

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development

The District of Columbia Public Schools gathered and analyzed data for the development of the State Performance Plan (SPP) through the collaborative efforts of District of Columbia Public Schools stakeholders – parents, community groups, teachers, administrators, related service providers, school system personnel, other government agencies, the state advisory panel, state office representatives, and the parent training advisory council. A cross-section of individuals from the above-listed groups assembled and conducted a variety of meetings in furtherance of this objective.

The District of Columbia Public Schools is comprised of several school districts/LEAs that are represented by two distinct groups - DCPS LEA schools; and DCPS public charter schools. There are **40** DCPS public charter schools some of whom are their own LEAs - the largest has an enrollment of under **3,000** and the next largest has an enrollment in the low hundreds. Overall, DCPS LEA schools' enrollment is 62,306 which provide the districts in the "state" of the District of Columbia.

The initial meeting involved brainstorming, reviewing old and new indicators, and developing a process for completing and submitting the SPP. The SPP committee is comprised of representatives from each one of the subgroups. The SPP committee determined that indicators should be grouped by commonality. Overall, the meeting resulted in the explanation of the assignment and the delegation of tasks.

Within the respective work groups, data analysts were paired with program analysts in order to exhaustively discuss and analyze the indicators presented. Subgroups were delineated and formed from the overall group. Data analysts were individuals (typically DCPS personnel) with institutional knowledge of DCPS and its various programs. Program analysts were individuals (typically stakeholder representatives) with direct or indirect dealings with both the SEA and the LEAs who could provide anecdotal and practical information about DCPS and its various programs. Once the data analyses and programmatic analyses were completed in the subgroups, the specific subgroup presented its indicator for review to the SPP committee.

The SPP committee convened weekly to discuss issues related to the data analysis. Once the indicators were submitted, the SPP committee worked collectively to reconcile and resolve any outstanding issues pertaining to the indicators. Once consensus was reached by the SPP committee, the SPP committee revised drafts and finalized the SPP.

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

Monitoring Priority: FAPE in the LRE

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

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

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

Overview of Issue/Description of System or Process:

The graduation rate measures the percentage of 9th-grade students who graduate four years later (*See formula below). To graduate, **every** DCPS Student must complete 23.5 Carnegie Units successfully, regardless of the program in which the student is enrolled. The student and the parent of a child under the age of 18 must sign a letter of understanding in the senior year. One Carnegie Unit equals two semesters of study in a particular subject. The distribution of course requirements is as follows:

GRADUATION REQUIREMENTS

Course	Carnegie Units
Art	0.5
Career/vocational education	1.0
D.C. government and history	0.5
English	4.0
Foreign language	2.0
Health and physical education	1.5
Mathematics (including one year of Algebra or its equivalent)	3.0
Music	0.5
Science (including one year of laboratory science)	3.0
Social Values/Life Skills	1.0
U.S. government	0.5
U.S. history	1.0
World geography	0.5
World history	1.0
Electives	3.5
100 hours of community service	0.0
Total	23.5

The health and physical education requirement (1.5 Carnegie units) is waived for students receiving an evening high school diploma. For career/technical education certificates, additional courses are required. In June a list of final graduates is submitted to the Office of Student Affairs by senior high schools. This information is submitted by the superintendent to the Board of Education. The charter school graduates' lists are submitted via their boards.

Baseline Data for FFY 2004 (2004-2005):

*FORMULA

The DCPS graduation rates, using the formula below, were 70% for SY2002-03 and 71% for SY2003-04. (The final 04-05 percent will be available the end of **February** when the electronic system has been updated with the data.)

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Graduation Rate

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

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

GRADUATION RATE	ACTUAL 2004	2005 GOAL	2006 GOAL	2007 GOAL	2008 GOAL	2014 GOAL
	71	73	76	79	82	100
		63	63.5	64	64.5	100

DCPS graduated 2,429 students with a diploma during the 03-04 school year, this number includes 215 students graduating with a diploma who also have an IEP. The percent of general education students graduating with a diploma is 87.1% and the percent of students with disabilities receiving a DCPS diploma is 62.5% (This is the percent of graduates, not the graduation formula rate. In February '06 the drop-out rate will be updated).

In the 04-05 school year DCPS graduates numbered 2,259 students, this number includes 225 students with disabilities receiving a DCPS diploma.

Students completing their units during the summer and receiving a diploma during the summer are not included in these numbers.

Discussion of Baseline Data:

The data shows improvement in the number of students graduating with a diploma in the 04-05 school year. The increase in number of students graduating with a diploma was maintained in lieu of the decrease in general education student enrollment. While there was an increase in the number of students receiving special education services gains were also actualized by students with disabilities receiving a diploma. DCPS through collaborative and joint trainings by OSE between special and general education with the schools and Transitions Unit with the LEAs are attributed with these gains. This venture led to the implementation of a state level transition team.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> • Increase the graduation rate to 73 percent overall. • Increase the graduation rate to 63 percent for students with disabilities.
2006 (2006-2007)	<ul style="list-style-type: none"> • Increase the graduation rate to 76 percent overall. • Increase the graduation rate to 63.5 percent for students with disabilities.
2007 (2007-2008)	<ul style="list-style-type: none"> • Increase the graduation rate to 79 percent overall. • Increase the graduation rate to 64 percent for students with disabilities.

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2008 (2008-2009)	<ul style="list-style-type: none"> • Increase the graduation rate to 82 percent overall. • Increase the graduation rate to 64.5 percent for students with disabilities.
2009 (2009-2010)	<ul style="list-style-type: none"> • Increase the graduation rate to 85 percent overall. • Increase the graduation rate to 65 percent for students with disabilities.
2010 (2010-2011)	<ul style="list-style-type: none"> • Increase the graduation rate to 65.5 percent for students with disabilities. • 100% of students with a disability engaged in the pursuit of Carnegie Units for graduation will receive a DCPS diploma by 2014. • Increase the graduation rate to 88 percent in 2010, and to 100 percent by 2014 overall.

Improvement Activities	Timelines	Resources
Develop policy and procedure to inform parents and students of the requirements of 23.5 - 26 Carnegie Units to receive a diploma.	2005	
Establish a state-wide inclusion model to increase access to the general education curriculum.	2005 - 2007	
DCPS will work with OIT to design criteria for LEAs to submit state data requirements.	2007 - 2009	
Each LEA will build capacity to either connect via link of their system to DC STARS or commit to DC STARS.	2010	

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Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

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

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

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

Dropout is calculated from grade seven through grade twelve.

Overview of Issue/Description of System or Process:

The local schools input the information into DC STARS that is housed in OIT. The information is coded with a category that identifies students that are considered drop-outs. From these coded students the number identified as drop-out is determined.

DCPS uses various tracking systems and hard copy surveys in order to collect and determine the drop-out information for State reporting purposes. The data collection includes the following: Student Services spreadsheet, which includes DCPS LEA's information on all students beyond ten days. The Office of Accountability calculates the rates for drop-outs.

The Office of Federal Grant Program collects data based upon a grant cycle by requiring all Local Education Agencies to submit an annual application that includes a survey that requires schools to report on truancy rates, **dropout rates**, expulsions, and suspensions. This information is then reviewed by the Federal Grants Office and populated into a chart. The data includes information obtained from all Local Education Agencies who completed a survey. The incentive to complete the survey is based on the LEA's desire to achieve final acceptance of their grant application.

Baseline Data for FFY 2004 (2004-2005):

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

2003-2004

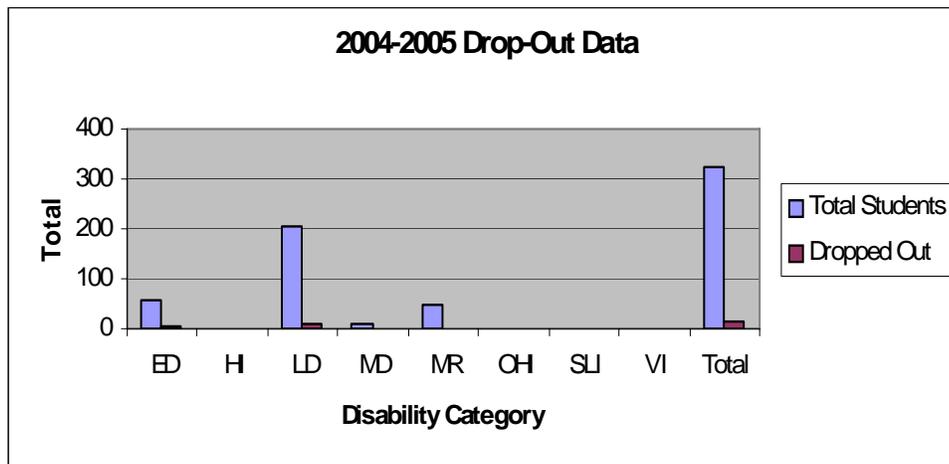
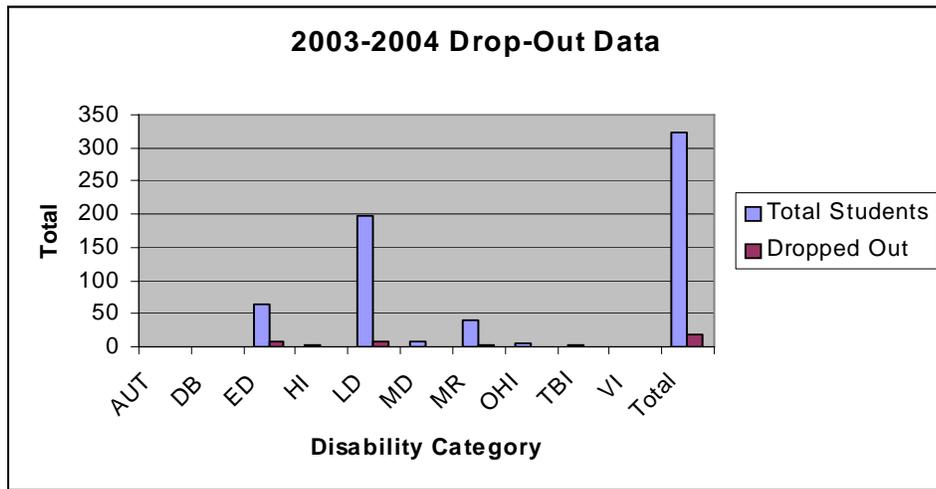
According to the 2003-2004 data, 24,298 students in grades 7 – 12 were included in the DCPS membership report. Of this number total number, 1605 or 6.6% of the students dropped out of school. Based on 618 data, twenty-two students with disabilities dropped-out of school in 2003-2004. The drop-out rate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

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

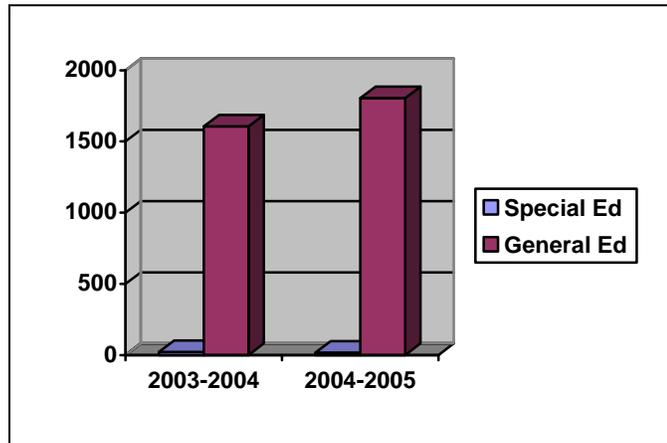
The overall data shows an increase in total drop-outs, but a decrease in drop-outs for students with disabilities. 2005-2006 data will be reported in the 2006 Annual Performance Report.

Discussion of Baseline Data:

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



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



FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> • Collect baseline data from all LEA's that links into a common State Data System which aggregates and disaggregates ALL students who dropout. • Reduce the dropout rate to 6.7 percent for all students.
2006 (2006-2007)	<ul style="list-style-type: none"> • Reduce the dropout rate to 6.5 percent for all students.
2007 (2007-2008)	<ul style="list-style-type: none"> • Reduce the dropout rate to 6.3 percent for all students.
2008 (2008-2009)	<ul style="list-style-type: none"> • Reduce the dropout rate to 6.1 percent for all students.
2009 (2009-2010)	<ul style="list-style-type: none"> • Reduce the total dropout rate to 5.5 percent for all students.
2010 (2010-2011)	<ul style="list-style-type: none"> • Reduce the dropout rate to 5.0 percent for all students.

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Improvement Activities	Timelines	Resources
<p>Establish a comprehensive data management system</p> <p>Implement the High School Restructuring Plan</p> <p>Plan and design academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.</p>	<p>2005-2006</p>	<p>Data Analyst</p> <p>Drop Out Prevention Office</p>
<p>DCPS will work with OIT to design criteria for LEAs to submit state data requirements.</p> <p>Designate a team to effectively monitor the submission and collection of data.</p> <p>Develop and implement the Certificate of Employability to high school graduates</p> <p>Create greater access for students with disabilities to career and technology programs and vocational education training.</p> <p>Implement new educational programs that will increase the successful movement of school to adult life. Increase educational programs that meet students' IEP goals and objectives, based on the needs, interests, and abilities of the students that will: increase basic academic and social skills; develop vocational skills; develop independent living skills, provide community experiences and other post-school living objectives.</p>	<p>Spring 2006</p>	<p>OIT, Director of SEA/LEA Affairs</p>
<p>Provide information about this reporting requirement, training on drop-out data collection to LEAs</p>	<p>Spring 2006</p>	<p>OIT,</p>
<p>Designate a Data Management team to effectively monitor the submission and collection of data.</p>	<p>August 2006 and ongoing</p>	<p>SEA Data Management Team</p>
<p>Gather drop-out data for 2005-2006</p>	<p>Spring 2006</p>	<p>SEA Data Management Team</p>
<p>Report on the results and provide technical assistance on data collection protocol with LEAs</p>	<p>Fall 2006</p>	<p>SEA Data Management Team</p>
<p>Analyze data at the state level and compile reports</p>	<p>Winter 2006</p>	<p>Data Analyst, Office of Accountability</p>
<p>Set 6 year and annual rigorous and measurable targets</p>	<p>February 1 2007</p>	

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<p>based on baseline data collected to date (to be submitted in the APR due Feb. 2007)</p> <p>Implement a positive behavioral support system in every secondary school.</p> <p>Introduce new instructional pathways such as technology, math and sciences, and world languages..</p> <p>Implement the flexible time for graduation.</p>		
<p>Adjust data collection methods and training as needed to improve response rate</p>	<p>Annually in Spring</p>	<p>OIT, SEA Data Management Team. Data Analyst</p>
<p>Review and adjust the rigorous and measurable targets annually; complete APR</p>	<p>January of each year</p>	

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Monitoring Priority: FAPE in the LRE

Indicator 3a: Participation and performance of children with disabilities on statewide **assessments:**
 A. Percent of districts meeting the State’s AYP objectives for progress for disability subgroup.

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

Measurement:
 A. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

Overview of Issue/Description of System or Process:

Determining Annual Targets

The annual Adequate Yearly Progress targets were determined in the manner prescribed by No Child Left Behind (NCLB) using test data from the 2001-2002 school year. Proficiency was defined as scoring at the 40th percentile or higher. This was used to compute the proficiency rate for each school and for each citywide subgroup. Two possible targets were then calculated, one based on school data and one based on subgroup data.

- The target based on school data was determined by ranking the schools according to the percent proficient from high to low. The number of students in each school was then summed from the lowest ranking schools until 20% of the students were accounted for. The percent proficient for the school at this 20% enrollment point was a tentative target.
- The lowest subgroup proficiency rate was the other tentative target.

NCLB required that the higher of the two targets was used as the baseline and the school-based targets were selected. There are separate elementary and secondary targets for Reading and Math shown below.

	2004-2005	
<u>Level</u>	<u>Reading</u>	<u>Math</u>
Elementary	30.3	38.4
Secondary	13.7	19.8

After the baseline targets were established the annual targets had to be increased on a path to 100% in 2014. DCPS decided to increase the targets every 2 years, which will result in 6 increases from 2002 until 2014.

