



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

**Individuals with Disabilities Education
Act**

FFY 2011 Annual Performance Report

South Carolina

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State Superintendent of Education

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Overview of the Annual Performance Report Development

The Annual Performance Report (APR) was developed through a process that included collection of data, verification of data, analysis of data, identification of problems, implementation of improvement activities, provision of technical assistance, and evaluation of progress. The APR process involved stakeholders from various groups involved with service provision for children with disabilities, including South Carolina's Advisory Council.

As part of this FFY 2011 APR, the South Carolina Department of Education (SCDE) worked meticulously to collect, review, analyze, and validate data collected from each local education agency and state-operated program within the state. SCDE staff collaborated with staff from the Office of Special Education Programs, U.S. Department of Education, to ensure that the information in this APR is consistent with the reporting requirements outlined by Section 616 of the Individuals with Disabilities Education Act, 2004 (IDEA). The SCDE also collaborated with Mid-South Regional Resource Center, numerous technical assistance providers, and the South Carolina Advisory Council on the Education of Students with Disabilities. For an abbreviated list of SPP/APR Resource Partners and SCDE staff, please see [Appendix B](#) on page 108.

For more information regarding this APR or educational programs for children with disabilities in South Carolina, please contact:

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

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2011 (2011 – 2012 data)	Current year must meet the GOAL of 88.3%, or the current year must meet the TARGET OBJECTIVE of 78%, or the current year is 2 percentage points higher than the previous year, or the current year is 2 percentage points higher than the most recent three-year average (including current year) (Not Met)

Actual Target Data for FFY 2011:

Table 1.1 – Percentage of Students with Disabilities Graduating with a Diploma

2006 – 2007	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011	2011-12
38.9%	46.1%	43%	45.3%	38.4%	40.3%

Table 1.2 – Actual Numbers 2011 – 2012

	Number of students in AYP cohort	Number of Students with Disabilities who Graduated
2011	5,201	1,997
2012	5,700	2,295

Data Source: Comprehensive State Performance Report for South Carolina

Section 200.19 of the Title I regulations issued under the Elementary and Secondary Education Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the state and approved by the Secretary in the state plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

South Carolina used the following methodology in calculating its graduation rates:

Denominator

Step One: Student Count

- All students in the current school year are coded in the student information system with a 9GR value indicating the first year in which each student entered 9th grade for the first time
- Start with all students who are in the 9GR cohort on the 1st day of testing (the 9GR cohort indicating that they entered high school for the first time four years prior to the current graduation year)
- Add all students on the official dropout lists for the three previous years (non-dropouts are not added because they are already documented as legitimate transfers when the dropouts are identified)
- Subtract students whose Individualized Education Programs (IEPs) indicate a graduation rate beyond 4 years (current fourth year students who will graduate after 4 years)
- Add students whose IEPs indicated a graduation rate beyond 4 years (current fifth-year or beyond students who are scheduled to graduate in the current year according to their IEPs)
- Subtract students for whom schools can provide documentation of transfer to another diploma-granting program
- Equals Total Number of Students

All IEP non-diploma track student counts will be included. A student with a disability who receives a regular diploma in the number of years specified in the student's IEP will be considered as a student graduating with a regular diploma in the standard number of years. GED will not be included.

Numerator

Step Two: Diplomas

- Number of students receiving regular diplomas in four years or less, unless otherwise specified in the student's IEP.
- Equals Total Number of Diplomas

Calculation

Step Three: Graduation Rate

- Divide Step Two (Total Number of Diplomas) by Step One (Total Number of Students)

South Carolina has stringent guidelines for graduation with a diploma, offering only one recognized academic diploma for all students. Graduation with a state-issued regular diploma in South Carolina requires the completion of twenty-four unit courses in specified areas and the successful passing of an exit exam, the High School Assessment Program (HSAP).

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

The graduation rate for students with disabilities decreased by 6.9 percent during FFY 2010 –2011; but increased 1.9 percent in FFY 2011 – 2012. During the time period where the state decreased in the graduation rate of students with disabilities, it also fell approximately 2 percent in the graduation rate of all children.

The South Carolina Department of Education (SCDE) performed an analysis of schools with negative change in graduation rate versus those with positive change which shows that there is a roughly one to two ratio of schools with decreasing graduation rates to those with increasing graduation rates. In addition, only 58% of schools that showed improvement, 43% with no change, and 39% that showed declines met the new Graduation annual Measureable Outcome (AMO) of 74.1%. The graduation rate of students with disabilities mirrors the slippage in graduation rates of students without disabilities.

The South Carolina legislature is currently considering a bill that removes the exit examination requirement for graduation. The legislature also considered multiple paths to a high school diploma, which would increase graduation opportunities for all students.

South Carolina has implemented a “K-Gray” initiative involving the Economic Education Development Act (EEDA) requirements. The initiative is called Personal Pathways to Success Program. An overview of the program may be found at <http://www.youtube.com/watch?v=mNTNCaRHOIw>. As of the 2010 – 2011 school year, all students grades 8 through 12 have Individual Graduation Plans. These plans are developed in grade eight and reviewed each year at a meeting attended by the parent or guardian, student, and guidance counselor. The meeting discusses a career interest, classes to take during high school, and post-graduation plans.

The SCDE also has implemented a Student Potential Performance Snapshot (SPPS). The SPPS gives districts/schools the capacity to transform insightful data into strategic decision-making that helps keep at-risk students from failing or dropping out of school and leads to improved student outcomes. The SPPS can also be used to better understand and target resources to low-performing schools where concentrated numbers of students require significantly improved schools in order to succeed.

In addition to a state issued regular high school diploma, many districts offer a district level credential. While these are not recognized as a regular high school diploma, these credentials require a specific course of study and completion of certain requirements within the district. Many of these credentials focus on functional and employability skills. Interest has renewed in the South Carolina legislature has a renewed interest in the development of multiple paths to earning a state high school diploma.

**Revisions, with Justifications to Proposed Targets,
Improvements/Timelines/Resources for
FFY 2012:**

Please see the revised Improvement Activities found in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

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

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.
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FFY	Measurable and Rigorous Target
2011	The dropout rate for students with disabilities will decrease to 5.0% (Met)

Table 2.1 – Actual Target Data for FFY 2011

	2007 – 2008	2008 – 2009	2009 – 2010	2010 – 2011
Number of SWD who dropout ages 14-21	1502	622	917	920
Number of SWD enrolled ages 14-21	26,620	25,773	26,308	20,869
SWD Dropout Rate	5.6%	2.4%	3.5%	4.4%

FFY 2011 Target – 5.0%. **The state MET the FFY 2011 Target**

Please note that pursuant to OSEP Memorandum 13-6, the state will use the same data source as in previous years.

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

South Carolina met its target of 5.0 percent. As required by the Office of Special Education Programs (OSEP), the Office of Exceptional Children (OEC) is reporting the dropout data used in the Elementary and Secondary Education Act (ESEA) graduation rate calculation and following the timeline established by the United States Department of Education under the ESEA. The South Carolina Dropout Manual containing the definition used for ESEA reporting may be found at:

<http://ed.sc.gov/agency/ac/Student-Intervention-Services/documents/2009DropoutPolicyProc.pdf>

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY2010; or c) slippage if the state meets its target.

Revisions, with Justifications to Proposed Targets, Improvements/Timelines/Resources for FFY 2012:

Please see the revised Improvement Activities found in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

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

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup.

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

Measurement:

- A. A.2 AMO percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

Indicator 3A is presented in the State Performance Plan (SPP) format.

Overview of Issue/Description of System or Process:

On February 28, 2012, the South Carolina Department of Education (SCDE) submitted a request for flexibility from ten Elementary and Secondary Education Act (ESEA) requirements. The waiver describes how South Carolina would meet three important principles:

1. College and career-ready expectations for all students (ESEA Waiver Request, p. 32)
2. State-developed differentiated recognition, accountability, and support (ESEA Waiver Request, p. 56)
3. Supporting effective instruction and leadership (ESEA Waiver Request, p. 127, 134, and A-49)

This request may be found at <http://ed.sc.gov/agency/lpa/documents/ESEA-Waiver-request-Final-amended-11-29-12.pdf>

On July 18, 2012, the United States Department of Education (USDE) approved South Carolina's new ESEA Federal Accountability System.

ESEA Federal Accountability System Components

The Composite Index Score

A composite index score is calculated for each public school in South Carolina. This composite index score uses results from the state standardized tests (PASS, HSAP, SC-Alt, and end-of-course tests in Biology I/Biology for the Technologies II and U.S. History and the Constitution), percent of students tested, and previous year's high school four-year graduation rate. In order to show complete year of end-of-course test results, all end-of-course test scores are taken from the previous school year (ESEA Waiver Request, pp. 66–67).

Subgroups

Performance, participation, and four-year graduation rate must be calculated for each of the following subgroups in both ELA and Math subject areas (ESEA Waiver Request, p. 72).

Subgroups are identified using information from the first-day-of-testing through the state's student information system, PowerSchool, extraction.

- All students
- Male students
- Female students
- White (coded as W in the PowerSchool ethnicity field)
- African-American (coded as B, AB, BI, BP, BW, ABI, ABP, ABW, BPW, BIW, ABPW, ABIP, or ABIPW in the PowerSchool ethnicity field)
- Asian/Pacific Islander (coded as P, A, or WA in the PowerSchool ethnicity field)
- Hispanic (coded as H in the PowerSchool ethnicity field)
- American Indian/Alaskan (coded as I or IW, IPW, AIW, or AIPW in the PowerSchool ethnicity field)
- Disabled (coded as having a disability in the EFA1 code in PowerSchool)
- LEP coded in the PowerSchool English Proficiency field
- LEP (coded as 1, 2, 3, 4, 5, 6, 7, A, B, C, D in the English Proficiency field) for performance
- LEP (coded as 1, 2, 3, 4, 5, A, B, C, D in the English Proficiency field) for participation
- Free/Reduced (Subsidized) Meal (coded as F or R in the PowerSchool free/reduced meals program field)

Methodology

If a subgroup meets the proficiency goal, one point is awarded. If a subgroup does not meet the proficiency goal, but did improve over the previous year, that subgroup is awarded a partial point ranging from 0.1 to 0.9 depending on the amount of improvement from one year to the next. The points in each cell are totaled by subject and percent tested or graduation rate. The total number of points by category is divided by the total number of objectives in that category resulting in a percentage by subject and percent tested or graduation rate. That percentage is multiplied by the weight assigned to each category and the weighted points are totaled to create the composite index score. The composite index score is converted to a grade based on a ten-point scale. A matrix

prepared for each school displays each subgroup, points awarded by subgroup, the composite index score, and grade. Sample matrixes appear below (ESEA Waiver Request, pp. 57, 73, and 96–97).

The Grading Scale

District and School Grading Scale

Weighted Composite Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Below 60	F	Performance is substantially below the state's expectations.

The descriptors define each grade within the context of the state's performance expectations (ESEA Waiver Request, pp. 58, 67, and 74).

Annual Measurable Objectives (AMOs)

Requirements in ESEA section 1111(b) (2) (E)-(H) prescribe how a state education agency must establish annual measurable objectives (AMOs) for determining Adequate Yearly Progress (AYP) to ensure that all students meet or exceed the state's proficient level of academic achievement on the state's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. These new ESEA Federal Accountability System AMOs utilizes test scores rather than the percentage of students who test at the proficient level or above. South Carolina's new AMOs are both ambitious and achievable, and based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams. It is anticipated that using actual test scores will reflect the impact of instruction and learning more accurately than the previous system (ESEA Waiver Request, p. 72).

Mean Student Scores on State Standards Assessments and End-Of-Course Examinations							
	ELA				Math		
	Elementary	Middle	High		Elementary	Middle	High
2011–12	630	624	223		630	624	220
2012–13	635	628	226		635	628	223
2013–14	640	632	229		640	632	226
2014–15	645	636	232		645	636	230
2015–16	650	640	235		650	640	233
2016–17	655	644	238		655	644	236
2017–18	660	648	241		660	648	241
	Science				Social Studies		
	Elementary	Middle	High		Elementary	Middle	High
2011–12	630	624	76		630	624	71
2012–13	635	628	77		635	628	73
2013–14	640	632	78		640	632	75
2014–15	645	636	79		645	636	77
2015–16	650	640	80		650	640	79
2016–17	655	644	81		655	644	81
2017–18	660	648	82		660	648	82
<p>Elementary school AMOs are an annual increase of 5 points based on PASS. Middle school AMOs are an annual increase of 4 points based on PASS. High school AMOs for ELA and math are an annual increase of 3-to-4 points based on HSAP. High school AMO for science (biology) is an annual increase of 1 point and the AMO for social studies (US History) is an annual increase of 1-to-2 points; both AMOs are based on End-Of-Course Examination Program (EOCEP) results from previous year.</p>							

Each component measures the success of the “all students” group and all student subgroups, as defined by demographic categories of gender, race/ethnicity, disability status, limited English proficiency (LEP) status, and socioeconomic status (as measured by eligibility for the free and reduced-price meal program).

AMOs listed above are projected through the 2017–18 school year based on guidance from the United States Department of Education. South Carolina anticipates implementing assessment developed by the SMARTER Balanced Assessment Consortium during the 2014–15 school year. The complete ESEA technical manual may be found at:

<http://ed.sc.gov/data/esea/2012/index.cfm>

Baseline Data from FFY 2011

3.A - Actual AYP Target Data for FFY 2011:

FFY	Measurable and Rigorous Target
<p>FFY 2011</p>	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will be 89% or above.</p> <p>AYP Status is not required since SC's waiver was approved and the state is not determining AYP status for 2011-12.</p> <p><i>South Carolina now assigns a "1" if the subgroup meets the proficiency goal.</i></p> <p><u>Baseline</u></p> <p><i>A:Percent Meeting AMO.</i></p> <p><i>The percent of districts meeting AMO objectives in the disability subgroup is:</i></p> <p><i>Percent of districts meeting proficiency goal -elementary (ELA and Math)</i> 2.3%</p> <p><i>Percent of districts meeting proficiency goal -middle (ELA and Math) 0%</i></p> <p><i>Percent of districts meeting proficiency goal -high school (ELA and Math)</i> 0%</p>

FFY 2011	Number of districts	Total number of districts	Percent of Districts meeting proficiency goal
Districts meeting proficiency goal - elementary (ELA and Math)	86	2	2.3%
Districts meeting proficiency goal - middle (ELA and Math)	86	0	0
Districts meeting proficiency goal -high school (ELA and Math)	83*	0	0

***included are state operated programs that do not have high school programs.**

Discussion of Baseline Data:

South Carolina has adopted a new accountability measure that focuses on the achievement gaps between various subgroups of students, one of which is students with disabilities.

The SCDE will identify underperforming schools annually on the basis of overall school performance on the AMOs, as measured by the total weighted composite index score for each school. All elementary schools, middle schools, and high schools are ranked separately by type of school, and the lowest 5 percent of schools in each group are designated as **priority schools**.

Step 1—Identify Title I schools for the 2011– 2012 school year.

Step 2—Identify and exclude Primary Schools as defined by the SCDE’s Office of Data Management and Analysis.

Step 3—Identify schools with 2009–10 and 2010–11 enrollment greater than or equal to 30 students in any subgroup used for analysis.

Step 4—Rank order the elementary, middle, and high schools by their total weighted composite index score. Identify the 5 percent of schools with the lowest overall performance as measured by the total weighted composite index score.

Similarly, all Title I schools are ranked on the basis of their total weighted composite index score to identify the lowest 5 percent. This process allows for the identification and designation as a priority school any Title I school that is not already designated as such based on its overall performance ranking among all schools.

In addition, School Improvement Grant (SIG) Tier I and SIG Tier II schools, including Title I-participating or Title I-eligible high schools with a graduation rate of less than 60 percent in each of the last three years, will be identified as priority schools.

In 2011– 2012, there were thirty-one Palmetto Priority Schools (PPS); these are the lowest-performing schools based on the state assessment system criteria, ranked “at-risk” on the state system’s absolute index/rating for three consecutive years. Ten of these thirty-one PPS schools also participate in the state’s SIG program. There are fifteen additional SIG schools.

Any current PPS school that does not meet the current exit criteria (achievement of a higher absolute rating of “below average” or above) for PPS by the end of the 2011– 2012 school year (by June 2012) will automatically be designated a priority school for 2012– 2013.

FFY	Measurable and Rigorous Target
2012	Percent of districts meeting proficiency goal -elementary (ELA and Math) 3.5% Percent of districts meeting proficiency goal -middle (ELA and Math) 1.2% Percent of districts meeting proficiency goal -high school (ELA and Math) 1.2%

Improvement Activities/Timelines/Resources (through 2012):

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

Indicator 3B/C: Participation and performance of children with IEPs on statewide assessments:

- B. Participation rate for children with IEPs on statewide assessments.
- C. Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards.

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

Measurement:

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ([# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

3.B – Actual Participation Target Data for FFY 2011:

FFY	Measurable and Rigorous Target
FFY 2011	<p>B. Participation Rate</p> <p>The participation rate for children with IEPs on state accountability assessment in the areas of English language arts and math will remain at or above 95% (Met)</p>

Indicator 3B:

Spring 2012 Assessment FFY 2011	Percentage of Students Participating in Statewide Assessments	Number Enrolled	Number Tested
English language Arts (ELA)	98.74	49,690	49,064
Mathematics	99.21	49,686	49,293

Table 3B.1 – Participation of Students with Disabilities on Statewide Assessments
(Math)

Type of <i>Mathematics</i> Assessment	Number of Children with Disabilities Participating	Percentage of Children with Disabilities Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	42,329	85.87
Regular Assessment with Accommodations	3,748	7.6
Alternate Assessment Based on Grade Level Achievement Standards	NOT OFFERED IN SC	Not applicable
Alternate Assessment Based on Modified Achievement Standards	NOT OFFERED IN SC	Not applicable
Alternate Assessment Based on Alternate Achievement Standards	3,216	6.52
Total	49,293	

Table 3B.2 – Participation of Students with Disabilities on Statewide Assessments (ELA)

Type of <i>English/Language Arts</i> Assessment	Number of Children with Disabilities Participating	Percentage of Children with Disabilities Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	41,870	85.34
Regular Assessment with Accommodations	3,961	8.07
Alternate Assessment Based on Grade Level Achievement Standards	NOT OFFERED IN SC	Not applicable
Alternate Assessment Based on Modified Achievement Standards	NOT OFFERED IN SC	Not applicable
Alternate Assessment Based on Alternate Achievement Standards	3,233	6.59
LEP < 12 months, took ELP	0	
Total	49,064	

3.C – Actual Proficiency Target Data for FFY 2011:

FFY	Measurable and Rigorous Target
FFY 2011	<p style="text-align: center;">C. Proficiency Rates:</p> <p>The performance of elementary students with disabilities in English language arts meeting standard will be 79% in Mathematics and 79.4% in English Language Arts as measured by South Carolina state assessment. (Not Met)</p> <p>The performance of high school students with disabilities in English language arts meeting standard will be 90% in Mathematics and 90.3% in English Language Arts as measured by South Carolina state assessment. (Not Met)</p>

3.C – Actual Performance Target Data for FFY 2011

Table 3C.1 – Performance of Students with Disabilities on Statewide Assessment (Math)

<u>Statewide Assessment</u>		<u>Math Assessment Performance (Grades 3-8)</u>							<u>Math (High School)</u>		
<u>2010-2011</u>		<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>#</u>	<u>%</u>	<u>Grade HS</u>	<u>%</u>
a	<u>Children with IEPs</u>	<u>7,593</u>	<u>7,404</u>	<u>7,599</u>	<u>7,229</u>	<u>6,793</u>	<u>6,638</u>	<u>43,256</u>	<u>-</u>	<u>6,004</u>	<u>-</u>
b	<u>I# with IEPs scoring Proficient who took with and without accommodations (b+c)</u>	<u>2,689</u>	<u>2,768</u>	<u>2,337</u>	<u>1,984</u>	<u>1,777</u>	<u>1,611</u>	<u>13,166</u>	<u>30%</u>	<u>757</u>	<u>13%</u>
e	<u># with IEPs scoring Proficient who took SC-Alt* (e)</u>	<u>392</u>	<u>395</u>	<u>461</u>	<u>326</u>	<u>343</u>	<u>228</u>	<u>2,145</u>	<u>5%</u>	<u>216</u>	<u>4%</u>
-	<u>Overall (b+e) Baseline</u>	<u>3,081</u>	<u>3,163</u>	<u>2,798</u>	<u>2,310</u>	<u>2,120</u>	<u>1,839</u>	<u>15,311</u>	<u>-</u>	<u>973</u>	<u>-</u>
-	<u>Percentages by grade</u>	<u>41%</u>	<u>43%</u>	<u>37%</u>	<u>32%</u>	<u>31%</u>	<u>28%</u>	<u>-</u>	<u>35%</u>	<u>-</u>	<u>16%</u>

Note: These data include both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Table 3C.2 – Performance of Students with Disabilities on Statewide Assessment (ELA)

<u>Statewide Assessment</u>		<u>Reading Assessment Performance (Grades 3-8)</u>								<u>Reading (High School)</u>	
<u>2010-2011</u>		<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>#</u>	<u>%</u>	<u>Grade HS</u>	<u>%</u>
a	<u>Children with IEPs</u>	<u>7,468</u>	<u>7,291</u>	<u>7,609</u>	<u>7,228</u>	<u>6,801</u>	<u>6,635</u>	<u>43,032</u>	<u>-</u>	<u>6,020</u>	<u>-</u>
b	<u>I# with IEPs scoring Proficient who took with and without accommodations (b+c)</u>	<u>3,024</u>	<u>2,477</u>	<u>2,712</u>	<u>1,823</u>	<u>1,820</u>	<u>1,603</u>	<u>13,459</u>	<u>31%</u>	<u>686</u>	<u>11%</u>
e	<u># with IEPs scoring Proficient who took SC-Alt* (e)</u>	<u>437</u>	<u>441</u>	<u>502</u>	<u>349</u>	<u>372</u>	<u>252</u>	<u>2,353</u>	<u>5%</u>	<u>253</u>	<u>4%</u>
-	<u>Overall (b+e) Baseline</u>	<u>3,461</u>	<u>2,918</u>	<u>3,214</u>	<u>2,172</u>	<u>2,192</u>	<u>1,855</u>	<u>15,812</u>	<u>-</u>	<u>939</u>	<u>-</u>
-	<u>Percentages by grade</u>	<u>46%</u>	<u>40%</u>	<u>42%</u>	<u>30%</u>	<u>32%</u>	<u>28%</u>	<u>-</u>	<u>37%</u>	<u>-</u>	<u>16%</u>

Note: These data include both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Note: South Carolina does not offer an alternate assessment against grade level achievement standards at this time (2% rule.)

