



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

**SOUTH CAROLINA STATE PERFORMANCE
PLAN
THROUGH 2014**

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Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Overview of Issue/Description of System or Process:

South Carolina will increase the percentage of students with disabilities who graduate with a high school diploma. South Carolina is ranked 51st out of 57 states and territories nationally in the graduation rates of children with disabilities according to a report prepared by the National Center for Special Education Accountability and Monitoring (NCSEAM) and published in January 2006.

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 Carnegie unit courses in specified areas and the successful passing of an exit exam, the High School Assessment Program (HSAP). The HSAP assesses selected South Carolina academic standards in English language arts and mathematics that students have had opportunity to master by the end of the tenth grade. Students receive a state certificate of attendance if they do not meet the requirements as outlined above. Some districts in the state have developed district diplomas. These exiting credentials generally are designed around an employment curriculum, and do not count as a regular state-issued high school diploma.

In May 2005 the South Carolina General Assembly signed into effect a law entitled the South Carolina Economic Education Development Act (EEDA). This law requires the Department to develop state models and prototypes for the development of individual graduation plans and the curriculum framework for career clusters of study that are based on the national career clusters. The statute also outlines the requirements for high schools and guidance counselors as they relate to appropriate planning for all students, particularly those at risk. It will be important for the Office of Exceptional Children to collaborate closely with the Office of Career and Technical Education to ensure appropriate plans for students with disabilities.

Baseline Data for FFY 2004 (2004-2005):

The baseline data for 2003-2004 is included in the South Carolina AYP report. South Carolina used the following methodology in calculating its graduation rates in 2003-04:

1. Identify CURRENT students starting the 9th grade for the first time four years prior to the graduation year.
2. Identify DROPOUTS starting the 9th grade for the first time four years prior to the graduation year.
3. Identify EARLY GRADUATES (State High School Diplomas only) starting the 9th grade for the first time four years prior to the graduation year.
4. Identify CURRENT YEAR GRADUATES (State High School Diplomas only) starting the 9th grade for the first time four years prior to the graduation year.

Graduation Rate equals the number of EARLY GRADUATES plus CURRENT YEAR GRADUATES divided by CURRENT plus DROPOUTS plus CURRENT YEAR GRADUATES.

Percentage of Students with Disabilities Graduating with a Diploma

	2003-2004	2004-2005
Disabled	35.7	34.3

Data Source: No Child Left Behind Adequate Yearly Progress Report for South Carolina

Discussion of Baseline Data:

South Carolina submitted a plan for AYP purposes to the United States Department of Education, which was approved. In this plan, 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, which should provide more accurate data concerning students with disabilities. South Carolina proposed the change because the Individuals with Disabilities Education Improvement Act (2004) allows students with disabilities to receive services through age 21. This change provides additional time to complete requirements for a high school diploma if determined appropriate by the IEP team.

For the baseline year of FFY 04, South Carolina reported through the No Child Left Behind Adequate Yearly Progress Report that 34.3% of the students with disabilities graduated with a diploma.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (34.3%)

2006 (2006-2007)	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (36.3%)
2007 (2007-2008)	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (38.3%)
2008 (2008-2009)	The percentage of youth with disabilities graduating with a high school diploma will increase by at least 2 percent annually, but not less than the overall graduation rate. (40.3%)

In December 2010, in order to be in compliance with OSEP guidelines, new targets were set for graduation. The targets are the consistent with the South Carolina ESEA graduation targets.

FFY 2009	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).
FFY 2010	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)
FFY 2011	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)
FFY 2012	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)

In 2009, the SCDE adopted this recommendation from the Education Oversight Committee: The graduation rate goal should be 88.3% for schools, districts, and the state, achieved by 2014. This goal is based on the percentage of students achieving a high school diploma on time, using the National Governor’s Association compact on calculation.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Overview of Issue/Description of System or Process:

South Carolina is working to decrease the number of students with and without disabilities dropping out of school, thus enabling them to transition to postsecondary education and/or meaningful employment. The South Carolina State Board of Education defines a dropout as any student who leaves school for any reason, other than death, prior to graduation or completion of a course of study and without transferring to another school or institution. Students without disabilities are not counted as dropouts if they enroll in an adult education program leading to a high school diploma or Graduate Equivalency Diploma. The Office of Safe and Drug Free Schools collects the data on dropout rates for students with and without disabilities using this definition through a state-wide data collection system, School Administrative Student Information (SASI).

Policies and Procedures for the Collection of School Dropout Data, July 2005, has a slightly different definition of “dropout”. If a student holds a state certificate or a district special education certificate and is either a student with a disability who has completed the requirements of his/her IEP, is a student with a severe disability who has reached the age of twenty-one, or is a student with a severe disability who has entered a residential or day care facility, the student is not counted as a dropout. This is not the definition used in the data collection by the Office of Safe and Drug Free Schools.

South Carolina has one academic diploma as discussed in Indicator 1. The IDEA ‘04 requires the IEP team to make decisions concerning school completion. To place all students with disabilities on the high school diploma course of study removes the individual decision for each student, which would deny a free appropriate public education (FAPE).

Baseline Data for FFY 2004 (2004-2005):

The dropout rate is the proportion of students who, during a single year, leave high school without completing a program of study and do not transfer to another institution. The dropout rate is calculated by the number of dropouts in grades 9 through 12 that are reported as of October 1st. These numbers are then divided by the number of students enrolled in grades 9 through 12 as of October 1st. These numbers are then multiplied by 100.

Number of student dropouts as of October 1st (9th through 12th grade) divided by number of students enrolled as of October 1st (9th through 12th grade) times 100.

	2003-2004	2004-2005
Number of Disabled Dropouts	2075	1309
Disabled Drop Out Rate	1.1%	.66%

Discussion of Baseline Data:

South Carolina’s dropout rate for students with disabilities for FFY 04 was .66%. This data source was from the Office of Safe and Drug Free Schools.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The drop out rate for students with disabilities will decrease by at least .02 percent annually, but not less than the drop out rate for nondisabled students.
2006 (2006-2007)	The drop out rate for students with disabilities will decrease by at least .02 percent annually, but not less than the drop out rate for nondisabled students.
2007 (2007-2008)	The drop out rate for students with disabilities will decrease by at least .02 percent annually, but not less than the drop out rate for nondisabled students.
2008 (2008-2009)	The drop out rate for students with disabilities will decrease by at least .02 percent annually, but not less than the drop out rate for nondisabled students.
2009	The drop out rate for students with disabilities will decrease by at least .02 percent

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(2009-2010)	annually, but not less than the drop out rate for nondisabled students.
2010 (2010-2011)	The drop out rate for students with disabilities will decrease by at least .02 percent annually, but not less than the drop out rate for nondisabled students.
FFY	Measurable and Rigorous Target
2008	Baseline: The dropout rate for students with disabilities is 5.6%
2009	The dropout rate for students with disabilities will decrease to 5.4%
2010	The dropout rate for students with disabilities will decrease to 5.2%
2011	The dropout rate for students with disabilities will decrease to 5%
2012	The dropout rate for students with disabilities will decrease to 4.8%

Beginning in FFY 2008, dropout rate targets were revised in order to comply with OSEP guidelines. The drop-out rate measure is the same used for ESEA reporting. South Carolina does not have ESEA drop-out targets. These targets were set by the constituent group.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

Monitoring Priority: FAPE in the LRE**Indicator 3:****Participation and performance of children with IEPs on statewide assessments:**

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

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

Measurement:

- A. 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.
- 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 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)].

Overview of Issue/Description of System or Process:

All students with disabilities participate in statewide assessments with or without accommodations or in an alternate assessment measured on alternate achievement standards for the grade in which students are enrolled. The following is a brief description of the high stakes accountability program in South Carolina:

South Carolina Readiness Assessment (SCRA)

SCRA is a standards-based adaptation of the Work Sampling System, designed for use throughout the kindergarten and first grade years. (discontinued)

Palmetto Achievement Challenge Test (PACT)

The PACT was administered in grades 3-8 until FFY 08 and included English language arts, mathematics, science and social studies tests. Students received a scale score and a categorical score of Below Basic, Basic, Proficient, or Advanced. The PACT was administered in the spring of each year. (discontinued)

Palmetto Assessment of State Standards (PASS)

The South Carolina Department of Education developed a new statewide assessment program for students in grades 3 through 8 in 2008. The new program, known as the Palmetto Assessment of State Standards (PASS), is aligned to the state academic standards and includes tests in writing, English language arts (reading and research), mathematics, science, and social studies. The PASS test results will be used for school and school district accountability purposes beginning with the 2008-09 school year. The assessment results will also be used for federal accountability purposes (No Child Left Behind).

For each PASS test, 3 overall performance levels will be reported:

- Exemplary – the student demonstrated exemplary performance in meeting the grade level standards.
- Met – the student met the grade level standards.
- Not Met – the student did not meet the grade level standards.

PACT-Alt and HSAP-Alt

The PACT-Alt was a portfolio-based assessment system that was developed to meet the needs of students with significant cognitive disabilities who could not participate in the PACT assessment even with accommodations and/or modifications. Portfolios contained evidence of student performance relative to progress within the content areas of the South Carolina Curriculum Standards.

In the spring of 2006, the state piloted a task-based alternate assessment field test in English language arts and mathematics. Science and social studies were field tested in the fall of 2006. The new assessment is the South Carolina Alternate Assessment Program (SC-ALT).

The SC-Alt is an alternate assessment for students with significant cognitive disabilities who are assessed against alternate achievement standards as they are unable to participate in the general PASS or HSAP assessment program even with accommodations. The SC-Alt is administered to students who meet the participation guidelines for alternate assessment and who are ages 8-13 and age 15 as of September 1 of the assessment year. (These are the ages of students who are typically in grades 3-8 and 10).

The assessment consists of a series of performance tasks that are linked to the grade level academic standards although at a less complex level. Each task is aligned to a measurement guideline and assessment standard linked to the grade level content. The SC-Alt replaced the PACT-Alt and HSAP-Alt assessments for the 2006-07 school year.

High School Assessment Program (HSAP)

The HSAP is used to measure students' academic achievement on high school standards in accordance with the federal No Child Left Behind Act. The HSAP assess selected South Carolina academic standards in English language arts and mathematics that students have had the opportunity to learn by the end of the 10th grade. It meets both federal and state requirements.

Students in the second semester of their second year after their initial enrollment in the ninth grade take the HSAP as required for graduation with a South Carolina high school diploma. Students may take any section failed again in repeating years until the section is passed.

The High School Assessment Program - Alternate Assessment (HSAP-Alt)

HSAP-Alt was an assessment system for high school aged students with significant cognitive disabilities who cannot participate in the HSAP even with accommodations and/or modifications. The HSAP-Alt utilized performance tasks to assess students' mathematics and English language arts skill development. The performance tasks were scripted activities, which allowed the teacher to assess the student's learning on specific concepts and skills aligned with the South Carolina Curriculum Standards. This was replaced with the SC-Alt for the 2006-07 school year.

Participation of Students with Disabilities in Statewide Assessments

Rates of participation for students with disabilities on statewide assessments reflect the results of those students who are enrolled on the 45th day of school and remain enrolled continuously until the time of testing. These are the scores included in AYP calculations. South Carolina assessment policies prohibit students with disabilities from being excluded from testing. The policies provide for a variety of participation options. In the past, students with disabilities participated in the regular assessment with or without accommodations, with modifications (including an out-of-level assessment), or in an alternate assessment. Beginning in the spring of 2007, out-of-level- assessment will not be an option for students with disabilities. This termination is based on guidance provided by the U.S. Department of Education. Subsequently, students taking an out-of-level test will be considered as not tested for participation and proficiency purposes. As a result, the participation rate may decrease if many off-grade-level tests are administered and the school's/district's/state's AYP may be affected. South Carolina currently does not have modified achievement standards. The development of these standards could make the statewide assessment more accessible for students with disabilities who do not meet criteria for alternate assessment.

Performance of Students with Disabilities in Statewide Assessments

The performance of students with disabilities in English language arts and mathematics needs significant improvement to meet future AYP benchmarks. Over the past year, however, performance has improved. Proficiency rate data shows that middle school students with and without disabilities are the lowest performing.

Baseline Data for FFY 2011

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 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 USED 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 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. 66-7).

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 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 AIIPW in the PowerSchool ethnicity field)
 Disabled (coded as having a disability in the EFA1code 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, 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 96-7).

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 (AMO)

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 2017–18 school year based on guidance from the USED. South Carolina anticipates implementing assessment developed by the SMARTER Balanced Assessment Consortium during the 2014–15 school year.

The complete technical manual may be found here:
<http://ed.sc.gov/data/esea/2012/index.cfm>

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

FFY	Measurable and Rigorous Target
FFY 2011	<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><u>Percent of districts meeting proficiency goal -elementary (ELA and Math) 2.3%</u></p> <p><u>Percent of districts meeting proficiency goal -middle (ELA and Math) 0%</u></p> <p><u>Percent of districts meeting proficiency goal -high school (ELA and Math) 0%</u></p>

Baseline Data FFY 2011

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 2011–12 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 2011–12, there were 31 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 31 PPS schools also participate in the state’s SIG program. There are 15 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 2011–12 school year (by June 2012) will automatically be designated a priority school for 2012–13.

Improvement Activities/Timelines/Resources

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will increase to 35.3%.</p> <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%. (Not Met)</p> <p>C. Proficiency Rates:</p> <p>The performance of students with disabilities in English language arts scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p> <p>The performance of students with disabilities in math scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p>

<p>2006 (2006-2007)</p>	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will be 35.3% or above.</p> <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 increase to 95%.</p> <p>C. Proficiency Rates:</p> <p>The performance of students with disabilities in English language scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p> <p>The performance of students with disabilities in math scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p>
<p>2007 (2007-2008)</p>	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will be 35.3% or above.</p> <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%.</p> <p>C. Proficiency Rates:</p> <p>The performance of students with disabilities in English language arts scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p> <p>The performance of students with disabilities in math scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p>
<p>2008 (2008-2009)</p>	<p>A. Percent meeting AYP:</p> <p>The percent of districts meeting AYP objectives for progress in the disability subgroup will be 35.3% or above.</p>

	<p style="text-align: center;">B. Participation rate:</p> <p style="text-align: center;">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%.</p> <p style="text-align: center;">C. Proficiency Rates:</p> <p style="text-align: center;">The performance of students with disabilities in English language arts scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p> <p style="text-align: center;">The performance of students with disabilities in math scoring proficient and advanced will increase by 3% annually as measured by South Carolina state assessment.</p>
<p style="text-align: center;">2009 (2009-2010)</p>	<p style="text-align: center;">A. Percent meeting AYP:</p> <p style="text-align: center;">The percent of districts meeting AYP objectives for progress in the disability subgroup will be 66% or above.</p> <p style="text-align: center;">B. Participation rate:</p> <p style="text-align: center;">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%.</p> <p style="text-align: center;">C. Proficiency Rates:</p> <p style="text-align: center;">The performance of students with disabilities in grades 3-8 in English language arts meeting standard be 57.8% in Mathematics and 58.8% in English Language Arts as measured by South Carolina state assessment.</p> <p style="text-align: center;">The performance of high school students with disabilities in English language arts meeting standard be 70% in Mathematics and 71.3% in English Language Arts as measured by South Carolina state assessment</p>
<p style="text-align: center;">2010 (2010-2011)</p>	<p style="text-align: center;">A. Percent meeting AYP:</p> <p style="text-align: center;">The percent of districts meeting AYP objectives for progress in the disability subgroup will be 89% or above.</p> <p style="text-align: center;">B. Participation rate:</p> <p style="text-align: center;">The participation rate for children with IEPs on state accountability assessment in the areas of English language arts and math will remain at</p>

	<p style="text-align: center;">or above 95%.</p> <p style="text-align: center;">C. Proficiency Rates:</p> <p style="text-align: center;">The performance of students with disabilities in English language arts meeting standard be 79% in Mathematics and 79.4% in English Language Arts as measured by South Carolina state assessment</p> <p style="text-align: center;">The performance of high school students with disabilities in English language arts meeting standard be 70% in Mathematics and 71.3% in English Language Arts as measured by South Carolina state assessment</p>
<p style="text-align: center;">2011</p>	<p style="text-align: center;">A. Percent meeting AMO:</p> <p style="text-align: center;">See baseline data above</p> <p style="text-align: center;">B. Participation rate:</p> <p style="text-align: center;">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%.</p> <p style="text-align: center;">C. Proficiency Rates:</p> <p style="text-align: center;">The performance of elementary students with disabilities in English language arts meeting standard be 79% in Mathematics and 79.4% in English Language Arts as measured by South Carolina state assessment.</p> <p style="text-align: center;">The performance of high school students with disabilities in English language arts meeting standard be 90% in Mathematics and 90.3% in English Language Arts as measured by South Carolina state assessment.</p>
<p style="text-align: center;">2012</p>	<p style="text-align: center;">A. Percent meeting AMO:</p> <p style="text-align: center;">Percent of districts meeting proficiency goal -elementary (ELA and Math) 3.5%</p> <p style="text-align: center;">Percent of districts meeting proficiency goal -middle (ELA and Math) 1.2%</p> <p style="text-align: center;">Percent of districts meeting proficiency goal -high school (ELA and Math) 1.2%</p>

B. Participation rate:

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%.

