The session provided participants with the essential content to identify delays in development which could be the sign of a problem. The second session continued with learning teaching strategies for instructional support to enhance word knowledge, listening skills and oral language expression. Participants learned how to help students “read” text differently. Participants worked in small groups to practice using activities that support instruction in manipulating sounds (segmenting and blending sounds in simple words), print awareness for early reading, and learning simple high frequency words. Activities demonstrated how to integrate skills practice for listening comprehension, oral language and print awareness to retell stories and “read” simple words or short sentences.

Early Childhood language, pre-reading, pre-writing and early numeracy skills were addressed in a two-part series in the spring. The first session helped participants integrate instruction and guided practice activities for developing oral language, pre-reading skills, and print awareness. Multiple age-appropriate activities were introduced and practiced to help participants pace teaching and learning so children develop pre-writing skills introduced in art activities to develop the correct orientation and alignment and posture, pressure and grip required for early emergent printing. Participants also learned how to conduct directed drawings in art experiences to reinforce skill development for listening and following directions and staying with the pace of instruction.

The second session helped participants learn how to extend pre-reading and pre-writing skills to include mathematical experiences that introduce early numeracy skills. Participants learned how to teach and practice early numeracy concepts that include shape recognition, number sense, grouping to creating and comparing sets, sorting by multiple characteristics, and counting to develop one-to-one correspondence. Activities built on prior knowledge for pre-reading, literacy and language to include concepts for math and science.

Child social emotional development was addressed through trainings on child behavior which provided an overview of research and evidence-based strategies to help early childhood leaders establish and manage high quality preschool environments. Attendees received an overview of a management system that helps administrators/directors monitor and support teachers and staff as they provide age-appropriate small group instruction and guided practice and use teaching time efficiently and effectively. Participants also learned to monitor preschool classrooms to support teaching, learning, and behavioral management. A follow up session provided additional information on the management system mentioned above and further instruction on how to group children for instruction, manage small groups, develop orderly

transitions, and use learning centers to encourage self-regulation in productive play. The second session was focused on implementation and on teaching tools that create safe, orderly environments.

In FFY 2010, OSSE provided several types of technical assistance on data submission requirements for Indicator 7. OSSE ensured that regular collections were included in its 2010-2011 SY LEA data collection calendar. In addition, OSSE issued guidance and provided ongoing technical assistance to LEAs in an effort to address data quality. Training on completion of the COSF form was provided at which participants learned about the various purposes for collecting and reporting child outcomes data, as well as ways to use the Child Outcomes Summary Form (COSF) to collect data using an appropriate assessment or evaluation tool. Participants also learned about how the quality of the data collection process can impact upon the ability to accurately assess progress of students in pre-school special education programs. OSSE provided individualized technical assistance to specific LEAs throughout FFY 2010 to ensure clarity on use of the COSF form and reporting requirements.

FFY 2010 COSF submissions were reviewed by both the Division's Data Verification Unit and Training and Technical Assistance (TTA) Unit. Approximately 40% of the data submitted was considered valid upon first level review. Once deemed valid, it was forwarded back to the Data Unit and included in the cohort. Data that was deemed not valid was forwarded back to the LEA for correction. LEAs that submitted invalid or incomplete submissions were provided with specific feedback to assist in correction. Finalized baseline data includes only records that have been reviewed and certified as complete by both the Data and TTA Units.

Baseline Data from FFY 2010:

Outcome 1	Number	Percentage
a: Children who did not improve functioning	4	16.7%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	6	25.0%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	7	29.2%
d: Children who improved functioning to reach a level comparable to same-aged peers	3	12.5%
e: Children who maintained functioning at a level comparable to same-aged peers	4	16.7%
Total	24	100%

Outcome 2	Number	Percentage
a: Children who did not improve functioning	2	8.3%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	3	12.5%
c: Children who improved functioning to a level nearer to same-	15	62.5%

aged peers but did not reach it		
d: Children who improved functioning to reach a level comparable to same-aged peers	3	12.5%
e: Children who maintained functioning at a level comparable to same-aged peers	1	4.2%
Total	24	100%

Outcome 3	Number	Percentage
a: Children who did not improve functioning	8	33.3%
b: Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	1	4.2%
c: Children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0%
d: Children who improved functioning to reach a level comparable to same-aged peers	0	0%
e: Children who maintained functioning at a level comparable to same-aged peers	15	62.5%
Total	24	100%

SUMMARY STATEMENTS	Outcome1	Outcome 2	Outcome 3
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited.	50.0%	78.3%	0.0%
2. Percent of children who were functioning within age expectations in [outcome], by the time they exited.	29.2%	16.7%	62.5%

Discussion of Baseline Data from FFY 2010:

OSSE collected outcome data through LEA submission of COSFs. OSSE aligned its guidance and technical assistance related to the completion of the COSF with the model form and technical assistance that NECTAC provides to States. OSSE provided guidance on the use of criterion-based, norm referenced assessment tools to inform the COSF scoring process. The instruments used most prevalently in the District are the Battelle and the Teaching Strategies GOLD assessment.

OSSE uses census data for this indicator. That is, OSSE required LEAs to collect data on all children who enter preschool programs and on children who were enrolled in preschool programs in the previous year. Over the course of the year, 31 LEAs provided OSSE with entry and exit data used to establish this baseline.

Data were submitted in the fall and in the spring. Data that was submitted to OSSE was acknowledged as submitted by OSSE to the LEA by OSSE's Data Unit. Once acknowledged, the submission was reviewed by OSSE's Training and Technical Assistance (T&TA) Unit for validity. Entry data and exit data were not considered for inclusion unless submissions met a two-pronged test. Valid entry data consisted of data provided for children in preschool programs in FFY 2010 assessed within 90 days of program entry. Valid exit data included data for children in preschool who exited the program after at least six months in the program and whose progress was assessed within 60 days of exit from the preschool program. Once the above timelines were confirmed, data submissions were reviewed by cross-unit teams for completeness.

The District received valid and complete entry and exit data for 24 children. These data were used to establish the baseline for all metrics. OSSE has outlined specific steps it is taking to increase the number of children for whom entry and exit data will be received in FFY 2011 and FFY 2012 in the section below that outlines planned improvement activities.

Draft target data for FFY 2011 and 2012 were vetted with stakeholders prior to their inclusion in this report. The State Performance plan has also been updated as required.

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

	expectations by the time they turned 6 years of age or exited the program will be <u>70%</u> .
2012	<p>A. Increase the percent of preschool children aged 3-5 with IEPs who demonstrate improved positive social-emotional skills Of those who entered the preschool program below age expectations, the percent who substantially increase their rate of growth by the time they turned 6 years of age or exited the program will be <u>70%</u>. The percent of those who were functioning within age expectations by the time they turned 6 years of age or exited the program will be <u>60%</u>.</p> <p>B. Increase the percent of preschool children aged 3-5 with IEPs who demonstrate improved acquisition and use of knowledge and skills of those who entered the preschool program below age expectations, the percent who substantially increase their rate of growth by the time they turned 6 years of age of exited the program will be <u>90%</u>. The percent of those who were functioning within age expectations by the time they turned 6 years of age or exited the program will be <u>60%</u>.</p> <p>C. Increase the percent of preschool children aged 3-5 with IEPs who demonstrate improved use of appropriate behavior to meet their needs. Of those who entered the preschool program below age expectations, the percent who substantially increase their rate of growth by the time they turned 6 years of age of exited the program will be <u>60%</u>. The percent of those who were functioning within age expectations by the time they turned 6 years of age or exited the program will be <u>80%</u>.</p>

Improved Activities/Timelines/Resources (through 2012):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to conduct training and provide technical assistance for all LEAs on the use of the Childhood Outcomes Summary Form (COSF) assessment instrument to include collecting, scoring, and reporting the data.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff in collaboration with NECTAC and the Early Childhood Outcomes Center (ECO)

Continue to consult with National Early Childhood Technical Assistance Center (NECTAC) and the Early Childhood Outcomes Center (ECO) on questions related to this indicator.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; Director, Data Unit
Continue to implement a robust annual professional development schedule on specific early literacy and numeracy instructional approaches for all LEAs.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff
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.	June 2012	Director, TTA Unit; TTA staff
Continue to conduct annual training and provide continued technical assistance for all LEAs on the use of the COSF assessment instrument to include collecting, scoring and reporting the data.	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff

OSSE is adding these activities to accelerate improvement related to the District's performance related to this indicator:

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
OSSE has hired two FTEs to provide professional development, training, and technical assistance focused on improving the data collection, analysis, and timely reporting for this indicator.	May 2012	Child Find Identification Specialist and TTA Data Specialist
Create a dedicated weblink for LEAs to access information related to highly effective preschool data collection and analysis, as well as instructional best practices, to ensure child progress and successful outcomes.	June 2012	Director, TTA Unit, TTA Staff in collaboration with NECTAC and the Early Childhood Outcomes Center (ECO)
Support the creation of an Early Childhood Interagency Community of Practice to support the LEAs with improving their data collection and analysis processes and improving outcomes. OSSE's Early Childhood Interagency Community of Practice	June 2012	Director, TTA Unit, and TTA Staff, in collaboration the Division of Early Childhood Education and George Washington University's OSEP funded Early Childhood Graduate School Program

committee will partner with George Washington University's Early Childhood OSEP funded Graduate School program.		
Develop an Early Childhood professional development institute in collaboration with George Washington University's OSEP- funded Early Childhood Graduate School Program. This institute will focus on building the capacity and content knowledge with regard to data collection, analysis, instruction, progress monitoring and reporting to ensure that the District continues to improving the educational outcomes for all children in the District of Columbia.	June 2012	Director, TTA Unit and TTA Staff, in collaboration with the Division of Early Childhood Education and George Washington University's OSEP funded Early Childhood Graduate School Program
Develop an interface for LEAs with the State data system to provide fillable COS forms and electronic submissions.	August 2012	Director, Data Management, Director Special Education Data, Director, Training and Technical Assistance
Develop State-level discipline regulations to ensure that LEAs have guidance related to their obligations to support students with IEPs that exhibit behavioral difficulties.	Issuance prior to SY 2012-2013	OSSE Leadership
Identify special education best practices for dissemination and replication and support continuous improvement via a comprehensive special education quality review project.	Ongoing through June 30, 2013	DSE Leadership; contractor

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
In its FFY 2010 APR, due February 1, 2012, the State must report baseline data and provide targets for FFY 2011 and FFY 2012.	OSSE has included baseline data and targets for this indicator in this report as required.

Part B State Annual Performance Report (APR) for FFY 2010**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	Measurable and Rigorous Targets
2010 (2010-2011)	72.2% of parents with a child receiving special education services will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Actual Target Data for FFY 2010:**Display 8-1: Percent of Parents Who Report that the School Facilitated Their Involvement**

	FFY 2010
Total number of Parent respondents	852
Number who reported school facilitated their involvement	676
Percentage who reported school facilitated their involvement	79.3%

The target of 72.2% was met.

In FFY 2010, the survey was distributed to all parents of children receiving special education services in the District. A total of 11,947 surveys were distributed and 852 were returned for a response rate of 7.1%. This response rate is similar to the response rate of the FFY 2009 response rate of 7.3%.

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

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

In November 2011, the Parent Survey was mailed to all parents of students (age 3-21) who received special education services during the 2010-11 school year. Surveys were sent to 11,947 parents. Surveys were sent to parents and local education agencies bundled by school locations (some schools have several locations) with individual student packets to be distributed to parents. Packets to parents included a self-addressed, postage-paid return envelope. Parents were not asked to provide student identifiable information.

Students whose primary home language is Spanish were encouraged to utilize a toll free Language Line services. The Language Line Services provides professionally trained and tested language interpreters who do not interpret word-for-word, but meaning-for-meaning. Each time an OSSE staff member utilized the Language Line Services, for any of our 170 languages, he encountered a professional interpreter who was proficient in both languages, had general knowledge and intimate familiarity with both cultures, had the ability to express thoughts clearly and concisely in both languages and had general knowledge of the subject to be interpreted.

The District continues to prioritize parent involvement in order to increase student achievement. Although aggressive outreach efforts were made, several factors might have contributed to a response rate that is lower than DSE aims to achieve. These factors include:

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

Data Source:

OSSE is confident of the validity, reliability, and representativeness of the data.

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. Parents of students from each racial/ethnic category, each primary disability category, and each grade level responded to the survey. 76% of respondents reported having a child that is Black/African American, 13% reported having a child that is White, 9% reported having a child that is Hispanic or Latino, 1% reported having a child that is American Indian, and 1% of respondents reported having a child that is Asian/Pacific Islander. This demographic breakdown is very similar to the demographic breakdown of the FFY 2010 student population of District of Columbia public schools and public charter schools: African Americans/Blacks made up 76% of the student population; Hispanics made up 9% of the student population; Whites made up 13% of the student population; Asian/Pacific Islanders made up 1% of the student population; and American Indians made up less than .1% of the student population.

To arrive at the percent of parents who report that the school facilitated their involvement, a “percent of maximum” scoring procedure was used. Each survey respondent received a percent of maximum score based on their responses to the first 26 items. A respondent who rated their experiences with the school a “1” (Very Strongly Agree) on each of the 26 items received a 100% score; a respondent who rated their experiences with the school a “6” (Very Strongly Disagree) on each of the 26 items received a 0% score. A respondent who rated their experiences with the school a “3” (Agree) on each of the 26 items received a 60% score. (Note: a respondent who **on average** rated their experiences a “3” (e.g. a respondent who rated 7 items a “3,” 9 items a “2” and 9 items a “4,”) would also receive a percent of maximum score of 60%). A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

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

	FFY2005	FFY2006	FFY2007*	FFY2008	FFY2009	FFY2010
Total number of Parent respondents	151	722		799	828	852
Number who reported school facilitated their involvement	103	563		628	686	676
Percentage who reported school facilitated their involvement	68.2%	78.0%		78.6%	82.9%	79.3%

* **Note:** Data was unavailable.