Safe Harbor

A school or subgroup that does not reach the Adequate Yearly Progress (AYP) target can still make AYP by achieving Safe Harbor. This can be done by reducing the difference between the group’s percent proficient in the previous year and 100 percent by at least 10 percent. For example, if a group has 20 percent proficient in a year, it has 80 percent not proficient. Therefore, the group must reduce the percent not proficient by 8 percentage points to 72 percent, which would convert to 28 percent proficient.

The procedure explained above follows the requirements of NCLB.

Subgroup AYP

The targets and Safe Harbor provisions described above apply to all subgroups with at least 40 Full Academic Year students. A Full Academic Year student is one that was enrolled on the official membership day in early October and on the first day of testing.

Alternate Assessment

Students who are unable to function on the regular assessment are assessed using the DCPS Alternate Assessment. Their work is scored on a 5-point scale by a set of trained DCPS teachers and their scores are counted as proficient (score of 4 or 5) or not proficient for AYP purposes. They are included in the school data and in all subgroups for which they qualify (e.g., ethnicity, economically disadvantaged, LEP/NEP).

The data is collected by the Office of Accountability through a process that ensures the security and confidentiality of the process.

Baseline Data for FFY 2004 (2004-2005):

There were three LEAs that had at least 40 disabled students in the grades tested. None of these LEAs made AYP. The other 39 did not have the 40 students required in reporting AYP. The 39 are charter schools all with low enrollments in the tested grades. DCPS LEA elementary schools not making AYP were based on students with disabilities (SWD). On the secondary level the only group making AYP in reading was Asian; no group made it in math. Charters did not make AYP due to students with disabilities on the elementary level and on the secondary level for reading.

Discussion of Baseline Data:

In addition to the LEAs meeting the criteria to be included in the evaluation, many of the other LEA's also did not make AYP. Thus, a remedy needs to be applied to all LEAs.

FFY	Measurable and Rigorous Target The percentages below represent projected rigorous targets based on a minimum enrollment of 40 students with disabilities in the LEAs.
2005 (2005-2006)	<ul style="list-style-type: none"> • NCLB targets for reading: elementary, 53.54%; secondary, 42.46% • NCLB targets for mathematics: elementary, 58.94%; secondary, 46.54%
2006 (2006-2007)	<ul style="list-style-type: none"> • NCLB targets for reading: elementary, 53.54%; secondary, 42.46% • NCLB targets for mathematics: elementary, 58.94%; secondary, 46.54%
2007 (2007-2008)	<ul style="list-style-type: none"> • NCLB targets for reading: elementary, 65.16% ; secondary, 56.84% • NCLB targets for mathematics: elementary, 69.21%; secondary, 59.91%
2008 (2008-2009)	<ul style="list-style-type: none"> • NCLB targets for reading: elementary, 65.16% ; secondary, 56.84% • NCLB targets for mathematics: elementary, 69.21%; secondary, 59.91%
2009 (2009-2010)	<ul style="list-style-type: none"> • NCLB targets for reading: elementary, 76.78; secondary, 71.22 • NCLB targets for mathematics: elementary, 79.48; secondary, 73.28
2010 (2010-2011)	<ul style="list-style-type: none"> • NCLB targets for reading: elementary, 76.78; secondary, 71.22 • NCLB targets for mathematics: elementary, 79.48; secondary, 73.28

Improvement Activities	Timelines	Resources
Train teachers with job embedded strategies that are aligned with the standards and curriculum. Differentiated instruction training.	Ongoing	LEAs
Positive behavior support strategy training.	Ongoing	OSE
Community-based collaboration with city agencies to promote the importance of preparation and participation in school testing programs with support and incentives.	Spring 2006	DC Housing Authority Recreation Dept Health Dept Local Media

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Monitoring Priority: FAPE in the LRE

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

- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

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

Measurement:

- B. Participation rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above
Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

The review of the policies and guidelines for participation in the assessment for students with disabilities provide for all students to be accommodated.

Baseline Data for FFY 2004 (2004-2005):

The required AYP participation rate is 95% and currently DCPS is at 84% for students with disabilities.

Reg. Assess. w/o Acc.	Reg. Assess. w/Acc.	Alternate Assess. w/St.	Alternate Asses. w/A.St.	Total in Group
1076	2265	n/a	241	3582

Discussion of Baseline Data:

Review of the 618 data for 04-05 charts of the 3,582 student taking the assessment there were 2265 taking the assessment with accommodations.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> • Beginning with 84% in the overall participation rate in the baseline year with gains of 4% a year based on the NCLB target, reaching 95% by 2007.
2006 (2006-2007)	<ul style="list-style-type: none"> • Beginning with 84% in the overall participation rate in the baseline year with gains of 4% a year based on the NCLB target, reaching 95% by 2007.
2007 (2007-2008)	<ul style="list-style-type: none"> • Beginning with 84% in the overall participation rate in the baseline year with gains of 4% a year based on the NCLB target, reaching 95% by 2007.
2008 (2008-2009)	<ul style="list-style-type: none"> • Maintain the 95% participation.
2009 (2009-2010)	<ul style="list-style-type: none"> • Maintain the 95% participation
2010 (2010-2011)	<ul style="list-style-type: none"> • Beginning with 84% in the baseline year maintenance at 95% a year based on the NCLB target.

Improvement Activities	Timelines	Resources
Professional development for teachers on best practices for testing strategies.	Ongoing	School Support Unit (SSU) Directors of Content
Staff development and training to inform teachers of the availability and types of resources and accommodations.	Spring 2006	School Support Unit LEA Directors
Incorporate incentives/rewards for student participation.	Spring 2007	Assistant Superintendents Principals Special Education Coordinators (SES)
Parent training/involvement through collaboration with the PTA.	Spring 2007	Parent Training Institute (PTI)

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Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

C. Proficiency rate =

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

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

Participation Rate

The participation rate for AYP purposes for schools and subgroups is calculated by dividing the number of students tested by the number enrolled. Only Full Academic Year students are included in the AYP participation rate. These are students who were enrolled on the official membership day in early October and on the first day of testing in April.

Baseline Data for FFY 2004 (2004-2005):

REPORT CARDS

REPORT CARD ALL SCHOOLS						Year : 2005 Group : STATE REPORTS	
GROUP	NUMBER IN GROUP	READING			MATH		
		Number Tested	% Tested	% Proficient	Number Tested	% Tested	% Proficient
ETHNICITY							
(1) (2)	67	64	95.52%	37.88%	62	92.54%	40.91%
Asian/Pacific Islanders (2)	272	256	94.12%	57.14%	257	94.49%	81.95%
Black, non-Hispanic (2)	19,093	17,508	91.70%	37.63%	17,319	90.71%	42.00%
Hispanic (2)	1,898	1,799	94.78%	40.76%	1,812	95.47%	56.63%
Amer. Indian/Alaskan Native*	7	-	-	-	-	-	-
White, non-Hispanic (2)	906	853	94.15%	83.06%	855	94.37%	84.39%
GENDER (3)							
(1)	58	56	96.55%	29.82%	54	93.10%	35.09%
Female	11,072	10,358	93.55%	43.96%	10,289	92.93%	48.40%
Male	11,113	10,073	90.64%	36.07%	9,969	89.71%	42.53%
SPECIAL EDUCATION							
Disabled (2) (4)	4,585	3,935	85.82%	15.99%	3,868	84.36%	15.77%
Non-disabled (2)	17,658	16,552	93.74%	46.24%	16,444	93.12%	53.17%
ENGLISH PROFICIENCY							
Lep/Nep (2)	1,493	1,426	95.51%	37.15%	1,424	95.38%	59.38%
Non-Lep/Nep (2)	20,750	19,061	91.86%	40.33%	18,888	91.03%	44.65%
ECONOMIC STATUS							
Econ. Disadvantaged (2)	14,840	14,026	94.51%	37.35%	13,882	93.54%	43.87%
Non-Econ. Disadvantaged (2)	7,403	6,461	87.28%	45.26%	6,430	86.86%	48.57%
MIGRANT STATUS (3)							
Migrant (2)	47	47	100.00%	45.65%	47	100.00%	65.22%
Non-migrant (2)	22,196	20,440	92.09%	39.97%	20,265	91.30%	45.39%

REPORT CARD NOTES

- * No data are displayed for groups with less than 10 students.
- (1) Group membership is not known.
- (2) This group includes at least one LEP/NEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. For a more detailed explanation see [Question 9](#) in the NCLB-related questions on the Home Page.
- (3) Females, males, and migrants are not subject to AYP targets.
- (4) This group includes at least one student who took the alternate assessment.

Discussion of Baseline Data:

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The baseline data indicates that 16% of students with disabilities scored proficient out of the 84% of students with disabilities participating in the state-wide assessment.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> Equip 100% of schools with wiring capability to support the technology necessary. Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.
2006 (2006-2007)	<ul style="list-style-type: none"> Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.
2007 (2007-2008)	<ul style="list-style-type: none"> Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.
2008 (2008-2009)	<ul style="list-style-type: none"> Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.
2009 (2009-2010)	<ul style="list-style-type: none"> Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.
2010 (2010-2011)	<ul style="list-style-type: none"> Beginning with 16% in the baseline year, gain 11% a year based on the NCLB target.

Improvement Activities	Timelines	Resources
Align standards and assessments Ensure that the schools not meeting AYP are participants in the supplemental educational services as mandated by Title One. Implement comprehensive reading programs. Positive behavior support evidenced in building-wide and classroom behavior management systems.	Fall 2005 Ongoing	Office of Accountability Office of Academic Services
Schedule teacher training on strategies on teaching for learning. Create an inviting, welcoming and clean school environment.	Winter Break 2005-2006 and Ongoing	Office of Assessment & Accountability (OAA) OAS
Identify incentives for attendance. Provide basic materials, supplies and equipment for general teaching of ALL students. (textbooks, supplemental materials, audio-visual equipment, computers, scientific calculators, science kits, geography kits, etc.) Materials, supplies, equipment and training on the uses to promote differentiated instruction.	Ongoing	OAA OAS
Community based, off school property, functions to promote the importance of preparation for learning in the home and community to benefit school.		OAA OAS
Character development.	Spring 2007	OAA OAS
Exposure to the city as a classroom incorporated into the standards.	Fall 2007	OAA OAS
Implement scientific and comprehensive research- based technology programs.	Spring 2007	NOVANET SuccessMaker LeapFrog

SPP Template – Part B (3)

District of Columbia
State

Implement alternative schools (not for discipline) to address alternative learning needs for all students including students with disabilities.		
Increase positive behavior supports and create a positive learning environment that meets the learning needs of all students in schools.	2005 -2008	
Focus monitoring to determine support services needs in the LEA communities for those schools where student behavior impacts the learning environment outside of the classroom.	2007-2010	

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

In DCPS significant discrepancy is defined as a rate of suspension and expulsion of children with disabilities greater than 10 days in a school year of **2.41%** or greater, the state rate of suspension for general education students in this category. The rate of suspension for students with disabilities within the state during the reporting period was .88%, significantly below the rate of suspensions for general education students in the same category. The baseline rate of 2.41% was determined by dividing the number of general education students that were suspended or expelled greater than 10 days (1,228) by the number of general education students enrolled (51,009) in the state.

Monitoring Priority: FAPE in the LRE

Indicator 4a: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of **suspensions and expulsions** of children with disabilities for greater than 10 days in a school year.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(2))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
Include State’s definition of “significant discrepancy.”

Overview of Issue/Description of System or Process:

The numbers provided are based on the data compiled and disaggregated for students with disabilities by a hand count of forms and a completion of a survey; this process will continue through at least one additional reporting period before a more sophisticated process of collection is initiated. The data is incorporated on an excel worksheet designed specifically to report discipline by disability and race.

DCPS had 41 LEAs during this reporting period made up of one public LEA (DCPS) with over 60,000 students and the 40 public charter LEAs’ total enrollment for 2005 is 10,934 (17% of the students enrolled in the public charter LEAs).

Baseline Data for FFY 2004 (2004-2005):

Baseline data does not include LEA charter schools. There data was not disaggregated by number of suspended days, disability or ethnicity. However, as reported in last APR a student with a disability from a charter LEA has a greater chance of being suspended than a student in a noncharter school.

Number of LEAs with significant discrepancies.		None to report to date.
# of LEAs	LEAs w/ General Education SUSPENSION/ EXPULSION	LEA w/ Special Education SUSPENSION/ EXPULSION
*41 LEAs	**22	**19
DCPS LEA Students Suspended/Expelled		
1 LEA (DCPS)	1079 (General Ed.) (Includes less than 10 days also)	188 (Special Education (Includes less than 10 days also) (Suspended students only, DCPS did not expel any students.)
		26 (Included in the 188 for over 10 days for drugs or weapons)

SPP Template – Part B (3)

*Only the DCPS LEA has the disaggregated data by number of days, disability and ethnicity. The 618 Data Report will include this information for the number of LEAs in the 05-06 count. Based on information available rigorous targets have been set.

** The forty charter LEAs include all suspensions and expulsions not only the ones for more than 10 days.

The 04-05 data suggest that the students suspended for ten days or more for drugs or weapons is 26 as compared to the 1,228, the number suspended or expelled for that period for all infractions. The student enrollment is **62,306**, of which **11,297** are students with disabilities. All of the suspended or expelled students in this category are members of one ethnic group with the exception of one student.

> 10 Suspensions or Expulsions for Drugs (D) or Weapons (W)	03-04			04-05		
	> 10 Days All Students	DRUGS > 10 SPED	WEAPONS > 10 SPED	> 10 Days All Students	DRUGS > 10 SPED	WEAPONS > 10 SPED
Suspensions/ Expulsions > 10 Days	1,705 (2.619%)	n/a	n/a	1,228 (1.970%)	n/a	n/a
Special Ed. Suspensions/ Expulsions > 10 Days	167 (1.39)	10	46	99 (.876%)	13	13

There were 1,705 students overall suspended or expelled for 10 days or more across all categories of this number 167 were students with disabilities in the 03-04 school year. Fifty-six of these students were suspended or expelled as a result of drugs or weapons; 10 for drugs and 46 for weapons.

There were a total of 1,228 students suspended or expelled for 10 days or more across all categories and of this number 99 were students with disabilities in the 04-05 school year. Twenty-six of these students were suspended or expelled as a result of drugs or weapons; 13 for drugs and 13 for weapons.

Discussion of Baseline Data:

The comparison of the data for the 03-04 and the 04-05 school years shows a drop in the numbers of students unilaterally removed for drugs and weapons between the two years referenced. The reduction in numbers is manifested in the surveys submitted from charter schools and forms submitted from DCPS LEA to their respective offices for documentation.

The data supports a greater need for attention in the area of disruptive school behavior in the verbal and physical category (confrontational words and fighting), in addition to the focus on eliminating drugs and weapons in the educational environment.

CORRECTION TO THE 618 DATA

The data submitted for the 03-04 school year included students with disabilities removed for less than 10 days for offenses not related to weapons or drugs. The report should have noted the revision of the data for school year 2003-2004 listed below:

	1A	1B	1C	2	3A	3B	3C
2003-2004	56	10	46	None	0	0	0

SPP Template – Part B (3)

District of Columbia
State

2004-2005	26	13	13	None	0	0	0
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a review of all of the data suggests that students with disabilities are not being suspended at the rate of their non-disabled peers. In addition students without disabilities who exhibit disruptive classroom behaviors are more regularly referred for eligibility determination rather than an effective intervention program.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> Reduce suspensions and expulsions due to weapons and drugs to 0% for students with a disability. Reduce the number of districts with significant discrepancies by 2% from baseline.
2006 (2006-2007)	<ul style="list-style-type: none"> Reduce the number of districts with significant discrepancies by an additional 2% from baseline.
2007 (2007-2008)	<ul style="list-style-type: none"> Reduce the number of districts with significant discrepancies by an additional 2% from baseline.
2008 (2008-2009)	<ul style="list-style-type: none"> Reduce the number of districts with significant discrepancies by an additional 2% from baseline.
2009 (2009-2010)	<ul style="list-style-type: none"> Reduce the number of districts with significant discrepancies by an additional 2% from baseline.
2010 (2010-2011)	<ul style="list-style-type: none"> Reduce the number of districts with significant discrepancies by an additional 2% from baseline.