***SC-Alt is the Alternate Assessment Based on Alternate Achievement Standards.**

South Carolina no longer uses the same calculation for AYP as in previous years. On February 28, 2012, the South Carolina Department of Education (SCDE) submitted a request for flexibility from ten Elementary and Secondary Education Act (ESEA) requirements. The waiver describes how South Carolina would meet three important principles:

1. College and career-ready expectations for all students (ESEA Waiver Request, p. 32)

2. State-developed differentiated recognition, accountability, and support (ESEA Waiver Request, p. 56)
3. Supporting effective instruction and leadership (ESEA Waiver Request, p. 127, 134, and A-49)

This request may be found at <http://ed.sc.gov/agency/lpa/documents/ESEA-Waiver-request-Final-amended-11-29-12.pdf>

On July 18, 2012, the United States Department of Education (USDE) approved South Carolina's new ESEA Federal Accountability System. As South Carolina uses the new accountability measure, Annual Measurable Objectives (AMOs) are specified in terms of mean (average) test scores rather than the percentage of students who test at the proficient level or above. The standard error of measure (SEM) of each test, an estimate of error to use in interpreting an individual's test score, is applied to each student's scale score for ELA and math prior to calculating the composite index score. In the past, SEMs were used only in optional AYP calculations.

A composite index score is calculated for each public school in South Carolina. This composite index score uses results from the state standardized tests (PASS, HSAP, SC-Alt, and end-of-course tests in Biology I/Biology for the Technologies II and U.S. History and the Constitution), percentage of students tested, and previous year's high school four-year graduation rate. In order to show a complete year of end-of-course test results, all end-of-course test scores are taken from the previous school year.

ESEA Federal Accountability System Components

The Composite Index Score

A composite index score is calculated for each public school in South Carolina. This composite index score uses results from the state standardized tests (PASS, HSAP, SC-Alt, and end-of-course tests in Biology I/Biology for the Technologies II and U.S. History and the Constitution), percent of students tested, and previous year's high school four-year graduation rate. In order to show a complete year of end-of-course test results, all end-of-course test scores are taken from the previous school year (ESEA Waiver Request, pp. 66–67).

Subgroups

Performance, participation, and four-year graduation rate must be calculated for each of the following subgroups in both ELA and Math subject areas (ESEA Waiver Request, p. 72).

Methodology

If a subgroup meets the proficiency goal, 1 point is awarded. If a subgroup does not meet the proficiency goal, but did improve over the previous year, that subgroup is awarded a partial point ranging from 0.1 to 0.9 depending on the amount of improvement

from one year to the next. The points in each cell are totaled by subject and percent tested or graduation rate. The total number of points by category is divided by the total number of objectives in that category resulting in a percentage by subject and percent tested or graduation rate. That percentage is multiplied by the weight assigned to each category and the weighted points are totaled to create the composite index score. The composite index score is converted to a grade based on a ten-point scale. A matrix prepared for each school displays each subgroup, points awarded by subgroup, the composite index score, and grade. Sample matrixes appear below (ESEA Waiver Request, pp. 57, 73, and 96–97).

The Grading Scale

District and School Grading Scale

Weighted Composite Index Score	Grade	Description
90–100	A	Performance substantially exceeds the state’s expectations.
80–89.9	B	Performance exceeds the state’s expectations.
70–79.9	C	Performance meets the state’s expectations.
60–69.9	D	Performance does not meet the state’s expectations.
Below 60	F	Performance is substantially below the state’s expectations.

Note: The descriptors define each grade within the context of the state’s performance expectations (ESEA Waiver Request, pp. 58, 67, and 74).

Annual Measurable Objectives (AMOs)

Requirements in ESEA section 1111(b) (2) (E)-(H) prescribe how a state education agency must establish annual measurable objectives (AMOs) for determining Adequate Yearly Progress (AYP) to ensure that all students meet or exceed the state’s proficient level of academic achievement on the state’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. These new ESEA Federal Accountability System AMOs utilizes test scores rather than the percentage of students who test at the proficient level or above. South Carolina’s new AMOs are both ambitious and achievable, and based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams. It is anticipated that using actual test scores will reflect the impact of instruction and learning more accurately than the previous system (ESEA Waiver Request, p. 72).

Mean Student Scores on State Standards Assessments and End-Of-Course Examinations						
	ELA			Math		
	Elementary	Middle	High	Elementary	Middle	High
2011–12	630	624	223	630	624	220
2012–13	635	628	226	635	628	223
2013–14	640	632	229	640	632	226
2014–15	645	636	232	645	636	230
2015–16	650	640	235	650	640	233
2016–17	655	644	238	655	644	236
2017–18	660	648	241	660	648	241
	Science			Social Studies		
	Elementary	Middle	High	Elementary	Middle	High
2011–12	630	624	76	630	624	71
2012–13	635	628	77	635	628	73
2013–14	640	632	78	640	632	75
2014–15	645	636	79	645	636	77
2015–16	650	640	80	650	640	79
2016–17	655	644	81	655	644	81
2017–18	660	648	82	660	648	82

Elementary school AMOs are an annual increase of 5 points based on PASS.
Middle school AMOs are an annual increase of 4 points based on PASS.
High school AMOs for ELA and math are an annual increase of 3-to-4 points based on HSAP.
High school AMO for science (biology) is an annual increase of 1 point and the AMO for social studies (US History) is an annual increase of 1-to-2 points; both AMOs are based on End-Of-Course Examination Program (EOCEP) results from previous year.

Each component measures the success of the “all students” group and all student subgroups, as defined by demographic categories of gender, race/ethnicity, disability status, limited English proficiency (LEP) status, and socioeconomic status (as measured by eligibility for the free and reduced-price meal program).

AMOs listed above are projected through the 2017– 2018 school year based on guidance from the United States Department of Education. South Carolina anticipates implementing assessment developed by the SMARTER Balanced Assessment Consortium during the 2014 – 2015 school year. The complete technical manual may be found at <http://ed.sc.gov/data/esea/2012/index.cfm>.

Performance against new methodology:

(New Methodology)

School districts will meet the state set AMO targets in ELA and mathematics each year.

Mean Student Scores on State Standards Assessments and End-Of-Course Examinations							
	ELA				Math		
	Elementary	Middle	High		Elementary	Middle	High
2011-12	630	624	223		630	624	220

2011-12 Performance of students with disabilities against state AMO targets:

	ELA	Mathematics
Elementary	615	609
Middle	591	597
High	207.5	204

Annual measurable objectives (AMOs) are specified in terms of mean (average) test scores rather than the percentage of students who test at the proficient level or above.

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

The state did not meet the proficiency targets this year. However, statewide targets did change for FFY 2011. In FFY 2010 the target for 3C was “The performance of students with disabilities grades 3-8 in English language arts meeting standard will be 57.8% in Mathematics and 58.8% in English Language Arts as measured by South Carolina state assessment. The performance of high school students with disabilities in English language arts meeting standard will be 70% in Mathematics and 71.3% in English Language Arts as measured by South Carolina state assessment.” The state has had a “step” model for AYP, raising the targets every three years.

Also, in FFY 2010 the measurement for 3C was “Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)).” In FFY 2011 the measurement changed to “Proficiency rate percent = ((# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)). The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.” The change in the measurement resulted in a total; increase of 4,175 high school students reported for ELA and an increase of 4,437

students reported for mathematics in FFY 11. For elementary school students, the change was an increase of 13,278 students in ELA and 13,800 students in mathematics.

The change in the measurement condition makes a comparison of test scores from year to year statistically irrelevant. The calculation of percentages results in a large variation of students.

As the adequate yearly progress (AYP) goals under ESEA have increased over the years, disparities between the state and federal systems have grown. Today, many of the schools that the state system identified as “average” and “above average” are labeled through the federal system as failing to make AYP. This confuses parents and taxpayers. The stigma of failure demoralizes the teachers and principals in some of our most effective schools who are working diligently to better serve their students and whose results are not accurately reflected in the federal accountability system.

The federal accountability system imposed punishments and sanctions and at the same time limits action. Hence, it compelled leaders to give reasons for failures rather than inspiring them to blaze trails to success. The system over-identified schools in need of assistance, which had diluted the state resources available to serve these schools. In 2011, only one school district in the state made AYP. Without changes, by 2014, the goal year for 100 percent proficiency under the federal system, no schools or districts in South Carolina would meet the requirements of ESEA.

As a result of the issues outlined above, the South Carolina Department of Education (SCDE) applied for and was granted an ESEA waiver, and adopted the Common Core State Standards (CCSS). These actions resulted in an overhaul of the way performance on assessments were calculated and reported. These changes also launched a statewide professional development initiative for instruction of all students. With the adoption of AMOs, the students with disabilities subgroup has drawn more attention than in previous years. Districts are actively investigating methods of instructional delivery that will improve the performance of this subgroup. The Office of Exceptional Children, SCDE, (OEC) held several sessions on inclusive and active classroom instruction at the annual Research to Practice Professional Development Institute. The OEC’s technical assistance has also included an emphasis on the CCSS, and the instructional implications for students with disabilities.

Another advantage of AMOs is allowing a subgroup size of 30 rather than 40 to determine if a subgroup of students will be used in accountability calculations. A size of 30 more closely approximates the size of many classrooms. The ESEA flexibility granted to South Carolina reflects the state’s ambition to change so that students can succeed. South Carolina will use the flexibility afforded through the waivers to target resources more effectively to increase student learning; to encourage, recognize, and reward success by schools and districts; to accurately identify low-performing schools through a refined accountability system; and to strengthen our teacher and principal evaluation systems. This is a means to establish a comprehensive and coherent approach to align the state’s professional development programs, state and federal accountability systems, student and school intervention programs, and educator evaluation systems. The

request demonstrates how this flexibility will help the SCDE and the state's LEA to align accountability and improvement initiatives.

South Carolina's proposed AMOs are defined directly using scale scores for the academic achievement assessments rather than indirectly by calculating the percent of students in each school who score at or above a cut score defined as "proficient." The proposed AMOs are based on analysis and review of actual student performance on each assessment measure over the past several years. Student assessment scores were analyzed at the state, district and school level, by school type, for all students as well as by subgroup. Measures of central tendency and the distributions of scores were reviewed. The AMOs will more efficiently and effectively reflect progress of students with disabilities.

Public Reporting Information: <http://ed.sc.gov/data/ayp/2011/index.cfm>

Public Reporting Requirements of 34 C.F.R. § 300.160(f):
<http://ed.sc.gov/agency/programs-services/173/DataCollectionHistory.cfm>

Results Driven Accountability Measure (Gateways Grant) July 1, 2011 until June 30, 2012

The Office of Special Education Programs (OSEP) continues its commitment to improving educational and early intervention results for infants, toddlers, children and youth with disabilities. The OSEP has indicated that the current data collection system emphasizes compliance above student learning outcomes. The OSEP has indicated the need to move away from compliance based system to a results-focused system.

In October of 2011, the OSEP conducted a results visit in South Carolina. During this visit, the OSEP guided the OEC in beginning to engage in multiple strategies to focus upon results-driven-accountability (RDA). The OSEP-funded State Personnel Development Grant, SC Gateways, was identified as a vehicle for examining RDA efforts. A specific portion of the project was determined to be an appropriate for reporting results. The specific portion identified included the improved reading performance of students with disabilities across three project sites.

The SC Gateways Project: From Cradle to Career was awarded effective October 1, 2010. With a vision of enriching personnel preparation and professional development systems for preschool, education, and transition services that will lead to improved results for children with disabilities, the three main goals of the grant are:

- Childcare providers and families of “at-risk” children will have greater awareness of, access to, and involvement in home, community, and educational services to promote early learning and improve readiness for kindergarten.
- Teachers, administrators, and staff will have improved content mastery, pedagogy, and supports to educate children with disabilities in grades K-12 and their families.
- SC Gateways will provide scientific- or evidence-based professional development and training programs (i.e. virtual professional learning communities, demonstration sites at Tier 3 schools, state-level trainings, graduate-level coursework, coaching for Tier 1 schools, online modules) to teachers, administrators, and staff for children age 13 and above.

The results focus for South Carolina addresses improvement of reading outcomes for students with disabilities at six Tier 1 project site schools. Tier 1 project sites were those schools with demonstrated achievement gaps in the performance of students with disabilities as compared to their nondisabled peers. These sites were selected based on a review of the state performance test, the Palmetto Assessment of State Standards (PASS), across 3 years of reported data with combined scores in English/Language Arts (ELA) and math analyzed for a discrepancy between the performance of students without and students with disabilities.

Table 3C.3 shows the third grade scores in ELA for the 2011 PASS assessment at the Tier 1 sites (noting that the Davis Early Childhood Center for Technology enrolls students preschool through grade 2; PASS data is not available since is administered to

students in grades 3 through 8.) During the 2011 – 2012 report year, project staff were hired and grant partnerships were established with local offices and agencies. Tier 1 project sites were selected and the data review and needs assessments began. Prescriptive professional development including the University of Kansas Strategic Instruction Model and the Safe and Civil Schools CHAMPs program (a positive behavior support program) began in the Summer of 2012.

Table 3C.3: Tier One Sites Achievement Results and Gap, in Percentages

District	School	NSWD	SWD	Gap
Georgetown	Kensington Elementary	83.9	20	63.9
Lancaster	Clinton Elementary	69.8	5.9	63.9
Charleston	Lambs Elementary	69.2	Not Reported	NA
Spartanburg 2	Chesnee Elementary	88.7	27.3	61.4
Lexington 2	Claude A. Taylor Elementary	91.3	18.2	73.1
Lexington 2	Davis Early Childhood Center for Technology	**	**	NA

Note: SWD = Students with Disabilities; NSWD = Students without Disabilities.

As shown in Table 3C.3, there is a baseline achievement gap exceeding 60 percent in each of the Tier 1 project sites. Through grass-roots goal attainment scales, the use of technology to enhance professional skills, the provision of evidence-based professional development, and the resources of instructional coaches, the intent of SC Gateways is to increase proficiency in the performance of students with disabilities and close the vast achievement gaps. In subsequent Annual Performance Reports, the state will provide data demonstrating the successes of this OSEP-funded project that focuses on RDA.

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

Revision to Targets for 2012:

According to the approved South Carolina ESEA waiver, the following are the 2012 – 2013 AMO targets.

Mean Student Scores on State Standards Assessments and End-Of-Course Examinations							
	ELA				Math		
	Elementary	Middle	High		Elementary	Middle	High
2012–13	635	628	226		635	628	223

Please see the revised Improvement Activities found in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

Definition of Significant Discrepancy and Methodology

For the purposes of Part B Indicator 4A, South Carolina defines significant discrepancy as any local education agency (LEA) that meets the following criteria.

Significant Discrepancy: A relative risk ratio exceeding 2.50, without respect to subgroup or group size, in the out-of-school suspension/expulsions of students with IEPs (comparing one LEA to all other LEAs in the state).

Pursuant to 34 CFR § 300.170, South Carolina examines data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of students with disabilities among LEAs in the state. Data from Section B, Column 3B on Table 5, "Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days)," are used to calculate the relative risk.

The Office of Exceptional Children (OEC) identifies districts with significant discrepancies in the rates of long-term suspensions and expulsions through the following steps:

- Using data from Section B, Column 3B, of Table 5 and child count enrollment data from Table 1, the OEC calculates the relative risk ratio separately for each LEA. The relative risk ratio is calculated by:

Relative risk ratio (RR) = $RR = \frac{a/b}{c/d}$

where the variables are expressed in the following 2 by 2 table.

Table 4A.1 – Relative Risk Variable Explanation

Relative Risk	OSS Status	
	OSS> 10 days	Not OSS> 10 days
SWD in District <i>X</i>	<i>a</i>	<i>b</i>
All SWD in all other Districts (less District <i>X</i>)	<i>c</i>	<i>d</i>

- In the above referenced table *b* and *d* are determined by subtracting the number of students in the particular element who received OSS> 10 days from the total reported for the particular element as reported in the same Child Count.
- The OEC identifies the total number of students with disabilities suspended or expelled for each LEA and divides that number by the number of students with disabilities as reported in that LEA’s child count data. The OEC aggregates the total number of students with disabilities suspended or expelled for all other LEAs (excluding the one being analyzed) and divides that number by the total number of students with disabilities in all other LEAs in the state. The OEC then divides the suspension/expulsion rate for the one LEA by the suspension/expulsion rate for all other LEAs in the state to obtain the relative risk.
- The resulting number is the relative risk for a LEA, based upon a general linear model, and identifies the degree above or below the average risk for all other LEAs combined.
- **Note: As indicated in the definition of significant discrepancy, this calculation is conducted without respect to group or subgroup size; therefore, no LEAs are excluded from the calculation of the relative risk ratio.**

LEAs that have a relative risk ratio exceeding 2.50 are required to review their policies, procedures, and practices to determine whether or not they contributed to the significant discrepancy. To accomplish this, LEAs must complete and submit thorough self-assessment documentation to determine whether or not LEA policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR § 300.170(b) contributed to the significant discrepancy. Once submitted, the OEC reviews the self-assessment documents and may require additional information or other technical assistance activities to determine whether or not LEAs will be issued a finding pursuant to 20 U.S.C. 1412(a)(22) and be required to revise their policies, procedures and practices as outlined by the IDEA regulations governing suspensions and expulsions of students with disabilities.