Discussion of Survey Results:

Identified Areas of Strength in Current District of Columbia Practices

Survey results are grouped into several categories. The FFY 2010 survey results point to these areas of strength.

School's Performance in Developing Partnerships with Parents: An overwhelming majority (92%) of the parents surveyed indicated that they participated equally with their child's teachers and other professionals in planning of their child's educational program.

Teachers and Administrators: Satisfaction with teachers and administrators was high, with 93% of the respondents agreeing that they were shown respect for their culture and how it was of value as it relates to their child's education. In addition, 95% state that their child's teachers are available to speak with them.

My Child's School: An overwhelming majority (91%) of the respondents indicated that their child's school had personnel available to answer questions but only 64% reported that they were offered training about special education related issues.

Services: The majority of respondents (86%) agreed that their child's IEP is fully implemented, and that the child receives the correct amount of specialized instruction on his/her IEP and receives it on time (85%).

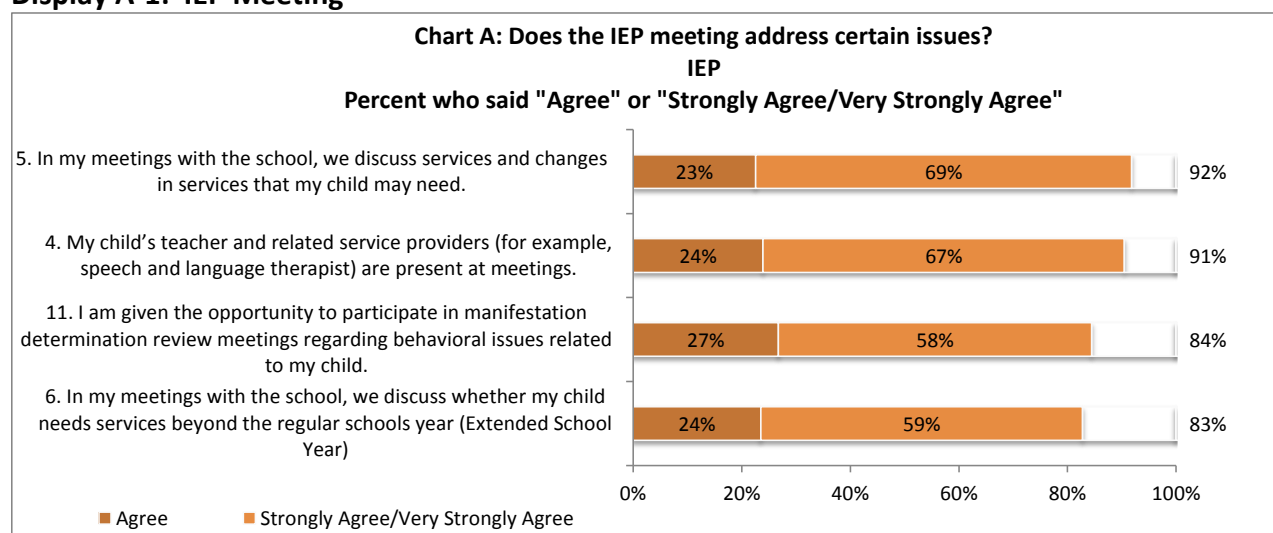
Outcomes: 86% of respondents stated that they received regular updates on their child's progress.

Additional Survey Highlights by Category of Practice:

A. Does the IEP meeting address identified issues?

- Between 83-92% of parents agreed that IEP meetings address certain issues.
 - The items with the **highest** level of agreement:
 - In parents' meetings with the school, Parents and Staff discuss services and changes in services that their child may need (92% agreed).
 - My child's teacher and related services provides are present at meetings (91%).
 - The items with the **lowest** level of agreement:
 - We discuss whether my child needs services beyond the regular school year (Extended School Year) (83% agreed).
 - I am given the opportunity to participate in manifestation determination review meetings regarding behavioral issues related to my child (84%).

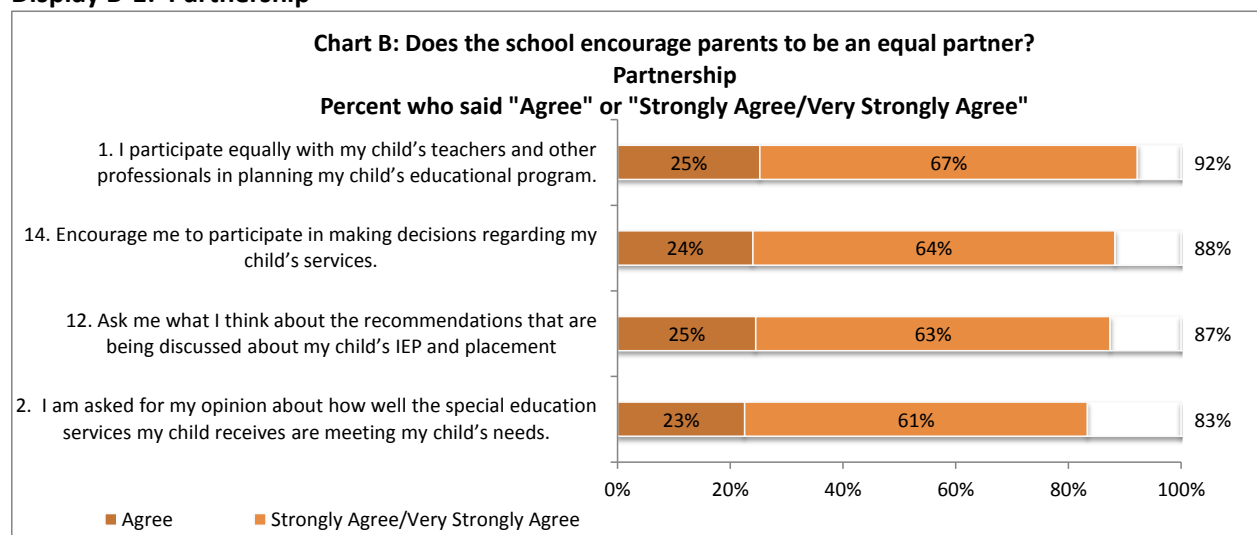
Display A-1: IEP Meeting



B. Does the school encourage parents to be an equal partner?

- Parents rated the school on four services. Between 83-92% of parents agreed the school encourages parents to be equal partners (see Display B-1).
 - The item with the **highest** level of agreement:
 - I participate equally with my child's teachers and other professionals in planning my child's educational program (92% agreed).
 - The item with the **lowest** level of agreement:
 - I am asked for my opinion about how well the special education services my child receives are meeting my child's needs (83% agreed).

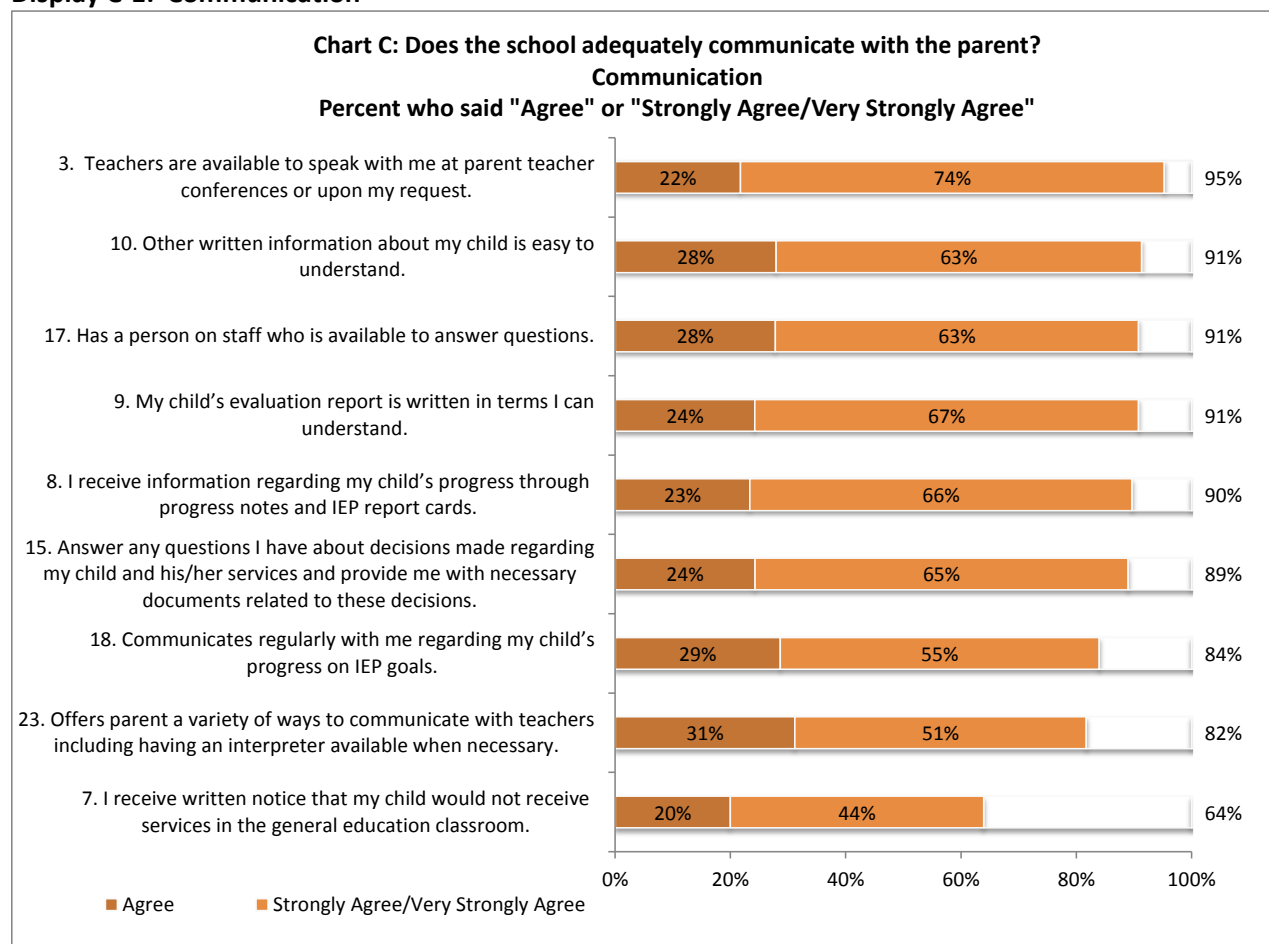
Display B-1: Partnership



C. Does the school adequately communicate with parents?

- Parents rated the school on nine services. Between 64-95% of parents agreed the school communicates effectively with parents (see Display C-1).
 - The item with the **highest** level of agreement:
 - Teachers are available to speak with me at parent teacher conferences or upon my request (95% agreed).
 - The item with the **lowest** level of agreement:
 - I receive written notice that my child would not receive services in the general education classroom (64% agreed)⁵.

Display C-1: Communication

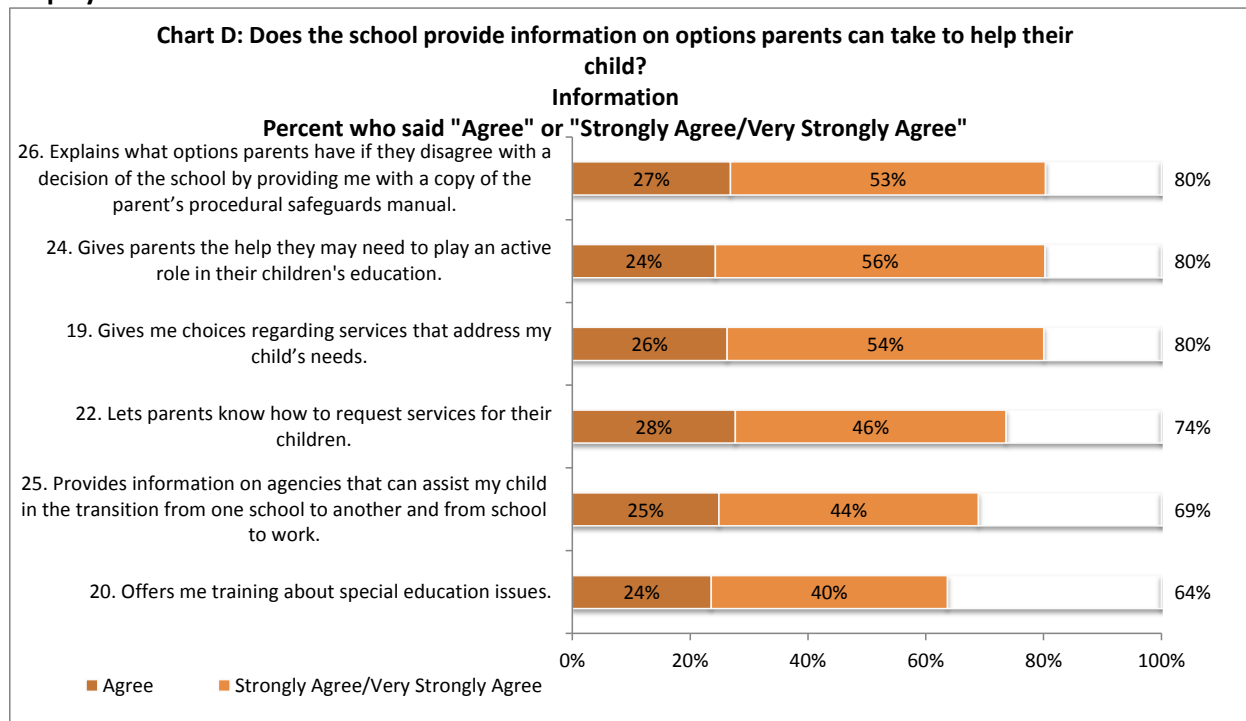


⁵ This question is intended to address whether written notice was received by parents regarding the delivery of services in alignment with the student's IEP. As many students with IEPs receive services in the general education classroom, this question requires clarification. Accordingly, OSSE intends to update this survey question prior to its administration in FFY 2011.