C. Proficiency Rates:

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
2012–13	635	628	226		635	628	223

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

Monitoring Priority: FAPE in the LRE**Indicator 4:****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; and
- 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:

- A. 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.
- 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."

Overview of Issue/Description of System or Process:

South Carolina is using a percentage to accurately represent the extent to which students with disabilities were suspended/expelled in an LEA in comparison across LEAs. This percentage is calculated by dividing the number of special education students suspended or expelled by the special education enrollment times 100. This data is collected through the 618 data report, Table 5 Section A, Columns 3A, 3B, and 3C, Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than Ten Days of the Annual Report of Children Served. LEAs are rank ordered based on percentage of students with disabilities who are suspended and expelled greater than ten days. A significant discrepancy occurs when LEAs are three or more times above the state average for unduplicated count of suspensions and expulsions and for multiple suspensions and expulsions totaling more than ten days. Through the monitoring

process, the Department will ensure compliance in the districts identified as having significant discrepancies.

Change in definition of significant discrepancy: For the FFY 07 APR. South Carolina chose to revise the definition of “significant discrepancy” in order to ensure that the number of children with disabilities who were suspended or expelled for greater than 10 days was decreasing. Under the previous definition, the state average rose several years in a row, although the number of LEAs determined to be “significantly discrepant” did not. The revised definition uses a percentage to accurately represent the extent to which students with disabilities were suspended and expelled in each LEA. This percentage is calculated by dividing the number of special education students suspended or expelled in each individual district by the special education enrollment for that district times 100. This data is collected through the 618 data report, Table 1 Child Count and Table 5 Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than Ten Days of the Annual Report of Children Served. A significant discrepancy occurs when the district suspends more than four percent (4%) of their students with disabilities.

Baseline Data for FFY 2004 (2004-2005):

2004-2005 Reporting Period	
State Average	1.60%
Number of Districts Significantly Above State	
Average for Unduplicated Count of	
Suspensions/Expulsions	10 of 85
Percent significantly discrepant	11%

Discussion of Baseline Data:

South Carolina reported district data compared to the state average. During the 2003-2004 school year, the state average based on the 618 data was 1.17% for the unduplicated count of students with disabilities who were suspended or expelled for greater than ten days. For the 2004-2005 school year, the state average was 1.60% for the number of students with disabilities who were suspended or expelled for greater than ten days. For the 2005-2006 school year the state average was 1.88%. These averages were computed based on the LEAs and SOPs that reported suspensions and expulsions greater than ten days. Ten of the 88 LEAs and SOPs (11.36%) had a significant discrepancy in the number of suspensions and expulsions as defined by the Department. During the 2005-2006 school year, four districts (4.55%) were identified as having a significant discrepancy in the number of suspensions and expulsions. Orangeburg 03 was the only repeating district from the previous year.

Using the same calculation method as above, and using an N of >10, the OEC calculated the rate for the 2005-2006 school year of the number of suspensions and expulsions for greater than ten days of students with disabilities by ethnicity. We found that 12 (13.63%) of the LEAs and SOPs had a significant discrepancy. A significant discrepancy is defined as three times the state average for all students with disabilities. For 2005-2006 the state average was 1.88%. One district (Greenville) had a significant discrepancy in two ethnic categories (African-American and Asian).

For the 2004-2005 school year, districts that displayed the significant discrepancy were required to submit their discipline policies, practices and procedures for review to the state monitoring unit. When 2005-2006 data was analyzed, only one of the ten districts from the previous year continued to have a significant discrepancy. The district was then notified that it must immediately review and revise existing discipline policies, procedures and practices to ensure that they are consistent with the IDEA requirements. Previous guidance documents were also provided by the OEC. The district will be required to set measurable and rigorous targets that will provide evidence of a reduction in the percentage of students with disabilities who are suspended or expelled for greater than ten school days. The district is required to develop and implement improvement strategies designed to reach these targets. In addition, the district must develop a comprehensive tracking system for suspension and expulsion of students with disabilities for greater than ten school days. An analysis of the tracking reports must take place by District personnel on a monthly basis. The result of this analysis must be provided to the OEC monitoring team for review.

For districts that show significant discrepancy in an ethnic area, the state is requiring districts that districts submit their discipline policies, practices, and procedures for review to the state monitoring unit. They will also be required to review their data for discrepancies. Districts found to have non-compliant policies, practices, and procedures will receive technical assistance in their revision, and will be required to develop a tracking system for suspension and expulsion of students with disabilities by ethnic category.

FFY 2009 Indicator 4A Revision:

Beginning with the FFY 2009 APR, the OEC has revised its definition of significant discrepancy. South Carolina defines “significant discrepancy” for a district that has a relative risk ratio (RRR) exceeding 2.50, without group n-size consideration. The relative risk ratio compares the risk for suspensions and expulsions of greater than 10 days for students with IEPs from one district to the calculated risk for all other LEAs.

Relative risk ratio =

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

Where R= the risk; a= the number of SWD in OSS>10 days; b= the number of SWD NOT in OSS>10 days; i= the district for whom the risk is calculated; j=the district(s) not included in i.

For LEAs with RRR >2.50, it indicates that students with disabilities in the specific district are more than 2.5 times the risk of being suspended or expelled for greater than 10 days as compared to all other LEAs in the state.

Discussion of Indicator 4A Revised Baseline Data:

South Carolina collected data for eighty-eight LEAs and one state operated program (SOP). Calculations were completed for each of the 88 LEAs/SOP. Calculations reveal that these five LEAs were from two geographic regions of the state, historically known for communities with diminished economic capacities and community capital. Because of the calculation methodology, no LEA was excluded due to group (N) or subgroup (n) size. As a result all LEAs were included and reviewed to determine whether or not they met the criteria for “significant discrepancy” for Indicator 4A. Five LEAs were found to meet the definition of “significant discrepancy” for Indicator 4A. Calculations reveal that these five LEAs were from two geographic regions of the state, historically known for communities with diminished economic capacities and community capital.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2009 (using 2008-2009 data)	88	5	5.68%

Review of Policies, Procedures, and Practices *(completed in FFY 2009 using 2008-2009 data)*

For those five 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), 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 Individualized Education Programs (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 certain districts for additional or clarifying information.

The OEC reviewed self-assessment documentation for the five LEAs which were required to collect information and evidence regarding the development and implementation of IEPs, positive behavioral interventions and supports, and procedural safeguard, found in the regulations outlined above. OEC staff, with expertise in this area, found that all five LEAs had policies and procedures that comply with the required regulations governing long-term suspensions and expulsions of students with disabilities. The OEC found that only one LEA did not comply with 34 CFR § 300.530(d) in all instances. The LEA noted that it needed to improve its practice of providing parents with procedural safeguards.

As a result of this, the OEC is requiring the affected LEA to revise its policies and practices regarding providing services to students during periods of removals, when they are removed from their current placement. Pursuant to the general supervision activities of the OEC, the LEA has a finding of noncompliance for 34 CFR § 300.530(d), and is 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 IDEA. The LEA must implement a comprehensive plan for addressing the systemic issue, and is required to ensure that each individual case is corrected, unless the student is no longer within the jurisdiction of the LEA.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	4A: 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 is 5.68% (baseline).
2010 (2010-2011)	4A: 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 at or below 5.68%.
2011	4A: 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 at or below 5.18%.
2012	4A: 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 at or below 4.68%.

Indicator 4B

Beginning with the 2009 State Performance Plan (SPP) and Annual Performance Report (APR), the Office of Special Education Programs (OSEP) reinstated the requirement that local education agencies (LEAs) and the state education agency (SEA) report data and information on IDEA Part B Indicator 4B. South Carolina reported on Indicator 4B in its SPP and APR submitted February 1, 2011. Subsequent to both the submission and the receipt of OSEP’s response, the state learned

that the calculation methodology the state used did not comply with the expectations within the national discourse on determining significant discrepancies, by race and ethnicity, in the long-term suspensions and expulsions of students with Individualized Education Programs (IEPs). As a result, the state was required to revise its calculation methodology and definition of significant discrepancy for the FFY 2010 SPP and APR related to data from the 2009 – 2010 reporting year. The state complied with this requirement and has recalculated the 2009 – 2010 data using one of the approved approaches, and has subsequently updated its definition of significant discrepancy. As a result, Indicator 4B is presented in the SPP format.

Definition of Significant Discrepancy:

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:

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:

- a. African-American
- b. American Native
- c. Asian-American
- d. Hawaiian/Pacific Islander
- e. Hispanic
- f. White/Caucasian
- g. Two or more races

Significant discrepancy exists when any of the seven 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.

Baseline Data for Indicator 4B for FFY 2010 (using 2009-2010 data):

FFY 2010 Baseline Data (based upon FFY 2009 data):
 1.05% 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

Discussion of Baseline Data:

South Carolina collected data for ninety-seven LEAs and state operated programs (SOP). Of the ninety-seven LEAs, two did not meet the subgroup size in the calculation of the relative risk ratio. Analyses of the FFY 2009 data revealed that twelve 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 twelve LEAs represented each region of the state, and enrolled high numbers of students with disabilities. Of those twelve, one was found to have policies, procedures or practices that contributed to the significant discrepancy and did not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Year	Total Number of LEAs (that meet “n” size requirement)	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2009 (using 2008-2009 data)	95	12	12.63%

4B(b). 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,	Percent

		and procedural safeguards.	
FFY 2009 (using 2008-2009 data)	95	1	1.05%

Review of Policies, Procedures, and Practices

For the twelve 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 Individualized Education Programs (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 twelve LEAs which were required to collect information and evidence regarding the development and implementation of IEPs, positive behavioral interventions and supports, and procedural safeguard, found in the regulations outlined above. OEC staff, with expertise in this area, found that all twelve LEAs had policies and procedures that comply with the required regulations governing long-term suspensions and expulsions of students with disabilities. The OEC found that only one LEA’s practices did not comply with the regulations governing long-term suspensions and expulsions of students with disabilities in all instances. The regulations in question relate to 34 CFR § 300.530(e)(1), 300.530(d)(1)(ii), 300.530(e)(1), 300.500, and 300.530(h).

As a result of this, the OEC is requiring the 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 has a finding of noncompliance for Part B Indicator 4B, and is 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 IDEA. The LEA must ensure that each individual case of noncompliance has been corrected. The LEA must additionally review updated data of student files to ensure that it is correctly implementing the regulatory requirements. Finally, the LEA must implement a comprehensive plan for addressing the systemic issue.

To verify both prongs of the correction, the OEC is requiring the LEA to complete the following. To verify individual correction, the LEA must 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 must complete the self-assessment outlining how the specific policies, procedures, or practices have been corrected through a review of more recent updated data including revised policies and procedures, and a review of a subset of student folders who have been more recently suspended or expelled. The LEA must submit that documentation to the OEC for review and approval.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Reduce the percentage of districts that have a rate that is significantly discrepant from the state average from 11% to 10%. Collect baseline data on districts significantly above the state average for suspensions/expulsions by race.
2006 (2006-2007)	Reduce the percentage of districts that have a rate that is significantly discrepant from the state average from 10% to 9%. Reduce the percentage of districts that have a rate that is significantly discrepant from the state average for all students with disabilities in an ethnic category from 13.63% to 12.63%.
2007 (2007-2008)	New Baseline: Number of districts with a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year.- 29.4%
2008 (2008-2009)	Number of districts with a significant discrepancy in the rates of suspension and expulsions of children with disabilities for greater than 10 days in a school year will remain at or decrease from 29.4%
2009 (2009-2010)	4B: 0% of districts 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.
2010 (2010-2011)	4B: 0% of districts 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.
2011	4B: 0% of districts 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.
2012	4B: 0% of districts 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.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Overview of Issue/Description of System or Process:

The Office of Exceptional Children (OEC) must act to ensure that students with disabilities are educated in settings with their non-disabled peers to the maximum extent appropriate based on their unique needs. Special education and related services must provide the opportunity for students with disabilities to be involved in and progress in the general curriculum. Only after the individualized education program (IEP) team determines through a review of the present levels of academic achievement and functional performance that a student with a disability cannot participate with appropriate supplementary aids and services in the regular education setting should the student be removed from the regular class. To ensure the provision of a free, appropriate public education (FAPE) in the least restrictive environment (LRE), the OEC must provide support and assistance to local education agencies (LEAs), state operated programs (SOPs), Head Start programs, and families to guarantee that students with disabilities are involved in and progress in the general curriculum. Data for the submission of this indicator is taken from our 618 Child Count data report, Table One.

Baseline Data for FFY 2004 (2004-2005):

Percentage of Students Ages 6-21 with Disabilities Served in Different Educational Environment

	Students Served in Special Education > 60%	Students served in Special Education <21%	Students served in public or private separate schools, residential placements, or homebound/hospital settings
2003	18.82 %	48.00%	--
2004	19.45%	48.00%	--
2005	23.21%	49.31%	2.19%
2006	21.6%%	53.9%%	2.42%

Discussion of Baseline Data:

Trend data show that the percent of students served in more restrictive placements (more than 60% of the time) has decreased in the past year, after a three year increase. The latest available data from NCSEAM 2003-2004 part B ranked data released by OSEP February 2006 reveals that South Carolina is slightly above the national average for 2004 (18%), yet is among the lowest ranked states in the LRE data measurement of students removed from the regular class greater than 60% of the school day. Trend data also show that the percent of students served in special education less than 21% of the time has increased slightly. Data from 2006 show 2.36% of students were served in public or private separate school, residential placements, or homebound/hospital placements. This means that South Carolina is ranked fourteen out of sixty states and territories for this category.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 50.31%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 22.21%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
2006 (2006-2007)	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 51.31%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from</p>

	<p>regular class greater than 60% of the day to target of 22.21%.</p> <p>c Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
<p>2007 (2007-2008)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 52.31%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 20.21%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
<p>2008 (2008-2009)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 53.31%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 15.45%. (Revised target due to incorrect data)</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
<p>2009 (2009-2010)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 54.31%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 15.45%.</p> <p>c Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings.</p>
<p>2010 (2010-2011)</p>	<p>a. Increase by 1% from baseline the students with disabilities removed from regular class less than 21% of the day to target of 55.31%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 15.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or</p>

	homebound/hospital settings.
2011	<p>a. Increase from baseline the students with disabilities removed from regular class less than 21% of the day to target of 56%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 15.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings</p>
2012	<p>a. Increase from baseline the students with disabilities removed from regular class less than 21% of the day to target of 56%.</p> <p>b. Decrease by 1% from baseline the students with disabilities removed from regular class greater than 60% of the day to target of 15.45%.</p> <p>c. Maintain or decrease from 2.19% the students with disabilities served in public or private separate schools, residential placements, or homebound/hospital settings</p>

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.

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

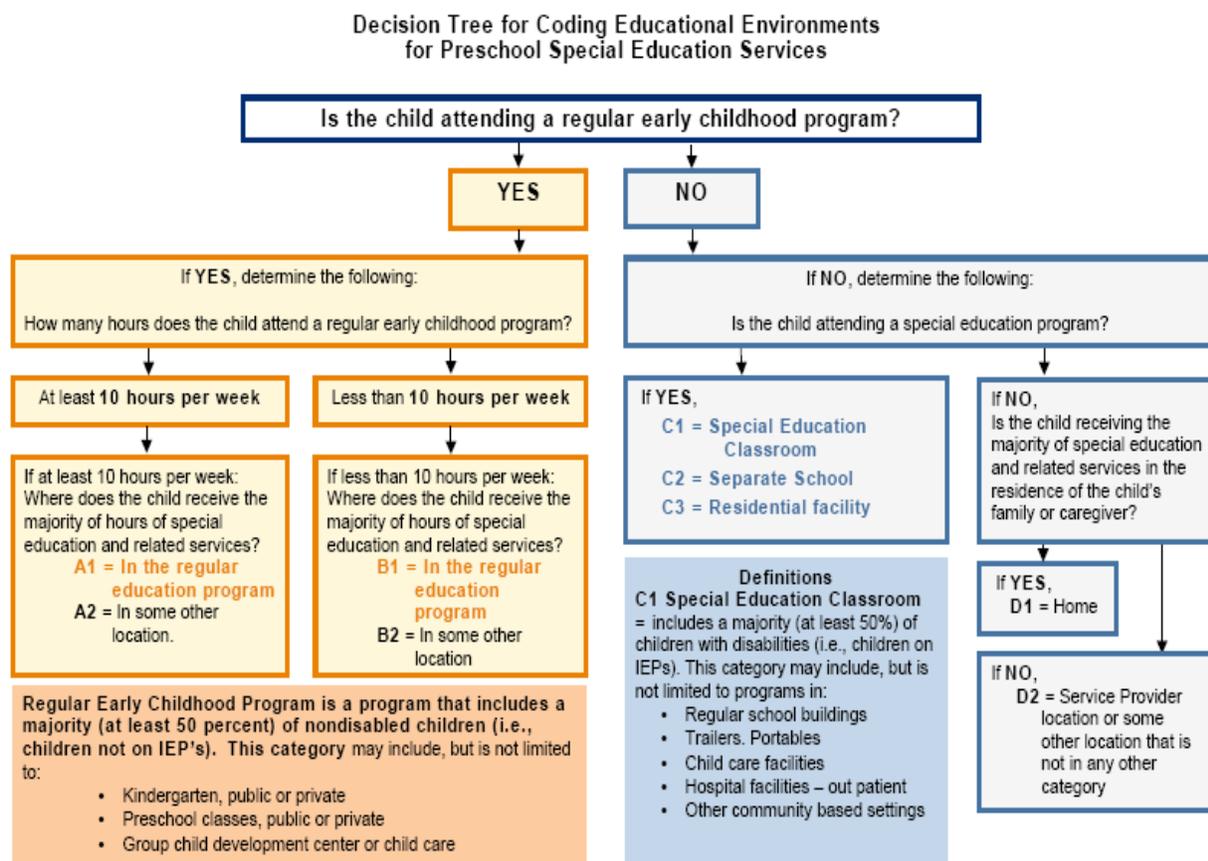
nondisabled, unless the IEP requires some other arrangement. All the various components of the IEP including levels of pre-academic, academic, and functional performance and goals, must be reviewed and considered by the IEP team in selecting the appropriate placement option for the child. In selecting 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/sec619/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	66.5	24.0
Numbers	7,227	2,604

Discussion of Baseline Data:

For the 2011 – 2012 reporting year, South Carolina had 66.5 percent of children with disabilities, ages three through five, in a regular education setting. Twenty-four percent were in separate special education classes, separate schools, or residential facilities. The remaining children (roughly ten percent) had LREs in 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.