Improvement Activities	Timelines	Resources
Collect baseline data from all LEA's that link into a common state data system which aggregates and disaggregates ALL suspended students. Plan and design academic intervention programs to include students with disabilities with a focus at the ninth and tenth grades.	Spring 2006	DCPS
Implement a comprehensive violence prevention initiative.	Spring 2006	DCPS
Identify alternatives to suspension.	Spring 2006	DCPS
Reinstitute the in-house suspension program	Fall 2007	DCPS
Implement alternative schools (not for discipline) to address alternative learning needs for all students including students with disabilities.	2008 -2010	SEA

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: FAPE in the LRE

Indicator 4b: Rates of suspension and expulsion:

- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

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

State's "significant discrepancy."

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

Overview of Issue/Description of System or Process:

The 618 data on suspensions/expulsions for drugs and weapons was used as the baseline for 04-05 (the 04-05 SEA data on S/E for other than drugs or weapons was not provided to the committee at the time of the '05 report). The collection process during this period consisted of hand counting data from an unlinked data base with limited sorting ability. The 2005 system of data collection process provided data on race/ethnicity for students with disabilities per LEA.

The baseline data was collected from a nine page excel, data form sent to the directors at the 54 LEAs. The design of the excel data form included all of the categories required for the 618 data report. Once returned, via email, the data was entered into a data base designed specifically to aggregate and disaggregate the 618 data.

The committee experienced a few glitches in entering the data, all of which were addressed by the program designer. Use of this data collection will be continued until comprehensive state data system is available.

Baseline Data for FFY 2004 (2004-2005):

Based on the 618 data the majority of students suspended/expelled were students without disabilities and noted LEAs did not have significant discrepancies for students with disabilities. The total suspensions for students with disabilities were 543 in the category of ten days or more, with the majority of the students being African-American.

Discussion of Baseline Data:

In review of the data for the SPP a revision will need to be made to the SEA 618 data Table 6. The inclusion of the charter LEA data revealed an increase in the number of LEAs with significant disproportionality for students with disabilities.

The documentation on the low number of students removed for ten days or more by the largest LEA generated a question as to how the behaviors of students with disabilities were being addressed if not by suspension/expulsion. A more extensive review was made of other factors such as drop-out, attendance, disproportionate representation in race/gender, disability numbers in that group found eligible for special education services.

The review of these results will be reported in the 06-07 APR.

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

# Of LEAs	# Of LEAs Identified With Discrepancy	Range Of SD	% Significant Discrepancy	Ethnic Groups Suspended/ Expelled
54	1	53%	5%	Black And Hispanic
	2	11%		
	3	40%		
	4	12%		
	5	12%		
	6	12%		
	7	8%		
	8	8%		
TOTAL	8			
		% of LEAs w/Discrepancy of SPED		% of LEAs w/Discrepancy for Race/Ethnicity
54	8	14.8%		0

LEAs with Significant Discrepancies Suspension and Expulsions									
SEA Data Breakdown	General Ed	Special Ed	Tot Enroll	# Gen Ed Suspensions	% of Gen Ed Suspension.	% of Gen Ed Suspension from Total Enroll	# Special Ed Suspension	% of Spec Ed Suspension	% of Sped Suspe from Total Enrollment
Charter LEAs	10329	1565	11894	1700	16%	14%	352	22%	3%
DCPS LEA	46814	10088	56902	882	2%	2%	191	2%	0%
SEA DCPS	48385	11231	59616	2582	5%	4%	543	4.83%	1%

SPP Template – Part B (3)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	LEAs will reach and maintain a 0% significant discrepancy.
2006 (2006-2007)	LEAs will reach and maintain a 0% significant discrepancy
2007 (2007-2008)	LEAs will reach and maintain a 0% significant discrepancy
2008 (2008-2009)	LEAs will reach and maintain a 0% significant discrepancy
2009 (2009-2010)	LEAs will reach and maintain a 0% significant discrepancy
2010 (2010-2011)	LEAs will maintain a 0% significant discrepancy

Improvement Activities	Timelines	Resources
Implement strategies in the Master Education Plan or its derivative. LEAs with significant discrepancies will develop corrective action plans.	Ongoing	OAS
Focus monitoring to determine support services needs in the LEA communities for those schools where student behavior impacts the learning environment outside of the classroom.	Spring 2007	Monitoring Unit SIG
LEAs develop a plan that addresses the review results of the drop-out, attendance, truancy, and referrals (for eligibility determinations) for their LEA.	Fall 2007	LEAs
Provide technical assistance and training in positive behavior support systems, manifestation determination and differentiated instruction where student behavior impacts the learning environment outside of the classroom.	Fall 2007	OAS LEAs
Quarterly data reviews.	2008	LEAs
Maintain intervention programs.	2009	LEAs
Maintain intervention programs.	2010	LEAs

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

(*Based on our APR there was an over representation of students in the LREs. The numbers in this indicator (5a,b,c,) reflect this over representation.)

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

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

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

Measurement:

A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.

Overview of Issue/Description of System or Process:

A review of the LRE data for the 2003-2004 school year indicated over representation.

Baseline Data for FFY 2004 (2004-2005):

A review of the LRE data for the 2004-2005 school year indicated 1.722% removed <21% of the day.

	A	B	C	E
Ethnicity	Students w/IEPs < 21%	Enrollment w/IEPs	Total Enrollment	Percent Removed %
All Groups	1,073	11,294	62,306	9.5
Whites	90	397	3,192	22.7
Blacks	882	10199	52,032	8.6
Hispanics	89	652	6,011	13.7
Asian	n/a	45	1,038	x
American Indian	n/a	n/a	33	x
FORMULA	A / B = D * 100 = E			

Discussion of Baseline Data:

The data reported a total of 1073 students with IEPs aged 6 through 21 **less** than 21% of the day.

ⁱ District of Columbia Schools: ENCORE & 618 Data

FFY	Measurable and Rigorous Target
2005 (2005-2006)	• Increase students placed less than 21% of the day to 10.5%.
2006 (2006-2007)	• Increase students placed less than 21% of the day to 11.5%.
2007 (2007-2008)	• Increase students placed less than 21% of the day to 12.5%.
2008 (2008-2009)	• Increase students placed less than 21% of the day to 13.5%.
2009 (2009-2010)	• Increase students placed less than 21% of the day to 14.5%.
2010 (2010-2011)	• Increase students placed less than 21% of the day to 15.5%.

SPP Template – Part B (3)

District of Columbia Schools: ENCORE & 618 Data

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 15.0%.
2006 (2006-2007)	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 14.5%.
2007 (2007-2008)	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 14.0%.
2008 (2008-2009)	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 13.5%.
2009 (2009-2010)	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 13.0%.
2010 (2010-2011)	<ul style="list-style-type: none"> Reduce the number of students removed from regular class greater than 60% of the day to 12.5%.

Improvement Activities	Timelines	Resources
Implement effective Student Services Teams in every LEA. Annually increase the number of model inclusion programs in schools. Establish <i>effective</i> intervention programs in 35% of the schools in each LEA.	2006 Ongoing	LEA
Implement training for principals to evaluate teachers on the evidence of classroom teaching strategies for students with a disability being taught in the least restrictive environment. Create a continuum of pre-K-12 models schools that use best practices with ALL students, including students with disabilities. Develop and implement the first models by the 2006-2007 school year.	Summer 2006	LEA
Staff development with general and special education teachers on collaborative planning and teaching.	Ongoing	LEA
Increase the additional model inclusion programs by two per year in the 2007-2009 school years.	2007 - 2010	LEA
Maintain LRE	2010	LEA

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

The data is collected through the Special Education Tracking System (SETS) that generates reports and presents the reporting data for students with disabilities. The system is being updated to a new system, ENCORE, that the SETS data is currently being merged for the 05-06.

Baseline Data for FFY 2004 (2004-2005):

	A	B	C	E
Ethnicity	Students w/IEPs in Public/Private/Residential/	Enrollment w/IEPs	Total Enrollment	Percent Removed %
All Groups	3,499	11,294	62,306	31.0%
Whites	214	397	3,192	53.9
Blacks	3128	10199	52,032	31.0
Hispanics	131	652	6,011	20.1
Asian	n/a	45	1,038	X
American Indian	n/a	n/a	33	X
FORMULA	A / C = D * 100 = E			

Discussion of Baseline Data:

The data reported a total of 3,499 students with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements

ⁱⁱ District of Columbia Schools: ENCORE

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 30%.
2006 (2006-2007)	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 29%.
2007 (2007-2008)	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 28%.
2008 (2008-2009)	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 27%.
2009 (2009-2010)	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools, residential placements, or homebound or hospital placements to 26%.
2010	<ul style="list-style-type: none"> Reduce the number of students in public or private separate schools,

SPP Template – Part B (3)

District of Columbia
State

(2010-2011)	residential placements, or homebound or hospital placements to 25%.
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Improvement Activities	Timelines	Resources
Increase high intensity service delivery availability within all LEAs.	2006	
Establish additional community based programs with support via MOUs with core community service agencies such as Health Services for Children with Special Needs, Dept. of Mental Health, Child & Family Services, Dept. of Youth Rehabilitation Services Agency, Rehabilitation Services Administration, Mental Retardation and Developmental Administration.	2007	
Build collaboration with other city agencies to develop state services.	2008-2010	

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

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

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

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

The District of Columbia implemented initiatives which promote the inclusion of preschool age children. The District of Columbia is one of three jurisdictions in the United States that has universal pre-kindergarten and is the only jurisdiction that also has full day pre-kindergarten programs. Having universal and all day pre-kindergarten programs allows for optimal opportunities for educational placements for children with disabilities with their typically developing peers. The District of Columbia is also the recipient of a Head Start grant which serves approximately 1,700 three and four year old students. Head Start's standards require that a minimum of 10 % of children enrolled in Head Start must be children with disabilities. This mandate also allows for placement opportunities for preschool aged children with disabilities with their typically developing peers. Barriers that preclude achieving a higher percentage of placement in the least restrictive environment are local school funding formulas and placement opportunities in the community. Children enrolling in their local schools after October 5, are not accounted for in the student weighted formula. This is a challenge for many principals given that 70 % of IEPs of preschool children ages three and four are developed after October 5. The placement of children in community preschool programs is also problematic. Providers who lack training and/or experience, resources, and confidence to service children with disabilities impede community early childhood programs and their willingness to care for children with disabilities.

Baseline Data for FFY 2004 (2004-2005):

Report Period July 1, 2004 through June 30, 2005	# of Children
Early Childhood Settings	129
Early Childhood Special Education Settings	98
Home	56
Part-time Early Childhood/Part-time Early Childhood Special Education	77

SPP Template – Part B (3)

Discussion of Baseline Data:

A review of the baseline data reveals that 72% of children with IEPs receive special education and related services in settings with typically developing peers.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	77 % of children with IEPs will receive special education and related services in settings with typically developing peers.
2006 (2006-2007)	82 % of children with IEPs will receive special education and related services in settings with typically developing peers.
2007 (2007-2008)	87 % of children with IEPs will receive special education and related services in settings with typically developing peers.
2008 (2008-2009)	92 % of children with IEPs will receive special education and related services in settings with typically developing peers.
2009 (2009-2010)	95 % of children with IEPs will receive special education and related services in settings with typically developing peers.
2010 (2010-2011)	97 % of children with IEPs will receive special education and related services in settings with typically developing peers.

Improvement Activities	Timelines	Resources
The District of Columbia will sign a MOU with the community Head Start program which will include provisions that will grant community Head Start programs the authority to implement IEPs.	March 2006	Early Childhood Supervisor
The District of Columbia SEA will assist LEAs in drafting a proposal which will identify and set-aside funding for the placement of preschool aged children who enroll after October 5.	February 2006 and ongoing	OSE Budget Office
The District of Columbia will include in an MOU established with the Department of Human Service language that grants community preschool programs under the auspices of DHR the authority to implement IEPs.	January 2008 and ongoing	Early Childhood Supervisor
Expand capacity for the placement of three year old children with disabilities in programs with their typically developing peers.	February 2006 and ongoing	OSE
The District of Columbia State Special Education office will provide training to community early childhood programs.	March 2006 and ongoing	619 Coordinator

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 7: *Percent of preschool children with IEPs who demonstrate improved:*

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

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

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

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

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

C. Use of appropriate behaviors to meet their needs:

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

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

Overview of Issue/Description of System or Process:

This is a new indicator for which the District of Columbia SEA will describe its plan for the collection of data for the preschool outcome indicator. Due to vacancies in early childhood special education state level positions, entry level data was not collected during the 2005-2006 FFY. Therefore a status report on the percentage of children at entry who are functioning at a level comparable to same-aged peers, and the percentage of children at entry functioning at a level below same-aged peers will not be available for the February 2007 APR. The District of Columbia SEA will implement the following data collection plan to establish baseline data for the five reporting categories in the APR due February 2008.

To ensure that the timelines in the following plan are met and that there is accountability for the implementation of the plan a coordinating position is being secured. This position will be charged with the responsibility of implementation of the plan, to include training, data collection and analysis. In addition the job responsibilities will include developing the required reports from data collected from the LEAs

The District of Columbia SEA identified four assessment tools, which were selected from the recommended list from the Early Childhood Outcomes (ECO) Center. LEAs must use one of the four following tools: the Brigance Developmental Inventory-2, the Battelle Developmental Inventory-2, the Work Sampling System, or the Creative Curriculum Developmental Continuum Assessment Toolkit for Ages 3-5. An individual or a team directly serving the child can conduct the assessments. The individual or team will utilize the ECO Center Child Outcome Summary Rating Scale to report the assessment results to the District of Columbia SEA. Entry level assessment will occur at initial IEP, annual IEP review, and/or thirty days after the child enters kindergarten. The second (exiting) assessment will be conducted at the end of the school year. Students who have not been enrolled in a LEA for more than 90 days after initial assessments will not be included in the 2006-2007 baseline report.

February 2007: Meeting held for state management team and stakeholders to address the EC outcome system components: state infrastructure, personnel development, local infrastructure, implementation/practice, and families. The District of Columbia will ascertain the assistance of the National Early Childhood Technical Assistance Center (NECTAC) in developing the work plan.

SPP Template – Part B (3)

District of Columbia
State

February 2007-State level personnel will conduct a two-day training seminar on child assessment tools and their use for measuring child progress towards outcomes, and the ECO Center Child Outcome Summary Rating Scale.

February 2007: LEAs will choose one of the state-selected assessment tools to be used for measuring child progress towards the child outcomes.

March – June 2007 - LEAs train staff on the completion, assessment, data collection, and analysis reporting.

June 2007 - LEAs must submit completion documentation of outcomes and data analysis reporting training of staff to the SEA office.

September - October 2007-All LEAs will complete initial individual/team assessments/measurements.

November 2007- All LEAs will report entry data to the District of Columbia SEA.

November 2007 –The District of Columbia SEA will analyze and report data results.

January 2008 – Review and revise based on stakeholder feedback.

February 2008- The SEA will report baseline data.

Baseline Data for FFY 2005- (2005-2006):

Action plan addresses collection of baseline data.

Discussion of Baseline Data:

Overview states the delays caused by vacancies in the SEA Early Childhood office impacted our ability to obtain baseline data in 05-06.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Identify an appropriate assessment instrument for measuring positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs. Identify a system for collecting data from preschool LEA programs. Implement the system; collect baseline data.
2006 (2006-2007)	50 % of preschool children with IEPs will demonstrate positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs, at levels comparable to their same-age-level peers.
2007 (2007-2008)	60 % of preschool children with IEPs will demonstrate positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs, at levels comparable to their same-age-level peers.
2008 (2008-2009)	70 % of preschool children with IEPs will demonstrate positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs, at levels comparable to their same-age-level peers.
2009 (2009-2010)	80 % of preschool children with IEPs will demonstrate positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs, at levels comparable to their same-age-level peers.
2010 (2010-2011)	90 % of preschool children with IEPs will demonstrate positive social-emotional skills, acquisition and use of knowledge, and the use of appropriate behaviors to meet needs, at comparable to their same-age-level peers.