D. Does the school provide information on options parents can take to help their child?

- Six items asked about the extent to which the school provides information on available options parents can take to help their child. Between 64-80% of parents agreed with each of these items (see Display D-1).
 - The items with the **highest** level of agreement:
 - The school explains what options parents have if they disagree with a decision of the school by providing me with a copy of the parent's procedural safeguards manual (80% agreed).
 - The school gives parents the help they need to play an active role in their child's education (80%).
 - The school gives me choices regarding services that address my child's needs (80%).
 - The item with the **lowest** level of agreement:
 - The school offers me training about special education issues (64% agreed).
 - The school provides information on agencies that can assist my child in the transition from one school to another and from school to work (69%).

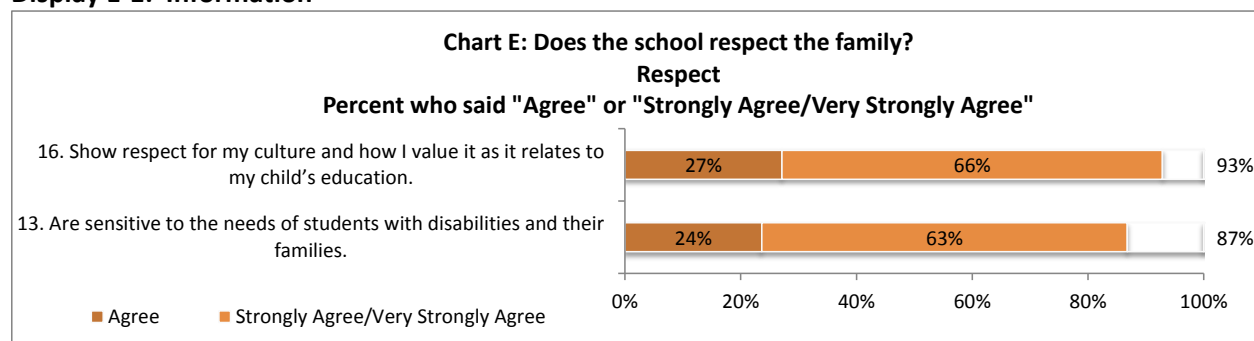
Display D-1: Information



E. Does the school respect the family?

- Parents rated the extent to which the school respects their families. Between 87-93% of parents agreed that the school respected their family (see Display E-1).
 - The item with the **highest** level of agreement:
 - The school shows respect my culture and how I value it as it relates to my child's education (93% agreed).
 - The item with the **lowest** level of agreement:
 - The school is sensitive to the needs of students with disabilities and their families (87% agreed).

Display E-1: Information



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010

As indicated in Display 8-2, the percentage of parents who reported that the school facilitated their involvement increased from FFY 2005 to FFY 2009. The FFY 2010 parent involvement percentage is slightly lower than that of FFY 2009; however, it is still higher than the parent involvement percentages prior to FFY 2009.

OSSE will be utilizing survey results to inform areas of continuous improvement related to its training, technical assistance, and general supervision systems. In addition, for the first time, in FFY 2011, OSSE will be providing individual schools with detailed parent survey reports so that they might determine their individual school's strengths and areas of improvements surrounding parent involvement.

Statement from the Response Table	State's Response
While the State has publicly reported on the FFY 2008 (July 1, 2008-June 30, 2009) performance of each local educational agency	The State has revised its parent survey to ensure data collection at the LEA level to ensure the State is in compliance with the

(LEA) located in the State on the targets in the State's performance plan as required by section 616(b)(2)(C)(ii)(I), those reports do not contain the required information. Specifically, the State reported only statewide data for Indicator B8 and did not report on the performance of each LEA as required. The State indicated its parent survey does not collect data at the LEA level and the State "will not be able to update this information for the purposes of FFY 2009 public reporting." The State reported it will revise its parent survey procedures to ensure the State is in compliance with the public reporting requirement for Indicator B8 beginning in FFY 2010.	public reporting requirement for Indicator B8 beginning in FFY 2010.
---	--

Revisions, with Justification, to Proposed Targets and Improvement Activities for FFY 2011:

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

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

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

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Disproportionate Representation**

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

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Data Source:

OSSE used its Fall October 5, 2010 Enrollment and October/December 1, 2010 Child Count data for the Indicator 9 FFY 2010 SPP/APR submission.

Definition of “Disproportionate Representation” and Methodology

OSSE has adopted a weighted risk ratio of .25 for under-representation and 2.5 for over-representation for determining if LEAs have disproportionate representation for Indicator 9. The weighted risk ratio compares the chance, or risk, of children of a particular racial/ethnic group being identified for special education with the chance of children of all other racial/ethnic groups being identified for special education, taking into account the racial/ethnic composition of the student population in the District of Columbia. That is, the weighted risk ratio negates any effect on risk caused by a large or small percent of students being of a particular racial/ethnic group. The District of Columbia’s weighted risk ratio limits of .25 to 2.5 means that the OSSE will investigate cases in which a particular racial/ethnic group is less than one quarter or more than two and one half times as likely as all other racial/ethnic groups to be identified for special education, based on each racial/ethnic group’s proportion of all students in the District of Columbia.

Based on stakeholder feedback, as well as its own analysis, OSSE is considering adoption of the alternate risk ratio for future analysis and reporting purposes. This change will be reviewed with parent, community, and LEA stakeholders for inclusion in the FFY 2011 APR. If such a change is made, the APR and SPP will be updated accordingly.

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

Minimum Group Size for Inclusion:

OSSE determined that an LEA must have at least 40 students with disabilities in order for an LEA to be included in this indicator. In addition, within LEAs of 40 or more students with disabilities, at least five students of a single race/ethnicity are required for weighted risk ratio analysis for that particular race/ethnicity. In FFY 2010, 21 LEAs in the District of Columbia had 40 or more students with disabilities. (Nineteen LEAs were excluded due to “n” size.)

Step One: Identifying the Number of Districts Identified with Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services

Using the criteria established above, OSSE determined that 2 LEAs were identified as meeting the data threshold for disproportionate representation. One of these LEAs closed at the end of the 2010-2011 school year.

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

OSSE made its annual determination that the disproportionate representation of racial and ethnic groups in special education or related services was, or was not, the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a) through a self-assessment process. The OSSE Disproportionate Representation Self-Assessment document is designed to support LEAs in reviewing their data and practices as they relate to Part B requirements for child find, evaluation and eligibility in order for OSSE to make the determination as to whether the LEA’s disproportionate representation is the result of inappropriate identification. The self-assessment guides LEAs through this process via a facilitated review of quantitative and qualitative data including a review of policies, procedures and practices; a review of student files; and staff interviews particularly focused on regular education teachers and staff that are responsible for referring students to the special education program.

The 1 LEA that was identified as having disproportionate representation of racial and ethnic groups in special education and related services was required to submit a copy of file review

checklists, staff interview answers and disproportionate representation questions to OSSE. A panel of OSSE DSE compliance monitors reviewed the submitted documents and determined whether the LEA's disproportionate representation was based on inappropriate identification and identified findings of noncompliance based on data included in the file review checklists and LEA disproportionate representation questions.

OSSE determined that the LEA's disproportionate representation was not the result of inappropriate identification. Based on the file review, OSSE found the LEA to be in compliance with initial eligibility practices. OSSE notified the LEA in writing of the results of its review.

FFY	Measurable and Rigorous Target
<i>FFY 2010</i>	0%

Actual Target Data for FFY 2010:

0%

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

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2010 (2010-2011)	21	2	0	0.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

OSSE achieved its measurable and rigorous target of 0%. The actual target data of 0.0% represents improvement from OSSE's FFY 2009 actual target data of 5.88%.

OSSE believes that the improvement from FFY 2009 is the result of an increased awareness and education of LEAs in the areas of eligibility, evaluation requirements, and early intervening activities. OSSE also notes that the self-assessment from FFY 2009 provided guidance and led to the awareness of LEAs of their own policies and procedures that may cause inappropriate identification, and LEAs took steps to eliminate noncompliant practices in the areas of identification, eligibility, and evaluations. Additionally, in its FFY 2010 system of general supervision, OSSE more closely examined related requirements for child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311 and included additional interview questions for general education staff responsible for early intervening services and referring students to special education.

OSSE also provided training to LEAs regarding initial eligibility in FFY 2010 and continues to provide trainings regarding best practices that are available to all LEA teachers and administrators.

In FFY 2011, OSSE expects to see continued improvement in practice. To accelerate progress, OSSE issued a State-level IEP process policy and aligned its SEDS system to support policy-related clarifications. In addition, OSSE anticipates issuing State-level discipline regulations in FFY 2011 that will support the District's efforts to appropriately identify students.

Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) ⁶	1
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

⁶ As noted, findings for FFY 2009 (using 2008-2009 data) were made in FFY 2011. Therefore, the LEA whose findings have not yet been verified as corrected may still be timely in its correction. Updated data will be provided in OSSE's 2012 APR, due to OSEP on February 1, 2013.

**Level of compliance (actual target data) State reported for FFY 2009 for this indicator:
5.88%**

OSSE determined that 1 LEA had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. OSSE erroneously reported in its FFY 2009 APR that it notified the LEA of the findings of noncompliance in writing in February 2011. Rather, the LEA was notified of the finding of noncompliance as part of its annual determination letter in August 2011. OSSE has subsequently issued a letter to the LEA detailing the requirements for correcting the noncompliance and demonstrating that the LEA is correctly implementing the regulatory requirements.

OSSE has completed the table below to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2011, not FFY 2009, and therefore the findings that have not yet been corrected may still be corrected within one year.

OSSE's Division of Special Education is currently working with the agency's new Director of Data Management to ensure that, moving forward, collection of District-wide data required for this calculation is conducted early enough to allow the Division to move forward in a timely manner with its analysis and issuance of any identified findings.

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	1
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	1

Actions Taken if Noncompliance Not Corrected:

OSSE issued a letter to the LEA who was found to have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. OSSE is requiring completion of individual student-level corrections as well as demonstration that the LEA is correctly implementing the specific regulatory requirement as demonstrated through a review of data for a subsequent time period. Upon receipt of the LEA's submission, OSSE will verify the correction of individual noncompliance and demonstration that

the LEA is correctly implementing the specific regulatory requirement in accordance with OSEP Memorandum 09-02.

In FFY 2011, to support LEAs in complying with requirements related to correction of noncompliance, OSSE has begun the practice of issuing regular LEA compliance summaries. OSSE anticipates additionally supporting LEAs via the planned launch of an online compliance monitoring system.

Verification of Correction (either timely or subsequent):

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

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

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

As detailed above, following submission of individual student-level corrections by the LEA, OSSE will verify the completion of student-level corrections. In addition OSSE will verify that the LEA is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data collected through a State data system. If the LEA corrects the individual findings and updated data shows that there is no disproportionate representation of racial and ethnic groups in special education and related services, OSSE will verify the LEA's correction of noncompliance.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):

In FFY 2008, OSSE reported 0% for Indicator 9. Therefore, OSSE did not issue any findings of noncompliance for Indicator 9 in FFY 2008.

Verification of Correction of Remaining FFY 2008 findings:

In FFY 2008, OSSE reported 0% for Indicator 9. Therefore, OSSE did not issue any findings of noncompliance for Indicator 9 in FFY 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

In FFY 2008, OSSE reported 0% for Indicator 9. Therefore, OSSE did not issue any findings of noncompliance for Indicator 9 in FFY 2008.

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

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance reflected in the FFY 2009 data the State reported for this indicator. The State must demonstrate, in the FFY 2010 APR, due February 1, 2012, that the one district identified in FFY 2010 based on FFY 2009 data with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification is in compliance with the requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311, including that the State verified that the district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated	The State has issued findings of noncompliance based on FFY 2009 data to one LEA. The State will verify the correction of individual-level noncompliance and that the LEA is correctly implementing the specific regulatory requirements based on a review of updated data through the State data system.

data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.	
In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction. If the State is unable to demonstrate compliance with those requirements in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	The State has reviewed its improvement activities and adjusted them to support compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to refine the data collection process to ensure that SEDS collects all data required for federal reporting purposes.	Ongoing	OSSE Data Team and contractors
Continue to provide user training on all modifications/improvements to the SEDS.	Ongoing	OSSE Data Team and contractors
Provide technical assistance to facilitate the self-review and provide on-site technical assistance to LEAs to address identified inappropriate policies, procedures and practices.	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors

OSSE is adding these activities to accelerate improvement related to the District's performance on this indicator:

ADDED ACTIVITY		
Improvement Activities	Timelines	Resources
Coordinate closely with new OSSE	Ongoing	OSSE Leadership; DSE Data

Director of Data Management to develop an agency –wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	through 2013	Director
---	--------------	----------

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Disproportionate Representation**

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

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Data Source:

OSSE used its Fall October 5, 2010 Enrollment and October/December 1, 2010 Child Count data for the Indicator 10 FFY 2010 SPP/APR submission.