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	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 66.5 percent. B. The percentage of children in separate special education classes, separate schools or residential facilities will be 24 percent.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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

level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

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

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

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

Measurement for Summary Statement 1:

Percent = # 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.

Overview of Issue/Description of System or Process:

South Carolina will ensure that preschool children with individualized education programs (IEPs) will 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 quality early intervention 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.

In preparing to report on preschool services to children in South Carolina in the FFY 2008 APR, the Office of Exceptional Children has collaborated with numerous organizations and has both received and provided targeted technical assistance and training. The OEC recognized the need to provide training on appropriate classroom/instructional assessment tools that can be used within programs, and began by offering training in the use of the Assessment, Evaluation, and Programming System (AEPS) and in AEPS Train-the-Trainer sessions in 2007.

The OEC also recognized the importance of ensuring that individuals working with preschool children with disabilities are familiar with the South Carolina Early Learning Standards. The Early Learning Standards (ELS) specify developmental expectations for preschool children. They are grouped around five areas of children's development including: Approaches to Learning, Social Emotional, Mathematics, Language and Literacy, and Physical Development and Health. They are supported by educational best practices and scientific research and are performance-based. Training on these topics provided opportunities for participants to thoroughly review and understand the standards; identify their indicators; and use them as a guide for decisions about an integrated curriculum, appropriate materials, and classroom environments that meet the developmental needs of all children. The OEC collaborated with other offices at the SCDE and with professional organizations such as the Early Childhood Outcomes Center and the National Early Childhood Technical Assistance Center to increase the training offerings. A three-day workshop on improving outcomes sponsored jointly by OEC and Instructional Promising Practices (general education) staff was offered at the 2009 Research to Practice Institute.

Additionally, OEC staff worked toward creating and improving policies and procedures to guide outcome assessment and measurement practices by:

- Attending the 2009 OSEP National Early Childhood Conference
- Participating in conference calls with ECO Center
- Participating in periodic conference calls with NECTAC

Training and technical assistance was also critical in providing information to both practitioners and stakeholders. Training and technical assistance was provided at and on the following topics:

- 2008 Research to Practice sessions (4) on "Using The Child Outcomes Summary Form (COSF): Getting Quality"
- 2009 Research to Practice Session on COSF Team example
- 2009 South Carolina Interagency Coordinating Council meetings

Finally, quality assurance and monitoring procedures were critical in order to ensure the accuracy and completeness of outcome data, and to improve the reliability of the instruments used by practitioners. These measures were enhanced through:

- 2009 BabyNet-First Steps Transition meetings
- South Carolina Advisory Council: Preschool Committee and Task Force (created)
- 2009 Conference Calls with Preschool Committee

In reporting the data for preschool students who received services outlined in Indicator 7, districts employed the Child Outcomes Summary Form (COSF). Data was reported to the OEC by the District Special Education Coordinators and/or Preschool Services Coordinator. For each preschool student who received services covered by Indicator 7, the following data were provided to the OEC:

1. District (LEA) Name
2. District/Agency Code (BEDS)
3. Non-identifiable Student ID
4. Student's date of birth

5. School Program Name
6. Entry Date
7. Outcome 1 (Entry)
8. Outcome 2 (Entry)
9. Outcome 3 (Entry)
10. Exit Date (if available)
11. Outcome 1 (Exit, if available)
12. Progress (Yes or No)
13. Outcome 2 (Exit, if available)
14. Progress (Yes or No)
15. Outcome 3 (Exit, if available)
16. Progress (Yes or No)
17. OSEP Category Outcome 1 (a-e)
18. OSEP Category Outcome 2 (a-e)
19. OSEP Category Outcome 3 (a-e)

Encrypted data was faxed or submitted online to the OEC in the Fall 2009. OEC staff reviewed the data and conducted quality reviews of the data to ensure accuracy of the data for each individual preschool student. These quality review measures included:

1. Determination of age of the preschool child as being aged 3-6 years at the entry point. Errors (i.e., keystroke entry errors) were reported to the LEA for clarification and revision.
2. Length of services to determine that the length of services covered by Indicator 7 was, at a minimum, six months. For preschool services to children which were less than three months, LEAs were contacted for clarification and revision. If the length of services was confirmed as less than six months, the student data was not included in the exit analyses.
3. Missing data – if any of the 9-20 data categories listed was missing, LEAs were contacted to review and provide accurate data.

Three outcomes for Indicator 7 were measured at two points – entry into preschool services and exit from preschool services. The three OSEP outcomes measured are:

- 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 to meet their needs.

At both entry and exit from preschool services, the preschool services team reaches a consensus on the level of functioning on each of the three outcomes along a 7-point Likert scale where the level of functioning ranges from:

1. Not Yet
2. -----
3. Emerging
4. -----
5. Somewhat
6. -----

7. Completely

Entry data were tracked for each preschool student for each of the three outcomes along the seven-point Likert scale determined upon entry, where 1 indicates the Outcome is “Not Yet” to seven where the outcome is “Completely” present. Exit data were tracked for each preschool student for each of the three outcomes along the seven-point Likert scaled determined upon exit, where 1 indicates the Outcome is “Not Yet” to seven where the outcome is “Completely” present.

Using the COSF Excel spreadsheets provided by each LEA, calculations of the three Outcomes of the OSEP categories were determined by comparing entry and exit data to generate the five OSEP progress categories, where:

- a. Did not improve,
- b. Improved but not sufficient to move nearer to same-aged peers,
- c. Improved to a level nearer to same-aged peers but did not reach it,
- d. Improved to reach a level comparable to same-aged peers, or
- e. Maintained functioning at level comparable to same-aged peers.

To determine how the changes in Likert scoring correspond to the five reporting OSEP categories, South Carolina’s analysis was determined by the following:

a. Percent of children who DID NOT improve functioning	<ul style="list-style-type: none"> • Rated lower at exit than entry; OR • Rated 1 at both entry and exit; AND • Scored “No” on the progress question (b)
b. Percent of children who improved functioning, but not sufficient to move nearer to same-aged peers	<ul style="list-style-type: none"> • Rated 5 or lower at entry; AND • Rated the same or lower at exit; AND • Scored “Yes” on the progress question (b)
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	<ul style="list-style-type: none"> • Rated higher at exit than entry; AND • Rated 5 or lower at exit
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	<ul style="list-style-type: none"> • Rated 5 or lower at entry; AND • Rated 6 or 7 at exit
e. Percent of children who maintained functioning at a level comparable to same-aged peers	<ul style="list-style-type: none"> • Rated 6 or 7 at entry; AND • Rated 6 or 7 at exit

Baseline Data for FFY 2004 (2004-2005):

For FFY 2008, 5031 students were enrolled in preschool early intervention services. Of these 5031 students, 971 exited preschool services with a minimum of six months of services provided to them in FFY 2008. Eighty-five districts and state operated programs (SOPs) provided data for children receiving pre-school services in FFY 2008.

Of the 971 students exiting preschool services in FFY 2008, the following table displays the numbers and percentages by the five OSEP outcomes along the three dimensions of development measured.

Progress Data for Preschool Children Exiting in 2008-2009

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	13	1.34%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	86	8.86%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	197	20.29%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	330	33.99%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	345	35.53%
Total	N=971	100.00%
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	13	1.34%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	106	10.92%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	249	25.64%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	288	29.66%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	315	32.44%
Total	N=971	100.00%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	10	1.03%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	58	5.97%

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c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	102	10.50%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	261	26.88%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	540	55.61%
Total	N=971	100.00%

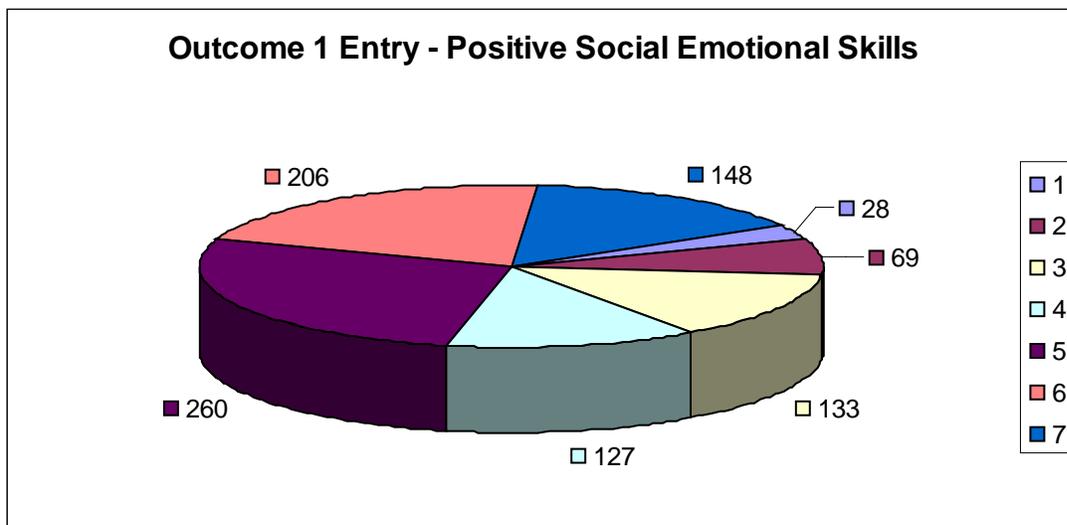
Baseline Data for Preschool Children Exiting in 2008-2009

Summary Statements	% of children
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	84.19%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	69.52%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	81.86%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	62.10%
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	84.22%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	82.49%

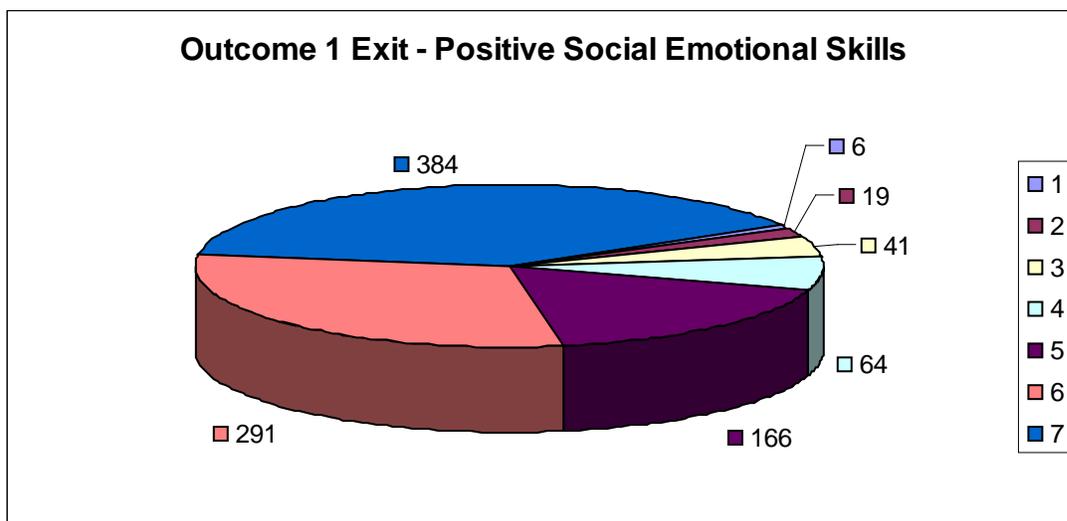
Discussion of Baseline Data:

With regards to baseline data for FFY 08, Summary Statement One ranged from 82% to 84%, while Summary Statement Two ranged from 62% to 83%. The analyses for these statements are based on progress data from 971 preschoolers who exited early intervention services in FFY 2008. These 971 students make up approximately 20% of preschool students receiving services in FFY 2008. Finally, between both the number of students exiting in FFY 2008 as well as the number of LEAs reporting data, the SCDE feels these data are fairly representative.

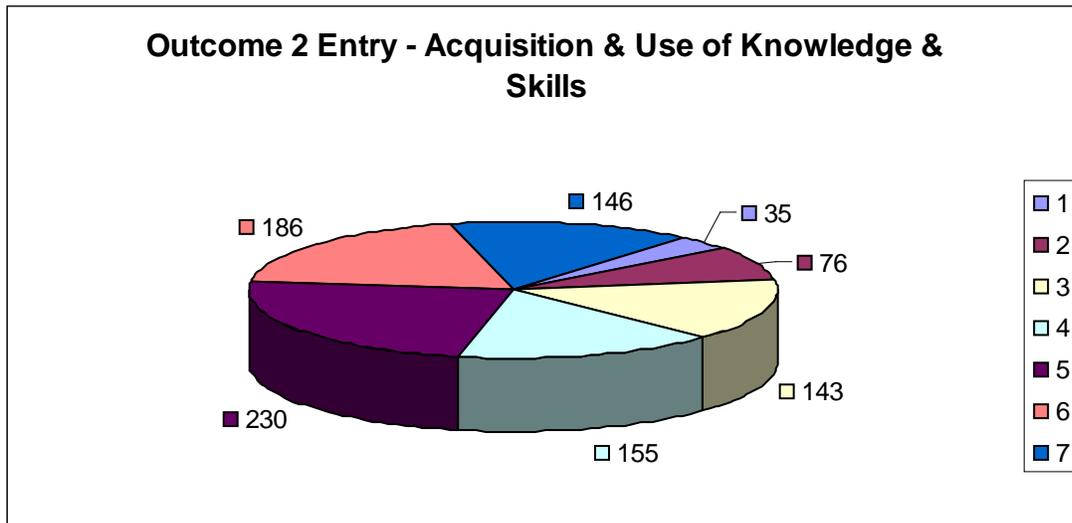
Of the 5031 students who were enrolled into preschool services in FFY 08, 971 had data to denote their progress upon exiting. For the 971 preschoolers who exited services, both their entry and exit data were analyzed. For Outcome One and Two, the data suggest that many students entered the program in the mid to upper functional levels (Levels 3-6), while they left in much larger numbers between Levels 5 and 7.