SPP Template – Part B (3)

District of Columbia
State

Improvement Activities	Timelines	Resources	Status
The District of Columbia SEA will identify an early childhood special education committee that will include representatives for all LEAs that service preschool children with disabilities .	December 2005	Monitoring Unit 619 Coordinator	Completed
The early childhood special education committee will identify an appropriate assessment tool and a system for collecting data.	January 2006	Early Childhood Supervisor	Completed
State level personnel will conduct a two-day training seminar on child assessment tools and their use for measuring child progress towards outcomes, and the ECO Center Child Outcome Summary Rating Scale.	February 2006 and ongoing	OSE School Support Unit	February 30, 2007
LEAs will choose one of the state-selected assessment tools to be used for measuring child progress towards the child outcomes..	March, 2006 and ongoing	Monitoring Unit 619 Coordinator	<u>February 2007:</u>
LEAs train staff on the completion, assessment, data collection, and analysis reporting.	August 2006 and ongoing	Monitoring Unit 619 Coordinator	<u>March – June 2007 -</u>
LEAs must submit completion documentation of outcomes and data analysis reporting training of staff to the SEA office.			<u>June 2007 -</u>
-All LEAs will complete initial individual/team assessments/measurements.			<u>September - October 2007</u>
- All LEAs will report entry data to the District of Columbia SEA.			<u>November 2007</u>
-The District of Columbia SEA will analyze and report data results.			<u>November 2007</u>
Review and revise based on stakeholder feedback.			<u>January 2008 –</u>
The SEA will report baseline data			<u>February 2008-</u>

Part B State Performance Plan (SPP) for 2005-2010

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)(3)(A))

Measurement:

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.
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Overview of Issue/Description of System or Process:

The purpose of the Parent Survey is to assist the District of Columbia Public Schools (DCPS) State Education Agency (SEA) in determining the extent to which schools are facilitating parent involvement. The survey data will assist the schools in improving parent involvement and will result in positive outcomes for parents as well as improved outcomes for children.

DCPS SEA 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 age 3-5 children. Each survey was identifiable to the school. DCPS contracted with Mountain Plains Regional Resource Center (MPRRC) for assistance with the data collection, data analysis, and report-writing for this indicator.

In November 2006, the Parent Survey was mailed to all parents of students age 3-21 receiving special education services during the 2005-06 school year. Parents were asked to complete and then mail the survey to DCPS. Parents were assured of anonymity.

Approximately 11,000 surveys were mailed and 152 were returned for a response rate of 1.4%. This type of response rate is typical of other DCPS parent surveys. Because of the low response rate, a random sample of 50 parents were called and asked five key questions from the Parent Survey. The responses of the phone interviewees were compared to the responses of those who completed and mailed the Parent Survey. Phone respondents were as favorable as mail respondents on four of the five questions; on one of the five questions, phone respondents were slightly less favorable than written questionnaire respondents. In addition to examining individual item results, a "percent of maximum" score based on the five items was calculated for each respondent. A respondent who answered each of the five items a "6" (Very Strongly Agree) received a 100% score; a respondent who answered each item a "1" (Very Strongly Disagree) on each of the five items received a 0% score. A respondent who answered each item a "4" (Agree) on each of the five items received a 60% score. The mean percent of maximum score for the phone respondents (59%) was slightly lower than the mean percent of maximum score for the mail respondents (67%); this slightly lower mean percent of maximum score was tied to the one of five items on which the phone respondents answered slightly less favorably than the mail respondents. Thus, in general, the results based on the mail respondents are representative of all parents of students with disabilities. Additionally, the phone respondents were asked if they had been involved in any due process hearings, complaints, mediations, or dispute resolutions within the district. The responses of those who said yes to this question

were compared to the responses of those who said no. There were no significant differences between the two groups.

The representative sample of the surveys was also 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. This comparison suggests the results are representative. For example, 88% of the parents who returned a survey indicated that their children are Black or African American and 89% of special education students are Black or African American. In addition, surveys were returned from parents of children of all grade levels and from over 40% of the DCPS schools.

To address this indicator, SEA representatives reviewed the items on the written questionnaire to determine which of the 26 items related to the concept of the schools “facilitating parent involvement.” They determined that all 26 items on the Parent Survey related to this indicator. Thus, each survey respondent received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a “6” (Very Strongly Agree) on each of the 26 items received a 100% score; a respondent who rated their experiences with the school a “1” (Very Strongly Disagree) on each of the 26 items received a 0% score. A respondent who rated their experiences with the school a “4” (Agree) on each of the 26 items received a 60% score. (Note: a respondent who **on average** rated their experiences a “4”, e.g., a respondent who rated 8 items a “4,” 9 items a “3,” and 9 items a “5,” would also receive a percent of maximum score of 60%.)

Then SEA representatives decided where to set the cut-score for determining that the school did indeed facilitate parent involvement. They decided that a 60% cut score represented the most-appropriate cut score. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the parent is agreeing that school facilitated his/her involvement. SEA representatives did not believe it was appropriate to insist that respondents “strongly agree” (a cut score of 80%) or “very strongly agree” (a cut score of 100%) that the school facilitated their involvement in order for the respondent to be counted as someone who believes that the school facilitated parent involvement. Thus, any parent who had a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement.

Baseline Data for FFY 2006 (2005-2006):

The following table shows that 68.2% of parents reported that the school facilitated their involvement.

Percentage of parents who state that the school facilitated their involvement:

	School facilitated parent involvement
2005 (2005-2006)	68.2%

Discussion of Baseline Data:

The first year of data collection indicates that the majority of parents believe that the schools facilitate their involvement; 68.2% of parents state that their child’s school facilitated their involvement.

SPP Template – Part B (3)

District of Columbia
State

While this overall “parent involvement” percentage provides a benchmark of the extent to which schools are encouraging and facilitating parent involvement, the SEA has also reviewed individual item results to determine specific areas in which the schools and the unit can make improvements in how they communicate with and relate to parents of special education students.

The SEA is concerned about the low response rate. The response rate of 1.4% is lower than desired. Even though the phone interviews suggest that nonresponse bias is not present, the unit will be using a different survey distribution method during the 2006-07 school year in order to achieve a higher response rate. In spring 2007, other methods besides mail will be used to distribute the survey; for example, the survey will be given to parents attending their regularly scheduled IEP meeting or at other school events that parents attend. Parents will be encouraged to complete the survey before or after the meeting/event, and to then immediately mail the survey. This in-person distribution method should result in a higher response rate this year than last year. In addition, school principals and staff members will be shown a sample “school report” which will illustrate the type of data they will get providing they have 10 or more parents complete the survey and will be shown how they can use the data to make improvements in their relationship with parents. The Division is hopeful that this will motivate school personnel to encourage their parents to complete the survey.

The SEA set the following targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	68.2%
2006 (2006-2007)	68.5%
2007 (2007-2008)	69.2%
2008 (2008-2009)	70.0%
2009 (2009-2010)	71.0%
2010 (2010-2011)	72.2%

Improvement Activities/Timelines/Resources

SPP Template – Part B (3)

District of Columbia
State

Improvement Activities

Timelines

Action Steps to Review and Revise Policies and Procedures	Target Date
Complete work on the preliminary development of the Parent Involvement survey	August 2006
Finalize the parent involvement survey	Fall 2006
Collaborated with the MPRRC to finalize survey and analyze data.	Fall 2006
Refine survey instruments as needed and begin distribution of survey questionnaires to parents.	November 2006
Collection and analysis of results, ranking of LEAs based upon survey results.	June 2006 on-going
Periodic meetings with TA partners to review data analysis and developing continuous improvement strategies.	Ongoing
Multiple teleconferences with MPRRC to receive TA	Ongoing
Identify questions containing the least favorable response and develop strategies to increase parent participation	March 2007

District of Columbia Public Schools – Parent Involvement Survey

This is a survey for families of children receiving special education services. 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.*

School's Effort to Partner with Parents	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
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. My child's teacher and related services providers are usually present at meetings.....	1	2	3	4	5	6
3. We discuss services and changes in services that my child may need.....	1	2	3	4	5	6
4. We discuss whether my child needs services beyond the regular school year.....	1	2	3	4	5	6
5. I receive written notice that my child would not receive services in the general education classroom.....	1	2	3	4	5	6
6. I receive information regarding my child's progress through progress notes and IEP report cards.....	1	2	3	4	5	6
7. 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
8. My child's evaluation report is written in terms I can understand.....	1	2	3	4	5	6
9. I receive written information that is easy to understand.....	1	2	3	4	5	6
10. Teachers are available to speak with me at parent teacher conferences or upon my request.....	1	2	3	4	5	6
11. I am given the opportunity to participate in manifestation determination review meetings regarding behavioral issues related to my child.....	1	2	3	4	5	6
12. My child transitioned from early intervention (Birth to 3) to preschool special education without a break in services.....	1	2	3	4	5	6
Teachers and Administrators						
13. 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
14. Show sensitivity to the needs of students with disabilities and their families.....	1	2	3	4	5	6
15. Encourage me to participate in making decisions regarding my child's services.....	1	2	3	4	5	6
16. 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
17. Show respect for my culture and how I value it as it relates to my child's education.....	1	2	3	4	5	6

SPP Template – Part B (3)

District of Columbia
State

My Child's School						
18. Has a person on staff who is available to answer questions	1	2	3	4	5	6
19. Communicates regularly with me regarding my child's progress on IEP goals	1	2	3	4	5	6
20. Gives me choices regarding services that address my child's needs	1	2	3	4	5	6
21. Offers me training about special education issues	1	2	3	4	5	6
22. Shares with me how to request services that my child needs	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 child's education	1	2	3	4	5	6
25. Provides direct services and linkages to agencies that can assist my child in transitioning from school to adult life (employment, post-secondary education and/or independent living)	1	2	3	4	5	6
26. 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	1	2	3	4	5	6

27. 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 | |

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

- | | | |
|-------------------------|----------------------------|--|
| 1 Autism | 6 Hearing Impairment | 11 Specific Learning Disability |
| 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 | |

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

30. 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

31. The Name of My Child's School: _____

32. My Name (optional): _____

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

DC Public Schools is a majority-minority LEA. For the 2003 – 2004 school year, as reported in the FFY 2003 – 2004 Annual Performance Report, Black students made up 83.6 % of the total student population enrolled in the DC Public School system. Using the composition index to make aggregate comparisons by race and ethnicity in regular and special education enrollment data, disproportionate representation in special education occurs in the District of Columbia when the number of students from a particular racial or ethnic group, who have been identified for special education and related services, exceed the number of students from that racial or ethnic group in the general school population. Thus, it was determined the data established a statistically significant, disproportionate number of Black students had been identified and placed in special education compared to placement rates of students from other racial or ethnic groups.

Disproportionality by Identification		
2005-2006	General Ed. Population	Special Ed. Population
STUDENTS		
White	5.38%	3.41%
Black	83.0%	90.3%
Hispanic	9.90%	5.88%
Asian	1.71%	0.38%
American Indian	0.06%	0.02%
	5.38%	3.41%
	100%	100%

DC Public Schools also uses the Risk Index to determine the relative risk or probability that students from a specific racial, ethnic, or language-based subgroup will be placed in special education or will be classified within a specific disability category. The risk index allows a more refined determination of the relative risk that a member of a specific subset of the student population will be identified and placed in special education and / or a specific disability category. First, it allows a direct comparison between racial and ethnic groups. Second, it allows identification of statistical placement patterns not readily apparent using the composition index method. And third, the risk index is useful in illuminating potential disproportionality and patterns of over or under identification regardless of whether the demographic subgroup is a large or small proportion of the overall student population.

Thus, utilization of the risk index, and using a cut-off of 15% risk to define potential disproportionality in placement in special education, analysis of the data again shows this reporting period that Black students have a higher risk (20.5%) of being placed in special education than other subgroups of the general population.

2005-06 Risk of Placement in Special Education					
2005 – 2006	Total Students	Percent per Race	Special Ed. Population	Percentage of Students w/Disabilities	Risk Index
STUDENTS					
White	3210	5.38%	383	3.41%	11.9%
Black	49440	82.9%	10141	90.3%	20.5%
Hispanic	5903	9.90%	661	5.88%	11.1%
Asian	1024	1.71%	43	0.38%	4.19%
American Indian	39	0.065%	3	0.02%	7.69%
	59616	100%	11231	100%	100%

The numbers reported in this reporting period, (20.5%) indicate Black students who attend DC Public Schools are at a higher risk of being identified and placed in special education, compared to 11.9% for White students, 11.1% for Hispanic students, 4.2% for Asian students and 7.69 for American Indian.

The total student enrollment decreased since the last reporting period, with the exception of Asians and Native Americans that showed a slight increase. As a result the risk index reflects a decrease in most races from the last reporting period. This is reflected in the following: Black, (20.5%) Whites (11.9%) and Hispanic (11.1%) populations and there was a slight increase for Asians (4.19%) and American Indians (7.69%).

The new disproportionality indicator, however, requests states to identify all disproportionality in special education that is the result of inappropriate identification. Furthermore, studies in the literature suggest that over-representation and disproportionality as it affects Black students is particularly acute with respect to the over-representation of Black males. Thus, the District’s State Education Agency will refine its analysis of disproportionality to include data disaggregated by race, ethnicity, and gender.

	Measurable and Rigorous Target
2005 (2005-2006)	By FFY 2005 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2006 (2006-2007)	By FFY 2006 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2007 (2007-2008)	By FFY 2007 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2008 (2008-2009)	By FFY 2008 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2009 (2009-2010)	By FFY 2009 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2010 (2010-2011)	By FFY 2010 0% of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator. Baseline data and targets will be reported in the FFY 2005 (2005 – 2006) APR due in February 2007.

Disproportionality by Identification		
2005-2006	General Ed. Population	Special Ed. Population
STUDENTS		
White	5.38%	3.41%
Black	83.0%	90.3%
Hispanic	9.90%	5.88%
Asian	1.71%	0.38%
American Indian	0.06%	0.02%
	5.38%	3.41%
	100%	100%

Discussion of Baseline Data:

Since this is a new indicator, baseline data is not being provided and no discussion of the baseline data is required at this time.

Improvement Activities/Timelines/Resources:

In response to the data on disproportionality submitted in the Federal Fiscal Year 2003 Annual Performance Report submitted by DC Public Schools, the Office of Special Education Programs directed DCPS to provide in its SPP either (1) the results of its review of policies, procedures and practices intended to address any identified significant disproportionality in the identification or placement of students with disabilities or (2) if this information is not available, a plan, including strategies, proposed evidence of change, targets and timelines to ensure that policies, procedures and practices are reviewed and, if necessary, revised no later than one year from the date that OSEP accepts the plan.

DC Public Schools and the State Education Agency will institute an aggressive corrective action plan to ensure that policies, procedures, and practices are reviewed, and if necessary, revised to eliminate any disproportionality that is the result of inappropriate identification practices within one (1) year from the date that OSEP accepts the State Performance Plan.

Strategies To Eliminate Disproportionality

A subgroup of the broad stakeholders has been established to assist SEID staff in providing a framework for identifying, monitoring and addressing disproportionality in LEAs within the District. The subgroup, made up of a diverse group of individuals selected from the broad group of stakeholders who have assisted in the development of the State Performance Plan, will provide input on the critical issues that may be unique to the District of Columbia that impact or otherwise bear upon the reasons for over-representation in special education. The subgroup will, in particular, focus specific attention on the issues that relate to why Blacks in general, Black males in particular, are selected, referred, and identified for special education and placement in identified disability categories and more restrictive settings than are students from other racial/ethnic groups as evidenced by the 2003 – 2004 data.

The State Education Agency through the State Enforcement & Investigation Division for Special Education Programs will use multiple sources of data to refine, determine and isolate those policies, procedures, and practices that likely contribute to on-going disproportionality in any LEA in the District and to what extent, if any, the disproportionality is the result of inappropriate identification and placement practices. The ENCORE special education data tracking system that replaced the SETS tracking system, continues to be the primary source for data collection. Likewise, DC Public Schools now uses DC STARS, a state-wide student information and tracking system for all students. Both

tracking systems are designed to provide more reliable data collection and analysis which, in turn, will enable the State Education Agency staff to conduct more rigorous research and data analysis on disproportionality issues.