Table 4A.2 – Actual Target Data for FFY 2011 (using 2010-2011 data)

FFY	Measurable and Rigorous Target
FFY 2011 (using 2010-2011 data)	Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs will be 5.58% or less. (Met with 2.17%)

Table 4A.3 – LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2011 (using 2010-2011 data)	94	2	2.17%

Review of Policies, Procedures, and Practices:

South Carolina collected data for ninety-four LEAs and state-operated programs (SOPs). For those two LEAs identified as having significant discrepancy in the rates of long term suspensions and expulsions (i.e., out of school suspensions exceeding ten days as found in Table 5) the OEC required the completion of self-assessment documents and required LEAs to provide evidence of their responses to issues relative to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The self-assessment focuses on three areas of compliance:

1. Development and implementation of IEPs,
 - 34 CFR § 300.304(b)(1), 300.530(a), 300.530(b)(2), 300.530(c), 300.530(d)(1)(i), 300.530(d)(4), 300.530(e)(1), 300.530(e)(1)(i), 300.530(e)(1)(ii), 300.530(e)(3), 300.530(f)(2), 300.530(g), and 300.531
2. Positive behavioral interventions and supports,
 - 34 CFR § 300.324(a)(2)(i), 300.324(a)(3)(i), 300.530(d)(1)(ii), 300.530(e)(1), 300.530(f)(1)(i), and 300.530(f)(1)(ii),
3. Procedural safeguards
 - 34 CFR § 300.500, 300.501(c)(3), 300.504(c)(4), 300.530(d), and 300.530(h)

LEAs were given the opportunity to provide additional details as to other factors contributing to the significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities. After the LEA submitted the required documentation, OEC staff with expertise in policies, procedures, practices, and data analyses reviewed and conducted follow-up discussions with the identified districts for additional or clarifying information.

The OEC reviewed self-assessment documentation for the two LEAs which were required to collect information and evidence regarding the development and implementation of IEPs, positive behavioral interventions and supports, and procedural safeguards found in the regulations outlined above. OEC staff with expertise in this area found that both LEAs had policies, procedures, and practices that comply with the required regulations governing long-term suspensions and expulsions of students with disabilities. As a result, *no findings of noncompliance were issued based upon data from FFY 2010.*

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

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY2010; or c) slippage if the state meets its target.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

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

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

Measurement:

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

Include State's definition of "significant discrepancy."

Definition of Significant Discrepancy:

For the purposes of Part B Indicator 4B, South Carolina defines significant discrepancy as any local education agency (LEA) that meets the following criteria.

Significant Discrepancy: A relative risk ratio exceeding 2.50, with a group/subgroup size of greater than ten students, in the out-of-school suspension/expulsions of students with IEPs, by each race/ethnicity, (comparing one LEA to all other LEAs in the state).

Pursuant to 34 CFR § 300.170, South Carolina examines data to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of students with disabilities, by race/ethnicity, among LEAs in the state. Data from Section B, Column 3B on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) are used to calculate the relative risk.

The Office of Exceptional Children (OEC) identifies districts with significant discrepancies in the rates of long-term suspensions and expulsions through the following steps:

- Using data collected from Table 5 – RE7 – Report of Children with Disabilities subject to Disciplinary Removal (Table 5) and Table 1 – Child Count for the same reporting year, the state employs a relative risk ratio comparing the risk of students of racial/ethnic group *y* in district *X* for incidence, type (in-school for more than ten days), type (out-of-school for more than ten days), and duration (for more than ten days) to the risk of all students with disabilities in all other districts (excepting district *X*) for each respective sub-category. Affectively, the equation becomes:

$$RR = \frac{a/b}{c/d}$$

where the variables are expressed in the following 2 x 2 table example for out-of-school suspensions (OSS) greater than ten days:

Table 4B.1 – Relative Risk Variable Explanation

Risk	OSS Status	
	OSS > 10 days	Not OSS > 10 days
SWD Race/Ethnicity <i>y</i> in District <i>X</i>	<i>a</i>	<i>b</i>
All SWD in all other Districts (less District <i>X</i>)	<i>c</i>	<i>d</i>

- In the above referenced table *b* and *d* are determined by subtracting the number of students in the particular element who received OSS > 10 days from the total reported for the particular element as reported in the same Child Count. For each LEA, risk ratios are calculated for each of the seven required reporting race ethnicities including:
 - African-American
 - American Native
 - Asian-American
 - Hawaiian/Pacific Islander
 - Hispanic
 - White/Caucasian
 - Two or more races
- Significant discrepancy exists when any of the seven race/ethnicities' relative risk ratios exceeds 2.50, with a minimum subgroup population of ten. Though some LEAs may be excluded from having significant discrepancies through this methodology, all LEAs receive onsite monitoring that is both cyclical and needs-based. During the onsite monitoring, suspended and/or expelled student files are reviewed for the related requirements and sanctions or findings are imposed for any noncompliance found.

LEAs that have a relative risk ratio exceeding 2.50 for any of the seven examined race/ethnic groups are required to review their policies, procedures, and practices to determine whether or not they contributed to the significant discrepancy. To accomplish this, LEAs must complete and submit thorough self-assessment documentation to

determine whether or not LEA policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR § 300.170(b) contributed to the significant discrepancy. Once submitted, the OEC reviews the self-assessment documents and may require additional information or other technical assistance activities to determine whether or not LEAs will be issued a finding pursuant to 20 U.S.C. 1412(a)(22) and be required to revise their policies, procedures and practices as outlined by the IDEA regulations governing suspensions and expulsions of students with disabilities.

Actual Target Data for Indicator 4B for FFY 2011 (using 2010 – 2011 data):

FFY	Measurable and Rigorous Target
FFY 2011 (using 2010 – 2011 data)	B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards will be 0% (MET with 0.00%)

South Carolina collected data for ninety-four LEAs and state operated programs (SOPs). Of the ninety-four LEAs, ten did not meet the subgroup size in the calculation of the relative risk ratio. Analyses of the FFY 2011 data revealed that eight LEAs met the criteria for “significant discrepancy” as defined by South Carolina for “Black (not Hispanic)” for Part B Indicator 4B. Data analyses revealed that the eight LEAs represented each region of the state, and enrolled high numbers of students with disabilities. Of those eight, none were found to have policies, procedures or practices that contributed to the significant discrepancy and all complied with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Table 4B.2 – LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension or Expulsion:

Year	Total Number of LEAs (that meet “n” size requirement)	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2011 (using 2010 – 2011 data)	84*	8	9.52%

Note: 94 LEAs minus 10 not meeting the “n” size = 84 LEAs

Table 4B.3 – LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs (that meet “n” size requirement)	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent
FFY 2011 (using 2010 – 2011 data)	84	0	0.00%

Review of Policies, Procedures, and Practices

For the eight LEAs identified as having significant discrepancy in the rates of long term suspensions and expulsions (i.e., out of school suspensions exceeding 10 days as found in Table 5) for any race/ethnicity, the state required the completion of self-assessment documents, and required LEAs to provide evidence of their responses to issues relative to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The self-assessment focuses on three areas of compliance:

1. Development and implementation of IEPs,
 - 34 CFR § 300.304(b)(1), 300.530(a), 300.530(b)(2), 300.530(c), 300.530(d)(1)(i), 300.530(d)(4), 300.530(e)(1), 300.530(e)(1)(i), 300.530(e)(1)(ii), 300.530(e)(3), 300.530(f)(2), 300.530(g), and 300.531
2. Positive behavioral interventions and supports,
 - 34 CFR § 300.324(a)(2)(i), 300.324(a)(3)(i), 300.530(d)(1)(ii), 300.530(e)(1), 300.530(f)(1)(i), and 300.530(f)(1)(ii),
3. Procedural safeguards
 - 34 CFR § 300.500, 300.501(c)(3), 300.504(c)(4), 300.530(d), and 300.530(h)

LEAs were given the opportunity to provide additional details as to other factors contributing to the district’s significant discrepancy in the rates of long-term suspensions and expulsions of students with disabilities. After the LEA submitted the required documentation, OEC staff with expertise in policies, procedures, practices, and data

analyses reviewed and conducted follow-up discussions with the certain districts for additional or clarifying information.

The OEC reviewed self-assessment documentation for the eight LEAs which were required to collect information and evidence regarding the development and implementation of IEPs, positive behavioral interventions and supports, and procedural safeguards found in the regulations outlined above. **OEC staff with expertise in this area found that all eight LEAs had policies and procedures that comply with the required regulations governing long-term suspensions and expulsions of students with disabilities.**

Correction of Previously Identified Noncompliance (from the FFY 2010 APR Response Table)

Correction of FFY 2010 Findings of Noncompliance:

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011) using 2009-2010 data	1
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	1
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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

The OEC required the one affected LEA to revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with IDEA (34 C.F.R. §300.170). Pursuant to the general supervision activities of the OEC, the LEA was issued a finding of noncompliance for Part B Indicator 4B, and was required to correct the systemic issues in both policies and practices relating to use of procedural safeguards to ensure that their policies and practices comply with the IDEA. The LEA had to ensure that each individual case of noncompliance has been corrected. The LEA was also required to review updated data of student files to ensure that it is correctly implementing the regulatory requirements. Finally, the LEA was required to implement a comprehensive plan for addressing the systemic issue.

To verify both prongs of the correction, the OEC required the LEA to complete the following, pursuant to OSEP Memorandum 09-02, dated October 17, 2008. To verify individual correction, the LEA had to conduct folder reviews of each affected student to correct the noncompliance found, and submit a report outlining the correction to the

OEC. To verify the systemic correction, the LEA had to complete the self-assessment outlining how the specific policies, procedures, or practices were corrected through a review of more recent updated data including revised policies and procedures, and a review of a subset of student folders who were more recently suspended or expelled. The LEA was required to submit that documentation to the OEC for review and approval. The OEC reviewed the documentation and the more recent updated data and verified that the LEA had corrected the noncompliance within the one year timeline and consistent with OSEP Memorandum 09-02.

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

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY2010; or c) slippage if the state meets its target.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

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

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

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

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

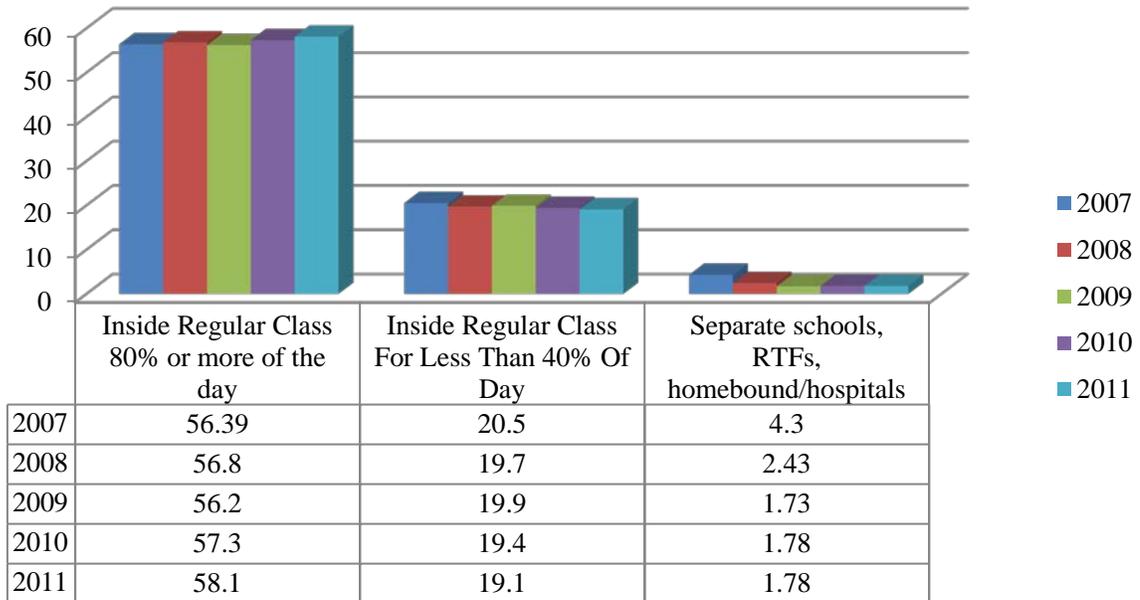
FFY	Measurable and Rigorous Target
2011	a. Increase by 1% from baseline the percent of children with IEPs served inside the regular class 80% or more of the day to target of 56%. (Met with 58.1%) b. Decrease by 1% from baseline the percent of children with IEPs served inside the regular class less than 40% of the day to target of 15.45%. (Not Met with 19.1%) c. Maintain or decrease from 2.19% the percent of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements. (Met with 1.8%)

Actual Target Data for FFY 2011:

Table 5.1 – Percentage and Number of Students Ages 6 to 21 with Disabilities by Environment

	Percent of children with IEPs served inside the regular class 80% or more of the day (A)	Percent of children with IEPs served inside the regular class less than 40% of the day (B)	Percent of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements (C)
FFY 2011			
Percentage	58.1%	19.1%	1.8%
Number	51,346	16,842	1,599

Figure 5.1 - Percentage of Students ages 6 to 21 by LRE and Year



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

The FFY 2011 target for the percent of children with Individualized Education Programs (IEPs) served inside the regular class 80 percent or more of the day was 56 percent. The state met the target and exceeded it by over 2 percent. The FFY 2011 target for the percent of children with IEPs served inside the regular class less than 40 percent of the day was 15.45 percent. The state did not meet the target of 15.45 percent, but decreased slightly from FFY 2010 by 0.40 percent. The state target to maintain or decrease from 2.19 percent of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements was met with 1.8 percent.

Based upon data from the previous five report years, it seems as if the state has reached a flat-line in the distribution of children with disabilities by their educational environment. Placements in general education settings more than 80 percent of the day rose slightly, however, remains approximately in the upper 50 percent range. Placements in regular education settings less than 40 percent of the day has changed only one percent in the last four years. While the state has not achieved the targets outlined in the State Performance Plan, placement in this setting may have reached its natural capacity, given the overall placements of students with disabilities. As a result, the Office of Exceptional Children (OEC) will continue to investigate in FFY 2012 whether or not a workgroup should be convened to determine whether or not the targets may need to be revised. Finally, placements in separate settings (5C) have dropped since FFY 2007, but are virtually unchanged from FFY 2010 (+0.01 percent).

The OEC continues in its efforts to use local education agency (LEA) data to improve the least restrictive environment settings for students. For FFY 2011, the OEC continued to count students in home-based settings in section B, and not in section C. Home-based settings are not the same as medical homebound or hospital settings, but are rather the most restrictive settings for a school-based placement. Furthermore, as shown in Figure 5.1, the state now has seemingly uniform distribution in the percent of students in regular education less than 40 percent of the day. As shown in Figure 5.1, there has been little change in this LRE category over the past four years.

The OEC provided many opportunities for professional development in school based inclusive strategies and instruction. Our annual Research to Practice Professional Development Institute included a variety of general education sessions attended by both general and special education teachers and staff. The implementation of Common Core State Standards is an emphasis as we plan for the 2013 Institute.

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

Please see the revised Improvement Activities found in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Indicator 6 is presented in the State Performance Plan (SPP) format.

Overview of Issue/Description of System or Process:

South Carolina will improve outcomes by ensuring that a continuum of alternative placements for special education and related services is available to meet the needs of preschool children with disabilities. For preschool children with disabilities this continuum will include instruction in early childhood classes, part-time early childhood/part-time special education classes, home, early childhood special education classes, itinerant services outside the home, residential settings, reverse mainstreaming, and separate school settings. The continuum will also make provisions for supplementary services such as resource room or itinerant instruction to be provided in conjunction with regular classroom placement. The state will ensure that to the maximum extent appropriate, preschool children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled and that special classes, separate schooling, or other removals of children with disabilities from the regular educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. This continuum must be considered in the determination of the placements of preschool children with disabilities.

The state will also ensure that the placement decisions for a preschool child with a disability are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement

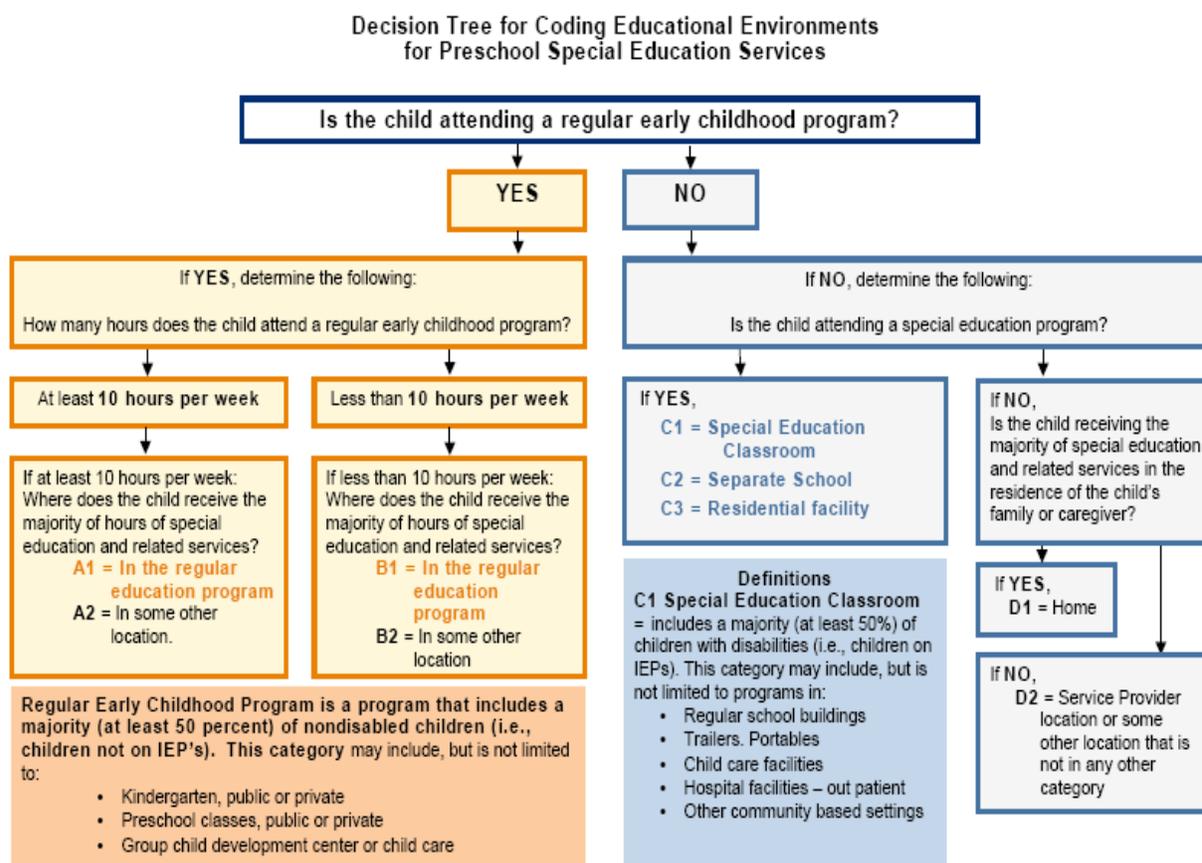
options. This placement will be determined at least annually; be based on the child's individualized education program (IEP); be as close as possible to the child's home; and be located in the school the child would attend if nondisabled, unless the IEP requires some other arrangement. All the various components of the IEP including levels of pre-academic, academic, and functional performance and goals, must be reviewed and considered by the IEP team in selecting the appropriate placement option for the child. In selecting the least restrictive environment (LRE), consideration will be given to any potential harmful effect on the child or on the quality of services that he/she needs. Local education agencies (LEAs) and state-operated programs (SOPs) provide data concerning placements in preschool settings through the annual Child Count, as required by IDEA Part B Section 618 Table 3.