Definition of “Disproportionate Representation” and Methodology

OSSE has adopted a weighted risk ratio of .25 for under-representation and 2.5 for over-representation for determining if LEAs have disproportionate representation for Indicator 10. The weighted risk ratio compares the chance, or risk, of children of a particular racial/ethnic group being identified with a specific disability with the chance of children of all other racial/ethnic groups being identified with that same specific disability, taking into account the racial/ethnic composition of the student population in the District of Columbia. That is, the weighted risk ratio negates any effect on risk caused by a large or small percent of students being of a particular racial/ethnic group. The District of Columbia’s weighted risk ratio limits of .25 to 2.5 means that the OSSE will investigate cases in which a particular racial/ethnic group is less than one quarter or more than two and one half times as likely as all other racial/ethnic groups to be identified with a specific disability, based on each racial/ethnic group’s proportion of all students in the District of Columbia.

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

Minimum group size for inclusion:

OSSE determined that an LEA must have at least 40 students with disabilities in order for an LEA to be included in this indicator. In addition, within LEAs of 40 or more students with disabilities, at least five students of a single race/ethnicity are required for weighted risk ratio analysis for that particular race/ethnicity. In FFY 2010, 20 LEAs in the District of Columbia had 40 or more students with disabilities and at least five students of a single race/ethnicity for a particular race/ethnicity (20 LEAs were excluded due to “n” size).

Step One: Identifying the Number of Districts Identified with Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services

Using the criteria established above, OSSE determined that 10 LEAs were identified as meeting the data threshold for disproportionate representation. One of these LEAs closed at the end of the 2010-2011 school year.

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

OSSE made its annual determination that the disproportionate representation of racial and ethnic groups in specific disability categories was, or was not, the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a) through a self-assessment process. The OSSE Disproportionate Representation Self-Assessment document is designed to support LEAs in reviewing their data and practices as they relate to Part B requirements for child find, evaluation and eligibility in order for OSSE to make the determination as to whether the LEA’s disproportionate representation in specific disability categories is the result of inappropriate identification. The self-assessment guides LEAs through this process via a facilitated review of quantitative and qualitative data including a review of policies, procedures and practices; a review of student files; and staff interviews particularly focused on regular education teachers and staff that are responsible for referring students to the special education program.

The 9 LEAs that were identified as having disproportionate representation of racial and ethnic groups in special education and related services were required to submit a copy of file review checklists, staff interview answers and disproportionate representation questions to OSSE. A panel of OSSE DSE compliance monitors reviewed the submitted documents and determined whether the LEA’s disproportionate representation was based on inappropriate identification and identified findings of noncompliance based on data included in the file review checklists and LEA disproportionate representation questions.

Of the 9 LEAs that were required to submit a self-assessment, OSSE received completed self-assessments from 8 LEAs. 1 LEA submitted an incomplete self-assessment. Therefore, OSSE was able to review and determine whether disproportionate representation in specific disability

categories was the result of inappropriate identification for 8 LEAs. OSSE will conduct the required review of the remaining LEA's self-assessment following submission of a complete self-assessment.

In order to promote timely replies to requests for completion of the disproportionate representation self-assessment, OSSE is revising its Special Education Monitoring & Compliance Manual for Part B to include information on the review of data and required response from LEAs for Indicator 10. OSSE will also make clear in these revisions that LEAs who fail to provide information necessary to enable the SEA to carry out its duties under Part B of the IDEA will be found out of compliance with 34 CFR §300.211.

Based on data obtained in staff interviews and record reviews for the 8 LEAs that submitted self-assessments, OSSE determined that 6 of the LEAs were in compliance with IDEA requirements and 2 of the LEAs had disproportionate representation that was the result of inappropriate identification.

OSSE notified the LEAs in writing of the results of its review and the requirements to show correction. The LEA has one year from the date of the notification to correct the noncompliance. OSSE is requiring these LEAs to revise the policies, procedures, and/or practices used in the identification or placement of students to ensure that the policies, procedures, and practices comply with the requirements of the IDEA. Additionally, the LEAs are required to correct student-level noncompliance as necessary, which includes ensuring that students have been appropriately identified to receive special education and related services in a particular disability category. OSSE will report on the correction of noncompliance in the FFY 2011 APR due February 1, 2013.

FFY	Measurable and Rigorous Target
FFY 2010	0%

Actual Target Data for FFY 2010:

10.00%

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

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2010 (2010-2011)	20	10	2	10.00%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The actual target data of 10.00% represents progress from OSSE's FFY 2009 actual target data of 11.76%. OSSE did not meet its measurable and rigorous target of 0%.

OSSE believes that the progress from FFY 2009 is the result of an increased awareness and education of LEAs in the areas of eligibility, evaluation requirements, disability categories, and early interventions. OSSE also notes that the self-assessment from FFY 2009 provided guidance and led to the awareness of LEAs of their own policies and procedures that may cause inappropriate identification, and that LEAs took steps to eliminate noncompliant practices in the areas of identification, eligibility, and evaluations.

OSSE provided training to LEAs regarding initial eligibility generally, as well as for the categories of specific learning disability and emotional disturbance, in FFY 2010 and continues to provide trainings regarding early interventions and evaluations that are available to all LEA teachers and administrators.

In FFY 2011, OSSE released a State-level IEP Process Policy and aligned the SEDS system to support the policy. Further, OSSE anticipates releasing State-level discipline regulations which will serve as a further level for practice improvements.

Correction of FFY 2009 Findings of Noncompliance (if State reported more than 0% compliance):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010) ⁷	2
---	---

⁷ As noted, findings for FFY 2009 (using 2008-2009 data) were made in FFY 2011. Therefore, the LEA whose findings have not yet been verified as corrected may still be timely in its correction. Updated data will be provided in OSSE's 2012 APR, due to OSEP on February 1, 2013.

2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

**Level of compliance (actual target data) State reported for FFY 2009 for this indicator:
11.76%**

OSSE determined that 2 LEAs had disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification based on FFY 2009 data. OSSE erroneously reported in its FFY 2009 APR that it notified the LEA of the findings of noncompliance in writing in FFY 2010. Rather, both LEAs were notified of the findings of noncompliance as part of their annual determination letters in August 2011. OSSE has subsequently issued letters to the LEAs detailing the requirements for correcting the noncompliance and demonstrating correct implementation of the regulatory requirements.

OSSE has completed the table below to show findings which have been corrected and those not yet verified as corrected. However, OSSE made these findings in FFY 2011, not FFY 2009, and therefore the findings that have not yet been corrected may still be corrected within one year.

OSSE's Division of Special Education is currently working with the agency's new Director of Data Management to ensure that, moving forward, collection of District-wide data required for this calculation is conducted early enough to allow the Division to move forward in a timely manner with its analysis and issuance of any identified findings.

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	2
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	2

Actions Taken if Noncompliance Not Corrected:

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

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

Verification of Correction (either timely or subsequent):

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

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

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

As detailed above, following submission of individual student-level corrections by the LEA, OSSE will verify the completion of student-level corrections. In addition OSSE will verify that the LEA is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data collected through a State data system. If the LEA corrects the individual findings and updated data shows that there is no disproportionate

representation of racial and ethnic groups in special education and related services, OSSE will verify the LEA's correction of noncompliance.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):

In FFY 2008, OSSE reported 0% for Indicator 10. Therefore, OSSE did not issue any findings of noncompliance for Indicator 10 in FFY 2008.

Verification of Correction of Remaining FFY 2008 findings:

In FFY 2008, OSSE reported 0% for Indicator 10. Therefore, OSSE did not issue any findings of noncompliance for Indicator 10 in FFY 2008.

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2008:

In FFY 2008, OSSE reported 0% for Indicator 10. Therefore, OSSE did not issue any findings of noncompliance for Indicator 10 in FFY 2008.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Continue to refine the data collection process to ensure that SEDS collects all data required for federal reporting purposes.	Ongoing through June, 2013	OSSE Data Team and contractors
Continue to provide user training on all modifications/improvements to the SEDS.	Ongoing through 2013	OSSE Data Team and contractors
Provide technical assistance to facilitate the self-review and provide on-site technical assistance to LEAs to address identified inappropriate policies, procedures and practices.	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors

OSSE is adding these activities to accelerate improvement related to the District's performance on this indicator:

ADDED ACTIVITY		
Improvement Activities	Timelines	Resources

Coordinate closely with new OSSE Director of Data Management to develop an agency –wide data collection calendar that allows for timely access to data needed for special education compliance calculations.	Ongoing through 2013	OSSE Leadership; DSE Data Director
--	----------------------	------------------------------------

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

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State must demonstrate, in the FFY 2010 APR, due February 1, 2012, that the districts identified in FFY 2010 based on FFY 2009 data with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.11, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district consistent with OSEP Memo 09-02.	The State has issued findings of noncompliance based on FFY 2009 data to two LEAs. The State will verify the correction of individual-level noncompliance and that the LEA is correctly implementing the specific regulatory requirements based on a review of updated data through the State data system.
In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction. If the State is unable to	The State has reviewed its improvement activities and made adjustments to support

demonstrate compliance with those requirements in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.	compliance.
--	-------------

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

71.6%

Method Used to Collect Data:

OSSE used its Special Education Data Systems (SEDS) to collect data for this indicator. Data were collected for the entire reporting year (July 1, 2010 – June 30, 2011).

Children Evaluated Within 120 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	2878
b. Number of children whose evaluations were completed within 120 days	2060
Percent of children with parental consent to evaluate, who were evaluated within 120 days (Percent = [(b) divided by (a)] times 100)	71.6%

Account for children included in (a) but not included in (b): There were 818 children included in (a) but not included in (b). For these children, evaluations were not completed within the State-established timeline. 122 children did not receive an evaluation within the State-established timeline but were excluded from the numerator and the denominator because of exceptions outlined in 34 CFR §300.301(d) (the parent of the child repeatedly failed or refused to produce the child for the evaluation, or the child enrolled in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability).

Indicate the range of days beyond the timeline and provide reasons for the delays: The range of days beyond the 120 day timeline is 1 – 420 days. The reasons for delay include: LEAs not having adequate resources (evaluators) to conduct timely evaluations (325 cases); difficulty coordinating evaluations and eligibility meetings with parents (122 cases); technical errors in using the database to record proper date of evaluation (5 cases); weather delay (1 case); delays in completion of assessments due to evaluator (33) and LEA failure to appropriately track timeline (324 cases). The reason for the delay is unknown is 0 cases. The unable to categorize reason for delay is 130.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

The actual target data of 71.6% represents slippage from OSSE's FFY 2009 actual target data of 75.43%. OSSE did not meet its FFY 2010 target of 100%.

In its analysis of the data, OSSE believes that there are two central causes of the slippage noted above. First, the use of SEDS by all LEAs was mandated in December, 2009. As noted in previous submissions, fluency in the proper use of the system was minimal in the FFY 2009 year and has been continuously evolving. Overall data quality is impacted as more novice users enter data and become fluent. Second, as noted in FFY 2010 special conditions reporting, the District's largest LEA initiated an extensive screening of 3-5 year olds to support child find

efforts underway in the District. As a result of this screening, a high number of children were identified as being potentially eligible for special education services and in need of an evaluation. While this LEA successfully targeted resources to address these evaluations, the FFY 2010 data reflects the impact of this child find activity.

In FFY 2010, OSSE engaged in a number of improvement activities to improve evaluation timelines. First, OSSE continued its practice of issuing LEA Performance and Planning Reports to assist LEAs in monitoring progress toward evaluation timeliness and planning for upcoming evaluation deadlines. Further, OSSE conducted multiple training sessions regarding proper methods to evaluate students, appropriate use of assessments and accurate eligibility determinations. Finally, OSSE continued to refine a rigorous monitoring system to identify and correct noncompliance in a timely manner. On-site monitoring and database monitoring regarding evaluation timelines and evaluation-related requirements were completed in FFY 2010.

In June, 2010, the U.S. Department of Education, Office of Special Education Programs (OSEP) determined the District of Columbia to need intervention in meeting the requirements of the Individuals with Disabilities Education Act (IDEA). One specific factor affecting this determination was the state's failure to meet longstanding Special Conditions imposed on its FFY 2009 grant under Part B of the IDEA related to timely initial evaluations and reevaluations.

In June, 2011, OSEP determined the District to need intervention and maintained quarterly reporting requirements. OSSE is currently required to report on the status of initial evaluations and reevaluations that were provided for children whose initial evaluation and reevaluations had become overdue in a prior reporting period (backlog). While OSSE is pleased that its first two FFY 2011 reports indicate a timely initial evaluation rate of over 80%, it recognizes that the District has not yet achieved 100% compliance related to this requirement. OSSE will be disaggregating current FFY 2011 data related to the backlog of untimely evaluations and will be providing targeted technical assistance to each LEA.

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

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

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	426
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	383
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	43

In FFY 2009, OSSE made 66 findings of noncompliance through dispute resolution processes regarding evaluations, 63 of which were corrected within one year, 2 were corrected more than one year from identification, and 1 finding remains uncorrected. OSSE made 9 findings of noncompliance through on-site monitoring, all 9 of which were verified as corrected within one year. OSSE made 351 findings of noncompliance through database monitoring, 311 of which were verified as corrected within one year, 9 were verified as corrected more than one year from identification, and 31 remain uncorrected.