Methodology To Ensure That Policies, Procedures and Practices Are Revised No Later Than One Year from the Date of Approval of the SPP

The State Education Agency will review, analyze and examine existing policies, procedures, and practices as needed to determine (1) whether changes need to occur in how students are identified and referred for special education and related services (2) whether systemic conditions exist that directly or indirectly result in disproportionality due to inappropriate identification and (3) what changes in policies and procedures are required to eliminate any inappropriate disproportionality.

To assist LEAs to improve results for children with disabilities and to comply with all requirements of the IDEA and its implementing regulations, the SEA for the District of Columbia uses a continuous improvement monitoring process. LEAs and schools within the DC Public School system are monitored by the State Education Agency through on-site monitoring reviews by state monitoring teams, record reviews of students' cumulative special education folders, and extensive interviews with special education teachers, administrators, related service providers, parents and other stakeholders. Eliminating disproportionality will be a monitoring priority of the S.E.I.D., particularly with respect to the over-representation of Black students in special education in general, in the specific disability categories of mental retardation and emotional disturbance, and their over-representation in the most restrictive educational settings in particular, through its compliance monitoring process. In addition, the data also suggest that language-based minority students have exceptionally high risk of identification with speech and language disabilities that may really be the result of barriers in acquiring the skills needed to master the English language as opposed to suffering individual speech and language disorders. (See Indicator 10 for statistical comparisons) Demographic data will be collected from all LEAs within the District of Columbia through monitoring reviews and self-assessment surveys developed by the S.E.I.D. Office of Monitoring and Program Certification. These surveys are distributed to all LEAs in the District scheduled for monitoring reviews during any given reporting period. Campus-based data will be collected that identifies all procedures followed by the school / LEA in referring and identifying students with disabilities, the procedures established for determining when a student requires a change in placement to more restrictive settings, and disciplinary methods and positive behavioral intervention strategies and supports used to prevent suspensions, expulsions, and the removal of students to more restrictive settings.

LEA Improvement and Corrective Action

The State Enforcement & Investigation Division for Special Education Programs will adopt a multi-tiered remedial model for correcting identified disproportionality that is the result of inappropriate identification and placement. LEAs will be identified for state-level technical assistance and support based upon the magnitude of the disproportionality reflected in the LEA's or school's child find, placement, and monitoring data. The greater the statistical disparity in the number of Black students in particular that are referred to and placed in special education, the greater the likelihood that there is inappropriate identification of Black students to special education, which in turn, will result in a more intensive level of state intervention.

Any identified disproportionality within any District LEA will be examined to determine why disproportionate representation is occurring and specifically, whether it's the result of inappropriate identification. A "Disproportionality Rating Scale" will be used to rank every LEA and DCPS school according to the degree of disproportionality found at that school. LEAs and schools will be grouped by ratings of "acceptable", "in need of improvement" and "unacceptable". The goal will be to identify, statistically, those LEAs that may require more intensive state technical assistance & professional development focused upon reducing disproportionality through adoption and utilization of appropriate

identification practices. LEAs fall into this category based upon criteria that will be developed by the State Education Agency with input and collaboration from the Disproportionality Subgroup.

All LEAs and campuses identified as exhibiting problems with disproportionality (i.e., that receive ratings of “in need of improvement” or “unacceptable”) will be required to participate in state-developed technical assistance and professional development activities designed to eliminate inappropriate disproportionality.

LEAs and Schools With “Unacceptable” Ratings

LEAs and schools that have the highest level of identified disproportionality will be subjected to Focused Monitoring site visits to review the LEA’s policies and procedures for referring students for special education and for eliminating practices and procedures that result in inappropriate identification of students. Each LEA will be required to assess their current practices and develop technical assistance and professional development plans so that referrals, identification, and placement in special education are made with careful consideration for opportunities to assist students to remain in regular education programs, as well as to examine the tools and processes used to determine special education identification and placement.

These LEAs may be required to develop campus improvement plans that are intended to target and eliminate inappropriate identification that results disproportionality. LEAs that fall into this category will be required to assess their performance and processes to consider areas where practice or procedures may be producing disproportionality that is the result in inappropriate identification.

<i>Target Date</i>	Action Steps to Review and Revise Policies and Procedures
January 2006	Review all data sources including DCPS 618 data, ENCORE data reports, and Monitoring Self-Assessment Survey results to identify LEAs and schools within DCPS with disproportionate representation.
January 2006	Distribute disproportionality data to all members of the Disproportionality Subgroup of the SPP Stakeholders workgroup. Using the “disproportionality rating scale” rank order each LEA and DCPS school according to the level of identified disproportionality.
February 2006	Formal notification of the statistical data on disproportionality for each LEA and DCPS Division based upon an analysis of the composite index and risk ratio data. This will include a description of the methodology that will be utilized by S.E.I.D. to conduct additional review of LEA policies and procedures used to refer, identify and place students in special education.
March 2006	Any identified disproportionality within any District LEA will be examined to determine why disproportionate representation is occurring and specifically whether it’s the result of inappropriate identification. A “Disproportionality Rating Scale” will be used to rank every LEA and DCPS school according to the degree of disproportionality found at that school.
April 2006 on-going	Begin use of Focus Monitoring site visits to determine which LEAs need to revise specific policies, procedures and/or practices used to identify and place

SPP Template – Part B (3)

District of Columbia
State

	students with disabilities in special education. Monitoring visits will result in the development of campus or LEA improvement plans that describe, with specificity, the concrete steps to be taken to eliminate disproportionality and over-representation at the individual campus or LEA.
May 2006 on-going through November 2006	Provide technical assistance and professional development to LEAs to increase knowledge and awareness about issues related to disproportionality, over-representation, and cultural diversity for improving educational outcomes for students.
2006 – 2011	Develop baseline data, data collection, state-level monitoring and technical assistance annually as needed to achieve established targets and to eliminate disproportionality that is the result of inappropriate identification and placement.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: Disproportionality

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

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

Measurement:

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

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

The District of Columbia State Education Agency historically has applied the composition index for determining disproportionality. The composition index is a method of analysis used to evaluate the number of special education students from different racial and ethnic groups to the total number of students in the general education population from the same racial and ethnic group. By making aggregate comparisons by race and ethnicity for disability classification categories, disproportionate over representation within specific disability categories occurs in the District of Columbia when the number of students from a particular racial or ethnic group who have been identified exceed the number of students from that racial or ethnic group in the general school population. Thus, the data established a statistically significant disproportionate number of Black students had been identified by one LEA for eligibility for special education and related services in the following classifications: mental retardation, emotional disturbance, traumatic brain injury, development delay, and multiple disabilities.

2005-2006	DISPROPORTIONALITY BY DISABILITY CLASSIFICATION
STUDENTS	
White	None
Black	Mental Retardation, Emotional Disturbance, Multiple Disabilities , Developmental Delay
Hispanic	None
Asian	None
American Indian	None

The State Education Agency also developed a risk index to identify potential over-representation in specific disability categories. As previously discussed in Indicator 9, use of a risk index allows a more refined determination of the relative risk that a member of a specific subset of the student population will be identified and placed in a specific disability category. First, it allows a direct comparison between racial and ethnic groups within specific disabilities categories. Second, it allows identification of statistical placement patterns not readily apparent using the composition index method. And third, the risk index is useful in illuminating potential disproportionality and patterns of over or under identification regardless of whether the demographic subgroup is a large or small proportion of the overall student population. Thus, utilization of the risk index, and using a cut-off of 15% risk to define potential disproportionality in various disability categories, the data suggest that of all students who have been identified as being eligible for special education, all ethnic and racial subgroups have a greater risk of being identified with a learning disability than any other disability category. In addition, 11.96% and 17.0% of all Black students placed in special education are at risk of being identified as being mentally retarded and suffering from an emotional disturbance, respectively. Finally, 13.6% of all Hispanic students, and 23.2% of all Asian students placed in special education are at risk of being identified with a speech and language disability. The data suggests that language-based minority students are at a high risk of identification with speech and language disabilities. Further analysis to determine whether this may really be the result of barriers in acquiring the skills needed to master the English language as opposed to suffering individual speech and language disorders will be continued. (The State Education Agency's plan to eliminate disproportionality is attached as an addendum to the SPP).

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DISABILITY CATEGORY	White	Risk	Black	Risk	Hispanic	Risk	Asian	Risk	Amer. Indian	Risk
Specific Learning Disabilities	206	53.7%	5503	55.26%	383	57.9%	22	51.1%	2	66.6%
Mental Retardation	9	2.34%	1213	11.96%	41	6.20%	0	0	0	0
Emotional Disturbance	23	6.00%	1725	17.0%	39	5.90%	0	0	0	0
Hearing Impairments	2	0.52%	35	0.34%	8	1.21%	0	0	0	0
Speech & Language	58	1.51%	974	9.60%	90	13.6%	10	23.2%	0	0
Visual Impairments	1	0.26%	19	0.18%	3	0.45%	0	0	0	0
Orthopedic Impairments	1	0.26%	50	0.49%	3	0.45%	0	0	0	0
Other Health Impaired	1	0.26%	340	3.35%	3	0.45%	0	0	0	0
Deaf – Blindness	0	0	2	0.01%	0	0	0	0	0	0
Autism	22	5.74%	177	1.74%	10	1.51%	2	4.65%	1	33.3%
Traumatic Brain Injury	0	0	20	0.19%	0	0	0	0	0	0
Developmental Delays	5	1.30%	140	1.38%	2	0.30%	1	2.32%	0	0
Multiple Disabilities	37	8.70%	675	5.77%	44	5.58%	4	8.69%	0	0
TOTALS	425	100%	11,681	100%	788	100%	46	100%	1	100%

Baseline Data for FFY 2004 (2004-2005):

After our review of the LEA data based race/ethnicity and disability all but one of the LEAs were noted as having no discernible disproportionality. The 05-06 data on LEA disproportionality is 1.85%

Discussion of Baseline Data:

This data will serve as the foundation for future improvement strategies/activities to meet the zero percent target.

SPP Template – Part B (3)

FFY	Measurable and Rigorous Targets
<p>2005 (2005-2006)</p>	<p>By FFY 2005 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>
<p>2006 (2006-2007)</p>	<p>By FFY 2006 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>
<p>2007 (2007-2008)</p>	<p>By FFY 2007 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>
<p>2008 (2008-2009)</p>	<p>By FFY 2008 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>
<p>2009 (2009-2010)</p>	<p>By FFY 2009 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>
<p>2010 (2010-2011)</p>	<p>By FFY 2010 0% of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification</p>

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Improvement Activities	Timelines	Resources
<p>Develop roundtable discussions regarding the topic risk of disproportionality with State Agency Administrators, practitioners, educators and stakeholders</p> <p>Formulate a comprehensive training initiative to discuss root causes, corrective actions, methodology and best practices for addressing risk</p> <p>Conduct a risk workshop for DCPS public, non-public and charters schools</p> <p>Align best practices and procedures with policy compliance. Institute policy compliance initiatives for all DCPS staff, public schools, and charters</p>	<p>2007</p>	<p>SEA/DCPS</p>
<p>Conduct focus monitoring activities to identify incidence of disproportionality risk or likelihood.</p> <p>Facilitate training exercises to ensure compliance with best practices and established guidelines.</p>	<p>Spring/Summer/Fall 2008</p>	<p>DCPS</p>
<p>Require LEAs to annually submit self assessments and results of improvement actions to noncompliance areas.</p> <p>Participate in national/regional workshops, that provide technical assistance in practices and principles for administrators, practitioners, and educators</p>	<p>2008 - Ongoing</p>	<p>DCPS</p>
<p>Implement sanctions to LEAs showing minimal to no improvement by June 2011.</p>	<p>2009 - 2010</p>	<p>DCPS</p>

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

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

Percent = b + c divided by a times 100.

Overview of Issue/Description of System or Process:



CHILD FIND ADVERTISEMENT ON THE DC METRO BUS

The District of Columbia Public Schools has an affirmative obligation to ensure that all children who reside within the District of Columbia or who are wards of the District of Columbia and who are suspected of having a disability, are identified, evaluated, and determined eligible for special education and related services. The timeframe imposed on this school district by the District of Columbia Board of Education is 120 days.¹

A review of existing data for SY 2004-2005 reveals that DCPS received 2985 consent for evaluation forms signed by parents. DCPS completed 22.3% (667) of all assessments within prescribed timeframes.

¹ It should be noted that the SPP reporting requirement is based on a 60-day timeframe.

This figure reflects 557 evaluations which led to eligibility determinations and 110 evaluations which led to ineligibility determinations. In instances where assessments were not completed within the prescribed timeframe, the range of time for completion was 61 days to 506 days. Reasons for the delays included: availability of child for testing, medical/health emergencies, school closures, inability to contact parent and schedule testing, service providers failed to perform and deliver evaluations to DCPS in the prescribed timeframe.

It appears that room for improvement exists. To that end, DCPS will employ an intervention related strategy that includes assigning related service staff to schools that have been identified as having a high number of overdue assessments. The intervention teams will support all programs – public and nonpublic (private through an MOA) – that serve children of the District of Columbia. These intervention teams will consist of the following service providers/staff:

- one psychologist
- one speech/language pathologist
- one social worker
- one occupational therapist
- one physical therapist
- one special education team leader

The focus of said teams will be to ensure that all assessments are performed in a timely manner, all assessments are current, and, in instances where assessments are out of date, that such assessments are completed thoroughly and as expeditiously as practicable. Moreover, summer assessment teams will be deployed to address assessment requests that arise during the summer months. Together, the intervention teams and the summer assessment teams will work to support the local schools and serve on the multi-disciplinary teams at meetings.

Presently, the District of Columbia Public Schools has established the Centralized Assessment Referral and Evaluation (C.A.R.E.) Center. The primary focus of the C.A.R.E. Center is to identify, locate, and provide assessments to children who attend private and religious institutions in the District, as well as bilingual students with disabilities in the District of Columbia. Parents are directed to the C.A.R.E. Center in order to sign a consent for evaluation form. Once signed, the evaluation process begins and the status of the assessments is tracked through the ENCORE data management and tracking system. ENCORE is discussed more fully below. The C.A.R.E. Center works closely with city wide agencies such as the District of Columbia Department of Human Services, Office of Early Childhood Development, Early Intervention Program to support its mission.

In order to increase awareness, the District of Columbia Public Schools, through its Office of Special Education, developed a brochure about the concept of Child Find that has been widely disseminated throughout the District. The brochure provides a definition of Child Find, lists those who may be eligible for specialized instruction and/or related services, and areas of suspected disability where children may be found eligible. Additionally, the brochure provides guidance on who may provide referrals and examples of related services that may be provided to students with disabilities.

The District of Columbia Public Schools offers reinforcement in the form of a Parent Service Center. The Parent Service Center, among other things, notifies the Office of Special Education of instances where a parent is requesting evaluations on behalf of their child for consideration of special education. The Parent Service Center is actively engaged in the activity of identifying potentially eligible children.

In order to bolster the utilization of the Parent Service Center as a resource, there are a potential of six (6) scheduled Parent Service Centers that will readily provide technical assistance, literature, and other helpful information to parents whose children are enrolled in the District of Columbia Public Schools and other local educational agencies who provide instruction to District of Columbia students. Emphasis will be placed on obtaining cooperation and consent from parents early and often. The aim of the Parent Service Centers is to be as parent friendly as possible. The support that the Parent Service Centers will

provide to both the local schools and the central administrative offices of the District of Columbia Public Schools will enable the school district to measure positive results.

The District of Columbia has made strides in increasing its accuracy with data as it has implemented a new data management and tracking system – ENCORE. The previous data system, SETS, was able to provide various reports that included data regarding the number of evaluations requested and conducted within the prescribed timeframes. ENCORE builds and improves on the existing system. The overall goal is to ensure that the most accurate and comprehensive data is readily available to all interested stakeholders of District of Columbia Public Schools.

District of Columbia Initiatives that Address Child Find

Sampling

Given the population of the District of Columbia Public Schools (including charter schools, non-public programs and residential programs), the District of Columbia will use all existing institutions within its purview for the purpose of quantifying data on the issue of Child Find. No representative samples will be utilized.

Changes in Policies and Procedures:

DCPS must revisit existing policies and procedures to ensure that its efforts to address Child Find in the school district are being implemented effectively. A greater emphasis has been placed on parental consent and parental involvement. Parental consent is the catalyst to all evaluation and implementation efforts. To this end, school personnel must be prepared to work collectively with parents in order to keep them well informed and to obtain parental consent to initiate the evaluation process. More focus will be on developing relationships with parents from the outset of the school year.