Historically, South Carolina has addressed free appropriate public education (FAPE) in the LRE for preschool children through the provision of collaborative professional development opportunities with the state's IDEA Part B provider (BabyNet), the Office of Early Childhood, and interagency groups. In order to ensure FAPE in the LRE, the South Carolina Department of Education (SCDE) has identified priorities across the areas of program/professional development and monitoring/procedural administration. There is an identified need for professional development for educators, families, and service providers in the area of appropriate supplementary aids and services for children with disabilities in the general education curriculum to ensure appropriate LRE placements. The SCDE, Office of Exceptional Children (OEC), is currently expanding its provision of professional development and the dissemination of peer-reviewed research through collaboration with other offices within the Department, parent advocacy groups, institutions of higher education, and other stakeholders.

States must ensure that children with disabilities are placed in the LRE in order to participate to the fullest extent possible in the general education curriculum. To ensure this, the IDEA requires states to submit student-level data of children's LRE for all children ages three to twenty-one. Whereas children ages six to twenty-one have LREs that are appropriate for school-age children, preschool children have particular LREs that relate to their educational environments. With the 2010 – 2011 data collection and reporting, states were required to report children with disabilities ages three through five in new LRE categories.

The preschool educational environments definitions were revised and states were required to use them beginning with 2010 – 2011. The new educational environments are delineated in the Decision Tree shown in Figure 6-1.

Figure 6-1: Decision Tree for Coding Educational Environments for Preschool Special Education (NECTAC, June 2010)



This document is available at <http://www.nectac.org/~pdfs/seo519/settingsdecisiontree.pdf> Nancy Skorheim, ND Section 619 Coordinator, Martha Diefendorf & Debbie Cate, NECTAC, June 2010, amended Oct 2010

Unlike the previous LRE categories for children with disabilities ages three through five, the new nine categories allow states to better understand the educational environments of preschool students with disabilities.

Baseline Data for FFY 2011 (2011 – 2012)

Table 6-1 – Preschool LRE for children ages 3 through five in percentage and numbers

	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	Separate special education class, separate school or residential facility
Percentage	<u>52.7</u>	24.0
Numbers	<u>5,727</u>	2,604

Discussion of Baseline Data:

For the 2011 – 2012 reporting year, South Carolina had 52.7 percent of children with disabilities, ages three through five, in a regular education setting. These numbers include 5,130 in “Regular Education at least 10 hours per week - Regular Early Childhood Programs”; and 597 in “Regular Education less than 10 hours per week - Regular Early Childhood Programs.” Twenty-four percent were in separate special education classes, separate schools, or residential facilities. The remaining children (roughly ten percent) had LREs in other locations, a service provider location or were receiving their services at home. These data are fairly comparable to other states’ and previous LRE reporting.

In order to ensure valid and reliable data, OEC staff worked diligently with school and preschool staff to ensure data on preschool LREs were captured and reported appropriately. In Summer 2010, staff in all LEAs and state-operated programs were provided a comprehensive OEC Data Manual that provided the new decision tree, reporting requirements, and a question-and-answer document. Since the new LREs were *only* a reporting change, no preschool students’ LREs changed. As a result, OEC staff constructed a crosswalk of the old preschool LRE codes to the new nine LRE codes to better assist LEA staff in ensuring the data reflected the new reporting requirements. Between September and October 2010, OEC staff conducted six face-to-face data reporting training sessions with LEA and state-operated program staff regionally. Throughout 2011–12, OEC conducted multiple face-to-face regional sessions and individual technical assistance visits with LEAs where LRE categories were discussed. A significant portion of these sessions focused on the new preschool LRE categories and definitions to ensure that LEA staff fully understood the reporting requirements and the new LRE codes. In addition, OEC staff conducted two webinars with LEA staff from across the state specifically geared at the new preschool LRE categories and the reporting requirements. Finally, OEC staff conducted multiple reviews of student-level data for each LEA’s Child Count and LRE data, and they provided feedback to each LEA regarding any old LRE codes, as well as any other aberrant or missing data. With the beginning of the 2012– 2013 reporting year, the OEC has continued to provide technical assistance and training to LEA and state-operated program staff from across the state to ensure that they report appropriate LRE categories for each preschool child with a disability.

To ensure stakeholders were involved, the OEC presented and received feedback regarding the proposed targets to its constituents, including the South Carolina Advisory Council on the Education of Students with Disabilities and the Preschool Committee, a component of the state advisory council and a state-mandated organization. Since the state is only required to report targets for one year, the state and its constituents decided to maintain its 2012 targets at the same percentages as the baseline data.

Inclusion

To improve the opportunity for preschool children with disabilities to attend a regular early childhood program as part of their educational environment, a number of initiatives were undertaken to prepare well qualified staff to create appropriate environments for and work with young children with disabilities in all settings.

In 2011, South Carolina submitted a grant application to participate in the *Expanding Opportunities Interagency Inclusion Initiative*. The key state agencies collaborating on the grant were

- State Child Care Director/Administrator (DSS),
- Head Start State Collaboration Office Director,
- State Section 619 Preschool Coordinator and Part C Coordinator, and
- University Center for Excellence in Developmental Disabilities Director.

The *Expanding Opportunities Interagency Inclusion Initiative* is a federal and state collaborative effort to increase inclusive opportunities for young children with disabilities and their families. Since 2005, the Office of Child Care, the Office of Head Start, the Administration on Developmental Disabilities, and the Office of Special Education Programs have invited states to send cross-agency teams to a strategic planning meeting each summer in Chapel Hill, North Carolina. Technical assistance providers funded by these agencies have worked with twenty states as of 2010 to develop and implement a cross-agency strategic plan to address identified needs and improve coordination.

South Carolina was one of the recipients of the grant funding. The initial Leadership Team was expanded to include a representative of the Parent Training Institute (PTI), Department of Mental Health, staff of the OEC's state personnel development grant, and a representative of the state's Comprehensive Children's Health Grant. In May of 2012, the Leadership Team presented a one-day meeting for a larger stakeholder group including state agencies, institutions of higher education, two-year colleges, childcare centers, and parent groups to discuss collaborative efforts to increase inclusive opportunities for young children with disabilities and their families.

During 2011– 2012, the state's federally funded personnel development grant, SC Gateways, began working on a "Needs Assessments" in targeted communities (working with local First Steps Directors, Head Start and Early Head Start Agency Coordinators, and childcare centers). The Needs Assessment will be completed during the 2012– 2013 school year and will be used to help plan targeted professional development in selected communities (Spartanburg, Lexington, Georgetown, Charleston, Lancaster). An application has been submitted to the Center for Child Care Career Development for approval to conduct after-hours training sessions in the communities.

On January 18, 2012, OEC staff provided training to the South Carolina Head Start Health Network and Disability Project Managers on the Head Start Programs under the

IDEA. A number of other training opportunities were available to preschool special education, early childhood education, Head Start personnel, childcare workers, para-educators, administrators, and individuals working with young children with disabilities in regular early childhood programs and special education classrooms at the summer professional development opportunities 2012 Research To Practice (for more information, please see Appendix E). Some of these included:

- Hitting, Kicking, Biting and Ol’ Yeller: Help! What do I do with Antonio? Promoting, Preventing, and: Supporting Preschoolers’ Social-emotional Competence, Averting Challenging Behaviors Understanding of Standards);
- Working with Preschool Children with Autism: Modifying the Preschool Environment to Foster Independence and Language Development;
- Learning and Play Go Hand in Hand with Preschool Children;
- Progress Monitoring Tools and Strategies for Preschoolers;
- Classroom Acoustic Accessibility: A Brain-Based Perspective;
- “Social Emotional Development Featuring Theory of Mind(ToM)”;
- Hearing Loss and the Educational Impact; and
- Special Education Teachers of Self-Contained Classes: Share Your Ideas, Frustrations, and Successes.

FFY	Measurable and Rigorous Target
2012	<p>A. The percentage of children in regular early childhood programs and receiving the majority of special education and related services in the regular early childhood programs will be <u>52.7</u> percent.</p> <p>B. The percentage of children in separate special education classes, separate schools or residential facilities will be 24 percent.</p>

Improvement Activities/Timelines/Resources:

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

Outcomes:

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

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes:

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

program.

Measurement for Summary Statement 1: Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

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

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

FFY	Measurable and Rigorous Targets		
FFY 2011	A1: 85.19% (Met)	B1: 82.86% (Met)	C1: 85.22% (Met)
	A2: 70.52% (Not Met)	B2: 63.10% (Met)	C2: 83.49% (Not Met)

Target Data and Actual Target Data for FFY 2011:

Table 7.1 – Targets and Actual Data for Preschool Children Exiting in FFY 2011

Summary Statements	Targets FFY 2011 (% of children)	Actual FFY 2011 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	85.19%	86.96%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	70.52%	69.39%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	82.86%	86.53%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	63.10%	67.12%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	85.22%	88.24%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	83.49%	81.07%

Table 7.2 – Progress Data for Preschool Children FFY 2011

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	25	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	316	9%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	791	21%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1484	40%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1082	29%
Total	3698	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	30	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	322	9%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	864	23%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1397	38%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1085	29%
Total	3698	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	27	1%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	211	6%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	462	12%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	1323	36%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	1675	45%
Total	3698	100%

South Carolina continues to ensure that preschool children with individualized education programs (IEPs) demonstrate improved positive social/emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language/communication and early literacy), and use of appropriate behaviors. The goal of these quality early interventions is to assist preschool children with disabilities in acquiring the skills necessary to be active and successful participants in kindergarten and

first grade classrooms, and to minimize the developmental delays experienced by these children. Although the purpose of intervention is to produce better developmental outcomes than would be expected without intervention, for some children with more severe disabilities and delays, these services might only ameliorate the delays and will not result in their achieving functional levels completely commensurate with peers.

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

For FFY 2011, the OEC, using a census methodology, collected valid data for 3,698 students ages 3 to 6 who exited preschool services between July 1, 2011, and June 30, 2012. The 3,698 students reflects nearly one and one-third times the number of exiters as reported in the FFY 2010 Annual Performance Report, submitted February 1, 2011, and nearly four times the number (2.85) as reported for the baseline data provided to the OSEP in the FFY 2008 State Performance Plan, submitted February 1, 2010.

In two of the six outcome targets the state again did not meet its targets, namely in the percent of children who were functioning within age expectations in Outcome A and C by the time they exited the program. As indicated in previous Annual Performance Rate (APR), the OEC noted that these categories seemed to be inflated, due to many children having high COSF ratings in this area in FFY 2008. As a result, the likely explanation of slippage is that staff is improving with using the COSF rating scale and more appropriate students are receiving services. In addition, since the FFY 2008 SPP, the numbers of children for whom reliable data have been collected has increased nearly four-fold. In FFY 2009, the state collected valid data on 1,845 children; in FFY 2010 that number had increased to 2,763. For the FFY 2011 APR, the state collected data on 3,698 preschool-aged children. One of the considerations for the state not meeting its target may be that the more recent outcomes are a truer reflection of where children are with these outcomes. As a result, the state will continue to investigate whether or not the state is moving to a flat-line in the two targets or whether improvements can be made to rating children using the COSF form.

While there are more preschool students exiting during the 2011 – 2012 school year, some state-level differences can be discerned with regard to outcome measures. When comparing percentages reported in the FFY 2010 data to the FFY 2011 percentages, proportionally fewer students were observed with outcome ratings of “b” and “e.” In particular, Category “e” saw the largest decrease in percentages of students, with ranges of 2.48–3.95 percent fewer in FFY 2011. Initial review of the data seems to indicate that the reliability of the COSF rating scale may be improved and that appropriate populations of students are being served.

As shown in Table 7-3, the five OSEP categories (a–e) show marked changes for the three outcome areas. Of particular interest, category “d” has shown the largest increase in the number and percentage of students over the last three years, with a 7 to 10 percent increase. Conversely, category “e” has seen a reduction of nearly 7 percent in the number and percentage of students from 2008 to 2012.

Table 7-4 – Data for Children Exiting in 2008–09; 2009–10; 2010–11; and 2011–12

Percent of children who:	Child Outcomes											
	Percentage of positive social-emotional skills (including social relationships)				Percentage of acquisition and use of knowledge and skills				Percentage of use of appropriate behaviors to meet their needs			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
a. Did not improve functioning	1.34	0.70	0.98	1.0	1.34	0.98	1.34	1.0	1.03	0.87	0.54	1.0
b. Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	8.86	8.51	8.69	9.0	10.92	9.76	8.40	9.0	5.97	6.12	5.47	6.0
c. Improved functioning to a level nearer to same-aged peers but did not reach	20.29	20.11	21.79	21.0	25.64	23.90	23.63	23.0	10.50	10.73	12.09	12.0
d. Improved functioning to reach a level comparable to same-aged peers	33.99	38.32	40.14	40.0	29.66	34.31	38.58	38.0	26.88	34.96	37.06	36.0
e. Maintained functioning at a level comparable to same-aged peers	35.53	32.36	28.41	29.0	32.44	31.06	28.05	29.0	55.61	47.32	44.84	45.0
TOTAL NUMBERS	971	1,845	2,763	3,698	971	1,845	2,763	3,698	971	1,845	2,763	3,698

Source of Data: IDEA Section 616 State Performance Plan Indicator 7, July 2012

OEC staff recognized that a clear understanding of the Early Childhood Outcomes process was resulting in ratings being made and subsequent data reported that were neither valid nor reliable. A number of efforts to improve understanding about the process, including data collection, were undertaken.

- OEC staff provided one-on-one technical assistance to LEA staff on the errors in the data they were reporting and possible reasons for the errors.

- OEC staff provided enhanced technical assistance and training to districts using a case-study methodology and updated materials and resources focusing in four districts during 2011–12.
- LEA data managers were provided training on this indicator as part of their data training.

Recognizing that little is known about the inter-rater reliability of the COSF rating scale in the state, but having concerns based on discussions with LEAs, the OEC sought to improve reliability by offering more training using a case-study methodology. This methodology offered teams the opportunity to gather information on a fictitious child; relate the child’s behaviors to the three outcomes; rate the child as individual members of teams, then come to a decision about the team rating; and for teams to compare ratings on the same outcome and discuss reasons for rating differences.

During 2010–11 COSF process trainings, revised and updated training resources and materials related to the COSF rating process were presented along with existing materials at local trainings of interdisciplinary group for feedback. Training participants found the new materials to be easier to follow and more effective. These materials included the revised COSF Rating Scale (Bucket List) and the colorized Decision Tree for Summary Rating. These materials and resources will be available on the OEC website. During 2011–12, these materials and the process were further refined.

Training using the case study methodology was used as part of the technical assistance provided to local district teams for the 2011–12 school year. The child outcomes process was explained, discussed, and practiced. Individual district data was used to point out the weak spots based on what was learned and discussions about methods of improving the district’s process were provided. Four districts were provided targeted technical assistance during the 2011–12 school year.

During 2011–12, the state continued its participation in a three-year study to examine the quality of the data produced by the COSF process and to identify ways to improve the quality of the data. This research project, Project ENHANCE, is designed to improve the quality of child outcomes data. The project consists of a series of studies examining the quality of the data being collected and how children are developing and learning as a result of the services they receive. The project is being conducted by SRI International with funding from the U.S. Department of Education. SRI is one of the partners in the Early Childhood Outcomes (ECO) Center, the organization that designed the COSF. The project is being carried out in 36 local program areas (18 part C programs in 6 states and 18 Early Childhood Special Education programs in 6 states). One benefit of participation in the study will be increased technical assistance from the ECO Center around the collection of COSF information at the LEA and state level.

A virtual Professional Learning Community (PLC) for the preschool/child-care community page was established using the EDMODO website. The website was set up and is monitored and facilitated by the state personnel development grant, the SC Gateways project. The site was also be used to conduct webinars.

OEC staff, in collaboration with SC Gateways staff, coordinated and participated in four-day statewide training of trainers in preschool social and emotional development using the Center for Social and Emotional Foundations in Early Learning (CSEFEL) trainers and curriculum. The training was for a cross-disciplinary group of participants who were recruited through the Expanding Opportunities Stakeholder Group, SC Gateways schools, and LEAs. The training took place during the months of July and August of 2012.

Other training and professional development opportunities were provided during 2011–12, many of which took place during the 2012 Research to Practice (RTP) Institute. They included

- Hitting, Kicking, Biting and Ol' Yeller: Help! What do I do with Antonio?: Promoting, Preventing, and: Supporting Preschoolers' Social-emotional Competence, Averting Challenging Behaviors Understanding of Standards (RTP July 16–17, 2012),
- Serving Preschool Children with Disabilities: What Are the OSEP Required Early Childhood Outcomes? (Presentation at the OEC's New Director's Academy, September, 2012),
- Using CARA's (Creating Adaptations for Routines and Activities) Kit at the Preschool Level to Increase Engagement and Participation in Classroom Routines and Activities (RTP 2012),
- Learning and Play Go Hand in Hand with Preschool Children (RTP 2012),
- Teaching Children of Poverty (RTP 2012), and
- Progress Monitoring Tools and Strategies for Preschoolers (RTP, July 18, 2012).

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.
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FFY	Measurable and Rigorous Target
2011	31.43 percent of parents with a child receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Met with 40.85%.

Actual Target Data for FFY 2011:

Based upon the sampling plan included in the South Carolina State Performance Plan (SPP) developed at the initiation of the SPP process, South Carolina has eighty-four local education agencies (LEAs) and state operated programs. One of the LEAs, Greenville, has an average daily membership of more than 50,000 students and must be included in the sampling mix each year (per OSEP guidelines). All other LEAs are each included once over the six-year data collection period. The specific mix each year was determined through stratified probability sampling (please see South Carolina SPP). This sampling plan was provided to and approved by the Office of Special Education Programs, U.S. Department of Education (OSEP).

Fourteen LEAs, plus Greenville County Schools, were included in the stratified probability sample for FFY 2010. Those LEAs included:

Allendale County School District
Anderson School District 4
Calhoun County Public Schools
Charleston County School District
Cherokee County School District
Clover School District
District Five Schools of Spartanburg County
Greenville County Schools
Jasper County School District
Lexington One
Newberry County School District
Orangeburg Consolidated School District 3
Orangeburg Consolidated School District Four
Saluda School District One
Spartanburg School District #4

Methodology and Demographics

The University of South Carolina, Institute for Public Service and Policy Research (IPSPR), in collaboration with the Department of Statistics, assisted with the production, surveying, and data analyses of the Part B family survey and report writing for Indicator 8. The *Parent Survey- Special Education*, developed by NCSEAM, was used to capture information from parents within the LEAs for Indicator 8. The survey captured the following information from the above sample:

- The school's efforts to partner with parents;
- Quality of services;
- Impact of Special Education Services on the family;
- Parent participation.

For Part B Indicator 8, the recommended standard was operationalized as a measure of 600, the calibration chosen by the stakeholder group as the minimum amount of partnership effort that can reasonably be said to have met the terms of SPP/APR Indicator 8. Thus, the percent reported to OSEP is the percent of families with measures on the Partnership Efforts scale that are at or above these levels.