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	43
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	11
6. Number of FFY 2009 findings <u>not</u> verified as corrected [(4) minus (5)]	32

Actions Taken if Noncompliance Not Corrected:

OSSE requires submission of documentation showing the correction of noncompliance as soon as possible and in no case longer than one year from notification. In the initial notification, OSSE will include a deadline for submission of correction between 2 and 6 months from the date of notification. If noncompliance is not corrected with the first submission, OSSE monitors follow-up with the LEA to provide additional technical assistance on the requirements for

correction. In September 2011 OSSE began issuing periodic compliance summaries listing all outstanding findings of noncompliance, including those related to initial evaluations. Additionally OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. The system will allow SEA and LEA staff members to view all open findings as well as deadlines for correction.

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

Verification of Correction (either timely or subsequent):

92% of findings of noncompliance made in FFY 2009 for this indicator were timely or subsequently corrected. Of the 34 remaining outstanding findings of noncompliance, 23 are LEA-level findings that resulted from database monitoring. LEAs have been unable to demonstrate 100% compliance with evaluation and/or reevaluation timelines in a subsequent database pull; therefore, these findings remain uncorrected.

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

OSEP Memo 09-02, issued on October 17, 2008, provided guidance regarding the correction of previously identified noncompliance. Specifically, OSEP Memo 09-02 established that States must ensure that any noncompliance is corrected as soon as possible, but in no case more than one year from identification. OSEP provided additional guidance regarding the verification of correction of noncompliance at the 2010 OSEP IDEA Part B and Part C Data Meetings, June 22-24, 2010. The data on verification of correction of noncompliance for Indicator 11 findings for FFY 2009 was based on OSEP Memo 09-02 as well as the June 24, 2010 additional guidance.

Beginning in FFY 2009, for correction of noncompliance, OSSE ensured that the LEA has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, by ensuring that each LEA has completed the required action (e.g. completed the evaluation although late). Additionally, OSSE deems that noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement for all students with disabilities. Specifically, OSSE corrects the findings of noncompliance when the LEA demonstrates, in a subsequent database pull, that it has achieved 100% compliance for initial evaluation timelines.

In FFY 2011, OSSE initiated the issuance of regular LEA compliance summaries to support LEAs with managing their obligations related to correction of identified noncompliance. OSSE also anticipates that the launch of a new online compliance monitoring system will further assist LEAs in timely completing required activities related to correction.

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
<p>Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.</p>	<p>As noted above, OSSE reported on the status of the correction of noncompliance for all findings of noncompliance for this indicator made in FFY 2009.</p>
<p>When reporting on the correction of noncompliance, the State must report in its FFY 2010 APR, due February 1, 2012, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>OSSE reported that it has verified that each LEA with noncompliance reflected in the FFY 2009 data: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.</p>
<p>The State must review its improvement activities and revise them, if necessary to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State is in compliance with the timely initial evaluation requirements in 34 CFR §300.301(c).</p>	<p>OSSE has reviewed its improvement activities and believes that these activities, in combination with activities identified in its FFY 2011 Corrective Action Plan, will enable OSSE to provide data in future submissions to OSEP demonstrating that the State is in compliance with the timely initial evaluation requirements in 34 CFR §300.301(c).</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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

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

Note: OSSE is revising the above activity to better support improvement related to the District's performance on this indicator by providing regularly updated compliance data, in an easy-to-access format, to support ongoing self-assessment and continuous improvement:

REVISED ACTIVITY		
Improvement Activities	Timelines	Resources
Issue biannual compliance summaries to assist LEAs in assessing practices in initial evaluations and reevaluations, conducting a root cause analysis, and, if appropriate, developing an action plan.	Ongoing through June 30, 2013	Director, QAM Unit

Part B State Annual Performance Report (APR) for FFY 2010**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 for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

Part B State Annual Performance Report for FFY 2010
(OMB NO: 1820-0624 / Expiration Date: 2/29/2012)

62.4%

Method Used to Collect Data:

The State implemented a two phase plan to collect and report data for this indicator. The first phase included completing a direct pull from existing data systems and conducting a manual confirmation from Part C files. The second phase included a record review for each of the students who did not have an IEP developed and implemented by their third birthdays, in order to determine the reason for delay. Data for the entire reporting period (July 1, 2010 – June 30, 2011) were included.

The State's business processes for Part C to B transition currently includes aligning data from three data systems: the Part C data system (Early Steps and Stages), the Special Education Data System (SEDS) and the Early Stages database.

In order to account for the list of children who were referred for Part B services, the State received from Part C a list of children:

- Who received Part C services;
- Who turned 3 between 7/1/2010-6/30/2011;
- Whose parent signed a consent to transfer records to Part B;
- Who were referred to Part B for services; and
- Who were referred to Part B greater than 90 days before the third birthday.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	184
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	24
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	73
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	33
e. # of children who were referred to Part C less than 90 days before their third birthdays.	10

# in a but not in b, c, d, or e.	44
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = [(c) / (a-b-d-e)] * 100	62.4%

Account for children included in a, but not in b, c, d, or e: 44 children who were served in Part C and referred to Part B for Part B eligibility determination did not have IEPs developed and implemented by their third birthdays.

Indicate the range of days beyond the third birthday and the reasons for the delays: the range of days beyond the third birthday for a student to have an IEP developed and implemented is 1 – 358 days. The reasons for delay include LEAs not having adequate resources (evaluators) to conduct evaluations; difficulty coordinating evaluations and eligibility meetings with parents; and evolving systems for communication between Part C and Part B.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

The actual data of 62.4% represents progress from OSSE's FFY 2009 actual data of 30.25%. OSSE did not meet its FFY 2010 target of 100%.

OSSE believes that the myriad of improvement activities that occurred in FFY 2010 and have continued into FFY 2011 have had a significant impact on compliance with this indicator.

First, OSSE has continued to build on the development of an Early Transition Policy and guidelines by ensuring ongoing clarification within the Part C and Part B communities related to roles and responsibilities in the Early Childhood Transition Process. Part C and Part B agencies have been required to bring their agency-specific procedures in line with the OSSE Early Childhood Transition Policy in order to ensure interagency cooperation and compliance.

Second, OSSE has maintained regular meetings between OSSE's Part C leadership team and the leadership team at DCPS Early Stages diagnostic center to ensure alignment of transition practices in a way that facilitates compliance. These revised procedures clarify specific roles and actions for each agency at all transition steps. Further, these meetings have included a regular review of data, and the Director of Special Education Data has recently joined the meetings to support data review.

Last, in FFY 2009, OSSE included Part C to Part B transition items in its on-site monitoring tools for both Part C and Part B monitoring. The revised monitoring process/protocol has better identified and tracked noncompliance and subsequent corrections of noncompliance. The identification of noncompliance has been accompanied by targeted training and technical assistance, making the correction process more transparent.

OSSE is very pleased to note that the District's rate of timely transition as reported in its second FFY 2011 special conditions report, which reflects the District's most current available data (from October 1, 2011 to December 31, 2011), is 95%.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2009 APR):

In FFY 2009, OSSE did not make any findings of noncompliance for Indicator 12. In FFY 2009, three LEAs were monitored using the revised monitoring tool. However, while the LEAs were monitored in FFY 2009, findings of noncompliance for these LEAs were not issued until FFY 2010.

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the FFY 2009 data the State reported for this indicator.	In FFY 2009, OSSE did not make any findings of noncompliance for Indicator 12.
When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, due February 1, 2012, that it has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with	OSSE has verified that each LEA with noncompliance reflected in the data the State reported for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.	
If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.	OSSE reviewed its improvement activities to ensure that the State is in compliance with early childhood transition requirements in 34 CFR §300.124(b).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

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

OSSE will continue to offer a LEA training series on ECT aligned with needs identified through internal workgroup and stakeholder summit, including additional guidance to LEAs to timely initiate process of providing PWN and, as appropriate, obtaining parental consent	Ongoing through June 30, 2013	Assistant Superintendent; Director, DCEIP; Director, Training and Technical Assistance
Hold parent transition orientation sessions to assist parents with effectively navigating the transition process	Ongoing through June 30, 2013	Director, DCEIP
Develop ECT focused monitoring tools	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff
Train LEAs on focused monitoring process and tools	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff
Conduct focused monitoring related to Part C to Part B transition	Ongoing through June 30, 2012	OSSE Quality Assurance & Monitoring staff

Part B Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010:

6.75%

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2010 (2010-2011)	400	27	6.75%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred in FFY 2010:

OSSE did not meet its measurable and rigorous target of 100%. OSSE's actual target data of 6.75% represents progress from FFY 2009 actual target data of 3.00%.

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

In FFY 2010, OSSE continued to offer a robust secondary transition training series, supported through the District's newly formed secondary transition Community of Practice (CoP). In addition, OSSE worked with LEA stakeholders throughout FFY 2010 to develop and implement updates to SEDS that support compliance with secondary transition requirements. These updates were released on October 15, 2011.

OSSE also collaborated with the CoP to develop a specific web page dedicated to secondary transition, and is pleased to note the page has been activated and can be found at: <http://osse.dc.gov/service/secondary-transition>.

This web page is designed to be a site that provides practitioners, family members, and students with the resources and tools needed to ensure robust and compliant secondary transition planning throughout the District.

During FFY 2010, OSSE issued findings in September 2010, December 2010, February 2011, and April 2011. Of the 400 IEPs reviewed in FFY 2010, 6.75% included required secondary transition content.

Monitoring for the first reporting period of FFY 2010 began on September 8, 2010. OSSE completed the monitoring process and notified LEAs of findings of noncompliance on September 15, 2010. Monitoring reports issued on September 15, 2010 provided written notification to LEAs to correct identified noncompliance as soon as possible and in no case later than one year from identification. OSSE began the review for secondary transition content for the second period of FFY 2010 on December 2, 2010 and issued monitoring reports with findings of noncompliance on December 10, 2010. OSSE began the review for the third period of FFY 2010 on February 17, 2011 and notified LEAs of findings of noncompliance on February 23, 2011. OSSE began the review for the fourth period of FFY 2010 on April 21, 2011 and issued monitoring reports with findings of noncompliance on April 22, 2011.

The largest LEA in the District continues to receive the greatest number of findings; however, this LEA has taken steps to address and improve compliance with Indicator 13. The LEA has hired several policy coordinators to focus specifically on secondary transition requirements. The coordinators have attended internal LEA trainings, and will be attending OSSE trainings in the upcoming year. The LEA has also worked to revise policies and procedures with respect to secondary transition in order to improve compliance.

Correction of FFY 2009 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 3.00%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	225
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	112
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	113

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	113
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	53

Out of the 100 individual student-level findings of noncompliance for the March 2010 reporting period, 49 were corrected within the timeline, 28 were corrected outside of the timeline, and 23 remain uncorrected. Out of the 94 findings of noncompliance identified in the June 2010 reporting period, 46 were corrected within the timeline, 25 outside of the timeline, and 23 remain uncorrected.

During the March 2010 reporting period, student files were reviewed from 11 LEAs, all of which failed to demonstrate compliance with all secondary transition items on every reviewed file. During the June 2010 reporting period, student files were reviewed from seven LEAs, all of which failed to demonstrate compliance with all secondary transition items on every reviewed file.

The noncompliance identified during March 2010 and June 2010 included two LEAs which demonstrated 100% compliance with secondary transition requirements on all reviewed files in the December 2010 review. OSSE issued letters to the LEAs notifying them of their results on December 10, 2010. One of these two LEAs has maintained 100% compliance with secondary transition requirements on all reviewed files in all three reviews subsequent to December 2010. The second LEA has demonstrated 100% compliance with secondary transition requirements in two of the three reviews completed subsequent to December 2010.

The total percentage of compliant files doubled from FFY 2009, increasing from 3% to 6.75% in FFY 2010. There continues to be progress and growing understanding of secondary transition requirements, as evidenced by the growing number of compliant files across reporting periods. The number of compliant files increased from 2% at the beginning of FFY 2010 to 12% in the seventh reporting period in April 2011.

Actions Taken if Noncompliance Not Corrected:

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

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

Verification of Correction (either timely or subsequent):

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

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

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

OSSE did not issue findings of noncompliance in FFY 2007 for this indicator.

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2009, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator.	OSSE has reported on the status of correction of noncompliance for FFY 2009.
When reporting on the correction of noncompliance, the State must report, in its FFY 2010 APR, due February 1, 2012, that it has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator: (1) is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance)	OSSE has verified that each LEA with noncompliance reflected in the FFY 2009 data the State reported for this indicator consistent with the requirements of OSEP Memorandum 09-02.

based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction.	
The State must review its improvement activities and revise them, if necessary to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State is in compliance with the secondary transition requirements in 34 CFR §§300.320(b) and 300.321(b).	OSSE has reviewed its improvement activities and made adjustments to support compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide ongoing technical assistance and support	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors
Conduct professional development and training activities	Ongoing through June 30, 2013	OSSE Training & Technical Assistance staff and contractors
Collect monitoring data quarterly	Ongoing through June 30, 2013	OSSE Quality Assurance and Monitoring staff
Convene Community of Practice for secondary transition meetings	Ongoing	OSSE staff and community stakeholders

OSSE is adding these activities to accelerate improvement related to the District's performance related to this indicator:

ADDED ACTIVITIES

Improvement Activities	Timelines	Resources
Develop and maintain State-level secondary transition resource site on web page	Ongoing through June 30, 2013	DSE Leadership, Special Assistant, Parent and Community Relations
Identify, through collaboration with the Secondary Transition Community of Practice, list of State- recommended transition assessments; maintain list annually to reflect research-based information	Ongoing through June 30, 2013	Director, TTA

Part B Annual Performance Report for FFY 2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

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

FFY	Measurable and Rigorous Target
2010 (2010-2011)	<p>14A: 25% of youth who are no longer in secondary school enrolled in higher education within one year of leaving high school.</p> <p>14B: 47% of youth who are no longer in secondary school enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>14C: 58% of youth who are no longer in secondary school enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</p>

Actual Target Data for FFY 2010:

14A: $70/222 \times 100 = 32\%$
14B: $(70 + 49)/222 \times 100 = 54\%$
14C: $(70 + 49 + 14 + 6)/222 \times 100 = 63\%$

OSSE has exceeded its FFY 2010 targets for this indicator.