Staff Development and Technical Assistance

DCPS will continue with its efforts to provide staff development and technical assistance to school based teaching personnel, related service providers, and the greater DCPS community. The goal remains simple – parental inclusion and involvement in the process. To achieve this goal, staff must remain cognizant of the need to gain input and buy-in from the parent. To the extent that parents and staff work collectively to bring about early identification, the school district will be better equipped to increase its percentage of students who are identified and evaluated within 60 days.

DCPS must stand ready to offer technical assistance to help school personnel meet this lofty goal. Representatives from the Office of Special Education invention teams and the C.A.R.E. Center must be prepared to launch a mass promotional campaign in order to emphasize the importance of early identification. Information sessions, brochures, and fliers should be part and parcel of all promotional efforts. Select communities and the schools that are domiciled within those communities should be targeted for outreach.

Baseline Data for FFY 2004 (2004-2005):

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% compliance with timelines
2006	100% compliance with timelines

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(2006-2007)	
2007 (2007-2008)	100% compliance with timelines
2008 (2008-2009)	100% compliance with timelines
2009 (2009-2010)	100% compliance with timelines
2010 (2010-2011)	100% compliance with timelines

Improvement Activities	Timelines	Resources
Activity	Timeline	Resources
(a) Review records provided by the C.A.R.E. Center and maintained in ENCORE database; (b) Identify schools with children who have not been evaluated within 60 days and determined eligible/ineligible within 120 days; (c) Provide Technical Assistance (TA) and Professional Development (PD) to schools who have been unable to meet said timeline.	January 2007 and ongoing	C.A.R.E. Center; ENCORE Office; Early Childhood Intervention Office; SEID Office
Publicize data regarding the percentage of students who were identified and determined eligible within 120 days and those who were not. Establish a Child Find Quality Assurance Committee (CFQAC) comprised of various stakeholders to review data and make recommendations to improve the process.	January 2007 and ongoing	C.A.R.E. Center; ENCORE Office; Early Childhood Intervention Office; Parent Service Centers
Establish intervention teams to provide technical assistance to schools who do not meet the timeline requirements imposed by Child Find laws.	January 2007 and ongoing	C.A.R.E. Center; Parent Service Centers
Deploy intervention teams to provide technical assistance to schools who do not meet the timeline requirements imposed by Child Find laws.	June 2007 and ongoing	C.A.R.E. Center; Parent Service Centers
Review existing methods of delivery of services and revise policies and procedures as necessary.	September 2007 and ongoing	C.A.R.E. Center; ENCORE Office; Early Childhood Intervention Office; SEID Office

Part B State Performance Plan (SPP) for 2005-2010

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 B for eligibility determination.
 - b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
 - c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.
 Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

The District of Columbia Department of Human Resources carries out responsibilities for identifying, locating and evaluating children with disabilities under the age of three years. The Department of Human Resources holds responsibility for referring identified children with disabilities to the District of Columbia's LEA's by inviting representatives of the LEA's to transition planning meetings at least 90 days before the child's third birthday. The LEA's then take responsibility for determining whether these children are eligible for services under Part B of IDEA 2004 and ensuring that services are implemented no later than the child's third birthday. When the Department of Human Resources reports the numbers of children identified, located and evaluated to the U.S. Department of Education, it will also report this information to the District of Columbia SEA which will maintain this documentation as part of its District-wide child count. The District of Columbia SEA is working with the Department of Human Resources to develop a comprehensive, current and compliant memorandum of understanding to ensure that these requirements are met.

Baseline Data for FFY 2004 (2004-2005):

Report Period July 1, 2004 through June 2005		
a. # of children who have been served in Part C and referred to Part B for eligibility determination.	35	
b. # of those referred determined to be not eligible and whose eligibilities were determined prior to their third birthday.	1	
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	6	
d. # of those found eligible who have an IEP developed beyond the third birthday.	23	<p># IEP developed beyond: 30 days beyond third birthday= 2 60 days beyond third birthday=2 90 days beyond third birthday=5 120 days beyond third birthday=4 150 days beyond third birthday=4</p>

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State

		180 days beyond third birthday=6
e. # of those referred determined to be not eligible and whose eligibilities were determined beyond their third birthday	3	# eligibility determined : 30 days beyond third birthday= 60 days beyond third birthday= 90 days beyond third birthday=1 120 days beyond third birthday= 150 days beyond third birthday= 2
f. # of children not included in b or c.	2	Parents rescinded permission to evaluate
Percent = 6 divided by 35 – 1 times 100	17 %	

Discussion of Baseline Data:

A review of the baseline data reveals what appears to be a low number of children who were served in Part C and referred to Part B for eligibility determination during the 2004-2005 school years. The low numbers may be in part due to inaccuracies in reported data from Part C. Children may have received services in Part C but the information was not reported to the District of Columbia SEA. The District of Columbia is working with the Department of Human Services in securing a database linkage which would significantly reduce errors in the exchange of data. Other possible contributing factors may be that parents elected not to proceed with determining eligibility under Part B. The District of Columbia's local laws allows for third party payments beyond a child's third birthday for some special education and related services by an agency other than the SEA or LEAs. Many parents choose to keep their children in programs that provide specialized services and do not initiate referrals to the LEA's. It should also be noted that there are a number of parents who lack confidence in the District of Columbia Public Schools' (which is the LEA that services 95% of preschool aged children with disabilities) ability to provide for a Free and Appropriate Public Education. As a result many parents elect not to proceed with determining eligibility.

The baseline data reveals that 17% of children who received services in Part C and were referred to Part B for eligibility determination and found eligible, Six children had an IEP developed and implemented by their third birthday, and 1 child was found ineligible by their birthday. Of the 26 whose eligibility determination and/or IEPs were developed beyond their third birthday, 9 were delayed because the referrals were made less than 30 days prior to the child's third birthday, 17 referrals were delayed due to timeline violations. The remaining 2 parents rescinded permission.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
2006 (2006-2007)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
2007 (2007-2008)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
2008 (2008-2009)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
2009 (2009-2010)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.
2010 (2010-2011)	100 % of children who have been served in Part C and referred to Part B and found eligible will have an IEP developed and implemented by their third birthday.

SPP Template – Part B (3)

State _____

Improvement Activities	Timelines	Resources	Status
Part B in conjunction with Part C's will secure a linkage of their databases for the transferring of information on children served in Part C.	March 2006	OSEP funding for linkage.	Will complete by September, 2007
The District of Columbia SEA will initiate a Public Relation campaign with the goal of highlighting the benefits of referring children who have received Part C services to the LEA's for eligibility determinations, as well as highlighting the quality early childhood programs that are available among the LEA's.	February 2006 and ongoing	619 and 618 funding	Will initiate by April 2007
Provide opportunities for parents to register their children and initiate the referral process at the transition meeting.	January, 2006 and ongoing	619 funding	Will complete by June 2007
Increase the number of LEA's that attend transition meetings.	February 2006 and ongoing	Additional resources not required	Will initiate by April 2007
The District of Columbia SEA will work with the Department of Human Services to develop a comprehensive, current and compliant memorandum of understanding that addresses ensuring that Part C children's transition meetings are held no less than 90 days prior the child's third birthday .	March 2006 and ongoing	Additional resources not required	Will complete by September 2007
The District of Columbia will hire an intervention team to complete overdue assessments. The team will focus on completing out of date assessments and ensuring that all assessments are current.	April 2006	Blackman/Jones proposed settlement agreement	Completed September, 2006
The District of Columbia will hire additional speech therapists and occupational therapists to reduce the caseload and enable staff to maintain current assessments.	April 2006 and ongoing	Blackman/Jones proposed settlement agreement	Will complete by June 2007

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The SPP subgroup for Indicator 13 consisted of select members of our ongoing State Transition Council. This subgroup met on two occasions to guide the development and implementation of this State Performance Plan. The larger body of the State Transition Council including students with disabilities; representatives from our state parent training and information center; special education coordinators, community and adult agency personnel; community college representatives, career assessment representatives and the state transition coordinator will provide continuing support as the SPP is implemented and the subsequent APRs are developed.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

DATA COLLECTION

The District of Columbia Public Schools adopted the “I-13 Checklist” created by the National Secondary Transition Technical Assistance Center (NSTTAC) and approved by the Office of Special Education Programs. DCPS’ IEP checklist was modified using the I-13 Checklist created by NSTTAC to meet the requirements of Indicator 13. All LEAs were required to conduct a self-assessment using the IEP Checklist and report the total number of youth 16 and above; the total number of youth aged 16 and above with an IEP that included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet the post-secondary goals; and the total number of youth who did not have an IEP that included coordinated, measurable, annual IEP goals and transition services. Random, focused monitoring of IEPs also occurred between 2005-2006 to capture data on the percent of youth with disabilities aged 16 and above with measurable goals and transition services.

The collection of IEP data is also captured in DCPS data collection system called “Encore”. The Encore system collects IEP information which identifies the students that have transition services identified in their IEP. The new IDEA regulations call for an update of IEP forms to ensure compliance with IDEA 2004 and state regulations. The SEA will continue to work with the Encore department to update the IEP forms electronically and to capture information on this new indicator. Beginning in the 2006-2007 school year, the department will implement a re-designed system focusing on those requirements related to the state performance plan (SPP) indicators.

In addition, the next SEA monitoring cycle begins in one year and DCPS will ensure that it includes monitoring the IEP for specific information regarding the identification of measurable IEP goals and transition services in the IEP.

UPDATED FORMS AND TRAININGS

The SEA revised the Individual Education Program Guidelines for LEAs to use to ensure compliance with IDEA 2004 and state regulations. IEP Guidelines now include instruction on how to develop coordinated, measurable, annual IEP goals and transition services in the areas of employment/training, post-secondary education, and independent living, if appropriate. The IEP guidelines are currently being reviewed by the Office of General Counsel and will be implemented as soon as possible to ensure compliance of this indicator and IDEA 2004.

In the meantime, the State Transition Office conducted several trainings for LEAs during the 2005-2006 school year which included information on the overall requirements of this new indicator and specific instruction on how to develop measurable, annual IEP goals and transition services. The State Transition Office also developed a Guidelines and Procedures Manual for Transition Services for all LEAs which included new requirements of IDEA 2004 for transition services and Indicator 13. The Manual was reviewed by the University of Kentucky, Regional Resource Center.

Baseline Data for FFY 2005 (2005-2006):

Using the I-13 Checklist, each LEA was responsible for reviewing the IEPs of all students 16 and above for 2005-2006 and reporting the total number of students with disabilities 16 and above; the total # of youth with an IEP that included coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet the post secondary goals; and the total number of students who did not have IEPs that included coordinated, measurable, annual IEP goals and transition services.

IEP CHECKLIST

Contents of Individualized Education Program (IEP) (CRF 300.320)

(Necessary reporting for SPP Indicator 13)

Yes	No	Is there a measurable postsecondary goal or goals that covers: Education or training, Employment, Independent living (optional)
Yes	No	
Yes	No	
		Can the goal(s) be counted? YES Will the goal (s) occur after the student graduates from school? NO <ul style="list-style-type: none"> • If yes to both, then circle Y • If a postsecondary goal (s) is not stated, circle N
Yes	No	Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal (s) Education or training Employment Independent living (optional)
Yes	No	
Yes	No	
		Is (are) there annual goal (s) include in the IEP that will help the student make progress towards the stated postsecondary goal(s)? <ul style="list-style-type: none"> • If yes, then circle Y
Yes	No	Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
		Is a type of instruction, related service, community experience, development of employment and other post-school living objectives, and if appropriate, acquisition of daily living skills, and provision of functional vocational evaluation listed in association with meeting the post-secondary goal (s)? <ul style="list-style-type: none"> • If yes, then circle Y
Yes	No	For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency (ies) were invited to the IEP meeting?
NA		
NO		For the current year, is there evidence in the IEP that representatives of the following agencies/services were invited to participate in the IEP development: postsecondary education, career and technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)?

SPP Template – Part B (3)

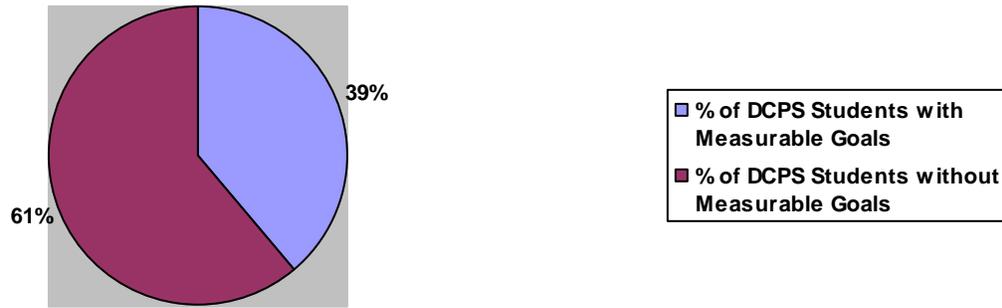
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State

	<ul style="list-style-type: none"> • If yes to both, then circle Y • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was not provided, circle NA • If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N
Yes No	Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessments (s)?
	Is the use of a transition assessment(s) for the postsecondary goal (s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> • If yes, then circle Y
Yes No	Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
	Do the transition services include courses of study that align with the student's postsecondary goal (s)? <ul style="list-style-type: none"> • If yes, then circle Y

District of Columbia LEAs reported the following

LEA	Total Number of Youth 16 and above	Total # of youth with an IEP that included(Compliant)	Total IEPs that <u>did not</u> include coordinated, (NC)
District of Columbia Public Schools	1335	456 34%	879
Next Step Charter Schools	10	1 1%	9
Youth Build Public Charter Schools	3	0 0%	3
The SEED Public Charter	6	4 67%	2
St. Coletta Public Charter Schools	79	60 76%	19
Booker T Washington Public Charter Schools	7	7 100%	0
Maya Angelou Public Charter School	25	25 100%	0
Washington Mathematics Science Technology Charter	17	14 82%	3
Thurgood Marshall Public Charter Schools	16	16 100%	0
TOTAL	1498	583 39%	915 61%

Indicator 13: District of Columbia Public Schools



Results of the self-assessment indicated 61% of DCPS youth with disabilities aged 16 and above with an IEP did not include coordinated, measurable, annual IEP goals and transition services that reasonably enabled the student to meet their post-secondary goals. **The SEA will ensure that all LEAs correct noncompliance as soon as possible, but no later than one year after Identification.** Self-Assessment will occur yearly and focused-monitoring will occur quarterly to ensure correction of noncompliance.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	61% reported noncompliance 100% of LEAs will correct noncompliance as soon as possible, but no later than one year after identification
2006 (2006-2007)	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
2007 (2007-2008)	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
2008 (2008-2009)	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
2009 (2009-2010)	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.
2010 (2010-2011)	100% of IEPs of students 16 and above will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable students meet their post-secondary goals.

SPP Template – Part B (3)

District of Columbia
State

Improvement Activities	Timelines	Resources
Continue to work with the Encore Department within DCPS, OSE to modify the Encore system and/or create a system to effectively capture IEP goals and transition services.	Fall 2006 and on-going until completion	State Transition Coordinator and Encore Office
SEA will disseminate new IEP forms and guidelines to all LEAs to ensure compliance with Indicator 13 and IDEA 2004.	Fall 2006	State Transition Office
SEA will continue to conduct training on effective IEP development.	Spring 2006 and ongoing	SEA Transition Office
Continue to identify schools with a high percentage of low submission of ITP data and schools with a high percentage of poorly written IEP goals and transition services objectives.	Spring 2006	State Transition Coordinator, LEA teams
SEA Transition Coordinator will continue to provide a series of trainings to ALL LEAs (special education coordinators and special education teachers) on the requirements for data input and the collection process.	Fall 2006 and on-going	State Transition Coordinator, Encore Office
Increase focus monitoring of IEP data using the IEP Checklist for transition services under IDEA 2004 to ensure compliance.	Fall 2006 and on-going	State Transition Office and LEA Office, SEID
Work with the Compliance Office to ensure that the next cycle of monitoring entails capturing data on this indicator.	April 2006 for 2007 and every three years afterwards.	State Transition Coordinator, SEID, State Transition Council
Evaluate results of monitoring	Annually	State Transition Coordinator, SEID, State Transition Council
Set 6 year and annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2007	February 1, 2007	State Transition Coordinator, State Transition Team
Review and adjust the rigorous and measurable targets annually; complete APR	By February of each year	State Transition Coordinator , State Transition Council

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The SPP subgroup for Indicator 14 consisted of select members of our ongoing State Transition Council. This subgroup met on two occasions to guide the development of this State Performance Plan. The larger body of the State Transition Council including students with disabilities; representatives from our state parent training and information center; special education coordinators, community and adult agency personnel; community college representatives, vocational school representatives and the state transition coordinator will provide on-going support as the SPP is implemented and the subsequent APRs are developed.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

Indicator 14 is a new requirement for the state performance plan. When creating the State Performance Plan for Indicator 13, DCPS decided that sampling would be appropriate due to the large number of reported students who exited the DCPS system. After careful review of the exit report, the State Transition Office concluded that the exiters included in the report for 2005-2006 included students who transferred/moved and students who were deceased. When these categories were deducted from the total, the numbers decreased drastically. DCPS concluded that sampling would not be appropriate.