Parent Survey- Special Education was available online. To access the survey, parents were sent postcards via mail that provided the weblink and an alpha-numeric identification number to access the survey. Parents were identified using the state's special education software system, Excent©. Using an address file extracted from the state software system, the South Carolina Department of Education, sent postcards to 22,996 parents of children with disabilities in the preselected South Carolina local education agencies (LEAs) enrolled in grades pre-K through 12 and receiving services under IDEA Part B during the 2010 – 2011 school year. The effective response rate was approximately 3.1 percent, or 0.2 percent higher than FFY 2010. With the overall 702 responses, individual survey items' overall agreement percentages were associated with

about a 2.3% margin of error, at a 95% confidence level (assuming a 75% agree response rate; this is usually exceeded, meaning that this margin of error is conservative). **The data meet or exceed the NCSEAM 2005 National Item Validation Study’s standards for the internal consistency, completeness, and overall quality expected from this survey.** Additional analyses were conducted to determine the degree to which the number of respondents is representative of the population of students with disabilities as of the December 01, 2011 Child Count. Following is a discussion of how the survey demographics compare to the population of students with disabilities (ages 3-21).

Representativeness

As shown in table 8.1, parent respondents of students with disabilities were fairly representative among most age groups. Parents of children ages 5 to 10 years of age (as of the December 1, 2011 Child Count) were slightly over-represented, whereas parents of children ages 14 to 18 years of age were less common.

Table 8.1 – Age Group Representativeness

	Respondents	Percent	Population	Percentage	Difference
3 to 4	38	5.41%	1,360	5.91%	-0.50%
5 to 10	338	48.15%	9,648	41.96%	6.19%
11 to 13	150	21.37%	4,806	20.90%	0.47%
14 to 18	164	23.36%	6,715	29.20%	-5.84%
19 to 21	12	1.71%	467	2.03%	-0.32%
Total	702	100%	22,996	100	

The next category of analysis used in determining representativeness involved a comparison of the respondents to the category of gender represented in the sample. As Table 8.2 displays, there was strong representation of respondents by gender.

Table 8.2 – Gender Representativeness

	Respondents	Percent	Population	Percent	Difference
Female	230	32.76%	7,534	31.79%	0.97%
Male	472	67.24%	15,462	68.21%	-0.97%
Total	702	100.00%	22,996	100.00%	

Responses are also checked for the representativeness in Race/Ethnicity and Disability. In general, African Americans were underrepresented, Caucasians were overrepresented, and Hispanics were underrepresented. Speech or Language Impairment was overrepresented, and Specific Learning Disability was underrepresented.

Table 8.3 – Race/Ethnicity Representativeness

	Respondents	Percent	Population	Percent	Difference
African American	139	19.80%	8349	36.31%	-16.51%
American Indian	1	0.14%	39	0.17%	-0.03%
Asian	8	1.14%	197	0.86%	0.28%
Hispanic	28	3.99%	1670	7.26%	-3.27%
Two or More Races	11	1.57%	547	2.38%	-0.81%
White	515	73.36%	12194	53.03%	20.33%
Total	702	100.00%	22996	100.00%	

Table 8.4 – Disability Representativeness

	Respondents	Percent	Population	Percent	Difference
Autism	58	8.26%	1220	5.31%	2.95%
Deaf and Hard of Hearing	10	1.43%	198	0.86%	0.57%
Developmental Delay	61	8.69%	1680	7.31%	1.38%
Emotional Disability	14	1.99%	726	3.16%	-1.17%
Intellectual Disability	35	4.99%	1597	6.94%	-1.95%
Multiple Disabilities	8	1.14%	406	1.77%	-0.63%
Orthopedic Impairment	9	1.28%	182	0.79%	0.49%
Other Health Impairment	77	10.97%	2102	9.14%	1.83%
Specific Learning Disability	191	27.21%	9718	42.26%	-15.05%
Speech or Language Impairment	237	33.76%	5073	22.06%	11.70%
Traumatic Brain Injury	1	0.14%	28	0.12%	0.02%
Visual Impairment	1	0.14%	66	0.29%	-0.15%
Total	702	100.00%	22996	100.00%	

Results

With twenty-five 6-level items and 702 responses, typical model-based methods for assessing SPP/APR Indicator #8 (whether schools facilitated parent involvement as a means of improving services for children with disabilities) are likely inappropriate. We instead used an empirical approach to the percentage of parents who Agree=A, Strongly Agree=SA, or Very Strongly Agree=VSA with a majority of the 25 items on the Partnership Efforts scale. We first screened parents who failed to answer 9 or more items (Table 4). The threshold was chosen somewhat arbitrarily, though there was a sharp drop-

off between parents who failed to answer 8 items and those who failed to answer 9 or more items. The reduced sample accounts for 94.03% of respondents.

Table 8.5 – Distribution of Unanswered Items

# of Unanswered Items	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	450	64.01	450	64.01
1	85	12.09	535	76.1
2	30	4.27	565	80.37
3	33	4.69	598	85.06
4	20	2.84	618	87.91
5	17	2.42	635	90.33
6	12	1.71	647	92.03
7	6	0.85	653	92.89
8	8	1.14	661	94.03
9	1	0.14	662	94.17
10	6	0.85	668	95.02
11	2	0.28	670	95.31
12	1	0.14	671	95.45
13	2	0.28	673	95.73
14	3	0.43	676	96.16
15	4	0.57	680	96.73
16	1	0.14	681	96.87
17	2	0.28	683	97.16
18	2	0.28	685	97.44
19	7	1	692	98.44
20	1	0.14	693	98.58
21	4	0.57	697	99.15
22	6	0.85	703	100

IPSPR next considered different criteria for measuring Indicator #8. Considering the percentage of parents who provided agree (A), strongly agree (SA), or very strongly agree (VSA) responses, IPSPR found that in general any criteria it would develop would be too generous. Table 8.6 lists the percentage of parents who provided satisfied responses (assuming we use A, SA, or VSA to indicate satisfaction). IPSPR provided the counts in reverse order to help demonstrate that using this criterion would be too generous

Parents who answered either A, SA, or VSA to at least a majority of the responses (13 out of 25) comprise 84.27% of the sample. Likewise, parents who answered either A, SA, or VSA to at least 20 of 25 responses still comprise a majority (54.92% of the sample. This suggests that including Agree as a category in the sample may be inappropriate).

Table 8.6 – Cumulative Count of A, SA, VSA responses

# of A, SA, VSA Responses	Frequency	Percent	Cumulative Frequency	Cumulative Percent
25	85	12.86	85	12.86
24	72	10.89	157	23.75
23	45	6.81	202	30.56
22	54	8.17	256	38.73
21	58	8.77	314	47.5
20	49	7.41	363	54.92
19	34	5.14	397	60.06
18	42	6.35	439	66.41
17	28	4.24	467	70.65
16	27	4.08	494	74.74
15	25	3.78	519	78.52
14	16	2.42	535	80.94
13	22	3.33	557	84.27
12	11	1.66	568	85.93
11	17	2.57	585	88.5
10	19	2.87	604	91.38
9	11	1.66	615	93.04
8	9	1.36	624	94.4
7	6	0.91	630	95.31
6	12	1.82	642	97.13
5	7	1.06	649	98.18
4	1	0.15	650	98.34
3	2	0.3	652	98.64
2	2	0.3	654	98.94
1	1	0.15	655	99.09
0	6	0.91	661	100.00

Restricting the criteria for “satisfied” responses to SA and VSA (Table 8.7), **the OEC found that that 40.85% of parents answered satisfied to at least a simple majority (13 of 25) of the items.** This straightforward application of the IDEA Part B Indicator 8 criteria provides a percentage of satisfied parents that is quite consistent with estimates computed in past reporting years.

Table 8.7 – Cumulative Count of SA or VSA Responses

# of SA, VSA responses	Frequency	Percent	Cumulative Frequency	Cumulative Percent
25	30	4.54	30	4.54
24	16	2.42	46	6.96
23	19	2.87	65	9.83
22	20	3.03	85	12.86
21	22	3.33	107	16.19
20	25	3.78	132	19.97
19	28	4.24	160	24.21
18	26	3.93	186	28.14
17	20	3.03	206	31.16
16	15	2.27	221	33.43
15	16	2.42	237	35.85
14	17	2.57	254	38.43
13	16	2.42	270	40.85
12	6	0.91	276	41.75
11	20	3.03	296	44.78
10	18	2.72	314	47.5
9	12	1.82	326	49.32
8	5	0.76	331	50.08
7	13	1.97	344	52.04
6	18	2.72	362	54.77
5	22	3.33	384	58.09
4	30	4.54	414	62.63
3	25	3.78	439	66.41
2	33	4.99	472	71.41
1	32	4.84	504	76.25
0	157	23.75	661	100

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

Annually, the South Carolina Department of Education (SCDE), Office of Exceptional Children (OEC), surveys parents of students with disabilities to determine whether or not schools facilitate their involvement as a means of improving services and results for children with disabilities. Throughout the past years, the OEC contracted with a national organization that specialized in survey design and methodology. Generally, the OEC, through the contractor, surveyed parents in the fall following the school year, so the OEC could better understand parents' involvement for the whole year.

For the 2010 – 2011 data, the state used a local institution of higher education (IHE) to host online surveys, analyze the data, and report the data to the OEC. These data were included in the revised South Carolina Annual Performance Report. For the 2011 – 2012 surveys, the OEC contracted with the local IHE, but due to a lengthy review of state contracts through the state's procurement process, the award was delayed. As of the submission of this Annual Performance Report (APR), the state has awarded the one year contract to the local IHE and has begun the data collection and analyses for the APR. During the clarification period, the state will report the data for IDEA Indicator 8.

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the state meets its target.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement:

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

The OEC uses data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities ages 6 through 21 served under IDEA for calculations on this indicator. These data are collected annually as part of the December 1 Child Count reporting. Note that the term “Local Educational Agency (LEA)” is used instead of “district” throughout this document to be consistent with terminology used in reporting other indicators.

Definition of “Disproportionate Representation” and Methodology

South Carolina uses a multitier process to determine the presence of disproportionate representation in special education and related services due to inappropriate identification. The first step is calculation of weighted risk ratios using data submitted by LEAs in the OSEP 618 data tables. Using the electronic spreadsheet developed by Westat, South Carolina calculates the weighted risk ratios for each LEA with regards to its composition of students in special education along the seven federally reported race/ethnic categories. This weighted risk ratio directly compares the relative size of two risks by dividing the risk for a specific racial/ethnic group by the risk for a comparison group. This determines the specific race/ethnic group’s risk of being identified as having a disability as compared to the risk for all other students. A weighted risk ratio above the state established criteria initiates the following process to determine whether the disproportionate representation was due to inappropriate identification. LEAs are determined to have disproportionate representation if they exceed the weighted risk ratio trigger.

Based upon feedback from a stakeholder group in 2010, the OEC redefined the trigger to use a fixed weighted risk ratio of 2.50 for overrepresentation. [South Carolina collected data for ninety-four LEAs and state operated programs \(SOPs\)](#). Three districts were excluded from having disproportionate representation due to a subgroup size of twenty-five or less.

South Carolina defines disproportionate representation as occurring when a LEA has the following:

- a weighted risk ratio greater than 2.50 for overrepresentation, with a minimum subgroup size greater than twenty-five.

Determining if Disproportionate Representation is the Result of Inappropriate Identification

No LEAs were determined to be “at-risk” for disproportionate underrepresentation due to inappropriate identification; therefore, no further actions were required by the LEAs in this area.

South Carolina had no LEAs (0%) with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification for FFY 2008, 2009, 2010, and 2011.

Actual Target Data for FFY 2011:

FFY	Measurable and Rigorous Target
FFY 2011	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (Met)

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

Year	Total Number of LEAs	Number of LEAs with Disproportionate Representation	Number of LEAs with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of LEAs
FFY 2011 (2011 – 2012)	<u>91*</u>	0	0	0.00%

***Note: 94 LEAs minus 3 LEAs not meeting the “n” size = 91 LEAs.**

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

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the State meets its target.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Disproportionality

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

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

Measurement:

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

The OEC uses data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for the disability categories of learning disabilities, mental disabilities, emotional disabilities, autism, speech-language impairment, and other health impairment for children ages 6 through 21 served under IDEA for calculations on this indicator. These data are collected annually as part of the December 1 Child Count reporting. Note that the term “Local Education Agency (LEA)” is used instead of “district” throughout this document to be consistent with terminology used in reporting other indicators.

Definition of “Disproportionate Representation” and Methodology

South Carolina uses a multitier process to determine the presence of disproportionate representation in special education and related services due to inappropriate identification. The first step is calculation of weighted risk ratios using data submitted by LEAs in the OSEP 618 data tables. Using the electronic spreadsheet developed by Westat, South Carolina calculates the weighted risk ratios for each LEA with regards to its composition of students in special education along the seven federally reported race/ethnic categories. This weighted risk ratio directly compares the relative size of two risks by dividing the risk for a specific racial/ethnic group by the risk for a comparison group. This determines the specific race/ethnic group’s risk of being identified as having a disability as compared to the risk for all other students. A weighted risk ratio above the state established criteria initiates the following process to determine whether the disproportionate representation was due to inappropriate identification. LEAs are determined to have disproportionate representation if they exceed the weighted risk ratio trigger.

Based upon feedback from a stakeholder group in 2010, the OEC redefined the trigger to use a fixed weighted risk ratio of 2.50 for overrepresentation. [South Carolina collected data for ninety-four LEAs and state operated programs \(SOPs\).](#) Thirteen districts were excluded from having disproportionate representation due to a subgroup size of twenty-five or less.

South Carolina defines disproportionate representation as occurring when a LEA has the following:

- a weighted risk ratio greater than 2.50 for overrepresentation with a minimum subgroup size greater than twenty-five.

For the FFY 2011 reporting period, South Carolina used a weighted risk ratio of 2.50 for overrepresentation, with a minimum subgroup size of greater than twenty-five. Thirteen LEAs were excluded across the six disability categories because of subgroup sizes of twenty-five or less.

Using these criteria, South Carolina identified twenty-three LEAs for FFY 2011 with disproportionate representation of racial and ethnic categories in one or more of the six high incidence disability categories. Three LEAs were considered “at risk” in two categories.

Number of LEAs	Race/Ethnicity	Disability Category
19	African-American	Intellectual Disability
5	African-American	Emotional Disability
2	White	Speech-Language Impairment

Determining if Disproportionate Representation is the Result of Inappropriate Identification

All LEAs that are determined to have disproportionate representation must undertake the following process to determine whether the disproportionate presentation is due to inappropriate identification:

- Using and completing an established rubric, examine LEA policies, procedures, and practices involved in the referral, evaluation, and identification of students with disabilities;
- Complete individual folder reviews for a subset of student records from identified students in the “at-risk” race/ethnic group/disability category to examine the practices involved in the evaluation and identification of students with disabilities as required by 34 CFR §300.111, §300.201 and 300.301 through §300.311; and
- Submit a summary of findings and evidence to the OEC for verification.

An LEA with disproportionate representation in any of the affected categories carefully reviews, under the general supervision of the OEC, all information and evidence to make its determinations of compliance. This review takes place as part of the self-assessment process required for all LEAs. Findings are made based on evidence of noncompliance with any of the related requirements including state level eligibility criteria.

Using the established criteria above, the OEC identified twenty-three LEAs for FFY 2011 as exceeding the weighted risk ratio threshold of 2.50 for having disproportionate representation of

racial and ethnic groups in special education and related services in one or more of the six high incidence categories. Based on the folder reviews conducted by the LEAs and verified by the OEC, **no LEAs showed evidence that the disproportionate representation was due to inappropriate identification.**

Actual Target Data for FFY 2011:

FFY	Measurable and Rigorous Target
FFY 2011	0% of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (Met with 0.00%)

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

Year	Total Number of LEAs	Number of LEAs with Disproportionate Representation	Number of LEAs with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of LEAs
FFY 2011 (2011 – 2012)	81*	23	0	0.00%

***Note: 94 LEAs minus 13 LEAs not meeting the “n” size = 81 LEAs.**

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

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY 2010; or c) slippage if the state meets its target.

Correction of Previously Identified Noncompliance (from the FFY 2010 APR Response Table)

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

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 3.70%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	3
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	3
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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

To verify correction of the noncompliance identified in the database review of Indicator 10, the OEC required that each individual case of noncompliance be corrected as soon as possible, but in no case later than one year of the notification of the finding of noncompliance. For Indicator 10, this indicated that each LEA had to ensure that it had completed the evaluation and eligibility determination, for any child whose evaluation or eligibility determination was due to noncompliant policies, procedures, or practices, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008. In addition, the LEA and the OEC conducted subsequent (i.e., more recent) reviews of student records from each of the three LEAs with noncompliance to ensure that they were correctly implementing the regulatory requirements. Through this verification process, the OEC determined that, based upon a review of more recent, updated files, all of LEAs had corrected their noncompliance within one year of notification.

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

LEAs with noncompliance were issued letters of findings following the submission, analysis, and review of the record review and rubric completion from each LEA. The OEC conducted follow-up technical assistance with LEAs to ensure that both qualitative and quantitative data were accurate and reliable. Once the information was determined to be valid and reliable, OEC staff reviewed all information for the subset of children for whom the noncompliance was found. Based upon that review, the OEC determined noncompliance for 3 LEAs. The OEC issued letters of finding to 3 LEAs with noncompliance.

In the letter of finding, LEAs with noncompliance were required to:

- Correct each case of noncompliance, unless the child was no longer within the jurisdiction of their LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008, and submit such documentation to the OEC for review, and

- Ensure that data were kept up-to-date and participate in quarterly reviews of more recent updated data to ensure it was correctly implementing 34 CFR §300.173, (i.e., achieved 100% compliance).
- Complete a corrective action plan identifying and addressing the root causes of the noncompliance, submit the plan to the OEC for review and approval, and complete the activities outlined therein.

The OEC received the documentation outlined above and verified that each of the 3 LEAs were correctly implementing the requirements found at 34 CFR §300.124(b).

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

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 4.5%

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

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

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

Actions Taken if Noncompliance Not Corrected:

One finding of noncompliance identified from the FFY 2009 data has been corrected though beyond the one year timeline, consistent with the regulatory requirements and OSEP Memorandum 09-02, dated October 17, 2008. As a result of this noncompliance, as well as other unresolved noncompliance and a determination of Needs Intervention, the LEA with continued noncompliance to Indicator 10 received intensive, onsite technical assistance related to the noncompliance and served as a hosting site for a regional training on comprehensive evaluation and eligibility determinations. In addition, the OEC conducted onsite monitoring of student records in Spring 2011. The LEA has ensured that each individual case of noncompliance has been corrected, has ensured that its policies are compliant with all applicable requirements, and

the OEC has received more recent, updated data from the LEA to ensure the systemic noncompliance has been corrected, consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Verification of Correction (either timely or subsequent):

The OEC has verified that the remaining LEA identified in FFY 2009 with disproportionate over-representation of racial and ethnic groups in a specific disability category that was the result of inappropriate identification is in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the state verified that the district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a state data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.

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

To verify the correction of the noncompliance, the LEA was required to resubmit an Indicator 10 Self-Assessment Rubric that provided concrete examples and information as to how it ensures that its policies and procedures now comply with the applicable related requirements of IDEA Part B Indicator 10. In addition, the LEA had to complete an Indicator 10 Template that outlined specific students for whom the noncompliance was found. The LEA had to complete the Template documenting that it had corrected each individual case and the date of the correction, unless the student was no longer within the jurisdiction of the LEA. Additionally, the affected LEA had to submit more recent, updated information (such as folder reviews of a subset of student records in the area of disproportionate representation). Based upon these data, the OEC verified that the noncompliance was corrected.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
FFY 2011	100% (Not Met)

Table 11.1 – Actual Target Data for FFY 2011

99.61% (Not Met)

The Office of Exceptional Children (OEC) collects data from the statewide special education database, Excent®, for the purposes of IDEA Part B Indicator 11. The date range for this collection was July 1, 2011 – June 30, 2012. These data are reflective of all students for whom parental consent was received and who received an evaluation consistent with the requirements of IDEA Part B Indicator 11. A team of OEC staff with expertise in data collection, analyses, and reporting reviewed both quantitative and qualitative data from the Excent spreadsheet reports to determine the categorical analysis of each individual student for whom consent to evaluate was received and whether or not there was any noncompliance by any local education agency (LEA).