Sample Selection

OSSE used census data for this indicator. OSSE collected exiting information for all students who graduated or left school in FFY 2009 and provided this information to its contractor to complete the survey.

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

Response Rate and Representativeness

As seen in Table 1, Response Rate Calculation, while 991 youth left the school during the 2009-10 school year, 861 were determined eligible and were contacted. Interviews were conducted with 222 youth or their family members. The response rate was $222/861 = 25.8\%$. Therefore, OSSE evaluated certain data (e.g. the NPSO Response Calculator) based on 861 respondents rather than 991.

Table 1 Response Rate Calculation

Number of leavers in the state	991
--------------------------------	-----

- subtract the number of youth ineligible (those who had returned to school or were deceased)	130
Number of youth contacted	861
Number of completed surveys	222
Response rate: $222\text{--}/861 \times 100$	25.8%

OSSE calculated representativeness of the respondent group on the characteristics of disability type, ethnicity and gender in order to determine whether the youth who responded to the interviews were similar to, or different from, the total population of youth with an IEP who exited school in 2009-10.

Differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, red is used to indicate a difference exceeding the $\pm 3\%$ interval.

Representativeness									
	Over all	LD	ED	MR	All Other	Female	Male	Minority	ELL
Target Leaver Totals	861	446	181	109	125	316	545	843	8
Response Totals	222	114	30	39	39	73	149	212	0
Target Leaver Representatio n		51.8 %	21.0 %	12.7%	14.9%	36.7%	63.3 %	97.9%	0.9%
Respondent Representatio n		51.4 %	13.5 %	17.6%	17.6%	32.9%	67.1 %	95.5%	0%
Difference		- 0.4%	- 7.5%	4.9%	3.0%	-3.8%	3.8%	-2.4%	-0.9%
Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than $\pm 3\%$ is highlighted in red. We encourage users to also read the Westat/NPSO paper Post-School Outcomes: Response Rates and Non-response Bias, found on the NPSO website at http://www.psocenter.org/collecting.html .									

Selection Bias

The under-representativeness could be attributed to the fact that these groups of youth (youth with emotional disabilities and youth who have dropped out), in general, are difficult populations to reach. Since the State was overrepresented in other categories OSSE will identify different strategies to encourage survey responses from youth in these categories.

Missing Data

Our overall response rate was 25.8%, which means out of 861 students who were contacted and left school in 2009-2010, OSSE is missing post-school outcome information for 74.2% of former students in the sample. In many instances, OSSE found that LEAs did not regularly update contact information for students after initial entry into the program unless the student moved from one LEA to another. OSSE will continue to inform LEAs of the responsibility to

collect contact information annually, and specifically, prior to student exiting. Additionally, OSSE will continue to provide parent and student fliers for distribution.

Based on the reported data, 32% of respondents indicated that they are enrolled in higher education; 54% are enrolled in higher education or competitively employed; and 63% are enrolled in higher education, competitively employed, enrolled in some other postsecondary education or training or engaged in some other employment. OSSE further analyzed these data and found that a greater percentage of students who graduated with a diploma are engaged in some form of higher education or some other postsecondary education or training than youth who graduated with a certificate or modified diploma – 46% compared to 16%, respectively. Furthermore, the percentage of youth who graduated with a diploma and engaged in some activity was higher than those who graduated with a certificate – 70% compared to 58%. Conversely, only 32% of students who dropped out are engaged in some postsecondary activity.

OSSE also notes that of youth with emotional disabilities, 57% of youth are engaged in some postsecondary activity, while 62% of youth with multiple disabilities are engaged, 46% of youth with intellectual disabilities (formerly mental retardation) are engaged, 100% for youth with autism, speech or language impairments, and traumatic brain injuries are engaged in some postsecondary activity, 50% for youth with visual impairments, 64% of youth with other health impairments are engaged, 68% of youth with specific learning disabilities are engaged and 0% of youth with hearing impairments are engaged in some postsecondary activity.

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

Finally, OSSE found that female and male youth are nearly equally engaged in postsecondary education (39% and 38%, respectively); and male youth are more engaged in employment (29%) as opposed to female employment (17%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

In FFY 2009, OSSE reported baseline data for this indicator and established targets for FFY 2011 and FFY 2012.

Baseline Data from FFY 2009:

There were a total of 227 respondents.

- 1 = 52 respondent leavers were enrolled in “higher education”.
- 2 = 50 respondent leavers were engaged in “competitive employment” (and not counted in 1).
- 3 = 18 of respondent leavers were enrolled in “some other postsecondary education or training” (and not counted in 1 or 2).
- 4 = 5 of respondent leavers were engaged in “some other employment” (and not counted in 1, 2, or 3).

Thus,

$$A = 52 / 227 = 23\%$$

$$B = 52 + 50 / 227 = 45\%$$

$$C = 52 + 50 + 18 + 5 / 227 = 55\%$$

OSSE is pleased to note that, in relation to the FFY 2009 baseline, the District has made progress in its performance related to this indicator, and it has exceeded its FFY 2010 targets.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Completion of Secondary Transition Monitoring Pursuant to OSSE’s Memorandum of Agreement with OSEP: Pursuant to OSSE’s MOA with OSEP, the Quality Assurance and Monitoring (QAM) unit began regular monitoring of 100 IEPs of students with disabilities aged 16 or older to ensure compliance with requirements related to secondary transition content.	Ongoing through June 30, 2013	Director, QAM Unit; QAM staff
Implementation of a Training Series to Support Secondary Success: The DSE’s Training and Technical Assistance (TTA) Unit facilitated a robust training series in SY 2009-2010 which will continue annually through 2013. This LEA training series includes trainings specifically designed to ensure the	Ongoing through June 30, 2013	Director, TTA Unit; TTA staff; contractors

<p>success of students in secondary grades. Specifically, the training series includes the following training content:</p> <ul style="list-style-type: none"> • Developing measurable annual goals and objectives for transition services utilizing SEDS • Integrating best practices for addressing the needs of students with disabilities into professional learning and teaching activities • Determining student progress at the secondary level • Implementing an effective Response to Intervention (RTI) framework in secondary schools • Developing and implementing research-based secondary school reading interventions • Identifying programs and activities that will help students reach their post-secondary school goals by linking graduation, dropout, secondary transition, and post-school outcomes to drive student improvement • Providing technical assistance on the 15 Strategies for Dropout Prevention from the National Dropout Center 		
<p>Completion and Implementation of a State Action Plan: This Community of Practice has met 3 times to continue the work related to ensuring that student's with opportunities can access a regular or alternate diploma and are well-prepared for transition to life beyond high school. The team is also in the process of developing a State Action Plan and will implement the plan upon completion.</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit; DSE Leadership team</p>
<p>Provide parent and student fliers for distribution.</p>	<p>Ongoing through June 30, 2013</p>	<p>Director, TTA Unit; Chief of Staff</p>

Provide reminder to LEAs regarding obligation to update contact information prior to end of school year to increase accuracy of contact information to increase response rates.	Ongoing through June 30, 2013	Director, TTA Unit; Assistant Superintendent
---	-------------------------------	--

Part B State Annual Performance Report (APR) for FFY 2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010:

$895/1101 \times 100 = 81.29\%$

Describe the Process for Selecting LEAs for Monitoring:

The goal of OSSE's Monitoring and Compliance System is to ensure that LEAs are meeting the requirements of both federal and local regulations. In alignment with federal regulations and OSSE's Vision, OSSE's monitoring approach is outcome oriented. However, if noncompliance is identified through any of OSSE's monitoring activities, **OSSE will require the LEA to correct the**

noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance.

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

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

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

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

Nonpublic Monitoring: OSSE is committed to ensuring that students educated in nonpublic settings are placed in the least restrictive environment; are receiving proper positive behavior supports; and are receiving appropriate services, including specialized instruction and transition services. Pursuant to D.C. Code §38-2561.07, nonpublic schools, applying for a Certificate of Approval (COA), shall receive an evaluation including an on-site inspection of the operations and facilities of the school or program. OSSE shall conduct an on-site inspection at least once during the period of the COA and may schedule other inspections as deemed necessary. The

LEA responsible for the student placed in the nonpublic school is responsible for ensuring that the nonpublic school is compliant with federal and local rules and regulations. Therefore, should noncompliance be identified during a nonpublic review, the responsible LEA will receive notice of the findings of noncompliance and be accountable for correcting the noncompliance as soon as possible but in no case later than one year from the identification of noncompliance.

Record Reviews: Record reviews entail an examination of student level records that document the level of implementation of Individualized Education Programs (IEPs), financial and accounting records, or any other record that may contain information necessary for federal or local reporting. The majority of record reviews conducted by OSSE will occur through database reviews, on-site compliance monitoring, and required audit activities. OSSE reserves the right to review records if information is not available in databases or at any such time that a review may be necessary.

On-site Focused Monitoring: Focused monitoring purposefully selects priority areas to examine for compliance and results while not specifically examining other areas for compliance in order to maximize resources, emphasize important variables, and increase the probability of improved results. OSSE began on-site focused monitoring during the 2010-2011 school year. OSSE may choose to conduct an on-site focused monitoring visit in lieu of an on-site compliance monitoring visit if the LEA has demonstrated that it is in compliance with the regulatory requirements described in the Compliance Monitoring Areas.

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

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

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

expenditures. Any noncompliance identified through audits must be corrected in accordance with the audit report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

OSSE did not meet its measurable and rigorous target of 100%. OSSE's actual target data of 81.29% represents slippage from FFY 2009 actual target data of 98.21%.

OSSE notes that the vast majority of FFY 2008 findings reported in the FFY 2009 APR were from dispute resolution processes. Specifically, 1114 findings reported for this indicator in the FFY 2009 APR were from dispute resolution processes, while 8 findings were from monitoring activities. By contrast, a much greater proportion of FFY 2009 findings reported in this APR are from monitoring activities; specifically, 320 findings are from dispute resolution processes and 781 are from monitoring activities. Pursuant to OSEP guidance, States must decide, on a case-by-case basis, whether it is appropriate to apply both "prongs" of verification of correction of noncompliance outlined in OSEP Memo 09-02 to findings made through dispute resolution processes. OSSE conducted a review of each hearing officer determination and letter of decision that resulted from a due process hearing complaint or State complaint in both FFY 2008 and FFY 2009 and determined that it was not appropriate to apply both prongs of verification of correction of noncompliance outlined in OSEP Memo 09-02. As a result, the State was able to verify correction of findings made through dispute resolution in both FFY 2008 and FFY 2009 more expediently. For this reason, the shift in the proportion of findings from primarily dispute resolution to more than 70% of findings from monitoring activities may explain a substantial portion of this slippage.

OSSE is committed to a monitoring system that identifies noncompliance using methods that support the ultimate goal of improving educational results and functional outcomes for all students with disabilities. While monitoring activities must, by federal law, examine compliance issues, OSSE has very deliberately structured its monitoring approach in such a way that the broader themes of IDEA – inclusivity, quality of education, and teamwork – are emphasized. A key feature of OSSE's Monitoring and Compliance System is the direct linkage between monitoring activities and technical assistance. The Division of Special Education's Training and Technical Assistance Unit (T&TA) works directly with the Quality Assurance and Monitoring Unit to identify specific compliance areas that warrant general and targeted technical assistance. OSSE offers a multitude of training opportunities for LEAs to increase their knowledge of, and compliance with, IDEA Part B requirements and to discover methods to improve outcomes for students with disabilities.

Since the conclusion of OSEP's Verification Visit in November 2009, OSSE created a compliance monitoring system and incorporated off-site record reviews and database monitoring into its general supervision system. OSSE created a tracking system to allow the SEA to accurately examine and track noncompliance identified in all areas to ensure that LEAs are timely notified

of all noncompliance and to enable OSSE to more thoroughly analyze timelines, trends and areas to target for technical assistance. Additionally, as noted above, OSSE is enhancing its capacity through the development of a web-based compliance monitoring system that will allow for timely and accurate verification of the correction of noncompliance by both SEA and LEA staff. This investment demonstrates the District's continued commitment to ensuring that LEAs have the tools needed to meet their obligation to ensure that identified noncompliance is corrected as soon as possible and in no case later than one year after the date of the State's identification of the noncompliance (i.e., written notification to the LEA of the noncompliance).

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

OSSE's 2011-2012 Monitoring Manual and training design clarifies how the State will use all components of its general supervision system, including data the State receives through its on-site monitoring, LEA self-assessments, the statewide database, State complaints, and due process hearings, to timely identify and notify LEAs of noncompliance and the responsibility to ensure that all such noncompliance is corrected as soon as possible and in no case later than one year after the date of the State's identification of the noncompliance (i.e., written notification to the LEA of the noncompliance).

The updated manual and training also outline the process for identification and correction of noncompliance in accordance with OSEP Memorandum 09-02. Specifically, the process ensures that when the State collects or receives information indicating noncompliance, the State will: (1) make a finding of noncompliance; or (2) verify whether the data demonstrate noncompliance and then issue a finding if the State concludes the data do demonstrate noncompliance; or (3) verify that the LEA has corrected the noncompliance, using both prongs of OSEP Memorandum 09-02 (examining updated data to ensure the LEA is correctly implementing the specific regulatory requirements) before determining that the LEA has corrected student level and LEA level noncompliance.