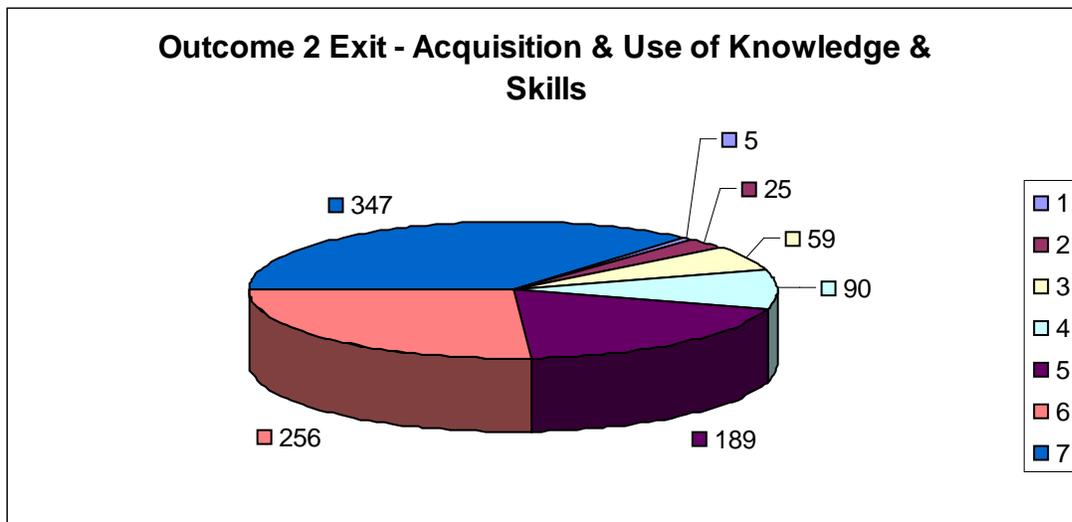
NOTE: Reads 1-7 clockwise, starting with 28



NOTE: Reads 1-7 clockwise, starting with 6

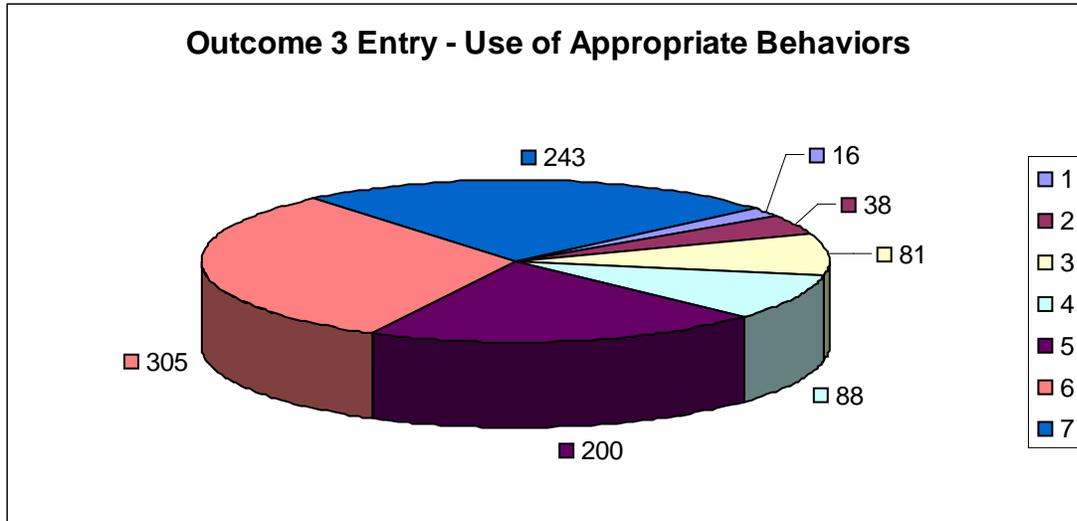


NOTE: Reads 1-7 clockwise, starting with 35

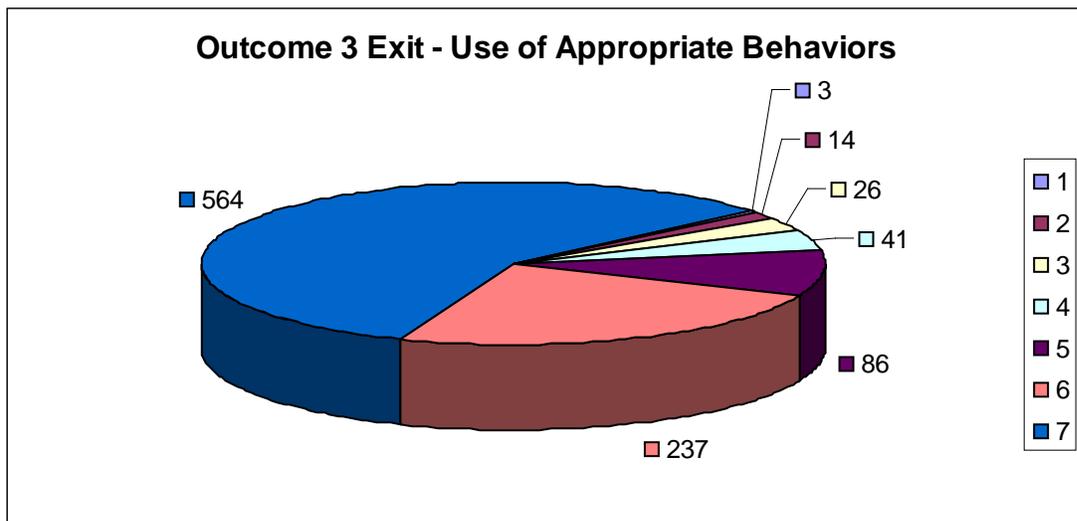


NOTE: Reads 1-7 clockwise, starting with 5

For Outcome Three, most entered in the upper levels (5-7), yet exited in much larger numbers at Level 7.

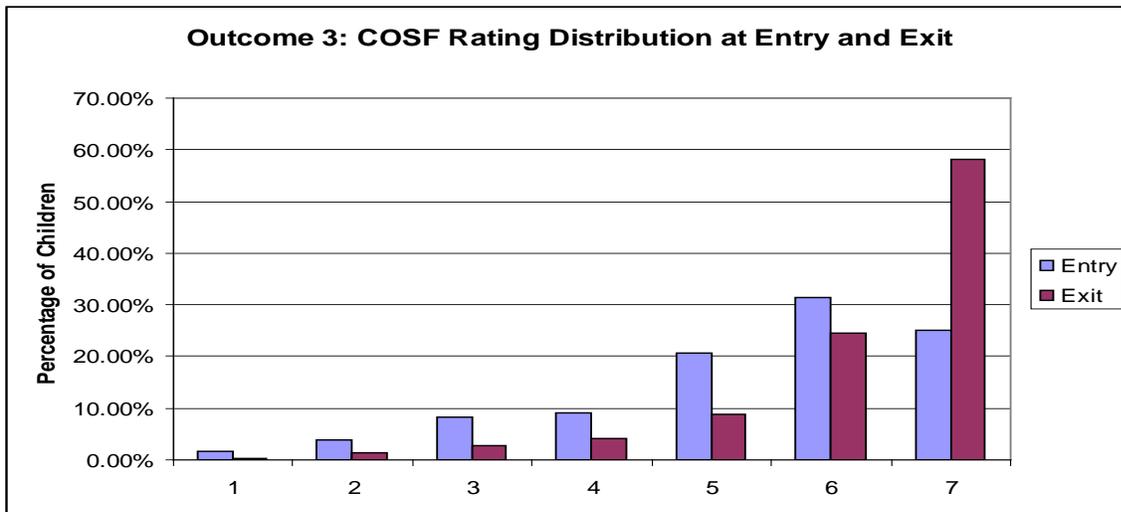
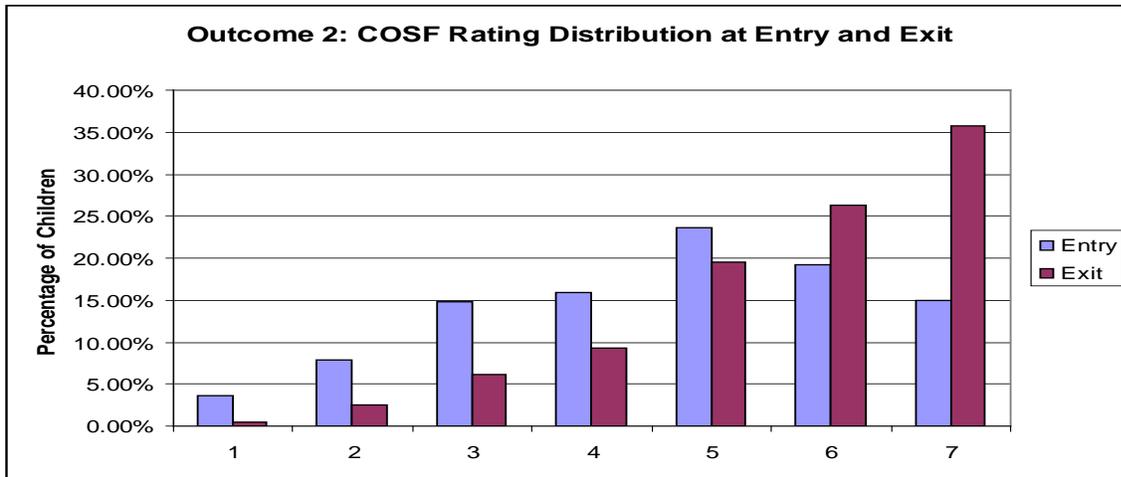
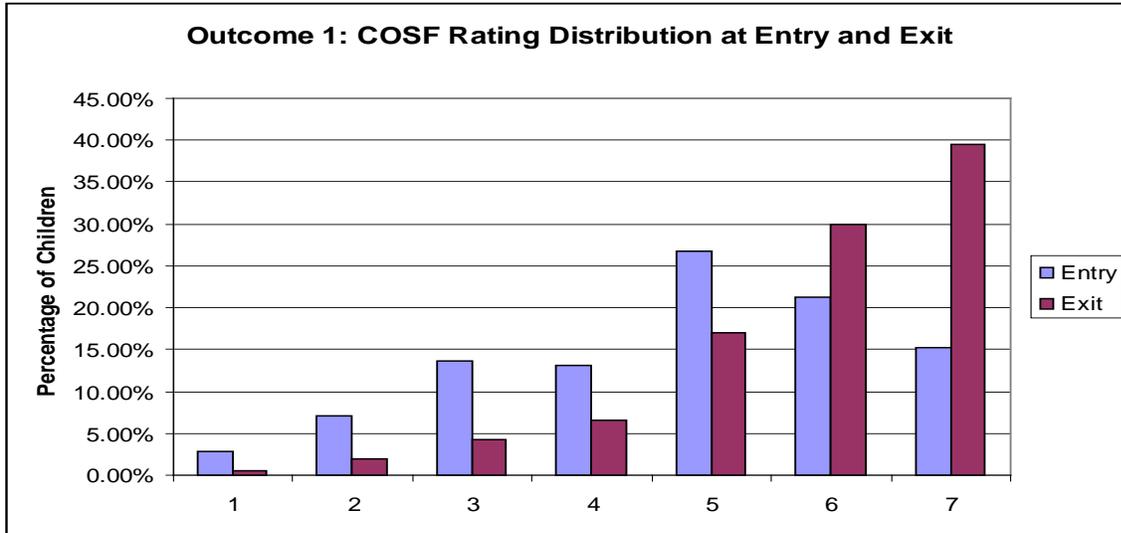


NOTE: Reads 1-7 clockwise, starting with 16



NOTE: Reads 1-7 clockwise, starting with 3

In comparing distributions by Entry and Exit, for Outcome One, slightly more than 25% of students entered at Level 5, while approximately 40% exited at Level 7. For Outcome Two, close to 25% are entering at Level 5 and approximately 35% are exiting at Level 7. For Outcome 3, slightly more than 30% enter at Level 6 and nearly 60% exit at Level 7. These graphed data follow.



Data from the progress categories reveals that most preschool students exited the program at level “d” – children who improved functioning to reach a level comparable to same-aged peers and level “e” – children who maintained functioning at a level comparable to same-aged peers.

For Outcome Three, over 50% of students exited at progress level “e.” Few students (<1.50%) exited at Progress “a”, and less than 11% exited at Progress “b.”

With regards to baseline data for FFY 08, Summary Statement One ranged from 82% to 84%, while Summary Statement Two ranged from 62% to 83%. The analyses for these statements are based on progress data from 971 preschoolers who exited early intervention services in FFY 08.

Targets for Preschool Children Exiting in FFY 2009 (2009-2010) and FFY 2010 (2010-2011) and Reported in Feb 2011 and 2012

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% 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.	84.19%	85.19%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	69.52%	70.52%
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.	81.86%	82.86%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	62.10%	63.10%
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.	84.22%	85.22%
2. The percent of children who were functioning within age expectations in Outcome C by the time	82.49%	83.49%

they exited the program.		
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REVISED TARGETS FOR FFY 2010-FFY 2012

Summary Statements	Targets FFY 2009 (% of children)	Targets FFY 2010 (% 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.	84.19%	84.69%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	69.52%	70.02%
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.	81.86%	82.36%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	62.10%	62.60%
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.	84.22%	84.72%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	82.49%	82.99%

Summary Statements	Targets FFY 2011 (% of children)	Targets FFY 2012 (% 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%	85.69%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	70.52%	71.02%
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%	83.36%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	63.10%	63.60%
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%	85.72%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	83.49%	83.99%

In FFY 07, South Carolina reported data on sixty (n=60) preschool children who had entered and exited preschool services. For this FFY 08 APR, there were 5031 students receiving preschool services, of which 971 exited. The target setting involved obtaining input from stakeholders, including the South Carolina Advisory Council’s Preschool Subcommittee and the Preschool Task Force, review of the dataset by OEC staff, and input from experts at ECO, who work extensively with other SEAs in target setting for preschool outcomes.

The FFY 07 dataset was too small (n=60) to accurately reflect and represent the trends of preschool children who entered and exited preschool services. The FFY 08 dataset is more representative of trends by virtue of a larger number of children (n=971). In that light, setting these targets for FFY 2009 and 2010 allows for the stabilization of fluctuating statistics for both Outcomes Summary Statements One and Two, given the variability of the numbers of students enrolled and the increasing reliability of the ratings instrument. Furthermore, the data will become more representative as the numbers of preschool children who receive services increase. Finally the OEC foresees increased reliability in the ratings given to children as preschool educators and LEAs receive more technical assistance and training with regard to the COSF instruments.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

Monitoring Priority: FAPE in the LRE**Indicator 8:**

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

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

Overview of Issue/Description of System or Process:

The population of interest consists of parents of children ages 3 to 21 years who are receiving special education services. In the past South Carolina has sought to collect data concerning parent participation in IEP meetings, but has not sought data concerning parent reports that schools facilitated their involvement in meetings.

The December 1, 2005, South Carolina child count indicates there were 108,756 students with IEPs in the state of South Carolina. Multiple sources of sampling guidance (e.g., <http://www.surveysystem.com/sscalc.htm>), concur in suggesting that for a population equal to or greater than 100,000, a sample size of 384 is adequate to achieve a 95% confidence level in conjunction with a confidence interval (expressed in terms of responses to individual dichotomous survey items) of 5%. Given the high reliability of the NCSEAM measurement instrument, the same figures can be used as reasonable guidelines for required sample sizes to achieve similar results. Consequently, a representative sample of parents of children in kindergarten through age 21 years will be used to address this indicator. The detailed sampling plan follows this indicator.

The Part B (K-21) scale entitled "Schools' Efforts to Partner with Parents," which consists of twenty-five items and developed by NCSEAM, will be used to assess the scope and sequence of parent involvement efforts made by schools.

The state of South Carolina is comprised of 85 school districts, one of which has an average daily attendance enrollment of over 50,000 students. This district will be included in the K-12 sample each year.

South Carolina contracted with Dr. William Fisher and the Avatar Company to administer the survey and analyze the resulting data. South Carolina will adhere to the standard recommended by NCSEAM’s national stakeholder group in calculation of the percentage of parents with measures at or above a level indicating their perception that schools facilitated their involvement.

Financial and state budget processes caused the OEC to be unable to conduct the parent survey by the due date of February 2, 2007. We experienced a change in state leadership that resulted in many procedural changes that delayed the process. Avatar administered the survey to the initial cohort of districts in the spring of 2006. The survey will be administered to the next cohort in the fall of 2007.

Baseline Data for FFY 2004 (2004-2005):

Survey Date	Percent of parents who report that schools facilitated their involvement
Spring 2006	29%

Discussion of Baseline Data:

Raw baseline data showed that twenty-nine percent of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Since the survey data was collected at such a late point in the cycle, the OEC elected to keep the baseline target for 2006 the same. The second survey followed the first survey at such a close proximity; the results should be very similar.

The future targets were set using the improvement calculator supplied by the National Center for Special Education Accountability Monitoring (NCSEAM) at <http://www.monitoringcenter.lsuhs.edu/CALCULATOR/Calculator.html>.

In order to expand the targets for an additional two years, the OEC has elected to resample the districts in years 1 and 2 of the sampling plan, with the addition of one new school district for FFY 2011 and the addition of several state operated programs in both years.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	29 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. (Baseline)
2006 (2006-2007)	At least 29 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.

<p>2007 (2007-2008)</p>	<p>29.61 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.</p>
<p>2008 (2008-2009)</p>	<p>30.22 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.</p>
<p>2009 (2009-2010)</p>	<p>30.83 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.</p>
<p>2010 (2010-2011)</p>	<p>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.</p>
<p>2011</p>	<p>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.</p>
<p>2012</p>	<p>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.</p>

SOUTH CAROLINA DEPARTMENT OF EDUCATION

*Sampling Plan for State Performance Plan (SPP)**Indicator 8/Parent Involvement*

Submitted November 2006

Background

The South Carolina Department of Education (SCDOE) is charged with assessing their performance relative to children with disabilities. As part of this comprehensive evaluation process, SCDOE must conduct research among parents or primary care givers of all children with IEPs implemented by one of the state's Local Education Agencies (LEA's). (Part B, Indicator 8).

The following sampling plan has been strategically developed to ensure that the SPP research:

- accurately and proportionately reflects the South Carolina audience and its relevant subsegments;
- accounts for non-response and other potential sampling biases and issues; and
- generates valid findings that are representative and comparable over time, as well as to other states.

The plan establishes general sampling guidelines, as well as specific operational steps, that should be followed by the data collection contractor each year during the State Performance Plan evaluation.

Strategy Overview and Summary of Recommendations

The following Sampling Plan provides a detailed description of requirements, strategy, stratification, and operational steps to achieve an annual sample mix that is representative of the state's IEP students. In addition, the Plan projects sample sizes and sampling error from which to estimate data reliability and project costs.

Below, however, is a brief summary of our recommended strategy and processes.