Table 11.2 – Children Evaluated Within 60 Days

a. Number of children for whom parental consent to evaluate was received	18,015
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	17,944
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or state established-timeline) (Percent = [(b) divided by (a)] times 100)	99.61%

As shown in Table 11.2, data from 18,015 students for whom consent to evaluate was received that were included in the calculation of Indicator 11 based upon data from the FFY

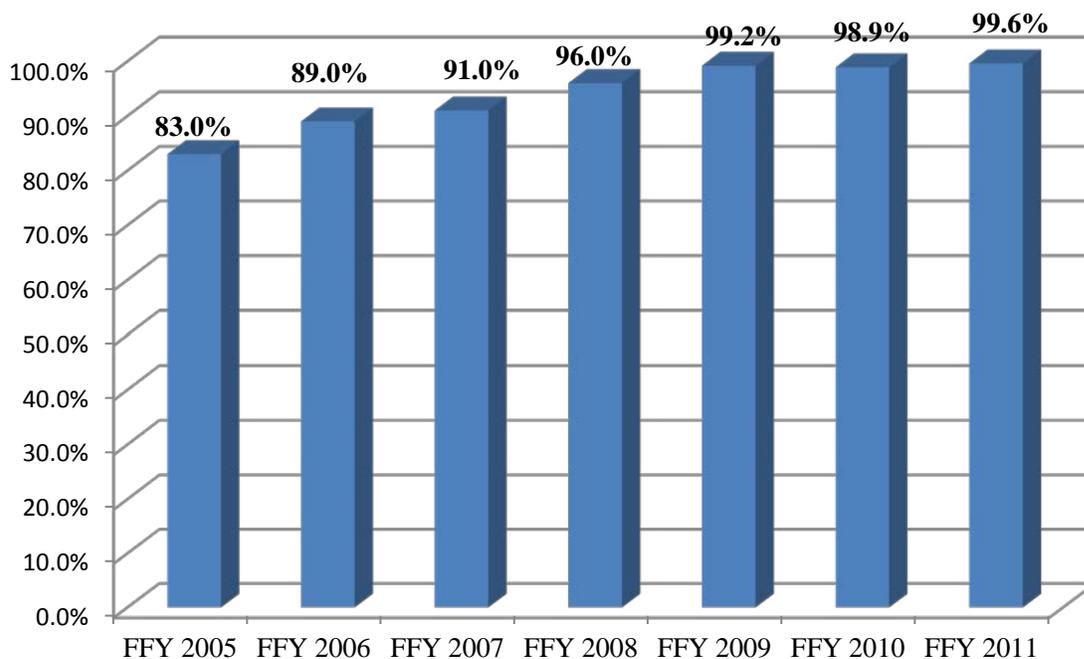
2011 reporting year (2011 – 2012). This number reflects a decrease 574 fewer students for whom consent to evaluate was received in FFY 2010. Of the 18,015 students for whom consent was received, 17,944 received an evaluation within sixty calendar days. The compliance rate is 99.61 percent, which reflects an increase from the FFY 2010 compliance rate of 98.9 percent.

There were 71 students who were not evaluated within the timeline. All 71 of these children, however, subsequently received an evaluation, although late. The range of days beyond the 60-day timeline was from 1 to 123 days, with an average of 15 days. Reasons for the delays (and subsequent noncompliance) included staff turnover, not ensuring that processes continued during school calendar winter and summer breaks, failure to move expeditiously to ensure that an evaluation occurred within sixty calendar days, continuing to engage parents after multiple attempts and methods were involved (resulting in the cases being closed after the 60-day timeline), difficulty with hearing and vision screenings, and for general oversight on the part of the LEA.

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

As shown in Figure 11.1, there has been an increase in the state’s compliance percentage to IDEA Part B Indicator 11. The state has conducted considerable technical assistance and training with regard to Indicator 11 and timely, full and individual evaluations of students with disabilities. Fewer LEAs continue to struggle with ensuring that evaluations are completed in a timely manner.

Figure 11.1 - Indicator 11 from FFY 2005 to FFY 2011



The OEC has worked to ensure that data reviewed from the state data are timely and accurate. To achieve this, the OEC first conducts preliminary data checks for all LEAs and state-operated programs (SOPs) to ensure that data are accurate and that any remaining documentation is provided to the OEC. Second, the OEC conducts follow-up technical assistance to ensure the validity of its interpretations of the data from the statewide database when classifying students into the particular categories outlined by the Indicator 11 calculation formula. Third, the OEC has begun conducting onsite monitoring to ensure that LEAs within the state comply with all the related IDEA requirements, including Indicator 11, along with ensuring that noncompliance is corrected as soon as possible, but in no case later than one year of notification and consistent with Office of Special Education Programs (OSEP) Memorandum 09-02, dated October 17, 2008. Corrective actions that LEAs must undertake include conducting an IEP team meeting for each eligible students for whom the noncompliance was found to ensure that there were no basic denials of any IDEA rights, including the provision of a free appropriate public education (FAPE). These corrective actions, including additional corrective actions, reinforce the importance of adherence to Indicator 11 and the related IDEA requirements.

To ensure that the data collected and reported were valid and reliable, OEC staff conducted multiple face-to-face regional trainings in which Indicator 11 was discussed at length. Additionally, OEC staff provided all LEAs and SOPs in the state with a recorded webinar training module on how to collect and report Indicator 11 data for the educational programs serving preschool children. OEC staff conducted multiple reviews of all LEA’s data to ensure that LEA’s were reporting accurately. A considerable amount of individual technical assistance was held with many LEAs in the state with particular questions regarding Indicator 11.

Correction of Previously Identified Noncompliance (from the FFY 2010 APR Response Table)

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

Level of compliance (actual target data) for state reported for FFY 2010 for this indicator: 98.9%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	20
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	20
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0
4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one year timeline (“subsequent correction”)	0
6. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	0

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

To verify correction of the noncompliance identified in the database review of Indicator 11, the OEC required that each individual case of noncompliance be corrected as soon as possible, but in no case later than one year of the notification of the finding of noncompliance. For Indicator 11, this indicated that each LEA had to ensure it had completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008. In addition, the OEC conducted subsequent (i.e., more recent) reviews of the database from each of the 8 LEAs with noncompliance to ensure that they were correctly implementing the regulatory requirements. Through this verification process, the OEC determined that, based upon a review of more recent, updated data, all of LEAs had corrected their noncompliance within one year of notification.

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

LEAs with noncompliance were issued letters of findings following the extraction, analysis, and review of the data from the statewide database (Excent®). The OEC conducted follow-up technical assistance with LEAs to ensure that both qualitative and quantitative data were accurate and reliable. Once the dataset was determined to be valid and reliable, OEC staff reviewed all information for all children for whom consent to evaluate was received. Based upon that review, the OEC determined noncompliance for 20 LEAs. The OEC issued letters of finding to 20 LEAs with noncompliance.

In the letter of finding, LEAs with noncompliance were required to:

- Ensure that they had completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of their LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008, and submit such documentation to the OEC for review;
- Ensure that data were kept up-to-date and participate in quarterly reviews of more recent updated data to ensure it was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance); and
- Complete a corrective action plan identifying and addressing the root causes of the noncompliance, submit the plan to the OEC for review and approval and complete the activities outlined therein.

The OEC received the documentation outlined above and verified that each of the 20 LEAs were correctly implementing the requirements found at 34 CFR §300.124(b).

Correction of Remaining FFY 2007 and 2008 Findings of Noncompliance:

1. Number of remaining FFY 2007 and 2008 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	2
2. Number of remaining FFY 2007 and 2008 findings the State has verified as corrected	2
3. Number of remaining FFY 2007 and FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

Verification of Correction of Remaining FFY 2007 and 2008 findings:

To verify the correction of the continued, longstanding noncompliance identified in the database review of Indicator 11 from previous reporting years, the OEC required that each individual case of noncompliance be corrected as soon as possible, but in no case later than one year of the notification of the finding of noncompliance. For Indicator 11, this indicated that LEAs had to ensure that the evaluations had been completed, although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008. In addition, the OEC conducted ongoing quarterly reviews of more recent data from the statewide database with the two LEAs with noncompliance to ensure that they were correctly implementing the regulatory requirements. Through this verification process, the OEC determined, based upon a review of more recent, updated data, the two LEAs had corrected their noncompliance although late, and consistent with OSEP Memorandum 09-02.

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

The two LEAs with continued, longstanding noncompliance were issued notifications following the extraction, analysis, and review of the data from the statewide database (Excent®). The OEC conducted follow-up technical assistance with the two LEAs to ensure that both qualitative and quantitative data were accurate and reliable. Once the dataset was determined to be valid and reliable, OEC staff reviewed all information for all children for whom consent to evaluate was received.

In the notification letters, LEAs with continued, longstanding noncompliance were required to:

- Ensure the evaluations had been completed, although late, for any child whose initial evaluation was not timely, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008, and submit such documentation to the OEC for review;
- Ensure that data were kept up-to-date and participate in quarterly reviews of more recent updated data to ensure the requirements at 34 CFR §300.124(b), (i.e., achieved 100% compliance) were being implemented; and

- Revise their corrective action plan identifying and addressing the root causes of the noncompliance, submit the plan to the OEC for review and approval, and complete the activities outlined therein.

The OEC received the documentation outlined above and verified that each of the two remaining LEAs were correctly implementing the requirements found at 34 CFR §300.124(b). The OEC issued notifications closing the longstanding noncompliance found.

The two LEAs with longstanding noncompliance received intensive general supervision including training and technical assistance both virtually as well as onsite. In addition, both LEAs received onsite monitoring of student files in the fall of 2012. These two LEAs contain numerous schools and large numbers of students with disabilities. Yearly, each school receives between 600 and 1,500 consents for evaluations. Both LEAs have demonstrated substantial compliance and have ensured that each individual case of noncompliance has been corrected. The difficulty has been a review of more recent, updated data to verify that the LEA has corrected the noncompliance. In the past, the OEC has conducted quarterly reviews of data from the statewide database (January, April, July, and October). Using guidance provided by the OSEP, the OEC and the LEAs:

- a. Addressed in a stronger fashion the root-causes of the noncompliance;
- b. Investigated the possibility of changing the quarterly review system for these specific LEAs;
- c. Continued providing intensive and ongoing training and technical assistance; and
- d. Discussed sanctions against the LEA for failing to ensure that this requirement was met.

While these two LEAs had longstanding noncompliance, both were able to demonstrate successful correction of the longstanding noncompliance. The OEC will continue to monitor and provide technical assistance to these LEAs to ensure they correctly implement the regulatory requirements of IDEA Part B Indicator 11.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
FFY 2011	<i>100% (Not Met with 98%)</i>

Table 12.1 – Target Data for FFY 2011

98%

The Office of Exceptional Children (OEC) collects data from the statewide special education database, Excent®, for the purposes of IDEA Part B Indicator 12. The date range for this collection was July 1, 2011 – June 30, 2012. These data are reflective of all students who were referred from IDEA Part C Providers (BabyNet) in the state for the respective date range. For each local education agency (LEA) and state-operated program (SOP), OEC staff extracted spreadsheet reports in July, 2012. A team of OEC staff with expertise in data collection, analyses, and reporting reviewed both quantitative and qualitative data from the Excent® spreadsheet reports to determine the categorical analysis of each individual student referred from Part C (a – e in Table 12.2); and whether or not student and/or LEA-level noncompliance existed.

Table 12.2 – Actual State Data (In Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	3030
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	655
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1575
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	755
e. # of children who were referred to Part C less than 90 days before their third birthdays.	8
# in a but not in b, c, d, or e.	37
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = [(c) / (a-b-d-e)] * 100	98%

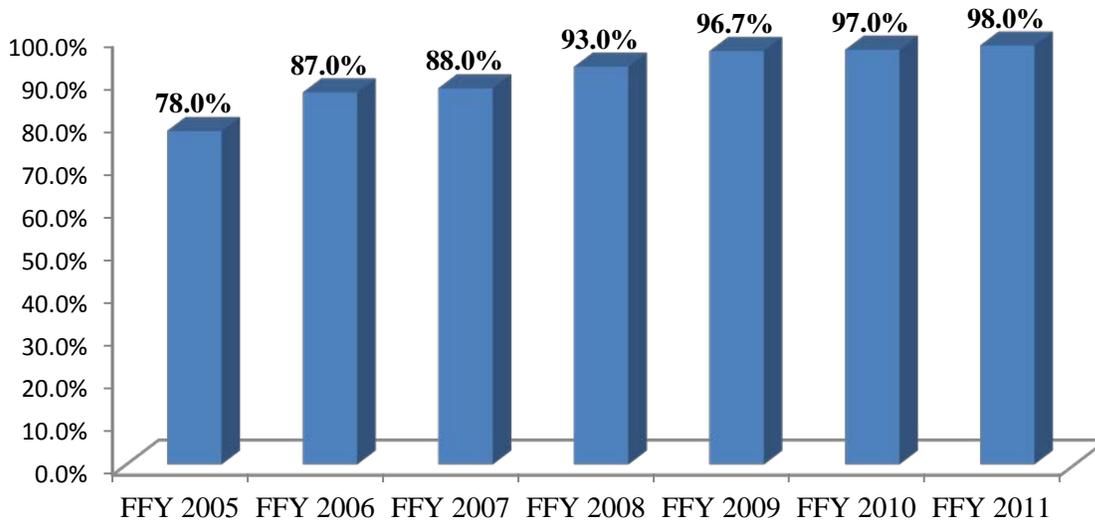
As shown in Table 12.2, there were 3,030 students referred from Part C to Part B for an eligibility determination. This reflects an increase of 63 students from the FFY 2010 report year and Annual Performance Report (APR). While there were more students referred, there were also fewer students for whom the timeline was not met (37 in FFY 2011, 47 in FFY 2010, and 52 in FFY 2009). As a result, the state has increased its compliance percentage by 1 percent.

The 37 students not accounted for in Table 12.2 (and subsequently in the calculation) are those children for whom noncompliance was found. Reasons for the delays (and subsequent noncompliance) included staff turnover, not ensuring that processes continued during school calendar winter and summer breaks, failing to move expeditiously to ensure that an IEP was developed and implemented timely, difficulty with hearing and vision screenings, and for lack of oversight on the part of the LEA. The range of days beyond the third birthday of the 47 students was from 1 day to 123 days, although the average number of days over the timeline ranged from 5 to 10 days.

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

As shown in Figure 12.1, there has been an increase in the state’s compliance to IDEA Part B Indicator 12 over the last 7 reporting years, reflective of a 20 percent increase. While the state has not met the required target of 100 percent, the state has increased the number of children who have been referred from Part C to Part B for an eligibility determination and has decreased the number of students for whom the timeline was not met due to noncompliance to the regulatory requirements on preschool transition.

Figure 12.1 – Indicator 12 from FFY 2005 to FFY 2011



A number of reasons account for the improvements to Indicator 12 and the progress made by the state. First, the OEC conducts preliminary data checks for all LEAs and SOPs to ensure data are accurate and that any remaining documentation is provided to the OEC. Second, the OEC conducts follow-up technical assistance to ensure the validity of its interpretations of the data from the statewide database when classifying students into the particular categories outlined by the Indicator 12 calculation formula. Third, the OEC has begun conducting onsite monitoring to ensure LEAs within the state comply with all the related IDEA requirements, including Indicator 12 along with ensuring noncompliance is corrected as soon as possible but in no case later than one year of the notification of noncompliance, and consistent with OSEP Memorandum 09-02, dated October 17, 2008. Corrective actions that LEAs must undertake include conducting an IEP team meeting for each eligible student, for whom the noncompliance was found, to ensure there were no basic denials of any IDEA rights, including the provision of a free appropriate public education (FAPE). These corrective actions, including additional corrective actions, enforce the importance to LEA's adherence to Indicator 12 and the related IDEA requirements.

To supplement general supervision activities, the OEC also provided intensive training related to Indicator 12 to LEA and SOP staff and educators. To ensure the data collected and reported were valid and reliable, OEC staff conducted seven face-to-face regional trainings in which Indicator 12 was discussed at length. Additionally, OEC staff provided all LEAs and SOPs in the state with a recorded webinar training module on how to collect and report Indicator 12 data for the educational programs serving preschool children. OEC staff conducted multiple reviews of all LEAs data to ensure that LEA's were reporting accurately. These reviews ensured children who were referred from Part C to Part B and found eligible for special education and related services had an IEP developed and implemented by the third birthday. A considerable amount of individual technical assistance was held with many LEAs in the state with particular questions regarding Indicator 12.

An interagency workgroup was formed in November of 2011 with representatives from the OEC and First Steps/BabyNet to develop an interagency Memorandum of Agreement (MOA) on transition from Part C to Part B. The first draft of the MOA was completed in June, 2012, and a signed agreement was completed in December 2012. In February 2012, at the Family Connections Annual Conference, OEC staff made a presentation to parents on what they need to know when transitioning to preschool.

To ensure the data collected and reported were valid and reliable, OEC staff conducted pre-checks of transition data (Indicator 12) to help districts report accurately. These reviews ensured that children who were referred from Part C to Part B and found eligible for special education and related services had an IEP developed and implemented by the third birthday. A considerable amount of individual technical assistance was held with many LEAs in the state with particular questions regarding the early childhood transition process.

The transition process for children referred from Part C and some of the community resources with whom districts should be collaborating for child find, transition, and least restrictive environment (LRE) were some of the topics covered in *Understanding and Embracing Preschool: Services for Children with Disabilities Ages Three through Five Years*, presented to new special education directors during the 2011– 2012 Leadership Academy.

Correction of Previously Identified Noncompliance (from the FFY 2010 APR Response Table)

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

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 97%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2010 through June 30, 2011)	12
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	12
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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

Verification of Correction (either timely or subsequent):

To verify correction of the noncompliance identified in the database review of Indicator 12, the OEC required that each individual case of noncompliance be corrected as soon as possible, but in no case later than one year of the notification of the finding of noncompliance. For Indicator 12, LEAs had to ensure that any eligible child had an individualized education program (IEP) developed and implemented, though after the third birthday and that there were no basic denials of an IDEA right, consistent with OSEP Memorandum 09-02, dated October 17, 2008. In addition, the OEC conducted subsequent (i.e., more recent) reviews of the database from each of the twelve LEAs with noncompliance to ensure that they were correctly implementing the regulatory requirements. Through this verification process, the OEC determined that, based upon a review of more recent, updated data, all 12 LEAs demonstrated compliance to the related requirements of Indicator 12 within the one year timeline.

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

LEAs with noncompliance were issued letters of findings following the extraction, analysis, and review of the data from the statewide database (Excent®). The OEC conducted follow-up technical assistance with the LEAs to ensure that both qualitative and quantitative data were accurate and reliable. Once the dataset was determined to be valid and reliable, OEC staff reviewed all information for all children who were referred from Part C to Part B. Based upon that review, the OEC determined noncompliance for 5 LEAs. The OEC issued letters of finding to the 5 affected LEAs.

In the letters of finding, LEAs with noncompliance were required to:

1. Ensure that they had developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, and submit such documentation to the OEC for review;
2. Ensure that data were kept up-to-date and participate in quarterly reviews of more recent updated data to ensure it was correctly implementing 34 CFR §300.124(b), (i.e., achieved 100% compliance); and
3. Complete a corrective action plan identifying and addressing the root causes of the noncompliance, submit the plan to the OEC for review and approval, and complete the activities outlined therein.

The OEC received the documentation outlined above and verified that all 12 LEAs were correctly implementing the requirements found at 34 CFR §300.124(b) within one year.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Note: States must provide actual numbers used in its calculation for this indicator.

Indicator 13 is presented in the State Performance Plan (SPP) format.