To support LEA compliance with obligations related to correction, OSSE initiated the issuance of regular LEA compliance summaries. In addition, OSSE expects to provide LEAs with further support related to timely correction via the upcoming launch of its online compliance monitoring system.

Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	1101
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	895
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	206

FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	206
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	72
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	134

OSSE notes a number of updates to the totals in the table above and in the Indicator 15 worksheet. In September 2011, OSSE completed a review of all hearing officer determinations (HODs) issued in FFY 2009 to confirm that each HOD contained a finding of noncompliance. Using the Blackman Jones Database, a team of OSSE reviewers read each of the 306 hearing officer determinations listed in that database, to (1) confirm that each one contained a finding or findings of noncompliance, and (2) categorize each individual finding of noncompliance according to the indicator clusters reported in the Indicator 15 worksheet. At the time of the November 1, 2011 Special Conditions Report, the data from this review had not yet been collated and analyzed.

As a result of subsequent analysis, OSSE identified (1) a number of HODs that contained multiple findings in different indicator clusters, and (2) a number of documents that were classified in the Blackman Jones Database as HODs but which were merely orders of withdrawal or orders of dismissal which acknowledged the execution of settlement agreements. OSSE's review showed that a total of 314 findings of noncompliance were made through hearing officer determinations, an increase from the previously reported total of 306. OSSE notes that

at the time of the review, the Blackman Jones Database was an LEA-owned and operated system; effective January 1, 2012, operation of this database became an SEA function.

OSSE also identified 3 additional LEA-level findings of noncompliance for Indicator Cluster 11 as the result of database reviews. OSSE had previously counted LEA-level findings of noncompliance for untimely completion of evaluations and untimely completion of reevaluations as a single finding for some LEAs and as two separate findings for other LEAs. OSSE is now counting LEA-level findings of noncompliance for untimely completion of evaluations and untimely completion of reevaluations as two separate LEA-level findings for all LEAs who fall into this category.

As a result of these adjustments to the totals for findings made through hearing officer determinations and LEA-level findings for Indicator Cluster 11, the total number of findings made in FFY 2009 displays a corresponding increase from the number reported in the November 1, 2011 Special Conditions Report.

**Verification of Correction for findings of noncompliance identified in FFY 2009
(either timely or subsequent):**

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

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

Thus, OSSE makes both student level and LEA level findings of noncompliance within on-site monitoring reports. Noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement for all students with disabilities. The monitoring report details student level and LEA level corrective actions required to assist the LEA in correctly implementing the specific regulatory requirement.

After the LEA has certified correction of student level and LEA level noncompliance, OSSE will verify the correction of noncompliance.

- To verify the correction of student level citations, OSSE selects a sample of the original student files reviewed to verify that the required action has been completed. The number of files sampled will be proportionate to the number of files reviewed. For example, OSSE may review five student files for LEAs serving 70 or fewer students with disabilities and 15 student files for LEAs serving 71+ students with disabilities. Correction of noncompliance will be complete when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement. Additionally, OSSE will select a sample of student files that were not originally reviewed or generate a report from SEDS to verify correction of noncompliance. The number of files sampled will be proportionate to the number of files reviewed. For example, OSSE may review five student files for LEAs serving 70 or fewer students with disabilities and 15 student files for LEAs serving 71+ students with disabilities. Correction of noncompliance will be complete when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement, meaning the file review revealed 100% compliance with the specific regulatory requirement.
- For LEA level noncompliance, OSSE reviews documents submitted by the LEA that evidence the completion of required corrective actions and will select a sample of student files that were not originally reviewed or generate a report from SEDS to verify correction of noncompliance. The number of files sampled will be proportionate to the number of files reviewed. For example, OSSE may review five student files for LEAs serving 70 or fewer students with disabilities and 15 student files for LEAs serving 71+ students with disabilities. Correction of noncompliance will be complete when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement, meaning the file review revealed 100% compliance with the specific regulatory requirement.

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

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

Actions Taken if Noncompliance Not Corrected

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

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

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)

All findings of noncompliance issued in FFY 2008 were verified as corrected in the FFY 2009 APR.

Additional Information Required by the OSEP FFY 2009 APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
In reporting on correction of findings of noncompliance in the FFY 2010 APR, the State must report that it verified that each LEA with noncompliance identified in FFY 2009: (1) is	The State has reported on the verification of noncompliance identified in FFY 2009 and the method it used to verify correction consistent with OSEP Memo 09-02. The State has

correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2010 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2010 APR, the State must use the Indicator 15 Worksheet.	completed the Indicator 15 worksheet.
In responding to Indicators 4A, 4B, 9, 10, 11, 12, and 13 in the FFY 2010 APR, the State must report on correction of the noncompliance described in this table under those indicators.	The State has reported on the correction of noncompliance under these indicators.
The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in future submissions to OSEP demonstrating that the State timely corrected noncompliance in accordance with 20 U.S.C. 1232d(b)(3)(E), 34 CFR §§300.149 and 300.600(e), and OSEP Memo 09-02.	The State has reviewed its improvement activities and made adjustments to support compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

COMPLETED ACTIVITIES		
Improvement Activities	Timelines	Resources
QAM will incorporate the improvement activities and feedback we receive from the various offices within OSSE to help inform our work and focused monitoring.	March 2010	OSSE Quality Assurance & Monitoring staff

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide ongoing technical assistance and support	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff & OSSE Training & Technical Assistance staff
Collect monitoring data	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff
Monitor and update Indicator 15 tracking system	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff and technical assistance providers
Conduct professional development and training activities	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff & OSSE Training & Technical Assistance staff

OSSE has added the following activity to accelerate improvement related to the District's performance on this indicator:

ADDED ACTIVITIES		
Improvement Activities	Timelines	Resources
Implement a web-based system for tracking findings of noncompliance and verification of correction.	September 30, 2013	OSSE Quality Assurance & Monitoring staff

Summary of FFY 2010 Findings Using B-15 Worksheet:

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	11	9
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments. 7. 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	4	20	18
	Dispute Resolution: Complaints, Hearings	0	0	0

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	0	0	0
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	1	16	15
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	94	70
6. Percent of preschool children aged 3 through 5 – early childhood placement.				
	Dispute Resolution: Complaints, Hearings	3	169	162

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	4	53	42
	Dispute Resolution: Complaints, Hearings	1	18	17
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	15	15
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	1	17	17
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	360	320
	Dispute Resolution: Complaints, Hearings	1	66	63

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	0	0	0
	Dispute Resolution: Complaints, Hearings	1	1	1
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	216	103
	Dispute Resolution: Complaints, Hearings	1	9	9
Other areas of noncompliance: Valid and reliable data	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	12	12
	Dispute Resolution: Complaints, Hearings			

Other areas of noncompliance: Dispute resolution	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	1	24	22
Sum the numbers down Column a and Column b			1101	895
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	81.29%

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 16: Percent of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

Measurement:

Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010: $14 + 0 / 14 \times 100 = 100\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010

OSSE achieved its measurable and rigorous target of 100%. Additionally, the actual target data of 100% represents significant progress from OSSE's FFY 2009 actual target data of 85.7%.

The Director of Quality Assurance and Monitoring continues to enforce internal deadlines of State complaint processes, meet regularly with the State complaint investigator, conduct audits of State compliant files, and maintain all tracking sheets. Because of the consistent implementation of improvements in the State complaint system made in FFY 2009, all State

complaint timelines have been met. The State Complaints Office continues to process complaints, manage investigations and issue Letters of Decision in a timely manner.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

COMPLETED ACTIVITIES		
Improvement Activities	Timelines	Resources
Hire a State Complaint Manager.	September 2010	OSSE Director of Quality Assurance & Monitoring staff and OSSE Assistant Superintendent for Special Education

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Provide ongoing training and technical assistance to the State Complaint Office personnel.	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff and technical assistance providers
Monitor and update State Complaint tracking system.	Ongoing through June 30, 2013	OSSE Quality Assurance & Monitoring staff

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
The State must review its improvement activities and revise them, if necessary, to ensure they will enable the State to provide data in the FFY 2009 APR, demonstrating that the State is in compliance with the timely complaint resolution requirements in 34 CFR §300.152.	OSSE reviewed its improvement activities and determined that the completion of activities November 2009 – September 2010 significantly moved the State toward compliance with the timely complaint resolution requirements in 34 CFR §300.152. OSSE revised its improvement activities to add an ongoing activity to monitor and update its State Complaint tracking system in order to track the timeliness of all outstanding complaints.

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

Measurement:

Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010: $243 + 27 / 274 \times 100 = 98.5\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2010:

While OSSE did not achieve its measurable and rigorous target of 100%, the actual target data of 98.5% represents progress from OSSE's FFY 2009 actual target data of 97.8%.

The Student Hearing Office continues to utilize its web-based Case Management System (Docketing System) to capture, analyze, review and report on due process cases. The Student Hearing Office utilizes its electronic case management system to track and document the number of Due Process Hearing Requests that are filed, required timelines and corresponding results. During FFY 2010, the Student Hearing Office diligently and consistently monitored and reviewed its data collection capability to ensure the accuracy of its data. This monitoring and review encompasses weekly and monthly internal reporting on data entry and data accuracy,

additional training and monitoring of the accuracy and consistency of system users, and periodic system reviews. The office has also continued to target reports on the actions at the end of resolution sessions, extensions of timelines, and pre-hearing and hearing data to ensure that the management of due process cases and case timelines adhere to internal and external requirements.

As a continuation of OSSE's reform efforts, considerable resources and efforts have been dedicated to the due process hearing system. These resources and efforts have continued to allowed the Student Hearing Office to realize improvements in the service delivery of the office; some of these resources and efforts include: new Hearing Officers, periodic Hearing Officer Trainings, the procurement of a new highly qualified Chief Hearing Officer, updates to the office case management system, and most importantly, a continued, dedicated focus on compliance with federal, judicial, and State guidelines.

OSSE has continued to commit considerable time and resources to support its Hearing Officers. To that end, the OSSE and the Student Hearing Office have conducted five (5) trainings for Hearing Officers. These trainings have covered IDEA, District, and Judicial guidance and case law in the area of special education administrative due process hearings.

OSSE continues to revise and improve its Hearing Officer Evaluation Work Plan and Matrix. This tool was designed to evaluate Hearing Officers, improve the hearing system, and if necessary, to remediate or eliminate performance issues for individual Hearing Officer. Its two-fold purpose was to facilitate professional development throughout the contract year for individual Hearing Officers and the cadre of Hearing Officers as a whole, and to provide data on the performance of individual Hearing Officers and to determine the continue suitability of the individual to serve as a Hearing Officer. Additionally, the OSSE has developed and implemented three (3) Hearing Officer Survey tools. These tools allow the office to receive both real time and comprehensive feedback on the temperament, skill-level, and knowledge of a hearing officer.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

COMPLETED ACTIVITIES		
Improvement Activities	Timelines	Resources

COMPLETED ACTIVITIES		
Improvement Activities	Timelines	Resources
Improve and realize efficiencies in the performance of tasks for both the SHO staff and Hearing Officers by auto populating demographic and contact information of due process hearing parties and streamlining the process by which due process complaint issues and “relief” requests are entered and refined.	August 2010	Student Hearing Office personnel and contractors

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Include the implementation of an electronic filing capability to allow parties to directly file data, documents, and/or actions into a case.	March 2012	Student Hearing Office personnel and contractors
Include limited “read-only” access to case and scheduling data for parties to a particular case consistent with the requirements of FERPA and the IDEA.	March 2012	Student Hearing Office personnel and contractors
Utilize electronic tools to manage timelines.	Ongoing through June 30, 2013	Student Hearing Office personnel and contractors
Evaluate and train hearing officers.	Ongoing through June 30, 2013	Student Hearing Office personnel and contractors
Upgrade case management system to realize efficiencies and add reports	March 2012	Student Hearing Office personnel and contractors
Create mediation module in case management system	March 2012	Student Hearing Office personnel and contractors

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State’s Response
OSEP appreciates the State’s efforts and looks forward to reviewing in the FFY 2010	OSSE reviewed its improvement activities and revised them by adding multiple improvement

<p>APR, due February 1, 2012, the State's data demonstrating that it is in compliance with the due process hearing timeline requirements in 34 CFR §300.515. If the State does not report 100% compliance in the FFY 2010 APR, the State must review its improvement activities and revise them, if necessary.</p>	<p>activities to ensure that the State is in compliance with due process hearing timeline requirements in 34 CFR §300.515.</p>
--	--

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2010	50 - 65%

Actual Target Data for FFY 2010: $380 / 1111 \times 100 = 34.2\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

OSSE has experienced a reduction in its actual target data between FFY 2009 and FFY 2010, from 48.6% to 34.2%. While the OSSE has realized significant progress in this measure over targets from previous years, there remain opportunities to improve the District's adherence to this proscribed activity.

Much of the District's focus on the reform of early resolution process lies with the District of Columbia's largest LEA. As previously reported, based on an agreement in the Blackman/Jones class action lawsuit, the District's largest LEA waived resolution sessions with agreement from the parent. In FFY 2009, the LEA began to hold resolution sessions as required. Additionally, the LEA trained case managers and provided additional central office resources to encourage

resolution session agreements. The success of this venture was demonstrated through an emergent trend in the decline of the number of HODs issued.

The resulting decline in FFY 2010 can't be attributed to any one activity; one anecdotal finding revealed that during this time period, the District experienced a reduction in the parental participation of petitioners during resolution session meetings. As evidenced by required documentation on resolution matters, parent advocates and/or attorneys have increasingly served as proxies for District parents and/or care takers, often facilitating parental participation via telephone and/or in writing. As evidenced by the decrease in the number of agreements reached during resolution, this activity, though allowable under the IDEA, judicial and District authorities, is not what was envisioned when the resolution session requirement was promulgated.