- 1) **Adhere to all directives established by the OSEP** for this study (i.e.: ensure representativeness of the sample each year; utilize probability sampling at least in year one; include LEAs with more than 50,000 students in the sample mix every year; include each LEA at least once over the 6-year survey period);

- 2) Utilize a **2-Stage sampling strategy**, first determining which LEAs to include each year and then, within those selected LEAs, choosing specific students (parents/care givers) to include in the sample;
- 3) In **Stage 1**: Stratify LEAs on the basis of size (Small, Medium, Large, and Ex-Large) and geographic region (Upstate, Midlands, and Coastal). Create 12 cells representing each combination of size and region. Categorize all LEAs into appropriate cells and implement stratified probability sampling to randomly select LEAs that represent a mix of each cell each year, ensuring representation of all LEA sizes and all regions of the state each year thus taking steps to ensure the representativeness of the sample each year. (Note: Greenville LEA is included in the mix each year because it has an average daily membership of more than 50,000 students. This leaves a balance of 84 LEAs to be included once over the 6-year period at a rate of 14 per year.)
- 4) Once the LEAs have been selected, implement **Stage 2** to select specific respondents from the LEAs. Option 1 (recommended) is to conduct a census of all students within the targeted LEAs for the year. If a census is determined to be cost prohibitive or, for some other reason, not practical, we recommend a combination sampling strategy involving a census of students (parents/primary care givers) from LEAs with less than 1,000 IEP students and a random sampling of students (parents/primary care givers) from LEAs with more than 1,000 IEP students using a stratified random sample technique based on school type (elementary school, middle school, or high school) with disproportionate allocation by school size (because some states have found that response rate decreases as student age increases). Option 2 will require statistical weighting of the data to ensure appropriate representation of each LEA's size.
- 5) **Monitor** respondent profiles each period and compare them to strata distributions and other population characteristics to identify the need for sampling modification and/or statistical weighting of survey data.
- 6) **Estimated sample size and sampling error for Year One**, based on an estimated return rate of 20% and the estimated number of returned questionnaires:

Option 1:

Mail out:	18,009
Returned:	3,602
Sampling Error:	1.5%

Option 2:

Mail out:	10,248
Returned:	2,050
Sampling Error:	2.0%

II. Population Characteristics and Classifications

The sample consists of clustering and segmentation at two general levels:

- 1) Local Education Agencies (districts) and Early Intervention Service providers (schools); and
- 2) Parents or primary care givers of all children with IEPs served within these LEAs (Indicator 8 only).

In preparation for detailing a sampling plan among these populations, the following tables provide a detailed profile of the characteristics, classifications, and proportionate distribution of segments at both levels.

LEA and EIS Distribution

Information regarding the total number and distribution of LEAs/districts and Early Intervention Service (EIS) providers/schools (including distribution by type of schools - elementary, middle, high) is outlined below.

- **Local Education Agencies/Districts**

- ✓ **Total.** There are a total of 85 LEAs/Districts in the state of South Carolina.
- ✓ **LEA Segmentation.** Each of the 85 LEAs in the state is listed below (Table 1) along with information relative to: region, number of schools, number of students with IEPs, and size classification. (NOTE: # of IEP Students is based on data provided by South Carolina DOE.)

Table 1: Characteristics of SC LEAs

<u>LEA</u>	<u>Region</u>	<u># of Schools</u>	<u># of IEP Students</u>	<u>Size</u>
Abbeville	Upstate	9	628	Medium
Aiken	Midlands	37	3,325	Ex-Large
Allendale	Coastal	4	279	Small
Anderson 01	Upstate	14	1,232	Large
Anderson 02	Upstate	7	817	Medium
Anderson 03	Upstate	4	519	Medium
Anderson 04	Upstate	5	458	Medium
Anderson 05	Upstate	14	2,196	Ex-Large
Bamberg 01	Coastal	4	349	Small
Bamberg 02	Coastal	3	182	Small
Barnwell 19	Midlands	3	208	Small
Barnwell 29	Midlands	3	253	Small
Barnwell 45	Midlands	4	473	Medium

SPP Part B

**South Carolina
State**

Beaufort	Coastal	26	2,302	Ex-Large
Berkeley	Coastal	36	4,591	Ex-Large
Calhoun	Midlands	4	318	Small
Charleston	Coastal	67	5,733	Ex-Large
Cherokee	Upstate	18	1,009	Large
Chester	Upstate	10	861	Medium
Chesterfield	Upstate	16	1,314	Large
Clarendon 01	Coastal	3	234	Small
Clarendon 02	Coastal	4	680	Medium
Clarendon 03	Coastal	3	197	Small
Colleton	Coastal	11	1,049	Large
Darlington	Midlands	18	2,250	Ex-Large
Dillon 01	Coastal	3	124	Small
Dillon 02	Coastal	6	490	Medium
Dillon 03	Coastal	3	239	Small
Dorchester 02	Coastal	16	2,512	Ex-Large
Dorchester 04	Coastal	5	339	Small
Edgefield	Midlands	8	765	Medium
Fairfield	Midlands	7	673	Medium
Florence 01	Midlands	18	2,567	Ex-Large
Florence 02	Midlands	3	245	Small
Florence 03	Midlands	8	827	Medium
Florence 04	Midlands	3	141	Small
Florence 05	Midlands	3	354	Small
Georgetown	Coastal	17	1,787	Large
Greenville	Upstate	75	11,059	Ex-Large
Greenwood 50	Upstate	14	1,579	Large
Greenwood 51	Upstate	3	240	Small
Greenwood 52	Upstate	4	195	Small
Hampton 01	Coastal	7	344	Small
Hampton 02	Coastal	3	253	Small
Horry	Coastal	40	5,614	Ex-Large
Jasper	Coastal	4	467	Medium
Kershaw	Midlands	16	1,495	Large

SPP Part B

**South Carolina
State**

Lancaster	Upstate	18	1,657	Large
Laurens 55	Upstate	10	1,136	Large
Laurens 56	Upstate	7	687	Medium
Lee	Midlands	6	544	Medium
Lexington 01	Midlands	19	2,977	Ex-Large
Lexington 02	Midlands	13	1,538	Large
Lexington 03	Midlands	4	398	Small
Lexington 04	Midlands	6	710	Medium
Lexington 05 (Rich/Lexington 05)	Midlands	18	2,187	Ex-Large
Marion 01	Coastal	4	523	Medium
Marion 02	Coastal	6	449	Medium
Marion 07	Coastal	4	211	Small
Marlboro	Coastal	12	736	Medium
McCormick	Upstate	3	152	Small
Newberry	Midlands	12	1,147	Large
Oconee	Upstate	19	1,993	Large
Orangeburg 03	Midlands	8	680	Medium
Orangeburg 04	Midlands	8	621	Medium
Orangeburg 05	Midlands	14	1,441	Large
Pickens	Upstate	24	2,278	Ex-Large
Richland 01	Midlands	43	3,786	Ex-Large
Richland 02	Midlands	22	2,542	Ex-Large
Saluda	Midlands	5	373	Small
Spartanburg 01	Upstate	8	804	Medium
Spartanburg 02	Upstate	13	1,063	Large
Spartanburg 03	Upstate	7	527	Medium
Spartanburg 04	Upstate	4	365	Small
Spartanburg 05	Upstate	9	1,052	Large
Spartanburg 06	Upstate	14	1,307	Large
Spartanburg 07	Upstate	12	1,518	Large
Sumter 02	Midlands	15	1,429	Large
Sumter 17	Midlands	11	1,272	Large
Union	Upstate	9	1,004	Large

Williamsburg	Coastal	14	1,202	Large
York 01	Upstate	7	861	Medium
York 02	Upstate	9	687	Medium
York 03	Upstate	21	2,304	Ex-Large
York 04	Upstate	9	819	Medium
TOTAL		1,040	108,756	

- ✓ **Total Distribution By Size.** Table 2 categorizes the LEAs into strata based on size (number of IEP students in the LEA) and identifies the proportional distribution of LEAs and IEP students based on this criterion.

Table 2: LEA Distribution by Size Strata

<u>LEA Size Strata</u>	Statewide			
	LEAs		IEP Students	
	N	%	N	%
Small (LEA with <400 IEP students)	23	27.1%	5,993	5.5%
Medium (401-900)	25	29.4%	16,316	15.0%
Large (901-2,000)	21	24.7%	28,224	26.0%
Ex-Large (2,001+)	16	18.8%	58,223	53.5%
TOTAL	85	100%	108,756	100%

- ✓ **Distribution By Region.** Ensuring appropriate representation of the sample by region is also relevant. Table 3 categorizes the LEAs by region and identifies the proportional distribution of LEAs and IEP students based on this criterion.

Table 3: LEA Distribution by Regional Strata

<u>Regional Strata</u>	Statewide			
	LEAs		IEP Students	
	N	%	N	%
Upstate	31	36.5%	42,321	38.9%
Midlands	29	34.1%	35,539	32.7%
Coastal	25	29.4%	30,886	28.4%
TOTAL	85	100%	108,756	100%

Table 4 provides information on the distribution of LEAs by size by region. (NOTE: Entries are in units/number of LEAs.)

Table 4: Categorization of SC LEAs by Size and Region

<u>Regional Strata</u>	LEA Size Strata			
	Small	Medium	Large	Ex-Large
Upstate	4	11	12	4
Midlands	8	8	6	7
Coastal	11	6	3	5
TOTAL	23	25	21	16

- ✓ **LEAs with an Average Daily Membership of 50,000+.** Only one LEA in South Carolina has an average daily membership of more than 50,000 students. It is Greenville, with 11,059 total IEP students.

Early Intervention Service Providers/Schools

- ✓ **Total.** There are a total of 1,040 Early Intervention Service Providers/ Schools in the state of South Carolina. (NOTE: This number is an estimate for the purposes of this plan. It is based on information available through online sources and may be revised based on actual SC DOE counts.)
- ✓ **By Type.** This total is divided into three categories of schools – elementary, middle and high. Table 5 identifies the proportional representation of each school type and the number of IEP students each represents. (*NOTE: The number of IEP students for this table is extrapolated from counts based on student age; ages 5-10 = elementary school, 11-13 = middle school, and 14-18 = high school.)

Table 5: School Distribution by Type

<u>School Type Strata</u>	Statewide			
	Schools		IEP Students*	
	N	%	N	%
Elementary	592	56.9%	45,648	44.6%
Middle	250	24.0%	22,941	22.4%
High	198	19.0%	33,666	32.9%
TOTAL	1,040	100%	102,255	100%

Special Ed Student Distribution

Within the LEAs, the target population consists of parents or primary care givers of all children with IEPs. The following tables summarize demographic information for this population.

Disability Category

Table 6: IEP Student Distribution by Disability

Disability Category	SC IEP Students	
	N	%
Specific Learning Disability	47,533	43.7%
Speech/Language Impairment	28,554	26.3%
Educable Mentally Disabled	9,994	9.2%
Other Health Impaired	7,352	6.8%
Emotional Disability	5,059	4.7%
Preschool Child w/ Disability	2,882	2.6%
Trainable Mentally Disabled	2,087	1.9%
Autism	2,005	1.8%
Hearing Impairment	978	0.9%
Orthopedic Impairment	812	0.7%
Profoundly Mentally Disabled	677	0.6%
Multiple Disabilities	362	0.3%
Visual Impairment	303	0.3%
Traumatic Brain Injury	152	0.1%
Deaf/Blind	6	<0.1%
TOTAL	108,756	100%

Race/Ethnicity

Table 7: IEP Student Distribution by Ethnicity

Race/Ethnicity	SC IEP Students	
	N	%
Caucasian	56,022	51.5%
African American	49,447	45.5%
Hispanic	2,543	2.3%
Asian/Pacific Islander	506	0.5%
American Indian/Alaskan	238	0.2%
TOTAL	108,756	100%

Age Level

Table 8: IEP Student Distribution by Age

Age	SC IEP Students	
	N	%
3 to 4	5,025	4.6%
5 to 10	45,648	42.0%
11 to 13	22,941	21.1%
14 to 18	33,666	31.0%
19 to 21	1,476	1.4%
TOTAL	108,756	100%

Gender

Table 9: IEP Student Distribution by Gender

Gender	SC IEP Students	
	N	%
Male	73,323	67.4%
Female	35,433	32.6%
TOTAL	108,756	100%

III. Assurance of Sample Representativeness

The purpose of a strategic sampling plan is to ensure that the sample is representative of the population it is trying to represent. Each step of the process set forth in this sampling plan has been established in an effort to ensure sample representativeness.

Some of these steps and controls include:

- ✓ Using a two-stage sampling plan, focusing on a representative mix of LEAs each year and then a representative mix of students within the LEA mix;
- ✓ The proposed sampling plan for Stage 1 is based on classifying each LEA into a cell based on size and region of the state (i.e.: cell 1 = small LEAs in the upstate, cell 2 = medium LEAs in the upstate, etc.). The specific combination of LEAs selected each year will reflect a random mix of LEAs from each of these cells. Establishing these parameters ensures that all regions of the state and all sizes of LEA are represented each year; and
- ✓ Including all LEAs in the sample mix at least once over the six-year measurement period.

Additionally, we recommend:

- ✓ Each year LEAs, educators, parent/teacher organizations and other stakeholders be informed of the study and guided to encourage parents of students with disabilities to complete and return the parent survey when requested by their school district;
- ✓ A cover letter should be sent with the survey instrument to introduce parents/primary care givers to the survey, explain its purpose, how the results will be used, and to ensure confidentiality of their responses;
- ✓ To minimize the potential bias of language issues, the cover letter will also indicate (in Spanish) that respondents can call and request a questionnaire in Spanish;
- ✓ The questionnaire will be mailed with a pre-addressed, postage-paid return envelope to encourage return;
- ✓ Letters will also include a “return by” date to encourage prompt response;
- ✓ A reminder postcard may be sent if response rate is lower than desired by the projected cut-off date; and
- ✓ The data collection contractor will need to review and monitor the population distribution each year to ensure that respondents are appropriately reflecting LEA size, school type, geographic region of the state, type of disability, student age, student ethnicity, and student gender. If necessary, weighting can be implemented at the data processing stage.

IV. General Sampling Strategy and Specifications

Assumptions and Requirements

The OSEP has identified several directives and requirements that impact the sampling plan. These requirements include:

Data for the study are to be collected annually over a six year period;

Sampling cannot be postponed until year 2 and the baseline must be based on a probability sample;

Each LEA is to be included at least once over the six years;

All LEAs with 50,000 or more students must be included in the sample each year;

Data must be able to be cross-tabbed at the LEA level;

Baseline period sampling must be based on a probability sample;

The data must be representative of the sample each year; and

“Relative to small districts, the State shall not report to the public or the Secretary any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available information is insufficient to yield statistically reliable information.”

Two-Stage Sampling Strategy

Based on the design parameters established by the OSEP, **we recommend a two-stage sampling process.**

Stage 1 relates to the selection of the LEAs to be included in the sample mix each year.

Stage 2 relates to the selection of specific students/parents (from the relevant LEAs) that will be included in the sample mix each year.

Details regarding strategic sampling recommendations, specifications and operational applications for each stage follow.

Stage 1: LEA Sampling

South Carolina has 85 LEAs/districts. One of the LEAs, Greenville, has an average daily membership of more than 50,000 and must be included in the sampling mix each year (per OSEP guidelines). All other LEAs will each be included once over the six-year data collection period. The specific mix each year will be determined through stratified probability sampling.

✓ **LEA Segmentation and Strata Development.** We have identified two general classification categories that are particularly relevant to LEA sampling and ensuring sample representativeness from year to year: 1) LEA size, and 2) region of the state.

1) *LEA Size Strata* are based on the total number of IEP students in the LEA. The four levels of size created for the purposes of this sampling plan include:

- Small – 400 IEP students or less
- Medium – 401 to 900 IEP students
- Large – 901 to 2,000 IEP students
- Ex-Large – 2001+ IEP students

Table 10 identifies the distribution and proportional representation of LEAs based on the LEA Size Strata.

Table 10: Distribution of LEAs by Size

LEA Size Strata	Statewide	
	N	%
Small (LEA with ≤400 IEP students)	23	27.1%
Medium (401-900)	25	29.4%
Large (901-2,000)	21	24.7%
Ex-Large (2,001+)	16	18.8%
TOTAL	85	100%

2) Regionally, the state is divided into three geographic clusters: Upstate, Midlands, and Coastal. Table 11 identifies the distribution and proportional representation of LEAs based on these Regional Strata.

Table 11: Distribution of LEAs by Region

Regional Strata	Statewide
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	N	%
Upstate	31	36.5%
Midlands	29	34.1%
Coastal	25	29.4%
TOTAL	85	100%

By combining the two strata groups, we then identify the number of LEAs, by size, in each region of the state. (NOTE: Cell entries are in units/number of LEAs.)

Table 12: Distribution of LEAs by Size by Region

Regional Strata	LEA Size Strata			
	Small	Medium	Large	Ex-Large
Upstate	4	11	12	4
Midlands	8	8	6	7
Coastal	11	6	3	5
TOTAL	23	25	21	16

- ✓ **Stratified Probability Sampling.** Stratified probability sampling involves dividing the population into non-overlapping, homogeneous subgroups that are then individually sampled. This ensures that you not only accurately represent the overall population, but also key subgroups of the population (LEA size and region in this application).

The cells in Table 12 represent the 12 subgroups we will use to develop our annual mix of LEAs for the sample – Upstate/Small; Upstate/ Medium; Upstate/Large; Upstate/Ex-Large; Midlands/Small; Midlands/ Medium; Midlands/Large; Midlands/Ex-Large; Coastal/Small; Coastal/ Medium; Coastal/Large; and Coastal/Ex-Large.