Overview of Issue/Description of System or Process:

Beginning with the 2011 – 2012 report year, the Office of Exceptional Children (OEC) implemented a change in the plan for monitoring of Indicator 13 compliance. The OEC feels the change to the Indicator 13 state monitoring procedure eliminates duplication of efforts for the state and local education agencies (LEAs) and maximizes the use of time and resources.

The state used the newly established supervision system to monitor for compliance with the requirements of Indicator 13. The OEC reviews a subset of files for students aged 16 and above during onsite monitoring activities for Indicator 13 compliance. The OEC also includes in the compliance monitoring any files reviewed for students 16 and above during other general supervisory activities conducted by the OEC.

In January 2012, the OEC submitted its proposed plan to the Office of Special Education Programs (OSEP) for review. On February 8, 2012, the state received a response from OSEP

indicating that the state could proceed as outlined in the Indicator 13 state monitoring proposal. Please see the South Carolina General Supervision Manual for more information <http://ed.sc.gov/agency/programs-services/173/GeneralSupervision.cfm>.

The state continues to make postsecondary transition planning and services a priority. Please see Indicators 1 and 2 for examples of statewide efforts to increase the graduation rate and lower the drop-out rate for all students.

Baseline Data for FFY 2011 (2011-2012):

Data for FFY 2011	
Number of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	416
Number of youth with an IEP age 16 and above included in the state monitoring plan	374
FFY 2011 Baseline	90%

Discussion of Baseline Data:

The OEC has found that there is a drop in the percentage of compliance for Indicator 13 through the revised state monitoring plan. However, while decreasing the total number of files reviewed than in previous years, the revised plan has resulted in greater depth while reviewing individual student services. The OEC is able to now specifically target individual issues of noncompliance and provide more meaningful and targeted technical assistance. A more in-depth analysis of the issues of noncompliance can provide greater insight into ongoing correction and serve to provide targeted technical assistance to LEAs in need of greater assistance.

FFY	Measurable and Rigorous Target
2011	100%
2012	100%

Correction of Previously Identified Noncompliance (from the FFY 2010 APR Response Table)

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

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 96.72%

4. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	41
5. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	35
6. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	6

7. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	6
8. Number of FFY 2010 findings the State has verified as corrected beyond the one year timeline (“subsequent correction”)	6
9. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	0

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

To verify correction of the noncompliance identified in the database review of Indicator 13, the OEC required that each individual case of noncompliance be corrected as soon as possible, but in no case later than one year of the notification of the finding of noncompliance. For Indicator 13, this indicated that each LEA had to ensure that each child had a compliant IEP and accompanying services as related to the Indicator 13 requirements, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008. In addition, the OEC conducted subsequent (i.e., more recent) reviews of student files from LEAs with noncompliance to ensure that they were correctly implementing the regulatory requirements. Through this verification process, the OEC determined that, based upon

a review of more recent, updated data, all but 6 of the LEAs had corrected their noncompliance within one year of notification. **The remaining 6 LEAs corrected their noncompliance although beyond the one year timeline as required by 34 C.F.R. § 300.600(e).**

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

LEAs with noncompliance were issued letters of findings following the review of student files based upon the state's Indicator 13 monitoring plan. OEC staff reviewed all information for all children ages sixteen and above. Based upon that review, the OEC determined noncompliance for 33 LEAs. The OEC issued 41 findings to 33 LEAs with noncompliance.

In the letter of finding, LEAs with noncompliance were required to:

1. Ensure that they had developed appropriate postsecondary transition goals and IEPs, including transition services for each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, and submit such documentation to the OEC for review;
2. Ensure that data were kept up-to-date and participate in quarterly reviews of more recent updated data to ensure it was correctly implementing 34 CFR §300.320(b), (i.e., achieved 100% compliance); and
3. Complete a corrective action plan identifying and addressing the root causes of the noncompliance, submit the plan to the OEC for review and approval, and complete the activities outlined therein.

The OEC received the documentation outlined above and verified that all but 6 of the affected LEAs were correctly implementing the requirements found at 34 CFR §300.320(b) within one year timeline. The OEC **also verified**, in its reviews of more recent, updated data, that the 6 LEAs **that exceeded the one year timeline** are correctly implementing this regulatory requirement. Each of the 6 received an additional written notification informing them of continued noncompliance. They were required to review and revise their corrective action plans. The OEC has provided technical assistance to these LEAs. The **untimely correction of** noncompliance will result in a lowered IDEA determination, pursuant to 34 CFR § 300.600.

Improvement Activities/Timelines/Resources:

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

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

FFY	Measurable and Rigorous Target
2011	<i>A. Percent enrolled in higher education will be 24.86%. MET</i>
	<i>B. Percent enrolled in higher education or competitively employed within one year of leaving high school will be 50.73%. MET</i>
	<i>C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school will be 66.42%. MET</i>

Table 14.1 – Actual Target Data for FFY 2010

FFY	Actual Target Data
2011	A. Percent enrolled in higher education was 36.3% .
	B. Percent enrolled in higher education or competitively employed within one year of leaving high school was 62.4% .
	C. Percent enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school was 73.3% .

The state contracts with LifeTrack Services, Inc. (LifeTrack) to conduct a census of school exiters each year to follow-up on post-secondary experiences. Surveys were distributed in May 2011 and were collected by September 2011. Exiters include students who have aged-out, graduated with a regular high school diploma, are non-returners who received a state certificate or are dropouts at or above age 17. LifeTrack conducts surveys one year after students exit school with a survey on postsecondary experiences.

Exiters are identified through the state’s online special education student information system, Excent®. These students have been verified as having exited with the 618 Table 4 submissions. In order to ensure valid data are provided for exiting students, the OEC follows-up with each LEA to ensure up-to-date contact information for students when they graduate, receive a state certificate, drop out of school, or die. For the post-secondary survey, the state provides LifeTrack with the population of exiters from the previous school year.

LifeTrack sends letters with postage paid return envelopes to the indicated population and contacts non-responders by telephone. They then compile the data and send the state a compilation report for analysis. In order to appropriately identify students for the particular categories of this indicator, OEC staff conducts additional analyses to ensure that students are correctly counted once in one of four conditions:

1. enrolled in higher education,
2. competitively employed,
3. enrolled in some other postsecondary education or training program, or
4. employed in some other employment.

Higher education, as used in measures A, B, and C, means youth who have been enrolled on a full- or part-time basis in a community or technical college (2-year program) or college/university (4 or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitively employed, as used in measures B and C, means youth who have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of twenty hours per week for at least 90 total days at any time in the year since leaving high school, which includes military employment.

Other postsecondary education or training, as used in measure C, means youth who have been enrolled on a full or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program, which could include JobCorps, adult education, workforce development programs, on-the-job training, vocational educational programs which are less than two-years, and certificate programs (less than a two-year program).

Other Employment, as used in measure C, means youth who have worked for pay or been self-employed for a period of at least 90 total days at any time in the year since leaving high school, including working in a family business.

Exiters are defined as the population of students who have exited school during the previous school year to the reporting year of the Annual Performance Report (APR) for reasons that include:

- Graduating with a South Carolina high school diploma;
- Receiving a South Carolina state certificate;
- Reaching maximum age; or
- Dropping out of school at age 17 and above, and not returning to school the subsequent year.

South Carolina notes that while students with disabilities who have died are counted in state reporting of exiters, South Carolina does not include them in the definition of “exiters” for Part B SPP Indicator 14. Subsequently, their families are not provided surveys nor interviewed, and these students are not included in the survey process.

Respondents are defined as youth or their designated family member who answer and return the survey and/or interview questions.

LifeTrack distributed surveys in FFY 2011 to 6,966 individuals one year after they exited school. Of the 6,966 surveys distributed, 1,443 responded, yielding a 20.4% return rate. While the return rate was 1,444, 117 surveys were removed because either the student had re-enrolled into secondary education (adult education) or did not respond to any items on the survey. The data are shown in Table 14.2.

Table 14.2 – Comparison of FFY 2011, 2010, and 2009 Return Rates

	FFY 2009	FFY 2010	FFY 2011
Surveys Distributed	3,570	7,203	6,966
Surveys Returned	854	1,576	1,444

Calculation Methodology

To calculate the three measurement components of Part B Indicator 14 (A-C), the OEC first calculates the following four exit categories:

1. The number of respondent exiters enrolled in “higher education.”
2. The number of respondent exiters in “competitive employment,” and not counted in 1 above.

3. = The number of respondent exiters in “some other postsecondary education or training,” and not counted in 1 or 2 above.
4. The number of respondent exiters in “some other employment,” and not counted in 1, 2, or 3 above.

To calculate the indicator percentages, South Carolina uses the following calculation:

- A = 1 divided by the number of total respondents.
- B = 1 + 2 divided by the number of total respondents.
- C = 1 + 2 + 3 + 4 divided by the number of total respondents.

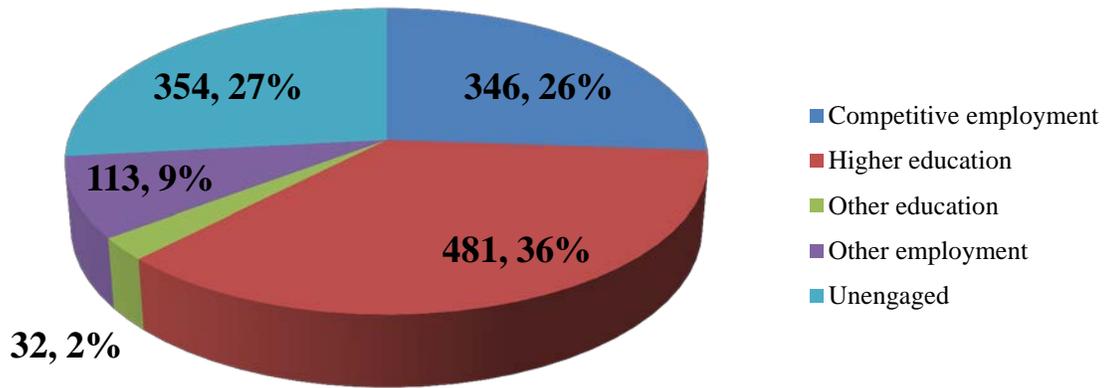
Analyses of the 1,326 valid survey respondents’ data reveals changes to the baseline data reported in FFY 2009. As shown in Table 14.3, there are roughly eleven percent more students enrolled in higher education, as defined by Indicator 14, during FFY 2011. In terms of percentages, there were slightly more students competitively employed, yet over five percent fewer in some other postsecondary education and unengaged in FFY 2011, as compared to the baseline data reported in FFY 2009.

Table 14.3 – Comparison of Engagement Categories of Exiters, 2011, 2010 and 2009

	FFY 2011	FFY 2010	FFY 2009	2-Year Change
Higher Education	36.3%	29.70%	24.36%	11.9%
Competitive Employment	26.1%	24.11%	25.88%	.2%
Other Education	2.4%	4.89%	8.78%	-6.4%
Other Employment	8.5%	8.19%	6.91%	1.6%
Unengaged	26.7%	33.12%	34.07%	-7.4%
Grand Total	100.0%	100.00%	100.00%	

As shown in Figure 14.1, approximately 36 percent of students are in higher education and nearly 26 percent are competitively employed. A further 11 percent are engaged in some other postsecondary education or employment, leaving nearly one-third as unengaged. It is important to note that un-engagement is not indicative that students are not working or in some postsecondary educational program. Some of the respondents indicated they had re-enrolled in high school, while others did not answer enough items to be clearly reported on the engagement categories. Others reported they were in some kind of postsecondary education or employment, but had not completed one full term of postsecondary education or had not worked at least 90 days in their job. As a result, those respondents would not be captured in one of the categories because they failed to meet the state and federal definitions.

Figure 14.1 - 2011 Engagement by Category



Representativeness

The final analyses applied to the Indicator 14 data involved determining how representative the respondents are to the students who exited school at the end of the 2009 – 2010 school year. As shown in Table 14.4, there is about a 6 percent underrepresentation of African-American respondents and a 6 percent overrepresentation of white respondents. The remaining respondents of the other race/ethnicities are representative of the exiters. Based upon these data, the state finds that the response rate is representative of the population.

Table 14.4 – Representativeness of Respondents to FFY 2011 Exiters, by Race/Ethnicity

RACE/ETHNICITY	Exiters in Numbers	Percentage	Respondents in Numbers	Percentage	Difference
African-American	3440	49.4%	570	43.0%	-6.4%
American-Indian	25	0.4%	5	0.4%	0.0%
Asian	13	0.2%	5	0.4%	0.2%
Hawaiian	1	0.0%	0	0.0%	0.0%
Hispanic	173	2.5%	30	2.3%	-0.2%
Two or more races	59	0.8%	6	0.5%	-0.3%
White	3255	46.7%	710	53.5%	6.8%
Total	6966	100.0%	1326	100.0%	

Table 14.5 compares respondents to exiters in terms of reported gender to determine whether or not the data are representative. As shown in Table 14.4, there is representativeness of the respondents to the exiters.

Table 14.5 – Representativeness of Respondents to FFY 2011 Exiters, by Gender

GENDER	Exiters in Numbers	Percentage	Respondents in Numbers	Percentage	Difference
Female	2326	33.4%	416	31.4%	-2.0%
Male	4640	66.6%	910	68.6%	2.0%
Total	6966	100.00%	1326	100.00%	

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

Pursuant to OSEP Memorandum 13-6 dated December 11, 2012, the state is not required to provide explanation of: a) progress; b) no change in actual target data from the data for FFY2010; or c) slippage if the state meets its target.

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

Please see the revised Improvement Activities in [Appendix A](#).

Part B State Annual Performance Report (APR) for 2011

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:
 Percent of noncompliance corrected within one year of identification:
 a. # of findings of noncompliance.
 b. # of corrections completed as soon as possible but in no case later than one year from identification.
 Percent = [(b) divided by (a)] times 100.
 States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
FFY 2011	<i>The percent of noncompliance corrected within one year of identification will be 100 percent. (Not Met with 95.89%)</i>

Actual Target Data for 2011:

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

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Hearings			
5. Percent of children with IEPs aged 6 through 21 - educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	4	6	6
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	14	21	21
9. Percent of districts with disproportionate	Monitoring Activities: Self-	3	3	3

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>representation of racial and ethnic groups in special education that is the result of inappropriate identification.</p> <p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p>	Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
<p>11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	20	20	20
	Dispute Resolution: Complaints, Hearings	3	5	5
<p>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.</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	12	12
	Dispute Resolution: Complaints, Hearings	0	0	0
<p>13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually</p>	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-	33	41	35

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There must also be evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.	Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	2	6	6
Other areas of noncompliance: IEP Procedures (development, team composition, review, amendment, PWNs)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	34	32
	Dispute Resolution: Complaints, Hearings	12	36	36
Other areas of noncompliance: Least Restrictive Environment	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	8	7
	Dispute Resolution: Complaints,	0	0	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Hearings			
Other areas of noncompliance: Parent/Student Participation	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	32	32
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Present Levels and Goals	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	18	15
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Evaluation and Reevaluation Procedures	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	12	12
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Discipline	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-	5	6	6

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: IEP Implementation	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	10	17	17
Other areas of noncompliance: Denial of FAPE	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	3	9	9
Sum the numbers down Column a and Column b			292	280
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	95.89%

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

In 2012, the state revised its IDEA State Performance Plan (SPP) for Indicator 15 to include onsite monitoring of local education agencies (LEAs) in the state. Between January 2011 and May 2011, the state began onsite monitoring of selected LEAs, based upon the cyclical plan outlined in Indicator 8 as well as low determinations and/or other areas of need. The state conducted onsite monitoring with five LEAs during the spring of 2011.

In addition, the state continued state-level monitoring from district data submissions using the state's data system, particularly for IDEA Part B Indicators 4A, 4B, 9, 10, 11, 12, and 13. Finally, the state continued its supervision of LEAs through the state complaint process and due process hearings.

In FFY 2010, the state reported a 98.73 percent compliance rate for Indicator 15 in its Annual Performance Report (APR). This percentage reflected nearly a 6 percent gain from the FFY 2009 APR, submitted February 1, 2011. This increase was largely due to the state's better understanding of state-level correction of noncompliance as outlined in the Office of Special Education's (OSEP) Memorandum 09-02, dated October 17, 2008. For the FFY 2011 APR, the state's compliance rate decreased by approximately 3 percent. Two factors account for this decrease.

First, in Summer 2011, the Office of Exceptional Children (OEC) received guidance and technical assistance from the OSEP regarding Indicator 13 and OSEP Memorandum 09-02. As a result, the state revised its system of state monitoring for Indicator 13 (please see Indicator 13 in this APR). Because of the necessity to review more recent, updated information, the state was unable to verify that the LEAs with noncompliance had corrected the systemic issues. The guidance from OSEP was further clarified during the state's Continuous Improvement Visit from OSEP October 31 – November 4, 2011.

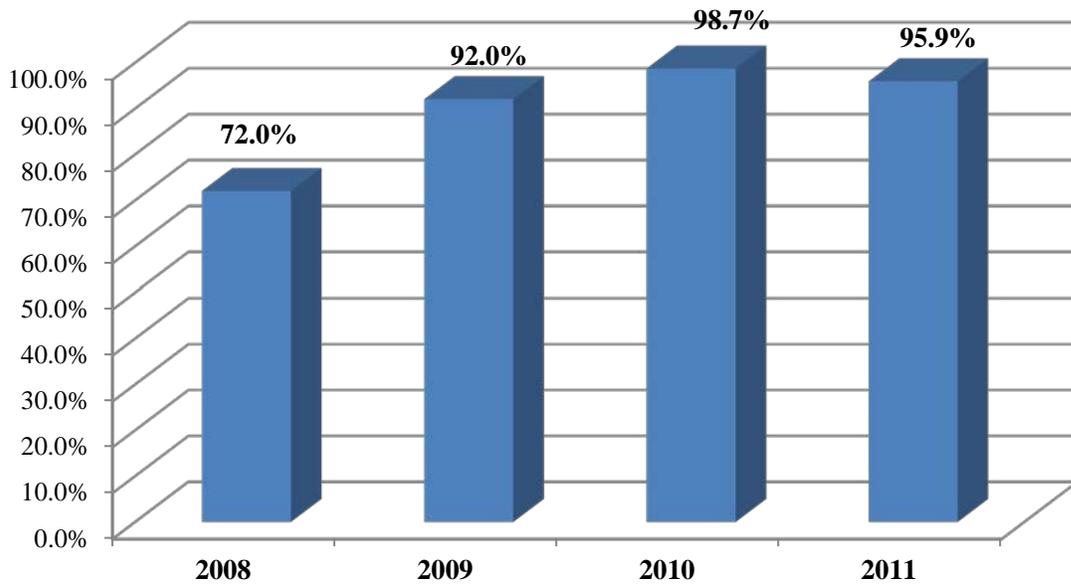
A second contributing factor to the 3 percent decrease is the state began onsite monitoring of LEAs in FFY 2010. Between January and May 2011, the state conducted onsite monitoring with 5 LEAs in the state. Appropriate findings of noncompliance were issued to these 5 LEAs. Because of the changed general supervision processes, the state was unable to verify total correction in one of the LEAs within the one year timeline. In particular, the state made systemic findings to the related regulatory requirements of Indicator 13, least restrictive environment, parent/student participation in the IEP, present levels of academic and functional performance, measurable annual goals, evaluation/reevaluations procedures, and discipline procedures.

While the state did not meet the target compliance rate of 100 percent, the state has nonetheless made considerable strides in recent years in improving both its system of general supervision and its ability to issue and monitoring findings to ensure that all findings are corrected as soon as possible, but in no case later than one year from identification. The state has worked closely with the Mid-South Regional Resource Center and other technical assistance providers, and has participated in a variety of technical assistance opportunities offered by the

OSEP. Finally, for the 2013 – 2014 report year, the OEC is fully staffed, more than doubling in size since the OSEP Continuous Improvement Visit in 2011. The OEC has reorganized its structure and now includes a General Supervision Team, consisting of a team leader, the IDEA Part B data manager, 3 program monitors and an ombudsman.