One additional anecdotal finding surrounds OSSE's increased emphasis on LEA adherence of the Least Restrictive Environment (LRE) provisions of the IDEA. This emphasis has resulted in a decrease in the number of the matters that were resolved during the resolution session where issues relating to school placement and/or tuition reimbursement arose. District LEAs have increasingly stressed LRE in discussions and negotiations with District families and caretakers, and where agreements are not reached, parties have elected to resolve the matter through due process.

Lastly, OSSE and District LEAs have continued to focus on the meaningfulness of the resolution session process, and the extent to which matters that, from OSSE's perspective, should be resolved in resolution and not in due process. OSSE has engaged members from both the practitioners bar and LEA leaders and counsels to discuss this measure, and the result has manifested in a decrease in the number of cases resolved in resolution and an increase in multi-day and substantive hearings.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Requiring hearing officers, upon assignment to a due process hearing request, to issue a memorandum to all parties requesting information on resolution session activities and immediate notification of any action that results in an adjustment to the 30-day resolution period.	Ongoing through June 30, 2013	Director, SHO Unit

Implementing and training LEAs on the usage of a standard document to timely notice and inform the Student Hearing Office on resolution matters associated with the resolution period.	Ongoing through June 30, 2013	Director, SHO Unit; Director, QAM Unit
Enhancing cooperation and communication between LEAs and the SHO to ensure that the SHO receives timely notice and consistent data on the resolution of due process hearing requests that occur during the resolution period.	Ongoing through June 30, 2013	Director, SHO Unit; Director, QAM Unit

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Effective General Supervision Part B / General Supervision****Indicator 19:** Percent of mediations held that resulted in mediation agreements.

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

Measurement:

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

FFY	Measurable and Rigorous Target
FFY 2010	40 - 55%

Actual Target Data for FFY 2010: $3 + 15 / 19 \times 100 = 94.7\%$ **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2010:**

The actual target data of 94.7% represents a significant increase from OSSE's FFY 2009 actual target data of 60%. OSSE achieved and exceeded its measurable and rigorous target of 55%.

In FFY 2010, OSSE witnessed a significant increase in the number of state complaints that elected or agreed to seek resolution through mediation. OSSE believes that the increase in mediation agreements is directly attributed to the significant increase in state complaint requests and the resulting mediation activities.

During FFY 2010, OSSE continued to reach out to LEAs, stakeholders, and practitioners to train and inform on all dispute resolution processes including mediation. Additionally, the Director

of the Student Hearing Office and the Director of Quality Assurance and Monitoring continue to meet on a bi-weekly basis to ensure the effective implementation of mediation procedures.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
OSSE will take steps to ensure that the parents of students with disabilities are aware of the availability of mediation as a tool for the timely resolution of disputes.	Ongoing through June 30, 2013	Student Hearing Office staff and Quality Assurance & Monitoring staff
Conducting a multifaceted public relations campaign to inform parents, students and stakeholders of the processes and procedures of mediation.	Ongoing through June 30, 2013	Student Hearing Office staff and Quality Assurance & Monitoring staff
Procure and publish the resumes and qualifications of new OSSE's mediators.	March 2012	Student Hearing Office staff
Providing parents, students and stakeholders with survey tools to provide OSSE with information that can be used to train and evaluate its mediators.	June 2012	Student Hearing Office staff
Create mediation module in case management system.	March 2012	Student Hearing Office personnel and contractors

Part B State Annual Performance Report (APR) for FFY 2010**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

Measurement:

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

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement. States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2010	100%

Actual Target Data for FFY 2010: 97.17%**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:**

The actual target data of 97.17% progress from OSSE’s FFY 2008 actual target data of 90.8%. OSSE did not meet its FFY 2010 target of 100%.

In FFY 2010 OSSE undertook a host of directed activities to improve LEA data, its quality, and accountability. The underpinning of all practice improvement is training and OSSE has trained LEA staff on a variety of topics ranging from best practices and data system use. Moreover, the district has assigned unique student identifiers (USIs) for all of its enrolled system. This assignment reduces the possibility of service disruption as children transition within and between LEAs and other programs. In an effort to better support LEAs, a data calendar was issued to increase awareness of reporting responsibilities and deadlines which in turn encourages an increase in response rates. OSSE continued issuance of this calendar in FFY 2010. OSSE has also implemented a data note process to a) increase accountability within an LEA and b) to allow for an explanation for changes in numbers which the state can in turn use in its data submission.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

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

CONTINUING ACTIVITIES		
Improvement Activities	Timelines	Resources
Data Management Committee identified Data Stewards, individuals with subject matter expertise in areas not only of IDEA reporting, but in areas where IDEA overlaps with other Federal reporting requirements. Questions from LEAs can be routed to the Data Steward specializing in any IDEA or related reporting requirement.	Ongoing through June 30, 2013	Director, Data Unit and Data staff
In addition, the Department of Monitoring and Compliance has assigned selected staff members each a limited number of LEAs. It is the responsibility of these individuals to proactively contact LEAs prior to upcoming data requests, to obtain answers to any questions from LEAs, and to follow up with LEAs who are having difficulties completing their data submissions in a timely manner.	Ongoing through June 30, 2013	Director, QAM Unit and QAM staff
Develop and implement data collection communication and deployment process.	Ongoing through June 30, 2013	Director, Data Unit; DSE Leadership Team

Revise and implement OSSE data verification process.	Ongoing through June 30, 2013	Director, Data Unit
Develop and implement system to request data notes from LEAs.	Ongoing through June 30, 2013	Director, Data Unit
Develop and disseminate data calendar.	Ongoing through June 30, 2013	Director, Data Unit; Chief of Staff

Additional Information Required by the OSEP APR Response Table for this Indicator:

Statement from the Response Table	State's Response
The State must review its improvement activities and revise them, if necessary, to ensure they will enable the State to provide data in the FFY 2010 APR, due February 1, 2012, demonstrating that it is in compliance with the timely and accurate data reporting requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b). In reporting on Indicator 20 in the FFY 2010 APR, the State must use the Indicator 20 Data Rubric.	OSSE reviewed its improvement activities and to ensure that the State is in compliance with timely and accurate data reporting requirements in IDEA sections 616 and 618 and 34 CFR §§76.720 and 300.601(b).

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	1
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2

7	1	1	2
8	1	1	2
9	1	1	2
10	0	0	0
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points - If the FFY 2010 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		43.00

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/2/11	1	1	1	N/A	3
Table 2 - Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4

Table 4 - Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 2.045) =		42.95

Indicator #20 Calculation	
A. APR Grand Total	43.00
B. 618 Grand Total	42.95
C. APR Grand Total (A) + 618 Grand Total (B) =	85.95
Total N/A in APR	0
Total N/A in 618	2.0454
Base	87.95
D. Subtotal (C divided by Base*) =	0.977
E. Indicator Score (Subtotal D x 100) =	97.72

Attachment A

Parent Survey – Indicator 8

Office of the State Superintendent of Education – Parent Involvement Survey

This is a survey for families of children receiving special education services. Thank you for participating. Your responses will help guide efforts to improve services and results for children and families. *You may skip any item that you feel does not apply to you or your child.*

Name of LEA: (

)

<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <div style="background-color: red; width: 20px; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: red; width: 20px; height: 10px; margin-bottom: 2px;"></div> <div style="background-color: red; width: 20px; height: 10px; margin-bottom: 2px;"></div> </div> <div> <div>Office of the</div> <div>State Superintendent of Education</div> </div> </div>	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
School's Effort to Partner with Parents						
School's Performance in Developing Partnerships with Parents						
1. I participate equally with my child's teachers and other professionals in planning my child's educational program.	1	2	3	4	5	6
2. I am asked for my opinion about how well the special education services my child receives are meeting my child's needs.	1	2	3	4	5	6
3.. Teachers are available to speak with me at parent teacher conferences or upon my request.	1	2	3	4	5	6
4. My child's teacher and related services providers (for example, speech and language therapist) are present at meetings.	1	2	3	4	5	6
5. In my meetings with the school, we discuss services and changes in services that my child may need.	1	2	3	4	5	6
6. In my meetings with the school, we discuss whether my child needs services beyond the regular school year (Extended School Year).	1	2	3	4	5	6
7. I receive written notice that my child would not receive services in the general education classroom.	1	2	3	4	5	6
8. I receive information regarding my child's progress through progress notes and IEP report cards	1	2	3	4	5	6
9. My child's evaluation report is written in terms I can understand.	1	2	3	4	5	6
10. Other written information about my child is easy to understand.	1	2	3	4	5	6
11. I am given the opportunity to participate in Manifestation Determination Review meetings if behavioral issues arise.	1	2	3	4	5	6
Teachers and Administrators...						
12. Ask me what I think about the recommendations that are being discussed about my child's IEP and placement.	1	2	3	4	5	6
13. Are sensitive to the needs of students with disabilities and their families.	1	2	3	4	5	6
14. Encourage me to participate in making decisions regarding my child's services.	1	2	3	4	5	6
15. Answer any questions I have about decisions made regarding my child and his/her services and provide me with necessary documents related to these decisions.	1	2	3	4	5	6
16. Show respect for my culture and how I value it as it relates to my child's education.	1	2	3	4	5	6
My Child's School...						

Office of the State Superintendent of Education – Parent Involvement Survey

This is a survey for families of children receiving special education services. Thank you for participating. Your responses will help guide efforts to improve services and results for children and families. *You may skip any item that you feel does not apply to you or your child.*

Name of LEA: (_____ **)**

17. Has a person on staff who is available to answer questions.	1	2	3	4	5	6
18. Communicates regularly with me regarding my child's progress on IEP goals.	1 Very Strongly Agree	2 Strongly Agree	3 Agree	4 Disagree	5 Strongly Disagree	6 Very Strongly Disagree
19. Gives me choices regarding services that address my child's needs.	1	2	3	4	5	6
20. Offers me training about special education issues.	1	2	3	4	5	6
22. Lets parents know how to request services for their children.	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers including having an interpreter available when necessary.	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their children's education.	1	2	3	4	5	6
School's Effort to Partner with Parents						
My Child's School -continued						
25. Provides information on agencies that can assist my child in the transition from one school to another and from school to work.	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school, including by providing me with a copy of the parents' procedural safeguards manual.	1	2	3	4	5	6
Services						
27. My child's IEP is fully put into practice.	1	2	3	4	5	6
28. My child receives the correct amount of specialized instruction on his/her IEP and receives it on time.	1	2	3	4	5	6
29. My child receives the correct amount of related services (for example, speech and language therapy) on his/her IEP and receives them on time.	1	2	3	4	5	6
30. My child receives the correct transportation stated on his/her IEP and receives it on time.	1	2	3	4	5	6
31. My child receives the correct transition services stated on his/her IEP.	1	2	3	4	5	6
32. My child's assessments occur on time.	1	2	3	4	5	6
33. I am happy with the quality of my child's specialized instruction.	1	2	3	4	5	6
34. I am happy with the quality of my child's related services.	1	2	3	4	5	6
35. My child transitioned from early intervention (Birth to 3) to preschool special education without a break in services	1	2	3	4	5	6

Office of the State Superintendent of Education – Parent Involvement Survey

This is a survey for families of children receiving special education services. Thank you for participating. Your responses will help guide efforts to improve services and results for children and families. *You may skip any item that you feel does not apply to you or your child.*

Name of LEA: (_____)

Hearing Officer Decisions and Settlement Agreements						
36. When I made a due process complaint, my child's school tried to resolve the dispute.	1	2	3	4	5	6
37. When I made a due process complaint, a Hearing Officer heard the case without delay.	1	2	3	4	5	6
38. When I won my due process hearing or settled the case, the school system did what it was supposed to do.						
Outcomes						
39. I receive regular updates on my child's progress.	1	2	3	4	5	6
40. My child enjoys school.	1	2	3	4	5	6
41. I feel that my child is making good progress towards his/her IEP goals.						
42. I feel that my child will be academically successful.	1	2	3	4	5	6

43. My Child's Race/Ethnicity (*circle one*):

- | | | |
|-----------------------------|-------------------------------------|-----------------------------|
| 1 Black or African American | 3 White | 5 Asian or Pacific Islander |
| 2 Hispanic or Latino | 4 American Indian or Alaskan Native | |

44. My Child's Primary Disability (*circle one*):

- | | | |
|-------------------------|----------------------------|--|
| 1 Autism | 6 Hearing Impairment | 11 Specific Learning Disability re-alpha |
| 2 Deaf-blindness | 7 Mental Retardation | 12 Speech/Language Impairment |
| 3 Deafness | 8 Multiple Disabilities | 13 Traumatic Brain Injury |
| 4 Developmental Delay | 9 Orthopedic Impairment | 14 Visual Impairment Including Blindness |
| 5 Emotional Disturbance | 10 Other Health Impairment | |

45. My Child's Grade (*circle one*): Preschool K 1 2 3 4 5 6 7 8 9 10 11 12

46. My Child's Age (*circle one*): 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

47. In the past year, have you been involved with any Due Process hearings, complaints, mediations, or dispute resolutions with the District? 1 Yes 2 No 3 Don't know

48. If yes, what was the problem that caused the dispute?

49. My Child's School: _____

50. My child's school is a (*circle one*)

- 1 School within the District of Columbia Public Schools
- 2 Public Charter School
- 3 Nonpublic or private school

51. My Name, address and telephone number (optional): _____