- ✓ **Randomization of LEAs into Cell Stratification.** As already indicated, the Greenville LEA has an average daily membership of 50,000 or more. Therefore, by OSEP requirement, it will be included in the sample every year. That leaves a balance of 84 LEAs to divide among the six years. This translates into 14 per year.

Each year, the goal of the plan is to represent a different LEA from each of the different cells in Table 12. Some cells, however, don't contain 6 LEAs/cases, while others contain more. Therefore, we have developed a random sampling plan to first determine the relative representation of each cell each year and then to randomly assign the LEAs in each cell to one of the six years.

For example, cell 1 has 4 LEAs. Because this is not enough to randomly distribute the LEAs across the 6 year plan, we first randomly identify which years (4 of the 6) will have an entry from cell 1. After this step is completed, we then randomly distribute the 4 entries in the cell to the specific years that have been determined to receive an entry. This is done by attaching a random number to each case in the cell and then assigning the cases to the selected years accordingly.

In cases where a cell has more than 6 LEAs, the same process is used to randomly identify which years have more than one entry from the given cell. This also allows for the yearly total of 14 LEAs (as opposed to 12 if just 1 entry were taken from each cell).

By following this plan, the annual number of LEAs included in the sample each year by size (in addition to Greenville and to the degree possible through random sampling):

- Small = 4 (approximately 27%);
- Medium = 4 (approximately 29%);
- Large = 3 (approximately 25%); and
- Ex-Large = 3 (approximately 19%).

And the annual number of LEAs included in the sample each year by geographic region (to the degree possible):

- Upstate = 5 (approximately 37%);
- Midlands = 5 (approximately 34%); and
- Coastal = 4 (approximately 29%).

This process will ensure the proper representation of LEAs by size and geographic region each year in the sample mix.

- ✓ **Implementation/LEA Sampling by Year.** According to these sampling guidelines, a breakout of the LEA sample mix by year follows.

Year 1:

Table 13: Number of LEAs per Cell/Year 1
(determined through random selection,
does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	1	2	2	0	36%
Midlands	2	2	1	1	43%
Coastal	1	1	0	1	21%
	29%	36%	21%	14%	100%

Specific Mix of LEAs/Year 1

- Spartanburg 4 (Upstate/Small)
- York 02 (Upstate/Medium)
- Anderson 04 (Upstate/Medium)
- Cherokee (Upstate/Large)
- Spartanburg 05 (Upstate/Large)
- Calhoun (Midlands/Small)

Saluda (Midlands/Small)
 Orangeburg 03 (Midlands/Medium)
 Orangeburg 04 (Midlands/Medium)
 Newberry (Midlands/Large)
 Lexington 01 (Midlands/Ex-Large)
 Allendale (Coastal/Small)
 Jasper (Coastal/Medium)
 Charleston (Coastal/Ex-Large)

Greenville

Year 2:

Table 14: Number of LEAs per Cell/Year 2
 (determined through random selection,
 does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	1	2	2	1	43%
Midlands	2	1	1	1	36%
Coastal	2	1	0	0	21%
	36%	29%	21%	14%	100%

Specific Mix of LEAs/Year 2

Greenwood 51 (Upstate/Small)
 Chester (Upstate/Medium)
 Spartanburg 03 (Upstate/Medium)
 Chesterfield (Upstate/Large)
 Spartanburg 02 (Upstate/Large)
 York 03 (Upstate/Ex-Large)
 Florence 02 (Midlands/Small)
 Barnwell 19 (Midlands/Small)
 Florence 03 (Midlands/Medium)
 Kershaw (Midlands/Large)
 Darlington (Midlands/Ex-Large)
 Clarendon 01 (Coastal/Small)
 Hampton 01 (Coastal/Small)
 Marlboro (Coastal/Medium)

Greenville

Year 3:

Table 15: Number of LEAs per Cell/Year 3
 (determined through random selection,

does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	0	1	2	1	29%
Midlands	1	2	1	1	36%
Coastal	2	1	1	1	36%
	21%	29%	29%	21%	100%

Specific Mix of LEAs/Year 3

- Anderson 03 (Upstate/Medium)
- Greenwood 50 (Upstate/Large)
- Oconee (Upstate/Large)
- Pickens (Upstate/Ex-Large)
- Barnwell 29 (Midlands/Small)
- Lexington 04 (Midlands/Medium)
- Edgefield (Midlands/Medium)
- Orangeburg 05 (Midlands/Large)
- Aiken (Midlands/Ex-Large)
- Bamberg 02 (Coastal/Small)
- Marion 07 (Coastal/Small)
- Marion 01 (Coastal/Medium)
- Georgetown (Coastal/Large)
- Berkeley (Coastal/Ex-Large)

Greenville

Year 4:

Table 16: Number of LEAs per Cell/Year 4

(determined through random selection,
does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	1	2	2	0	36%
Midlands	1	1	1	1	29%
Coastal	2	1	1	1	36%
	29%	29%	29%	14%	100%

Specific Mix of LEAs/Year 4

McCormick (Upstate/Small)
 Laurens 56 (Upstate/Medium)
 York 04 (Upstate/Medium)
 Laurens 55 (Upstate/Large)
 Anderson 01 (Upstate/Large)
 Florence 04 (Midlands/Small)
 Lee (Midlands/Medium)
 Sumter 02 (Midlands/Large)
 Lexington 05 (Richland/Lexington 05) (Midlands/Ex-Large)
 Bamberg 01 (Coastal/Small)
 Hampton 02 (Coastal/Small)
 Dillon 02 (Coastal/Medium)
 Williamsburg (Coastal/Large)
 Beaufort (Coastal/Ex-Large)

Greenville

Year 5:

Table 17: Number of LEAs per Cell/Year 5
 (determined through random selection,
 does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	0	2	2	1	36%
Midlands	1	1	1	1	29%
Coastal	2	1	1	1	36%
	21%	29%	29%	21%	100%

Specific Mix of LEAs/Year 5

Anderson 02 (Upstate/Medium)
 York 01 (Upstate/Medium)
 Lancaster (Upstate/Large)
 Spartanburg 07 (Upstate/Large)
 Anderson 05 (Upstate/Ex-Large)
 Florence 05 (Midlands/Small)
 Barnwell 45 (Midlands/Medium)
 Sumter 17 (Midlands/Large)
 Florence 01 (Midlands/Ex-Large)
 Dillon 03 (Coastal/Small)
 Clarendon 03 (Coastal/Small)
 Marion 02 (Coastal/Medium)
 Colleton (Coastal/Large)
 Dorchester 02 (Coastal/Ex-Large)

Greenville

Year 6:

Table 18: Number of LEAs per Cell/Year 6
(determined through random selection,
does not include Greenville)

	<u>Small</u>	<u>Medium</u>	<u>Large</u>	<u>Ex-Large</u>	
Upstate	1	2	2	0	36%
Midlands	1	1	1	2	36%
Coastal	2	1	0	1	29%
	29%	29%	21%	21%	100%

Specific Mix of LEAs/Year 6

- Greenwood 52 (Upstate/Small)
- Abbeville (Upstate/Medium)
- Spartanburg 01 (Upstate/Medium)
- Spartanburg 06 (Upstate/Large)
- Union (Upstate/Large)
- Lexington 03 (Midlands/Small)
- Fairfield (Midlands/Medium)
- Lexington 02 (Midlands/Large)
- Richland 01 (Midlands/Ex-Large)
- Richland 02 (Midlands/Ex-Large)
- Dillon 01 (Coastal/Small)
- Dorchester 04 (Coastal/Small)
- Clarendon 02 (Coastal/Medium)
- Horry (Coastal/Ex-Large)

Greenville

Stage 2: IEP Student/Parent Sampling

Stage 2 relates to the sampling of IEP students/parents within each LEA.

In establishing our recommendations for student/parent sampling, we need to consider both the repeating and non-repeating LEA issue.

- ✓ **Repeating and Non-Repeating LEAs.** Per OSEP directive, the Greenville LEA will be included in the sample mix each year (because it has an average daily membership of 50,000+). As such, it is the only repeating LEA in the sample.

To address the issue of repeating and minimize the potential burden on parents of being asked to complete the survey each year, we recommend including approximately one-sixth of the Greenville LEA's IEP students each year over the six year data collection period.

Random sampling (using a random number generator) will be used to select one-sixth of the students in year one. The list of Greenville IEP students will be updated each year -- adding new students, deleting dropped students, and excluding students who have already been included in the sample mix. The contractor will implement the same type of random sampling to select 1/5 of all students in year 2; 1/4 of students in year 3; 1/3 of students in year 4; 1/2 of students in year 5; and all remaining students in year 6.

As already outlined in Stage 1, the other 84 LEAs in South Carolina will be non-repeating over the 6-year data collection period.

- ✓ **Census versus Probability Sampling.** Based on an average yearly universe of approximately 18,000 IEP students/parents (108,000 divided equally among 6 years) and an estimated response rate of 20%, conducting a census of all IEP students/parents should net an annual sample size of approximately 3,600. On average, this is only 240 respondents per LEA, a desirable sample size for individual analysis on an LEA-by-LEA basis. For this reason, we feel that there is no need to conduct probability sampling of schools and/or students within LEAs but to give every student/parent the opportunity to participate in the survey.

Conducting a census as opposed to sampling not only addresses issues regarding representativeness of the sample and sample sizes to afford LEA comparisons, it also reinforces the importance of the study among all parents and may enhance perceived value and involvement.

- ✓ **Optional Modified Combination Sampling.** If it is determined to be cost prohibitive or, for some other reason, impractical to conduct a census of students/parents from each of the LEAs included in the sample each year, a modified combination sampling strategy, including both census (among LEAs with fewer than 1,000 IEP students) and stratified random sampling (of students from LEAs with more than 1,000 IEP students), will be instituted.

Because there is a directive that data be analyzed at the LEA level, we recommend that the minimum sample size per LEA (per year for Greenville) be 200. This provides data reliability with a sampling error of $\pm 6.9\%$ at the 95% confidence level.

Unfortunately, a minimum sample size of 200 is not likely to be achieved among small and some medium LEAs. Small LEAs are those with up to 400 IEP students and medium LEAs have between 401 and 900 IEP students. Even with a census, it is not likely that there will be a response rate of 50% or more which would be necessary to achieve a sample size of 200. Nonetheless, we recommend that a census be conducted among students in small and medium LEAs, as well as large LEAs with 1,000 or fewer IEP students, to maximize the potential sample size for each. Based on the predicted 20% response rate, sample sizes are likely to range from 25 to 172 for the LEAs within the small and medium sized strata.

If the SCDOE chooses not to census students/parents in LEAs with more than 1,000 IEP students, we recommend a stratified random sampling based on school type within the LEA.

Table 5 (duplicated here) identifies the actual distribution of school types and IEP students across the state. (*Note: Student entries in this table reflect those between the ages of 5 and 18. Specific numbers per type of school have been extrapolated based on ages -- ages 5-10 = elementary school, 11-13 = middle school, and 14-18 = high school.)

Table 5: School Distribution by Type

<u>School Type Strata</u>	Statewide			
	Schools		IEP Students*	
	N	%	N	%
Elementary	592	56.9%	45,6484	44.6%
Middle	250	24.0%	22,941	22.4%
High	198	19.0%	33,666	32.9%
TOTAL	1,040	100%	102,255	100%

Some states, however, have found that response rates to the survey steadily decrease as the age of the special education student increase. To address this issue, we recommend a disproportionate allocation of students/parents in the middle and high school strata (within large and ex-large LEAs). For example, based on findings from other states, the first year might be factored as follows:

- Elementary schools factored at a rate of 0.70;
- Middle schools factored at a rate of 1.10; and
- High schools factored at a rate of 1.33.

Subsequent years would be factored on the same basis or adjusted to reflect actual response rates.

For a minimum sample size of 200 per LEA (per year for Greenville) at an estimated response rate of 20%, a total of 1,000 students/parents will need to be included in each LEA's sample mix. Specific steps for the stratified random sampling process with disproportionate allocation follow.

For each LEA (large and ex-large):

1. Categorize all IEP students by school type (elementary, middle, and high school);
2. Calculate the proportional representation of each school type strata (what proportion of all the LEA's IEP students are in elementary school, middle school, high school);
3. Factor the strata representation by the disproportionate allocation factor for that stratum;

4. Calculate the desired number of students/parents for the sample per strata by multiplying the adjusted strata representation (adjusted to reflect the disproportionate allocation factor) by 1,000 (the total N for the LEA); and
5. Implement a classic/traditional random sampling method to select the desired number of students (n) from the total for that stratum.

Hypothetical Example. LEA XYZ has 3,234 IEP students.

1. Categorize all IEP students by school type:
 - 1,455 of the students are in elementary school;
 - 724 are in middle school; and
 - 1,055 are in high school.
2. Calculate proportional representation of each school type:
 - Elementary = 1,455 = 45% of the LEA total
 - Middle = 724 = 22% of the LEA total
 - High = 1,055 = 33% of the LEA total
3. Factor the strata representation by the disproportionate allocation factor:
 - Elementary: 45% X 0.70 = 32.0%
 - Middle: 22% X 1.10 = 24.2%
 - High: 33% X 1.50 = 43.8%
4. Calculate desired N per stratum:
 - Elementary: 32.0% of 1,000 = 320
 - Middle: 24.2% of 1,000 = 242
 - High: 43.8% of 1,000 = 438
5. Use classic/traditional random sampling method to select specific students based on the number needed.

(After data are collected and tabulated, results for each LEA should be reviewed and determined the degree to which they reflect the appropriate representation of school size. If needed, statistical weighting can be implemented to ensure appropriate representation based on this or other relevant criteria. In addition, when combining the LEA data together to represent the annual total, it will be necessary to statistically weight the data so that each LEA appropriately reflects its appropriate proportional representation in the total.)

V. Sample Size

Ideal Sample Sizes, Data Reliability and Projectability

Sample size recommendations are influenced by a variety of factors, including:

- ✓ Universe size;
- ✓ Desired reliability and projectability of the data;

- ✓ The need for subsample analysis; and
- ✓ Budget.

If a census is conducted, sample size simply becomes a result as opposed to a goal (other than the objective of encouraging participation among as many respondents as possible). In the case of a census, sample size has little impact on the sampling strategy. Nonetheless, it is appropriate to discuss sample size and establish some parameters for study design.

As already indicated, the OSEP has identified a requirement that results be representative of the audience(s) and that the data can be analyzed on the basis of individual LEAs.

A standard sampling error of $\pm 3.0\%$ at the 95% confidence level would require a total sample size of approximately 1,067. However, this total sample size would provide an average sample size of only 71 per LEA. This represents a potential sampling error of $\pm 11.6\%$ at the 95% confidence level when looking at individual LEAs.

Ideally, a minimum sample size of 200 per LEA is recommended. This generates a sampling error of $\pm 6.9\%$ at the 95% confidence level, an acceptable and reasonably reliable level for subsample analysis.

Unfortunately, not all LEAs have sufficient capacity for generating a sample size of 200. For example, the Dillon 01 LEA currently has only 124 IEP students. These LEAs will need to have as many students/parents represented as possible to ensure data reliability.

Estimated Sample Sizes and Sampling Error

The specific sample size will vary each year based on the total number of IEP students represented by the LEAs included in the sample and by response rates (and whether the SCDOE decides to conduct a census or sampling of IEP students/parents).

Table 19 presents an estimated sample size and sampling error each year based on currently available student counts, the specific LEA sampling plan detailed in Stage 1, and conducting a census of students in the relevant LEAs.

Table 19: Estimated TOTAL Sample Size and Sampling Error per Year
(based on census within selected LEAs each year)

	Estimated Annual Universe	Estimated Total n (based on projected 20% response rate)	Sampling Error (at the 95% confidence level, based on projected returns)
Year 1	18,009	3,602	1.5%
Year 2	14,491	2,898	1.6%
Year 3	21,999	4,400	1.3%
Year 4	14,766	2,953	1.6%

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Year 5	18,004	3,601	1.5%
Year 6	21,475	4,295	1.3%

Table 20 presents an estimated sample size and sampling error by LEA for Year One based on currently available student counts, the specific LEA sampling plan detailed in Stage 1, and conducting a census of IEP students/parents.

Table 20: Estimated Sample Size and Sampling Error per LEA/ Year 1
(based on census within the specified LEAs)

	Estimated Annual Universe	Estimated Total n (based on projected 20% response rate)	Sampling Error (at the 95% confidence level, based on projected returns)
Spartanburg 04	365	73	10.3%
York 02	687	137	7.5%
Anderson 04	458	92	9.1%
Cherokee	1,009	202	6.2%
Spartanburg 05	1,052	210	6.1%
Calhoun	318	64	11.0%
Saluda	373	75	10.1%
Orangeburg 03	680	136	7.5%
Orangeburg 04	621	124	7.9%
Newberry	1,147	229	5.8%
Lexington 01	2,977	595	3.6%
Allendale	279	56	11.7%
Jasper	467	93	9.1%
Charleston	5,733	1,147	2.6%
Greenville (1/6)	1,843	369	4.6%
TOTAL	18,009	3,602	1.5%

If the SCDOE elects to conduct a random sample of IEP students in LEAs with more than 1,000 students (as opposed to the census), we would estimate a sample size of 200 for each of the schools with more than 1,000 students and 20% of the total IEP student base for each of the schools with less than 1,000 students. Table 21 presents the estimated sample size for Year One based on the optional, combined census and stratified random sample (with disproportionate allocation).