As shown in Figure 15.1, the state has made considerable progress in its compliance with IDEA Part B Indicator 15 over the past five report years. From FFY 2008 (2008 – 2009 report year), the state has increased approximately 23 percent with respect to timely correction for findings of noncompliance.

Figure 15.1 - Indicator 15 by Year and Percentage



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

1. Number of findings of noncompliance the State identified in FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	292
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	280
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	12

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

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	12
5. Number of FFY 2010 findings the State has verified as corrected beyond the one year timeline (“subsequent correction”)	<u>12</u>
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<u>0</u>

Verification of Correction for findings of noncompliance identified in FFY 2010 (either timely or subsequent):

Between July 1, 2010 and June 30, 2011, the South Carolina Department of Education issued 292 findings of noncompliance to the federal regulations and statutes governing educational programs for students with disabilities. Of the 292 findings issued, the OEC verified that 280 were corrected within the one year timeline, as required by OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). Of the twelve remaining findings of noncompliance, the OEC has verified all of the findings have been completely corrected, although beyond the one year timeline.

Six findings that were corrected, although late, were related to onsite monitoring results of **one** LEA. The noncompliant LEA was found to have noncompliance specific to IEP procedures, least restrictive environment, present levels of academic achievement and functional performance and measurable annual goals. The OEC sent a notification to the LEA outlining the continued noncompliance, required the LEA to receive onsite technical assistance and professional development, and targeted technical assistance. The LEA was also required to revise its corrective action plan. The OEC increased the frequency of its review of more recent data to determine when there is evidence that the systemic issues have been corrected. The LEA was

able to demonstrate that each of the findings of noncompliance had been corrected, and a review of more recent, updated information demonstrated that the LEA is correctly implementing the related regulatory requirements.

Six of the twelve findings of continued noncompliance were related to the state’s monitoring of Indicator 13. The state has been [able](#) to determine total correction, from reviews of more recent information. For more information about the corrective action, please see [Indicator 13](#) in this APR.

Actions Taken if Noncompliance Not Corrected

The state has verified that all [remaining 12](#) findings of noncompliance issued in FFY 2010 have been corrected, consistent with OSEP Memo 09-02.

Correction of Previously Identified Noncompliance (from FFY 2010 APR Response Table)

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

1. Number of findings of noncompliance the State identified in FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	157
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	155
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

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

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

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

Between July 1, 2009 and June 30, 2010, the South Carolina Department of Education issued 157 findings of noncompliance to the federal regulations and statutes governing educational programs for students with disabilities. Of the 157 findings issued, the OEC verified that 155 were corrected within the one year timeline, and consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). Of the two remaining findings of noncompliance, the OEC verified that both corrected, though beyond the one year timeline and consistent with OSEP Memo 09-02. ***One LEA corrected the noncompliance prior to the FFY 2010 APR submission, dated February 1, 2012.*** The remaining LEA corrected following the FFY 2010 APR submission. For additional details, please refer to Indicator 10.

Actions Taken if Noncompliance Not Corrected

The state has verified that all findings of noncompliance issued in FFY 2009 have been corrected, consistent with OSEP Memo 09-02. For specific details regarding the actions taken for the LEA with longstanding noncompliance to Indicator 10, please see Indicator 10 in this APR.

Correction of Remaining FFY 2007 and FFY 2008 Findings of Noncompliance (if applicable)

1. Number of remaining FFY 2007 and FFY 2008 findings noted in OSEP’s FFY 2009 APR response table for this indicator	2
2. Number of remaining FFY 2007 and FFY 2008 findings the State has verified as corrected	2
3. Number of remaining FFY 2007 and FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

The state has verified that the remaining two findings of noncompliance issued in FFY 2007 and FFY 2008 have been corrected, consistent with OSEP Memo 09-02. The remaining two findings of noncompliance were related to IDEA Part B Indicator 11. For specific details regarding the actions taken for the two LEAs with longstanding noncompliance to Indicator 11, please see Indicator 11 in this APR.

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

Please see the revised Improvement Activities found in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

FFY	Measurable and Rigorous Target
2011	62.5 percent of resolution sessions will result in written agreements.

Actual Target Data for FFY 2011:

During FFY 2011 there were seven requests for due process hearings. There were six resolution meetings conducted relative to these requests with three resolved through written settlement agreements.

Pursuant to the “Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table” (OMB NO: 1820-0624), “states are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding APR” (p. 18). Because less than ten were requested, the target to this indicator does not apply.

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

Technical assistance and other activities are ongoing and continuous. The Office of General Counsel (OGC) monitors and tracks the individual due process hearing requests and the scheduling of resolution meetings for compliance with timelines. The OGC also maintains regular contact with due process hearing officers, state-level review officers, and the appropriate local educational agency (LEA). When resolution meetings are not conducted within the required timelines, findings are made and corrective actions ordered.

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B/General Supervision

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

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

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

FFY	Measurable and Rigorous Target
2011	If more than ten mediation requests are filed, at least 75 percent of the requests will result in an agreement.

Table 19.1 – Actual Target Data for FFY 2011

SECTION B: Mediation requests	
(2) Total number of mediation requests received	5
(2.1) Mediations held	2
(a) Mediations held related to due process complaints	0
(i) Mediations agreements related to due process	0
(b) Mediations held not related to due process complaints	2
(i) Mediations agreements (not related to due process)	2
(2.2) Mediations pending	0
(2.3) Mediations withdrawn or not held	3

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

There were fewer than ten mediations conducted between July 1, 2010, and June 30, 2011. Because there were less than ten mediations conducted during this period of time, the state is not required to report data for this indicator or meet the target of at least 75 percent of the mediations held resulting in mediation agreements, pursuant to the “Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table” (OMB NO: 1820-0624).

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

Please see the revised Improvement Activities in [Appendix A](#).

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

<p>Measurement: State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:</p> <ul style="list-style-type: none"> a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and b. Accurate, including covering the correct year and following the correct measurement.

FFY	Measurable and Rigorous Target
FFY 2011	100% of State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate (Met with 100%)

Actual Target Data

Table 20.1 – Actual Target Data for FFY 2011

100% (Met)

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

Pursuant to the “Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table” (OMB NO: 1820-0624), states are “not required to report data for this indicator. The Office of Special Education Programs (OSEP) will use the Indicator 20 Rubric to calculate the state’s data for this indicator” (page 19).

South Carolina has a data collection system that includes policies and procedures for collecting and reporting accurate SPP and APR and 618 data. Currently, the Office of Exceptional Children (OEC) uses a software program called Excent®, which in addition to collecting data, provides LEAs with a standard IEP format. The capabilities of the Excent® software enable all LEAs in the state to collect and submit valid and reliable data that accurately reflect the special education practices of the LEA.

Data for the indicators is collected in four ways – through Excent® or spreadsheet submissions, through onsite monitoring, from outside survey and marketing contractors, and from other divisions/offices at the South Carolina Department of Education (SCDE). Data submissions from the Excent program are used to report student level data for Indicators 5, 9, 10,

11, and 12 as well as Tables 1 and 3 (child count and environment), and Table 4 (exiting). For Indicators 4A, 4B, 7, and Tables 5 and 8, data are gathered through LEA submissions and follow-up self-assessments. Data for Table 2 (personnel) is submitted by LEAs through an online system. The SCDE Office of Research supplies the OEC with data for Indicators 1, 2 and 3 and assessment data (Table 6). Outside survey contractors are used for Indicators 8 and 14. Data for Indicators 18 – 19 are provided to the OEC by the SCDE Office of General Counsel.

Continuing in FFY 2011, the OEC provides intensive technical assistance to LEAs who have determinations of Needs Intervention, to assist them in collecting, verifying and submitting timely and accurate data. The OEC conducted onsite verification and program evaluation visits to the multiple LEAs in FFY 2011. The OEC continues working intensively with these LEAs and has already noted improvements in the timeliness and accuracy of data submissions and extractions

In FFY 2011, the OEC offered multiple avenues of technical assistance to all personnel involved in data collection, reporting and analysis. Technical assistance included but was not limited to:

- Monthly data webinars that address indicator and table data, submission requirements, or analysis;
- Quarterly presentations of data to the South Carolina Advisory Council for Children with Disabilities;
- Presentations at the Fall and Spring Administrators Conference, addressing data analyses, results, and implications for Part B SPP Indicators 1-20;
- Spring and Fall on-site trainings in the South Carolina's eight geographic regions;
- Pre-extractions by OEC staff that assist LEAs in correcting any invalid information prior to the official data extraction;
- Instructional and Educational TV modules;
- Onsite tutorials with LEA staff;
- Virtual meetings through "Go to Meeting" with regional representatives and/or OEC data personnel;
- Instructional documents, including a comprehensive Data Manual containing report requirements, instructions, and instructional modules; and
- Postings on the agency website, including a comprehensive data calendar.

The OEC will continue to improve and increase the level of technical assistance to all personnel in the LEAs who are responsible for data collection, reporting and analysis.

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

Please see the revised Improvement Activities in [Appendix A](#).

APPENDIX A

STATE PERFORMANCE PLAN IMPROVEMENT ACTIVITIES

South Carolina IDEA State Performance Plan Improvement Activities

South Carolina will strengthen statewide collaboration with interagency and intra-agency partners, stakeholders, and constituents to...

- A. Ensure children with disabilities start school ready to learn, by:
1. Collaborating with the SCDE Office of Teacher Effectiveness on nurturing Emerging Readers/Common Core Standards Early Childhood Training and South Carolina Early Learning Standards.
 2. Improving communication with Part C providers for effective transition processes.
 3. Convening workgroups to examine effective preschool transition practices.
 4. Articulating and disseminating information across the state to all early childhood entities (e.g., public/private child care, Head Start) on the importance of meeting the needs of children with early services.

(Related Indicators: 6, 7, 12, 15 and 20)

- B. Support children with disabilities in achieving at high levels, by:
1. Collaborating with various offices within the SCDE to promote the implementation of Common Core State Standards and instructional practices.
 2. Disseminating information to constituents about student outcomes.

(Related Indicators: 3, 4, 5, 15 and 20)

- C. Improve services and results for children with disabilities and their families, by:
1. Maintaining a network of representatives from the parent training center, advocacy organizations, and state agencies to identify training needs for parents.
 2. Participating in statewide and federal task forces, committees and workgroups relative to timely, appropriate identification of children with disabilities and parent involvement.
 3. Disseminating information to constituents about services and results outcomes.

(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)

- D. Prepare children with disabilities for postsecondary life, education, and employment, by:
1. Establishing a statewide team to address postsecondary outcomes for children with disabilities.
 2. Disseminating information to constituents about postsecondary outcomes.

(Related Indicators: 1, 2, 13, 14, 15 and 20)

Evaluated by	Action Plans; Participant Surveys, Workgroup Reports; Disseminated Artifacts.
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Timelines	2012 – 2014
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South Carolina IDEA State Performance Plan Improvement Activities

South Carolina will review and analyze data and information to...

- A. Ensure children with disabilities start school ready to learn, by:
1. Reviewing data to ensure reporting of appropriate least restrictive environment categories for children with disabilities, ages 3 through 5.
 2. Increasing inter-rater reliability of educators using the Child Outcomes Summary Form through case studies.

(Related Indicators: 6, 7, 12, 15 and 20)

- B. Support children with disabilities in achieving at high levels, by:
1. Better understanding achievement gaps among local education agencies within the state through the SC Gateways grant.
 2. Promoting local education agencies' ability to verify data using multiple points from the state student information system (PowerSchool) and the state IEP software program, Excent®.

(Related Indicators: 3, 4, 5, 15 and 20)

- C. Improve services and results for children with disabilities and their families, by:
1. Analyzing patterns within the data to better understand over-representation in local education agencies.
 2. Analyzing reasons for noncompliance in initial evaluations and eligibility determinations of children.
 3. Surveying parties involved in mediations and resolution sessions to identify concerns and determine the effectiveness of the outcomes.

(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)

- D. Prepare children with disabilities for postsecondary life, education, and employment, by:
1. Conducting data mining on extant postsecondary outcomes.
 2. Analyzing compliance patterns for postsecondary transition services.

(Related Indicators: 1, 2, 13, 14, 15 and 20)

Evaluated by	Data Reports; Data Pre-Checks; Survey Results; LEA Improvement Plans; LEA Corrective Action Plans
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Timelines	2012 – 2014
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South Carolina IDEA State Performance Plan Improvement Activities

South Carolina will provide targeted professional development and technical assistance to...

- A. Ensure children with disabilities start school ready to learn, by:
1. Providing professional development to local education agencies to prepare appropriate environments for and work with young children with disabilities in all settings.
 2. Disseminating information and resources related to early childhood outcomes and services.
 3. Providing seamless systems of professional development across the state to all early childhood entities (e.g., public/private child care, Head Start) on the importance of meeting the needs of children with early services.

(Related Indicators: 6, 7, 12, 15 and 20)

- B. Support children with disabilities in achieving at high levels, by:
1. Promoting the implementation of the Common Core State Standards and instructional practices that align with these standards in serving students with disabilities.
 2. Addressing academic strategies and school-wide/classroom based behavior management methodologies to improve and increase student performance.

(Related Indicators: 3, 4, 5, 15 and 20)

- C. Improve services and results for children with disabilities and their families, by:
1. Promoting continued use of culturally competent assessment practices on evaluations and eligibility determinations.
 2. Encouraging mediations and informal dispute resolution options including facilitated IEP meetings.

(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)

- D. Prepare children with disabilities for postsecondary life, education, and employment, by:
1. Developing postsecondary transition toolkits for families, students and teachers.
 2. Providing online training modules to improve teacher capacity and skills in postsecondary transition services.

(Related Indicators: 1, 2, 13, 14, 15 and 20)

Evaluated by	Participant Surveys; Participant Sign-In Sheets; Professional Development Presentations, Handouts, and Products; Technical Assistance Reports
Timelines	2012 – 2014

South Carolina IDEA State Performance Plan Improvement Activities

South Carolina will support implementation of policies, procedures, and best practices to...

- A. Ensure children with disabilities start school ready to learn, by:
1. Ensuring early childhood transition policies and procedures are appropriate and compliant.
 2. Monitoring local education agencies for preschool services.
 3. Providing universal examples of appropriate preschool service provision.

(Related Indicators: 6, 7, 12, 15 and 20)

- B. Support children with disabilities in achieving at high levels, by:
1. Ensuring children receive appropriate accommodations on statewide and district assessments.
 2. Monitoring local education agencies for compliance to disciplinary procedures for children with disabilities.
 3. Monitoring local education agencies to ensure a continuum of educational placements for children with disabilities.

(Related Indicators: 3, 4, 5, 15 and 20)

- C. Improve services and results for children with disabilities and their families, by:
1. Ensuring local education agencies facilitate parent involvement.
 2. Monitoring local education agencies to ensure compliance to evaluation and eligibility determinations.
 3. Determining whether or not additional mediators and IEP facilitators are needed and recruit and train as necessary.

(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)

- D. Prepare children with disabilities for postsecondary life, education, and employment, by:
1. Ensuring local education agencies are including children with disabilities in dropout prevention programs.
 2. Ensuring children with disabilities have access to credit-bearing courses leading to a South Carolina high school diploma.
 3. Monitoring local education agencies to ensure compliance to postsecondary transition services.

(Related Indicators: 1, 2, 13, 14, 15 and 20)

Evaluated by	Monitoring Reports; Corrective Action Plans; Mediation/Due Process Hearing Results
Timelines	2012 – 2014

APPENDIX B

SCDE Staff and Resource Partners

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

Name	Position	Team/Office
Dr. Nancy Busbee	Deputy Superintendent	Division of Accountability
Cathy Boshamer	Director	Office of Exceptional Children (OEC)
Michelle Bishop	Team Leader	OEC – Operations
Susan Beck	Project Manager/School Psychologist	OEC – Operations
Mark Daniels	Assistive Technology Specialist	OEC – Operations
Val Gioia	Assistive Technology Specialist	OEC – Operations
Kathleen Heiss	Assistive Technology Specialist	OEC – Operations
Norma Donaldson-Jenkins	Project Manager/Preschool Consultant	OEC – Operations
Shannon Lindsay	Post-Secondary Coach, SC Gateways	OEC – Operations
Angie Slatton	Director, SC Gateways	OEC – Operations
Jennifer Watkins	Preschool Coach, SC Gateways	OEC – Operations
Lee Speer	Vision and Deaf-Blind Consultant	SC School for the Deaf and Blind
Linda Kemp	Deaf and Hard of Hearing Consultant	SC School for the Deaf and Blind
Tarrence McGovern	Team Leader	OEC – Results Driven Accountability
LaJamea Dixon	Project Manager/Emotional Disabilities	OEC – Results Driven Accountability
Dianne Stuck-Bennett	Project Manager/Low Incidence Disabilities	OEC – Results Driven Accountability
Mary Etta Taylor	Project Manager/Mild Disabilities	OEC – Results Driven Accountability
LaShawn Thomas-Bridges	Project Manager/Speech Language Pathologist	OEC – Results Driven Accountability
Kim Watkins	Project Manager/Intellectual Disabilities	OEC – Results Driven Accountability
Kathy Whaley	Project Manager/Mild Disabilities	OEC – Results Driven Accountability
John Payne	Team Leader	OEC – General Supervision
Bev Collom	Program Monitor (RTFs and Group Homes)	OEC – General Supervision
Cheryl Fitts	Ombudsman	OEC – General Supervision
Kathy Griffin	Program Monitor	OEC – General Supervision
Lori James	Part B Data Manager	OEC – General Supervision
Peter Keup	Program Monitor	OEC – General Supervision
Ann Moore	Program Monitor	OEC – General Supervision
Michael Thom	Team Leader	OEC – Finance
Trishun Milhouse	Administrative Specialist	OEC – Finance
Star-Shema Harris	Administrative Specialist	OEC – Finance
Marlene Sellars	Program Assistant	OEC – Support Staff
Bevelyn Jackson	Administrative Specialist	OEC – Support Staff
Becky Rush	Administrative Specialist	OEC – Support Staff
Brenda Turner	Administrative Assistant	OEC – Support Staff
Barbara Drayton	Deputy General Counsel	Office of General Counsel
Karla Hawkins	Deputy General Counsel	Office of General Counsel
Lana Ott	Complaint Investigator	Office of General Counsel

South Carolina IDEA State Performance Plan Resource Partners

Acronym	Partner Name	Related Indicators
CDR	Center for Disability Resources	1 through 14
DAC	Data Accountability Center	All
IHEs	Institutes of Higher Education	1 through 14
LEAs	Local Education Agencies	All
MSRRC	Mid-South Regional Resource Center	All
ECTAC	Early Childhood Technical Assistance Center	6, 7, and 12
NPSO	National Post-Secondary Outcomes Center	1, 2, 13, 14
ECO	Early Childhood Outcomes Center	6, 7, and 12
DaSy	Center for IDEA Early Childhood Data Systems	6, 7, and 12
ECPEC	OSEP Early Childhood Personnel Center	6, 7, and 12
CEELO	Center on Enhancing Early Learning Outcomes	6, 7, and 12
	Expanding Opportunities for Inclusion Initiative Leadership Team	6, 7, and 12
NSTTAC	National Secondary Transition Technical Assistance Center	1, 2, 13, 14
OEC	Office of Exceptional Children	All
Part C	BabyNet/First Steps	6, 7, and 12
ProParents	ProParents of South Carolina	All
SC Gateways	South Carolina Gateways – From Cradle to Career (OSEP funded SPDG grant)	1 through 14
SCDE	South Carolina Department of Education	All
SEDL	Southwest Educational Development Laboratory	3, 4, and 5
SOPs	State-Operated Programs	All