DCPS State Transition Office solicited the assistance of the National Post-School Outcomes Center and the Potsdam Institute for Applied Research. District of Columbia Public Schools will be working in collaboration with Potsdam Institute for Applied Research to meet the requirements of Indicator 14. The State Transition Office will contract with PIAR to track and interview DCPS students who exited the DCPS system 2005-2006. Telephone surveys of students 14 and older who exited the DCPS system with a high school diploma, a certificate IEP, reached maximum age, or dropped-out, will be conducted during April and September of 2007.

Proposed Work Plan and Timeline

Students to be surveyed:

All students aged 14 and older who attended district schools, charter schools, and non-public school placements funded by DCPS who exited school during the 2005-06 school year, and received any Special Education services will be surveyed.

Survey list and demographic data:

DCPS will provide an electronic data base for each student to be contacted including: student name, last known address and telephone number, birth date, disability based on special education disability eligibility, ethnicity, gender, building, DC region, Alternate Assessment Status, CTE program completion, type of exit (graduated with diploma, reached maximum age, certificate of IEP, dropped out), student language, family language.

Data collection system:

The State Transition Office of District of Columbia Public Schools developed a telephone survey will be administered to every available student, 14 and older, who exited the school system during the previous school year. Interviews will be conducted by phone (voice or TTY) or via a mailed survey for those without a phone or who request one.

EXAMPLE SURVEY (Currently being modified by Potsdam Institute of Applied Research)

District of Columbia
Post-School Survey (PSS)
POST-SCHOOL SURVEY (PSS) *EMPLOYMENT SECTION*

1. *Right now* are you working? (*CHECK ONE OPTION*)
- NO, GO TO QUESTION # 5 (1)
 - YES, GO TO QUESTIONS #2, #3, and #4 – IF MORE THAN 1 JOB, ANSWER FOR JOB WITH THE MOST HOURS/WEEK (2)
 - No Answer (99)

2. Where is the job? – (*CHECK ONE OPTION*)
- in an integrated competitive employment setting (1)
 - in your home (2)
 - in the military (3)
 - in a jail or prison (4)
 - in sheltered employment (where most workers have disabilities) (5)
 - in supported employment (paid work in a community with support services) (6)
 - other (Specify) _____ (88)
 - (99) No Answer

3. Are you usually paid at least minimum hourly wage?
- NO (1)
 - YES (2)
 - No Answer (99)

4. Do you usually work 35 or more hours per week?
- NO (1)
 - YES (2)
 - No Answer (99)
- GO TO POSTSECONDARY SCHOOL SECTION

5. At any time since leaving high school, *have you ever* worked?
- NO, GO TO POSTSECONDARY SCHOOL SECTION (1)
 - YES, GO TO QUESTIONS #6, #7, #8 (2)
 - (99) No Answer (99)

6. Describe the job—(if more than one job, describe the one held the longest)—(*CHECK ONE OPTION*)
- in an integrated competitive employment setting (1)
 - in your home (2)
 - in the military (3)
 - in a jail or prison (4)
 - in sheltered employment (where most workers have disabilities) (5)
 - in supported employment (paid work in a community with support services) (6)
 - other (Specify) _____ (88)

No Answer (99)

7. Were you usually paid at least minimum hourly wage?

NO (1)
 YES (2)
 No Answer (99)

8. Did you usually work 35 or more hours per week?

NO (1)
 YES (2)
 No Answer (99)

8. Did you usually work 35 or more hours per week?

NO (1)
 YES (2)
 No Answer (99)

POSTSECONDARY SCHOOL SECTION

9. *Right now*, are you enrolled in any type of school, training, or education program?

NO, GO TO QUESTION #12
 (2) YES, GO TO QUESTION #10 & #11
 (99) No Answer

10. Describe the kind of school or training program (*CHECK ONE OPTION*)

High school completion document or certificate (e.g., Adult Basic Education, GED) (1)
 Short-term education or employment training program (e.g., WIA, Job Corps, etc.) (2)
 Vocational Technical School—less than a 2-year program (3)
 Community or Technical College (e.g., 2-year college) (4)
 College/University (e.g., 4-year college) (5)
 Enrolled in studies while incarcerated (6)
 Other (88) (Specify): _____
 No Answer (99)

11. Are you enrolled full-time?

NO
 (2) YES
 (99) No Answer

12. At any time since leaving high school, *have you ever* been enrolled in any type of school, training, or education program (if more than one, describe the program enrolled in the longest)?

NO, DATA COLLECTION COMPLETED
 (2) YES, GO TO QUESTION #13 AND #14
 (99) No Answer

13. Describe the kind of school or training program (*CHECK ONE OPTION*)

High school completion document or certificate (Adult Basic Education, GED) (1)
 Short-term education or employment training program (WIA, Job Corps, etc.) (2)
 Vocational Technical School—less than a 2-year program (3)
 Community or Technical College (2-year college) (4)
 College/University (4-year college) (5)
 Enrolled in studies while incarcerated (6)
 Other (88) (Specify): _____
 No Answer (99)

14. Were you enrolled full-time?

- NO
- (2) YES
- (99) No Answer

INDEPENDENT LIVING SECTION

15. Where does the student reside now?

- living at home,
- lives on his/her own
- resides in group home facility
- Incarcerated

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline and targets will be provided in FFY 2007 APR due February 1, 2008.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Since this is a new indicator, baseline and targets will be provided in FFY 2007 APR due February 1, 2008.
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

SPP Template – Part B (3)

District of Columbia
State

Improvement Activities	Timelines	Resources
Develop data collection system	Winter 2005	PIAR and DCPS, State Transition Office
PIAR will collaborate with State Transition Office to finalize the survey questionnaire, determine appropriate survey formats, and then develop the electronic data collection system to include as appropriate, phone and paper surveys. D.C.P.S. will provide translation into Spanish (and other languages as needed).	January-March 2007	PIAR and DCPS, State Transition Office
Letters mailed to all homes informing parents and students of the purpose of the telephone survey and the reporting requirements.	Feb 2007	PIAR and DCPS State Transition Office
Hire and train team of interviewers	February-September 2007	PIAR
Contact all students who exited school during previous school year (approximately 1000 students) by telephone and/or mail	April-September 2007	PIAR and State Transition Office
Analyze data and create report	September-December 2007	PIAR and State Transition Office
Submit completed report by December 15, 2007.	December 2007	State Transition Coordinator, State Transition Council
Report to the public the results	Annually	State Transition Office
Set 6 year and annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2008)	February 1, 2008	State Transition Coordinator, State Transition Team
Adjust data collection methods and training as needed to improve response rate	Annually in the winter-spring	State Transition Coordinator, PIAR, State Transition Team,
Review and adjust the rigorous and measurable targets annually; complete APR	By February of each year	State Transition Coordinator , State Transition Council

Part B State Performance Plan (SPP) for 2005-2010

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:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

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

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

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

Percent = b divided by a times 100.

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

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

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

Overview of Issue/Description of System or Process:

The Office of Monitoring & Program Certification performs the state level monitoring of the special education programs in the District of Columbia. DCPS created a system for reviewing both IDEA and local special education policy included in chapters 25, 30, & 38 of the Board of Education Rules, District of Columbia Municipal Regulations. During the period, DCPS sought to ensure the identification and timely correction of all IDEA-related noncompliance. During the reporting period, DCPS continued to implement a comprehensive monitoring system that included: a review of data from the Special Education Tracking System (SETS); a review of hearing decisions, local-level policies and procedures, and student files; building-level staff interviews; and a cyclical process for monitoring all DCPS buildings (including charter schools that are DCPS schools for special education purposes), charter schools functioning as their own local education agencies (LEAs), nonpublic schools in which DCPS children with disabilities are placed by DCPS, and DC Department of Health and Human Services programs in which DCPS provides the educational component. Further, DCPS took steps with technical assistance from OSEP to create a Continuous Improvement Monitoring Process (CIMP) that included state level monitoring. DCPS recognized that all public, public charter, nonpublic day and residential schools/programs providing services to children with disabilities must be in compliance with local special education policy Chapter 30 and IDEA.

The Continuous Improvement Monitoring Process (CIMP) is built around a number of critical themes that include: continuity, partnership with stakeholders, state accountability, self-assessments, data driven processes, and the provision of technical assistance.

In order to complete the Continuous Improvement Monitoring Process (CIMP) for all Local Education Agencies in the District of Columbia, training was conducted with all the LEAs in the form of the Monitoring Academy. The academies began in October of 2003 and were a mechanism to provide technical assistance, develop peer monitors, and review data collection and reporting requirements of the Annual Performance Report. During the period June 30, 2003 to July 1, 2004, District of Columbia charter, middle, junior, and high school special education staff completed the monitoring academies. This represents a significant number of personnel (97 total) that have received the compliance training that specifically addresses noncompliance issues in all the cluster areas to include General Supervision, Early Childhood Transition, Parental Involvement, Free Appropriate Public Education, and Secondary Transition.

Declaration of Education: Keeping Our Promise to the District's Children

Dr. Clifford B. Janey became Superintendent & Chief State School Officer of the District of Columbia Public Schools in September 2004. His leadership has provided an opportunity for volunteers, parents, youth, business leaders, teachers, principals, public officials, university leaders and many others to meet and plan for the academic achievement of children in the District of Columbia Public Schools. The monitoring activities were identified and discussed in this collaboration known as the DC Education Compact and was issued in May 2005. The Declaration of Education included children with special needs. Although progress has been made, continued improvement in the delivery of instruction is necessary. Research has proven that students with disabilities when challenged will demonstrate progress and achievement. Special education teachers must be trained with their general education peers and held to the same standards. General educators also must become skilled in differentiated instruction to serve all students.

Monitoring Activities

The State Education Agency continues to coordinate with other areas of the State Education Agency to finalize the monitoring activities, obtain input from various stakeholder groups, and ensure that the systems have been refined. For the purposes of special education system development, stakeholder groups will include parents and advocates as well as community members. Our goal is to move toward a Continuous Improvement Focused Monitoring Process so that the District of Columbia can focus on specific areas of noncompliance and correct the deficiencies that have been longstanding. The future proposal for the special education monitoring system includes the analysis of data to determine risk related to program non-compliance or ineffectiveness. The potential sources of data include the ENCORE System. The ENCORE System is used to move forward on data driven analysis of services and programs and to focus on continuous improvement, and both self-assessment reports and continuous improvement plans will be submitted by the LEAs.

Baseline Data for FFY 2004 (2004-2005):

- A. Indicators 11, 13, and 18 are new indicators. Baseline data will be collected for those indicators during 2005-2006.
- B. The State Education Agency monitors the District of Columbia Public Schools by Division. The DCPS High School Division and Middle/Junior High Division were monitored during this

period. The schools were not completed until after the period which was August 2005. There were a total of 40 schools monitored. The noncompliant areas included the following:

- Implementation of Hearing Officer Decisions
- Timely completion of Initial and Revaluations
- Completion of Functional Behavioral Assessments
- Failure to involve a sufficient number of other agencies in the student's secondary transition plan by age 16
- LEA representatives do not attend the IEP meetings
- ESY is not being considered nor addressed adequately
- IEP Report Cards are not provided to parents

C. The District of Columbia Public Schools had 14 findings of noncompliance from the State Complaint Office.

Discussion of Baseline Data

While the intent of the monitoring process is to identify and correct deficiencies, the review revealed some challenges as well as some of the successes in providing services to children with disabilities. The State Education Agency expects the DCPS LEA to develop a corrective action plan that incorporates the special education goals outlined in the declaration of education.

In order to keep our promise to the children of District of Columbia Public Schools, to provide a free and appropriate public education in the least restrictive environment, the corrective action plan will include how the DCPS will:

- Address all areas of noncompliance
- Implement research-based instructional strategies to address the needs of special education students, and provide mentoring and coaching for staff serving students with disabilities.
- Increase by 20 percent annually the number of students who are assessed and receive appropriate special education services in a timely way. Of course, all students with disabilities will have current IEPs.
- Use school support teams to provide early intervention to students who demonstrate academic and social needs.
- Reduce by 25 percent annually the number of complaints and requests for due process related to special education services and placements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification
2006 (2006-2007)	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification
2007 (2007-2008)	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification
2008 (2008-2009)	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification
2009 (2009-2010)	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification
2010 (2010-2011)	100% Identification and correction of deficiencies as soon as possible but no later than one year from identification

Improvement Activities

Timelines

Resources

Activity: During 2005-2006 in a series training modules will be revised to align with the IDEA 2004 Reauthorization and the No Child Left Behind law. Technical assistance will be provided to the LEAs, Charter Schools and private programs where District of Columbia is placed.

Activity: During 2006 DCPS will continue to implement the Positive Behavior Supports and school support Teams in all schools and programs. The requirements for the use of positive behavioral support strategies to address problem behavior have particular significance for school psychologists. Positive behavioral support refers to a set of methodologies that focuses on providing environmental modifications that reduce the probability of problem behavior and educational supports that result in the acquisition, maintenance and generalization of functional behaviors. The net result is the increase in social behavior and the decrease/elimination of problem behavior.

Activity: During the 2006-2007, 2007-2008, 2009-2010, the SEA will continue to conduct onsite reviews to complete the monitoring of DCPS. In addition, the 56 LEAs (charter schools) will be monitored. Further 89 Residential schools and programs will receive desk audits, as well as the 67 nonpublic day programs will be completed.

Part B State Performance Plan (SPP) for 2005-2010**Monitoring Priority: Effective General Supervision Part B / General Supervision**

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

The State Complaint Office within the State Enforcement & Investigation Division – Special Education Programs is charged with administrative responsibility for receiving formal written complaints of violations of FAPE and other laws and regulations consistent with the requirements of the IDEA. The State Complaint Office (SCO) investigates complaints of individual and systemic violations of the law. Investigators with SCO issue formal Letters of Findings within sixty (60) days of the date that a complaint is filed, except when an appropriate extension of time has been granted, and required corrective action plans to the LEA as needed to remedy identified violations. The LEA must submit an Implementation Plan to SCO describing the specific steps or actions that the LEA will take to correct and/or remedy the violation. To insure appropriate follow-up and enforcement of corrective action plans, SEID has established guidelines for monitoring the correction of identified deficiencies. A monitoring team from the SEID Office of Monitoring and Program Certification is assigned to monitor compliance with corrective action plans. Focused monitoring visits will be instituted in any case in which systemic violations are discovered. The goal is the prompt, or otherwise timely correction of all identified program deficiencies through the collaboration and integration of the work of these offices.

Baseline Data for FFY 2004 (2004-2005):

See Attachment I at the end of Indicator 17.

Formula: $20 \div 20 \times 100 = 100\%$

Percentage of written, signed complaints resolved within 60 days, including a timeline extended for exceptional circumstances = 100%

Discussion of Baseline Data:

During FFY 2004 – 2005, a total of 23 formal written complaints were filed with the S.E.I.D. State Complaint Office for the time period July 1, 2004 through June 30, 2005. Thereafter, 3 complaints were withdrawn or dismissed for lack of subject matter jurisdiction. Of the 20 formal complaint investigations initiated, 14 resulted in complaints with findings and 6 complaints with no findings of violations of the IDEA. 17 complaint decisions were issued within the statutory 60 day deadline, and the remaining 3 were issued after 60 days, but within deadlines set after documented extensions were granted.