Table 20: Estimated Sample Size and Sampling Error per LEA/ Year 1
(based on census within the specified LEAs)

	Estimated Annual Universe	Estimated Total n (based on projected 20% response rate)	Sampling Error (at the 95% confidence level, based on projected returns)
Spartanburg 04	365	73	10.3%
York 02	687	137	7.5%
Anderson 04	458	92	9.1%
Cherokee	1,009	200	6.2%
Spartanburg 05	1,052	200	6.2%
Calhoun	318	64	11.0%
Saluda	373	75	10.1%
Orangeburg 03	680	136	7.5%
Orangeburg 04	621	124	7.9%
Newberry	1,147	200	6.2%
Lexington 01	2,977	200	6.2%
Allendale	279	56	11.7%
Jasper	467	93	9.1%
Charleston	5,733	200	6.2%
Greenville (1/6)	1,843	200	6.2%
TOTAL	18,009	2,050	2.0%

Addressing Special Issues

- **Response Rates.** As already indicated, efforts will be made to encourage participant response via the following:
 - ✓ Each year LEAs, educators, parent/teacher organizations and other stakeholders be informed of the study and guided to encourage parents of students with disabilities to complete and return the parent survey when requested by their school district;
 - ✓ A cover letter should be sent with the survey instrument to introduce parents/primary care givers to the survey, explain its purpose, how the results will be used, and to ensure confidentiality of their responses;
 - ✓ To minimize the potential bias of language issues, the cover letter will also indicate (in Spanish) that respondents can call and request a questionnaire in Spanish;
 - ✓ A pre-addressed, postage-paid envelope will be included with the questionnaire to encourage return;
 - ✓ A “return by” date will be included in the cover letter to encourage prompt return of the completed questionnaire; and
 - ✓ A reminder postcard may be sent to respondents if return rate is lower than desired.
- **Missing Data.** Questionnaires are reasonably short and easy to follow. Initial results in other states suggest that incomplete surveys are not a significant concern. If, however, incomplete surveys become an issue, imputation methods could be used with limited application (i.e.: these results would not be included with other study data but used to gain insight into the sample’s relationship to the population in general).
- **Selection Bias.** Conducting a census of all students within the relevant LEAs each year will minimize selection bias. Choosing to conduct the survey via mail should also serve to reach the broadest share of students/ parents (as opposed to telephone or internet methodologies). Respondents will have the opportunity to request a copy of the questionnaire in Spanish.
- **Attrition.** Attrition is only relevant in the repeating LEA of Greenville. There, the list of IEP students will be updated each year, purging students who have left the program and those who have already been invited to participate, and adding new students. Sampling for each of the other LEAs will be based on IEP students on the rolls the year the LEA is included in the sample mix.
- **Oversampling and Allocation.** Oversampling will become relevant only if the SCDOE decides not to implement a census approach. Specific implementation details for sampling students/parents of LEAs with more than 1,000 IEP students identify a recommendation for disproportionate allocation of middle and high school students to account for their lower response rates.
- **Treatment of Extremely Large and Small Units.** The OSEP has mandated that LEAs with an average daily membership of 50,000+ are to be included in the sample each year. The Greenville LEA is the only one with an “extremely large” unit size and has been treated accordingly.

Small and medium LEAs will be surveyed via a census format to maximize the total number of interviews they represent and enhance the reliability of their data. Statistical

weight could be implemented during data processing to ensure their appropriate representation within the total mix each year.

- **Confidentiality.** The cover letter and survey instructions will assure respondents that their answers will be kept confidential and not identify their child in any way. Completed surveys will be returned to a professional research organization, not individual schools, districts, or the SCDOE to further ensure confidentiality. Only data that meet or exceed the OSEP's minimum standard for confidentiality (more than 20 responses) will be reported for any individual LEA.

VI. Data Collection Plan

Mode/Process

Data collection will be via a mail survey format. This has been selected as the most efficient and appropriate mode based on the following factors:

- ✓ The standardized questionnaire used by the OSEP (and necessary to ensure comparability from state to state) is in a format that lends itself to being self-administered (as opposed to telephone or interviewer-administered);
- ✓ The mail methodology minimizes selection bias (not all members of the target audience will have web access or even land-line telephone service);
- ✓ A self-administered format may also encourage more honest reactions and/or greater willingness to participate among parents/primary care givers, providing a more accurate representation of opinions and positions;
- ✓ The mail methodology is significantly more cost effective than interviewer-administered surveys for a study of this magnitude; and
- ✓ Because it is more cost effective, a larger sample size can be included, enhancing representativeness and validity.

Proposed Schedule

Proposed scheduling for Year 1 is outlined below. Data collection for years 2, 3, 4, 5, and 6 would be at a similar time of year.

November 2006:	Submission and approval of sampling plan
December 2006:	Preparation of student lists (parent/primary care giver mailing list) for each LEA included in Year 1 sample
	Finalization of state version of questionnaire
	Translation of questionnaire into Spanish
	Printing of questionnaires and cover letters
January 2007:	Mailing of questionnaires
	Return of questionnaires to research contractor
	Mailing of reminder postcards (optional)

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February 2007: Cut-off of questionnaire returns (after 6 weeks in the field)
Data processing
NOTE: PRELIMINARY DATA BASED ON RETURNS TO
DATE TO OSEP TO ADDRESS MANDATED TIMING
REQUIREMENTS

March 2007: Data analysis and report preparation

April 2007: Review of respondent profiles to address the potential need for
modifications to the sampling plan in subsequent years

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008 reporting period, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue/Description of System or Process:

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.

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 districts in the OSEP 618

data tables. These data may be found on the OEC website. Using the electronic spreadsheet developed by Westat, South Carolina calculates the weighted risk ratios for each district with regards to its composition of students in special education along the five race/ethnic groups. 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 or below the state established criteria initiates the following process to determine whether the disproportionate representation was due to inappropriate identification. Districts are determined to be "at-risk" for their disproportionate representation being due to inappropriate identification based on exceeding the weighted risk ratio trigger.

Based upon feedback from a stakeholder group in 2010, the OEC redefined the risk ratio to use a fixed weighted risk ratio of 2.50 for overrepresentation and 0.25 for underrepresentation. Thirteen districts were excluded from having disproportionate representation due to a subgroup size of twenty-five or less.

For the FFY 2006 reporting period, South Carolina used a trigger of 2.8 with a focus group size of greater than twenty-five. The schedule of reduction is listed below:

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

- a weighted risk ratio greater than the trigger for the year in which the data are collected for overrepresentation with a minimum subgroup size greater than twenty-five.

Determining if Disproportionate Representation is the Result of Inappropriate Identification

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

- Examine district policies, procedures, and practices involved in the referral, evaluation, and identification of students with disabilities;
- Complete individual folder reviews for all newly 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 "at-risk" district carefully reviews all information and evidence to make its determinations of compliance. This review takes place as part of the self-assessment process required for all districts. Findings are made based on evidence of noncompliance with any of the related requirements including state level eligibility criteria.

Baseline Data for FFY 2004 (2004-2005):

Based on the 2005 data, no LEAs met the 2004-2006 criteria for having disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification.

Discussion of Baseline Data:

The 2005 data indicated that there were no LEAs with weighted risk ratios above 3.0 for focus group size of ten or above.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
2006 (2006-2007)	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
2007 (2007-2008)	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
2008 (2008-2009)	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
2009 (2009-2010)	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
2010 (2010-2011)	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
2011	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).

2012	The percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification will be zero percent (0%).
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Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and under representation) of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2008, i.e., after June 30, 2009. If inappropriate identification is identified, report on corrective actions taken.

Overview of Issue/Description of System or Process:

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.

Definition of "Disproportionate Representation" and Methodology

South Carolina uses a multitier process to determine the presence of disproportionate representation in the six specific disability categories due to inappropriate identification. The first step is calculation of weighted risk ratios using data submitted by districts in the OSEP 618 data tables. These data may be found on the OEC website. Using the electronic spreadsheet developed by Westat, South Carolina calculates the weighted risk ratios for each district with regards to its composition of students in the six categories along the five race/ethnic groups. 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 or below the state established criteria initiates the following process to determine whether the disproportionate representation was due to inappropriate identification. Districts are determined to be "at-risk" for their disproportionate representation being due to inappropriate identification based on exceeding the weighted risk ratio trigger.

Based upon feedback from a stakeholder group in 2010, the OEC redefined the risk ratio to use a fixed weighted risk ratio of 2.50 for overrepresentation and 0.25 for underrepresentation. Thirteen districts were excluded from having disproportionate representation due to a subgroup size of twenty-five or less.

For the FFY 2006 reporting period, South Carolina used a trigger of 2.8 with a focus group size of greater than twenty-five. The schedule of reduction is listed below:

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

- a weighted risk ratio greater than the trigger for the year in which the data are collected for overrepresentation, with a minimum subgroup size greater than twenty-five.

Determining if Disproportionate Representation is the Result of Inappropriate Identification

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

- Examine district policies, procedures, and practices involved in the referral, evaluation, and identification of students with disabilities;
- Complete individual folder reviews for all newly 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 "at-risk" district carefully reviews all information and evidence to make its determinations of compliance. This review takes place as part of the self-assessment process required for all districts. Findings are made based on evidence of noncompliance with any of the related requirements including state level eligibility criteria.

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

Based on data for 2005-06, 44 LEAs were determined to be at risk of having disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. All 44 were in the area of Black Mental Disabilities. No LEAs were at risk for the other race/ethnic or disability categories. These LEAs had weighted risk ratios at

or above 2.8 and so were at risk of having disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

Discussion of Baseline Data:

Of these 44 LEAs, 6 met the state’s definition of disproportionate representation due to inappropriate identification. Based on the multi-tiered process of using the OSEP 618 data to calculate weighted risk ratios; identifying LEAs that were at risk; examining policies, procedures, and practices using a self-assessment process; and completing individual folder reviews, the percent of LEAs in South Carolina is 7.1% (6 LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by the 85 LEAs in the state times 100). In other words, 91% of the LEAs in South Carolina (79 of the 85) showed no disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).
2006 (2006-2007)	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).
2007 (2007-2008)	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).
2008 (2008-2009)	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).
2009 (2009-2010)	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).
2010 (2010-2011)	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).

2011	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).
2012	The percent of districts that report disproportionate representation of racial and ethnic groups in any of the 6 high incidence disability categories resulting from inappropriate identification will be zero percent (0%).

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Overview of Issue/Description of System or Process:

The Office of Exceptional Children (OEC) must ensure that local education agencies (LEAs), state operated programs (SOPs), or ~~HeadStart~~ programs conduct a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability. The OEC must ensure that within a reasonable period of time following the receipt of parent consent to an initial evaluation the student is evaluated by the LEA, SOP, or ~~HeadStart~~ program. South Carolina state regulations and policies define “a reasonable period of time” as being within sixty calendar days following the school district/agency’s receipt of parent consent to an initial evaluation. For students initially entering programs of special education and related services, the eligibility determination/individualized education program (IEP) development/placement determination meeting must also be completed within these sixty calendar days. Historically monitoring trends have indicated that completion of initial evaluations within these specified timelines has been an area of noncompliance for school districts/agencies. Although OEC monitors have looked at evaluation timelines during monitoring visits, the OEC has not required school districts/agencies to collect or report data concerning evaluation timelines until the development of the SPP. The baseline data was collected through a survey from districts.

Baseline Data for FFY 2004 (2004-2005):

(a) Number of Children for whom parental consent to evaluate was received	(b) Number determined not eligible	(c) Number determined eligible	Percent of Children who were evaluated within the timeline
12570	2253	8163	83 %

Number not accounted for in (b) or (c)	Range of days beyond timeline	Reasons for delays	
1865	4 – 230	Parent/Student 71	District 105

Discussion of Baseline Data:

Of the 12,570 children for whom parental consent to evaluate was received by LEAs, 10,416 had evaluations completed within the State’s established timeline. This translates to a rate of 83 percent. There were 2253 children who were evaluated and determined not eligible for services (b) and 8163 children who were evaluated and determined eligible for services (c).

There were 1865 children who were not evaluated within the State’s established timeline (unaccounted for in either b or c). The range of delay beyond the timeline ranged from four to 367 days. Reasons for the delays fell into two major categories – Parent/Student causes and District causes.

The longest delay (230 days) occurred due to a “district error”. No other explanation was given. Sixty percent of the delays were due to district causes; forty percent to parent/student causes.

Sixty percent of the delays were due to district causes; forty percent to parent/student causes.

Reasons were further categorized as follows:

- Parent/Student causes
 - Parent – difficulty contacting, rescheduling requests
 - Student – absences, transfers, adoption, incarceration
- District causes
 - Schedule – holidays, summer months, weather
 - Staff – shortage of school psychologist, speech-language pathologist, interpreter; absence of staff
 - Procedural violations – “backlog” of testing, notifications not sent, screenings not completed, incomplete paperwork

Personnel from several LEAs provided explanations concerning the delays due to scheduling difficulties. These LEAs have been operating under district policy that requires the parent to be in attendance for initial eligibility determination meetings (rather than documenting rigorous attempts to encourage the parent to attend, but if unsuccessful holding the meeting without the parent).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Collection of baseline data; setting of measurable and rigorous targets.
2006 (2006-2007)	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.
2007 (2007-2008)	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.
2008 (2008-2009)	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.
2009 (2009-2010)	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.
2010 (2010-2011)	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.
2011	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.
2012	100% of children with parental consent to evaluate are evaluated within the State’s established timeline.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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 eligibility was 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.
- 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.

Overview of Issue/Description of System or Process:

South Carolina will ensure that a free appropriate public education (FAPE) is available to all children with disabilities beginning at age three and that an individualized education program (IEP) will be in effect on the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team must determine the date when services under the IEP will begin, based on the individual needs of the child.

The school district must participate in the transition planning conference no later than ninety days prior to the third birthday of a preschool child participating in the BabyNet intervention program. Evaluations conducted by other professionals or agencies within the last six months may be accepted and used in developing the initial IEP. An IEP must be in effect for the child by the third birthday even during summer breaks. If a child's third birthday occurs during the summer, the child's IEP team must determine the date when services under the IEP will begin. A determination must be made by the IEP team with respect to the provision of extended school year (ESY) services. Evaluations may not be delayed for any reason, including through a waiver.

Documentation must be maintained to reflect the efforts of the school district/agency with regard to evaluation timelines and subsequent IEP meetings.

Children may be referred for services by a variety of sources. Traditionally referrals are made predominantly by BabyNet and by parents. The referral process through BabyNet is supposed to begin with the completion of the Transition Notification/Referral form by the BabyNet service coordinator. This form is sent to the LEA representative no later than nine months prior to the child's third birthday. This form documents the parent request or refusal for a referral to the LEA. The form includes the parent request for a referral to the LEA, the request for a transition conference, and the request to forward records. It is up to the LEA representative to contact families to discuss transition options if a parent has refused the referral. Following the evaluation and eligibility determination process, the LEA completes the form by indicating the outcome of the process and then forwards a copy of the form to BabyNet.

Historically issues have occurred in the areas of timely transition-planning conferences, district attendance at transition-planning conferences, and services in place for children whose birthdays occur during vacation periods. The predominant issue has been communication between the referring agency (BabyNet) and the local education agency (LEA). During their most recent monitoring review, the United States Department of Education, Office of Special Education Programs (OSEP), cited the state for not ensuring that children who turned three were always receiving special education and related services by their third birthdays. There is also concern about reasons parents are refusing referrals or services for their children at age three. Reasons for refusal have not been documented by Part C or Part B.

The Office of Exceptional Children (OEC) has attempted to collaborate with BabyNet on the design, implementation, and evaluation of a data system (BabyTrac) to facilitate the exchange of information concerning referrals between agencies. Data in this system is entered at the local level by individual BabyNet service coordinators. Data to be logged includes date of referral for the transition planning meeting, the child's birthday, and the exit description. A monthly exiting report was to be sent by Part C personnel to the OEC. This report was to include information about all children exiting the BabyNet system. Problems have occurred because of inaccurate or incomplete reporting of data by and between the districts/agencies as well as differences in reporting requirements. Additional professional development has been provided to both Part B and Part C providers concerning requirements/needs for accurate reporting; however, due to continued difficulties, the OEC has decided to collect the required data through other means. The OEC has determined that Part B will need to design its own tracking system in order to obtain data concerning referrals to Part B and eligibility determinations prior to third birthdays. This data system will account for children whose eligibility is not determined by their third birthdays, the range of days beyond the third birthday, and reasons for the delays.

The OEC received the BabyNet referral information in September 2006 for FY 2005-06. The data was then sent to LEAs for verification. Once LEAs had verified their data, they then reported the number of children of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays (b); the number of those found eligible who have an IEP developed and implemented by their third birthdays (c); and the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services (d). LEAs accounted for any children not included in (b), (c), or (d); reasons for delays;

and range of days beyond third birthdays. Data was reported through a survey and is felt to be more accurate for the 2005-06 year. The OEC plans to develop fields in the Excent® software to pull this data for FY 2006-07.