SPP Template – Part B (3)

District of Columbia
State

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% compliance
2006 (2006-2007)	100% compliance
2007 (2007-2008)	100% compliance
2008 (2008-2009)	100% compliance
2009 (2009-2010)	100% compliance
2010 (2010-2011)	100% compliance

Improvement Activities/Timelines/Resources:

Work collaboratively with the DC Parent Training and Information Center to provide information and awareness to the public regarding the role of the office	Winter 2005 and ongoing	SCO, SEID
Seek the assistance of divisional offices to collect data	Spring 2007	SCO, OPMC, OM, SHO, SEID
Hire additional staff to include attorney investigators and paralegals	Fall 2007	SCO, SEID
Establish a Parent Service Center Liaison to provide technical assistance to the parent service centers	Winter 2007	SCO, SEID
Establish Rapid Response Team to troubleshoot LEAs and/or programs requiring corrective action	January 2007	SCO, SEID
Report the results to the public	Annually	SCO
Implement next phase of promotional/advertising strategy for SCO	Spring 2007	SCO
Identify more systemic violations involving LEAs	February 2007 and ongoing	SCO

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: *Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 75-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.*

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

Data Source to measure performance under this indicator:

The State Enforcement & Investigation Division for Special Education Programs (S.E.I.D.) oversees the adjudication of special education due process hearings for the State Education Agency. S.E.I.D. collects, analyzes, and distributes statistical data on all due process complaints filed in the District of Columbia. The primary data source is ENCORE a web-based integrated special education data collection and student tracking system used by the State Education Agency to report LEA and campus-based performance on all compliance indicators in the Annual Performance Reports.

Measurement:

Percent = $(3.2(a) + 3.2(b))$ divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

The District of Columbia has adopted a one-tier system for adjudicating special education due process hearings. All due process complaints seeking a hearing to resolve special education disputes are submitted to the S.E.I.D. for adjudication. S.E.I.D. has jurisdiction to administer the due process hearings involving all LEAs and public agencies within the District. This includes charter schools chartered by both the DC Board of Education and by the independent DC Charter School Board, non-public day schools and residential treatment programs.

The District of Columbia continues to have one of the highest per capita filings of due process hearing requests. During the 2005 – 2006 reporting period, 2,939 due process complaints were filed, resulting in 2,445 fully adjudicated hearings. While the number and volume of due process complaints remain high, the number of reported cases of untimely hearing decisions has fallen dramatically during this same time period.

The 2004 amendments to the IDEA have resulted in significant modification to the policies and procedures governing due process hearings and may be having an impact on filings and resolutions.

Data for FFY 2005 (2005-2006):

Formula: $2304 \div 2445 = .942 \times 100 = 94.2\%$

94.2% of all fully adjudicated due process hearings were fully adjudicated within the 75-day timeline or a timeline that was extended by the hearing officer at the request of one of the parties to the hearing.

Discussion of Data:

SPP Template – Part B (3)

District of Columbia
State

The data for reporting period 2005-2006 shows that 141 hearing requests resulted in the issuance of untimely final hearing officer determinations. A statistical analysis of the data further show that of the reported late hearing decisions, as with the baseline data, 119 occurred during the four month period of July through October. These are also four of the peak months for the filing of hearing requests and the late decisions reflect pressures on the dispute resolution system that resulted from the increase in the volume of hearing requests filed during the spring and summer months. The strategy of increasing the number of hearing rooms which will allow more hearings to be scheduled should eliminate the problem.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Current baseline data reflect that 96.6% of all fully adjudicated due process hearings resulted in the issuance of timely hearing officer decisions. The target is 100% compliance with all timelines for issuing final hearing officer decisions.
2006 (2006-2007)	As identified by the Office of Special Education Programs, DC Public Schools will achieve 100% compliance with all timelines for issuing final hearing officer decisions.
2007 (2007-2008)	As identified by the Office of Special Education Programs, DC Public Schools will achieve 100% compliance with all timelines for issuing final hearing officer decisions.
2008 (2008-2009)	As identified by the Office of Special Education Programs, DC Public Schools will achieve 100% compliance with all timelines for issuing final hearing officer decisions.
2009 (2009-2010)	As identified by the Office of Special Education Programs, DC Public Schools will achieve 100% compliance with all timelines for issuing final hearing officer decisions.
2010 (2010-2011)	As identified by the Office of Special Education Programs, DC Public Schools will achieve 100% compliance with all timelines for issuing final hearing officer decisions.

Improvement Activities/Timelines/Resources:

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

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

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

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

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

Attachment I

**Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act
Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	23
(1.1) Complaints with reports issued	20
(a) Reports with findings	14
(b) Reports within timeline	17
(c) Reports within extended timelines	3
(1.2) Complaints withdrawn or dismissed	3
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests (04-05 data)	
(2) Mediation requests total	58
(2.1) Mediations	
(a) Mediations related to due process	51
(i) Mediation agreements	8
(b) Mediations not related to due process	7
(i) Mediation agreements	1
(2.2) Mediations not held (including pending)	0
SECTION C: Hearing requests	
(3) Hearing requests total	2,939
(3.1) Resolution sessions	1037
(a) Settlement agreements	32
(3.2) Hearings (fully adjudicated)	2445
(a) Decisions within timeline	1816
(b) Decisions within extended timeline	515
(3.3) Resolved without a hearing	55

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SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	OSS provided to OSE
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	*
(a) Change of placement ordered	*

* Reporting on expedited hearings is a new reporting requirement. During the 2004 – 2005 school year, the District of Columbia did not collect data on expedited hearing requests. A system will be developed to collect and report data on expedited hearing requests.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

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

Overview of Issue/Description of System or Process:

The new requirement under the IDEA imposing a duty upon each LEA to hold a resolution session meeting with the parent whenever a due process hearing is filed has provided the District of Columbia DCPS with improved opportunity to divert cases out of adversarial due process proceedings and into alternative dispute resolution. DCPS has adopted a campus-based process for timely scheduling resolution sessions. All hearing requests are first forwarded to the newly established Complaint Intake Unit (CIU) within the S.E.I.D. Office of Mediation and Early Dispute Resolution. The CIU issues formal notice of the filing of the due process complaint to the applicable LEA, along with a copy to the specific DCPS or LEA charter school that is the subject of the complaint, that a due process hearing request has been filed with S.E.I.D. Several new forms, including the “Due Process Complaint Notice”, “Scheduling Memorandum”, and the “Resolution Session Disposition Form”, have been created to monitor the outcomes for every resolution session for data collection and reporting purposes. After a resolution session has occurred, or after 15 days have lapsed after the filing of the Due Process Complaint Notice, S.E.I.D. the disposition form, describing the results of the session, is submitted to the Student Hearing Office in S.E.I.D. Thus, through the use of ENCORE and the disposition form, DC Public Schools will capture and report the percentage of hearing requests that are resolved through settlement agreements obtained as a result of a resolution session.

Baseline Data for FFY 2004 (2004-2005):

This is a new indicator. Baseline data will be described in the FFY 2005 APR due in April 2007.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets will be described in the FFY 2005 APR due in April 2007.
2006 (2006-2007)	Targets will be described in the FFY 2005 APR due in April 2007.
2007 (2007-2008)	Targets will be described in the FFY 2005 APR due in April 2007.

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2008 (2008-2009)	Targets will be described in the FFY 2005 APR due in April 2007.
2009 (2009-2010)	Targets will be described in the FFY 2005 APR due in April 2007.
2010 (2010-2011)	Targets will be described in the FFY 2005 APR due in April 2007.

Improvement Activities/Timelines/Resources:

The baseline data will be collected and monitored through the initial implementation of this new procedure in the 05-06 school year.

Improvement Activities	Timelines	Resources:
Develop policies and procedures. Develop guidelines forms and technical assistance	2006	
Implement and reinforce through training activities, policies and procedures. Set requirements for submission of timely, authentic data with clear understanding of sanctions for LEAs.	2006 - Ongoing	
Review and refine data collection process	2006-2008	
100% certified (timely, accurate and reliable) data submission from all LEAs	2008-2010	
Report via electronic data system accurate resolution	2009-2010	
Monitor resolution sessions practices for 100% compliance	2010-2011	

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

Measurement:

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

Overview of Issue/Description of System or Process:

The Office of Mediation and Early Dispute Resolution (STATE MEDIATION OFFICE (SMO)) is responsible for ensuring that a voluntary mediation process is available to Local Education Agencies and parents whenever there is a dispute related to the provision of special education and related services for students with special needs. Mediation can be requested at any time whether there has been a filing of a complaint or not. Contact is made with the non-requesting party by this office and if the non-requesting party agrees to participate in mediation, then a mediation conference with an independent third party mediator is scheduled.

Baseline Data for FFY 2004 (2004-2005):

Utilizing the Special Education Data System, ENCORE, to establish the baseline data for 2004-2005, it showed that from July 1, 2004 – June 30, 2005, a total of 58 mediation requests were received by the SEA Office of Mediation and Early Dispute Resolution. A total of 7 requests out of the 51 were not

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related to a due process hearing request. A total of 9 of the total requests resulted in mediation agreements. Thus, for the base year of FFY 2004 – 2005, 15.5% of the mediations that were held resulted in a successful mediation agreement.

Discussion of Baseline Data:

While there were a total of 9 mediation agreements, it is important to note that all but (2) two were the result of LEA and parents and/or their representatives negotiated settlements. The two settlements were done with the assistance of a third-party mediator. This office assisted both parties in either way (with or without a third-party) to resolve their issues through a mediated agreement. All parties requesting mediation were amenable to handling the mediation request in this manner. The percent of mediations held that resulted in mediation agreements was 15.5% percent whether with the assistance of a third-party or without.

Dissemination of the availability and benefits of mediation and alternative dispute resolution to the public is essential for building broad public support and continues to be a focus of this office. Since mediation is a voluntary process this office spends a great deal of time educating the public regarding the existence of this process. Most of the requesting parties for mediation are LEAs and parents who are not represented by legal counsel.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	17% successful mediations
2006 (2006-2007)	20% successful mediations
2007 (2007-2008)	23% successful mediations
2008 (2008-2009)	25% successful mediations
2009 (2009-2010)	30% successful mediations
2010 (2010-2011)	40% successful mediations

Improvement Activities

- Increase the number of mediators to handle mediation conferences and future anticipated requests for Facilitated IEP meetings.

- Implementation of a Facilitated IEP process that would allow LEAs and/or parents to request a mediator to assist them during difficult IEP meetings.
- Increase the number of staff by 3 in STATE MEDIATION OFFICE (SMO) in order to assist with technical support to Local Education Agencies and parents to provide early dispute assistance.
- Implement conflict management training for all LEAs and parents.
- Have in place adequate STATE MEDIATION OFFICE (SMO) staff members in order to establish crisis intervention teams who will focus primarily on early dispute resolution options for LEAs and parents related to the provision of special education.
- Have in place a full operating internal staff in the STATE MEDIATION OFFICE (SMO) office including independent mediators and staff who can assist LEAs and parents in reference to training on the IDEIA law and alternative disputes processes to help them resolve their disputes or establish an independent external office to handle mediation.

Activities	Timelines	Resources
1. Provide training information to LEAs and parents on alternative dispute mechanisms for resolving special education matters.	06/07 On-going	STATE MEDIATION OFFICE (SMO) Staff
2. Provide conflict resolution training for LEAs and parents.	06/07 On-going	STATE MEDIATION OFFICE (SMO)/SEID Staff

Part B State Performance Plan (SPP) for 2005-2010

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 and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

DCPS is responsible for gathering data from all Local Education Agencies in the district. This includes data from charter schools as well as all of DCPS local schools. The data requested for state reporting is done through various offices within DCPS. The information is collected and calculated based upon reporting responses from all schools. The offices involved in the data collection include the Office of Academic Services, which the Office of Special Education is under, the State Enforcement and Investigation Division, the Charter School Board offices, the Office of Federal Grant Programs, which is an office under the Office of Accountability, and the Office of Information and Technology.

DCPS uses various database tracking systems and hard copy surveys in order to collect and determine the necessary information for state reporting purposes. The data base systems include the following: DC Stars, which includes enrollment information on all students, including charter schools; and ENCORE,

which is the special education database for students with special needs. The information related to special education students is primarily obtained from the ENCORE data base tracking system. Information provided that compares special education percentages to regular education student percentages is through hard copy survey data and the DC Stars data base information.

The Office of Federal Grant Program collects data based upon a grant cycle by requiring all Local Education Agencies to submit an annual application that includes a survey that requires schools to report on truancy rates, dropout rates, expulsions, and suspensions. This information is then reviewed by the Federal Grants Office and populated into a chart. The data includes information obtained from all Local Education Agencies that completed a survey. The incentive to complete the survey is based on the LEA’s desire to achieve final acceptance of their grant application.

Accuracy:

The accuracy of this data is ensured through the process of the all offices meeting to review and do a comparison of the documents and the database information. Additionally, an annual audit review of the documents and a student’s file are reviewed by ENCORE staff to determine if the file is consistent with the information provided in the various data reporting forms. The audit is completed on a school to school basis. Another method of ensuring accuracy is through site visits to schools by performance officers. They review files and provide technical assistance to schools.

Baseline Data for FFY 2004 (2004-2005):

The District of Columbia Public Schools (DCPS) in its state capacity has timely completed the state reported requested data according to the timelines specified in this indicator for 2004-2005. In the prior reporting year 2003-2004, DCPS submitted the requested data information 8 months beyond the required timeline.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> State data is reported accurately and timely, 100%.
2006 (2006-2007)	<ul style="list-style-type: none"> State data is reported accurately and timely, 100%.
2007 (2007-2008)	<ul style="list-style-type: none"> State data is reported accurately and timely, 100%.
2008 (2008-2009)	<ul style="list-style-type: none"> State data is reported accurately and timely, 100%.
2009 (2009-2010)	<ul style="list-style-type: none"> State data is reported accurately and timely, 100%.
2010 (2010-2011)	<ul style="list-style-type: none"> State data is reported accurately and timely, 100%.

Improvement Activities	Timelines	Resources
Develop criteria for all Local Education Agencies to adhere to in terms of data collection to be maintained at their school site.	2005 - 2007	OAA
Establish State Data Collection Center – develop and maintain a comprehensive information technology database.	Fall 2006	OSE, OIT, ENCORE office, State Advisory Panel
Develop policy and procedures regarding the data collection		

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process, which should include provisions for accountability for timely and accurate data being provided by all Local Education Agencies.		
Generate periodic reports to provide detailed data and reporting regarding LEAs.	2007	OSE, OIT, ENCORE Office
Review established policies and procedures regarding the data collection process; modify policies and procedures to ensure optimal efficiency and accuracy.	2007 and ongoing	OSE, OIT, ENCORE Office
Provide training, guidance, and technical assistance to all prospective database users on how to access the database, and how to create and generate reports.	2007	OSE, OIT, ENCORE Office

STATE PERFORMANCE PLAN RESOURCES

District of Columbia Municipal Regulations (DCMR)

“Declaration of Education” (Strategic Plan, District of Columbia Public Schools, May 2005)

DC STARS

SETS/ENCORE

DCPS Website (www.k12.dc.us)

Report Card

NCLB website

LEA School Plans

LEA APPLICATION

LEA 618 Reporting Form

Results of LEA Monitoring

LEA Self Assessment

DC State Improvement Plan

NCREST Report

OSEP Website

Implement a state data system that collects, aggregates and disaggregates information for state reports and monitoring. Implement a process in which all LEAs can have access to the state data base tracking system in order to provide specific information regarding their students.	2007-2009	
Establish timelines for data to be collected in order to timely file state reports.	2007-2009	SEA
Finalize the establishment of a state data collection office through which all data and reporting information flows for all state data reporting purposes	2010	SEA

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APR

Monitoring Report

SEA Offices

Child Find Reference Guide

District of Columbia City Agencies

DCPS Parents

Chartering Authorities

Other Stakeholders

Parent Advisory Council

State Advisory Panel