Baseline Data for FFY 2004 (2004-2005):

Table 1 FY 2004 (2004-05)**

	Children Referred from BabyNet (a)	Children Determined Eligible (c)	Children Determined Not Eligible (b)	Children Where Eligibility Was Not Determined*	c divided by a minus b times 100
Number	655	550	55	36	.9167
Percentage	--	84.62%	8.40%	5.50%	91.67%

**All data obtained from BabyNet files; data is unverified by LEAs

*Children Where Eligibility Was Not Determined – no explanation given by BabyNet as to why eligibility was not determined

Discussion of Baseline Data:

South Carolina developed a collaborative data system (BabyTrac) with BabyNet that was designed to collect data concerning referrals from Part C to Part B as a means to determine percent of children referred prior to age three, found eligible for Part B services, and had IEPs implemented by the child’s third birthday. The data received from BabyNet on a quarterly basis reported number of children referred to Part B, number determined eligible, and number determined not eligible. No information was given as to whether or not these determinations were made prior to the child’s third birthday or why there were a number of children where eligibility was not determined.

The data in Table 1 for FY 2004-05, as reported by BabyNet, indicated that approximately 92% of the children who were referred from BabyNet to Part B LEAs were evaluated and had an IEP in place (if determined eligible) prior to their third birthdays. As stated previously, this data was collected by BabyNet and was not verified by LEAs. No reasons for delays were given. No information concerning the length of the delays was given.

The data in Table 2 for FY 2005-06, as initially reported by BabyNet and verified by LEAs, indicated that approximately 78% of children referred from BabyNet had eligibility determined and IEPs in place (when eligible) prior to their third birthdays. Due to the inaccuracy of the initial data from BabyNet (FY 2004-05), the FY 2005-06 data will be considered baseline for the purposes of developing improvement activities and timelines. The data indicates that 872 children were referred from Part C to Part B (a). Of those referred, 114 children were evaluated and determined to be not eligible for services (b); for 174 students, parental refusal caused delays (174). There were 454 children for whom eligibility was determined and an IEP was in place prior to their third birthdays. There 130 children who not accounted for in (b), (c), or (d).

The range of days for delays ranged from one to 150. Reasons for delays were broken into three major categories – parent/child caused, district caused, BabyNet caused. The categories are described below:

- Parent/Child – illness/hospitalization; custody issues; parent request; missed appointments
- District – backlog of testing; holidays; incomplete information delaying scheduling BabyNet – referrals/transition meetings not made in a timely fashion

FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2006 (2006-2007)	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2007 (2007-2008)	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2008 (2008-2009)	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2009 (2009-2010)	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2010 (2010-2011)	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2011	One hundred percent of children referred by Part C prior to age three and who are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
2012	One hundred percent of children referred by Part C prior to age three and who

	are found eligible for Part B will have an IEP developed and implemented by their third birthdays.
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Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

The Office of Exceptional Children (OEC) presented to a constituent group the changes to the SPP for Indicator 13 at a face to face meeting which involved participant input.

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.

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 sixteen 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. Analyses of noncompliance can greater inform LEAs and the state in necessary professional development.

SPP Part B**South Carolina
State**

FFY	Measurable and Rigorous Target
2011	100%
2012	100%

NSTTAC Indicator 13 Checklist Form A (Meets Minimum SPP/APR Requirements)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	Y N
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? •If <i>yes</i> to both, then circle Y •If a postsecondary goal(s) is not stated, circle N	
2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?	Y N
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? •If <i>yes</i> , the circle Y	
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N
Is a type of <i>instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? •If <i>yes</i> , then circle Y	
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? •If <i>yes</i> to both, then circle Y •If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA •If parent or individual student consent (when appropriate) was not provided, circle NA •If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N	
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?	Y N

Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? •If yes, then circle Y	
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y N
Do the transition services include courses of study that align with the student's postsecondary goal(s)? •If yes, then circle Y	
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs are circled) No (one or more Ns circled)	

Prepared by the National Secondary Transition Technical Assistance Center (NSTTAC)
September 13, 2006

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?

Find the transition component of the IEP

Find the postsecondary goal(s) for this student

If there are measurable postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, circle Y

If there are postsecondary goals that address *Education* or *Training* after high school, *Employment* after high school, and (if applicable) *Independent Living* after high school, but are not measurable, circle N

If there is not a postsecondary goal that addresses *Education* or *Training*, circle N

If there is not a postsecondary goal that addresses *Employment* after high school, circle N

If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y

If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N

2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

Find the annual goals in the IEP

For each postsecondary goal, if there is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle Y

For each postsecondary goal, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle N

3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Find where transition services/activities are listed on the IEP

For each postsecondary goal, if there is (a) instruction, (b) related service(s), (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y

For each postsecondary goal, if there is **no** (a) type of instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of a daily living skill, or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle N

4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?

Find where persons responsible and/or agencies are listed on the IEP

Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA.

Is it too early to determine if this student will need outside agency involvement? If yes, circle NA

Was parent consent or child consent (once student is the age of majority) to invite an outside agency(ies) is obtained? If yes, continue with next guiding question. If no, circle NA

If transition services are likely to be provided by an outside agency and if consent was obtained, is there evidence in the IEP or the student's file that any of the following were invited to the IEP meeting to discuss transition: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y. If no, circle N

5. Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment?

Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)

For each postsecondary goal, is there evidence that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), circle Y.

For each postsecondary goal, if there is **no** evidence

that age-appropriate transition assessment provided information on the student's needs, taking into account strengths, preferences, and interests regarding the postsecondary goal(s), circle N

6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Locate the courses of study (instructional program of study) or list of courses of study in the student's IEP

Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.

Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, circle Y. If no, circle N.

7. Does the IEP meet the requirements of Indicator 13?

If all Ys or NAs for each item (1 – 6) on the Checklist, then circle **Yes**

If one or more Ns are circled, then **No**.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

The SPP was developed with stakeholder input. Stakeholders, including parents of children with disabilities, individuals with disabilities, teachers, representatives of institutions of higher education, local and state education officials, special education administrators, representatives of state agencies involved in the delivery of related services to children with disabilities, representatives of private schools, representatives of vocational programs, and representatives of juvenile justice and correctional facilities were invited to be a part of this process. Mid South Regional Resource Center personnel facilitated an overview and planning meeting. Stakeholders had an opportunity to provide meaningful input concerning the development of targets, activities, and resources. The Office of Exceptional Children (OEC) staff took this input and developed the framework of the SPP. A core team from the OEC authored the final document of the SPP. During the process of developing the SPP, stakeholders were involved through telephone calls, email messages, and conferencing to provide guidance to the OEC staff. South Carolina will publish the SPP to the Office of Exceptional Children (OEC) website after submission to the Office of Special Education (OSEP) programs at <http://ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/old/ec/spp2005.html>. LEA profiles will be published to the website within 90 days of APR submission at <http://ed.sc.gov/agency/Standards-and-Learning/Exceptional-Children/OECDData/IDEAProfiles/index.html>.

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 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 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.

Overview of Issue/Description of System or Process:

Per OSEP requirements, Part B Indicator 14 is considered a new indicator for FFY 2009 (2009-2010 school year). The State developed (a) a new baseline using the language of the revised measurement table, (b) three new measurable and rigorous targets, and (c) improvement activities.

To disseminate the SPP/APR, the OEC will post it on the State's website (located at www.ed.sc.gov) by April 2011. Additionally, each local education agency (LEA) will be provided with comprehensive information to share with their constituents regarding the postsecondary outcomes of exiters from their LEA.

To gather these data, South Carolina contracts with Lifetrack Services, Inc. (Lifetrack) to conduct a census of school exiters each year to follow-up on post-secondary experiences. 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 preliminary surveys during May of the last year of school attendance for all students with disabilities, and follows up one year later with a survey on postsecondary experiences.

Exiters are identified through South Carolina's online special education student information system, Excent. These students have been verified as having exited with the 618 Table 4 submission. In order to ensure valid data are provided for exiting students, the OEC follows-up with each LEA to ensure accurate students are exited in the system when they graduate, receive a state certificate, drop out of school, or die. For the post-secondary survey, South Carolina 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 1 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 SPP/APR for reasons that include:

1. Graduating with a South Carolina high school diploma,
2. Receiving a South Carolina state certificate,
3. Reached maximum age,
4. Dropped out of school at age 17 and above, and did not return 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.

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.

$C = 1 + 2 + 3$ divided by the number of total respondents.

Lifetrack, Inc. sent exiters the Student Demographic Profile (SDP) Post-School Survey (PSS), consisting of eight questions. In addition, the survey included two demographic items on the respondents' race/ethnicity and gender.

In May 2010, 3,570 surveys were mailed to exiters from the 2008-2009 school year. Of the 3570, 697 were returned undeliverable, thus making the number of receiving exiters 2873. Thus, 80.5% of exiters received the SDP PSS in May 2010. Of the 2873 exiters who received a survey, 854 were completed and returned by exiting students (n=420) or the designated family member (n=434). Thus the response rate to the SDP PSS was 29.7%. Prior to a discussion of the representativeness of the data set, South Carolina will address missing data.

Effectively, incorrect addresses existed for 697 students with disabilities, likely due to moving from one location to another. Additionally, of the 2873 students who received the survey, 2019 students or their designated family member did not return the survey information. As a result, South Carolina will be working with LEAs to ensure correct addresses are maintained in the Excent system when students exit, and that Lifetrack, Inc. conducts follow-up telephone calls to gather the data when surveys are not returned. In addition, South Carolina will work with Lifetrack to ensure that the data analyzed and provided to the state from the surveys includes students' age and primary disability upon their exit from school. These data elements are important to more fully understand the representativeness of the groups of students who may or may not be responding to surveys. These improvement activities are addressed in the Improvement Activities section that follows. While South Carolina has a clear plan for increasing the response rate of exiters, it is also pleased at the increase in returned surveys from previous years' reporting requirements. For the FFY 2007 APR, submitted February 1, 2009, the last time that Part B Indicator 14 was required, the effective response rate was 5.9% (out of a population of exiters totaling 4528).

Representativeness

As indicated, only two methods of determining representativeness were possible with the data gleaned from the surveys on post-school outcomes. For future years, the OEC will work with Lifetrack to ensure that respondents' primary disability and age are included in the datasets of completed surveys.

For the purposes of representativeness, South Carolina follows the guidance from the National Post School Outcomes Center, which considers under- or over-representation to occur when the difference between the percentages of respondents to the percentages of exiters lies at or beyond $\pm 3\%$. Negative percentages indicate an "under-representation" of respondents, while positive numbers indicate over-representation of respondents. As shown in the following table, there is relatively no difference in the percentage of female and male respondents to the distribution of exiters, by gender. It is also important to note that some respondents did not answer the demographic question to identify their gender.

Gender Representativeness	Respondents	Percentage	Exiters	Percentage	Difference
Female	246	28.81%	1079	30.22%	-1.42%
Male	596	69.79%	2491	69.78%	0.01%
No Answer	12	1.41%	0	0.00%	1.41%
Grand Total	854	100.00%	3570	100.00%	0.00%

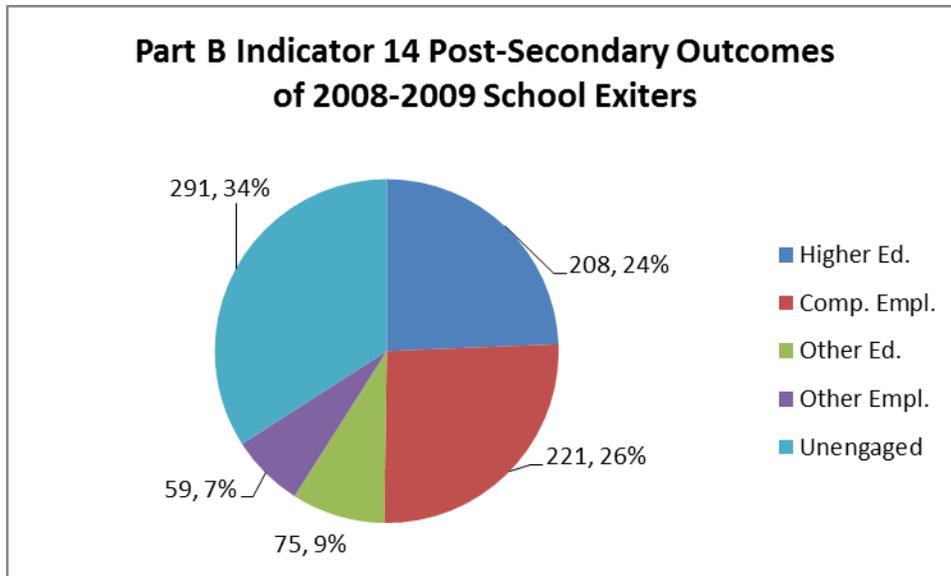
With regard to race and ethnicity, there is under-representation of respondents who are African-American and over-representation of white/Caucasian. The data in this case, however, may be misleading as 168 respondents did not answer this item on the survey, and a further 21 indicated “other” as their race/ethnicity. Given the fact that African-American and white/Caucasian comprise well over 95% of exiters in South Carolina, the under-representation and over-representation of respondents who are African-American and white/Caucasian may likely be corrected from the 189 respondents who answered “Other” or who provided no answer to this item. As a result of this, the OEC will work closely with Lifetrack to ensure that race/ethnicity data are gathered and reported. In addition, the OEC will work with LEAs as well as with Lifetrack to ensure that African-American exiters receive follow-up telephone calls or mailed surveys, and will provide LEAs with marketing materials, such as brochures, to provide to students when they exit high school in South Carolina.

Table: Race/Ethnicity Representativeness

	Respondents	Percentage	Exiters	Percentage	Difference
African American	261	39.25%	1716	48.07%	-8.82%
Asian/Pacific Islander	3	0.45%	11	0.31%	0.14%
Hispanic	9	1.35%	71	1.99%	-0.64%
Native American	7	1.05%	11	0.31%	0.74%
White/Caucasian	385	57.89%	1760	49.30%	8.60%
Grand Total	665	100.00%	3570	100.00%	0.00%

Baseline Data from FFY 2009:

As shown in the following table, Post-Secondary Outcomes of Exiters, nearly one-quarter of respondents indicated they had completed at least one term in higher education (Outcome A). Slightly more than 50% were either in higher education or competitively employed (Outcome B). Nearly 65% of respondents indicated they had some kind of postsecondary education or employment (Outcome C). Roughly one-third (34%) of respondents were not engaged in higher education, competitive employment, some other postsecondary education, or some other postsecondary employment.

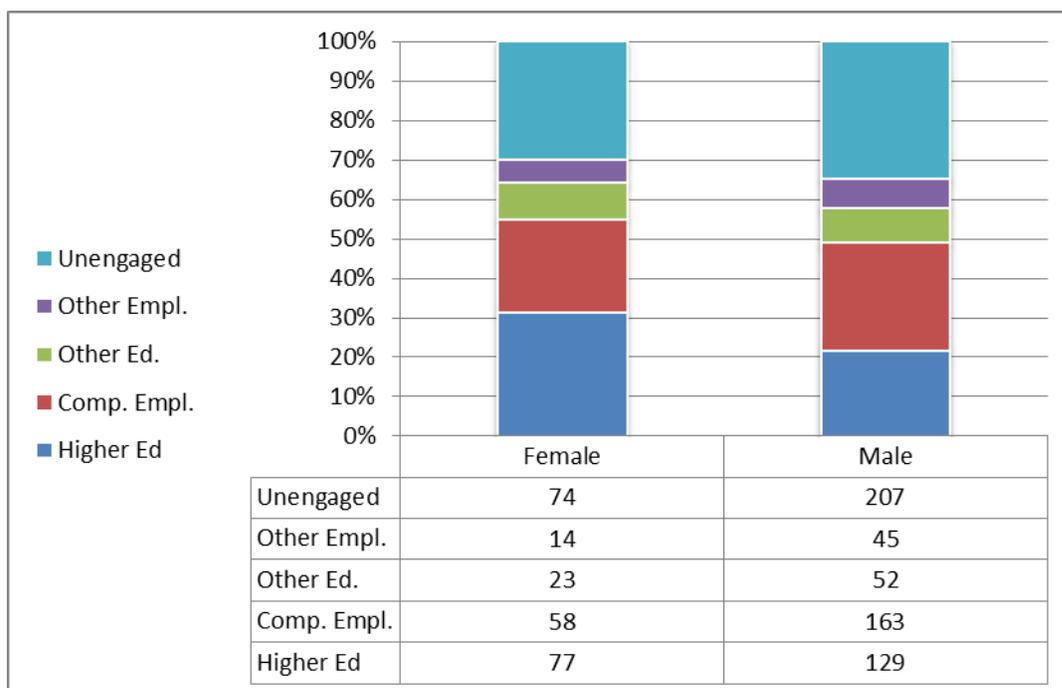


Note: Higher Ed. = higher education, Comp. Empl. = Competitive Employment, Other Ed.= Other Postsecondary Education or Training, Other Empl.=Other Employment.

Discussion of Baseline Data:

The OEC conducted three additional analyses to understand engagement of respondents relative to their race/ethnicity and gender. As shown in the following Figure, Engagement Rates of Respondents by Category and Gender, nearly 10% more females have been in higher education for at least one term as compared to their male counterparts. More males, however, have been competitively employed for at least 90 days, for more than an average of twenty hours per week. When noting the percentage of unengaged youth, roughly 30-35% of both genders noted they were not engaged in some post-secondary education or employment, as defined by Part B Indicator 14.

Figure: Engagement Rates of Respondents by Category and Gender

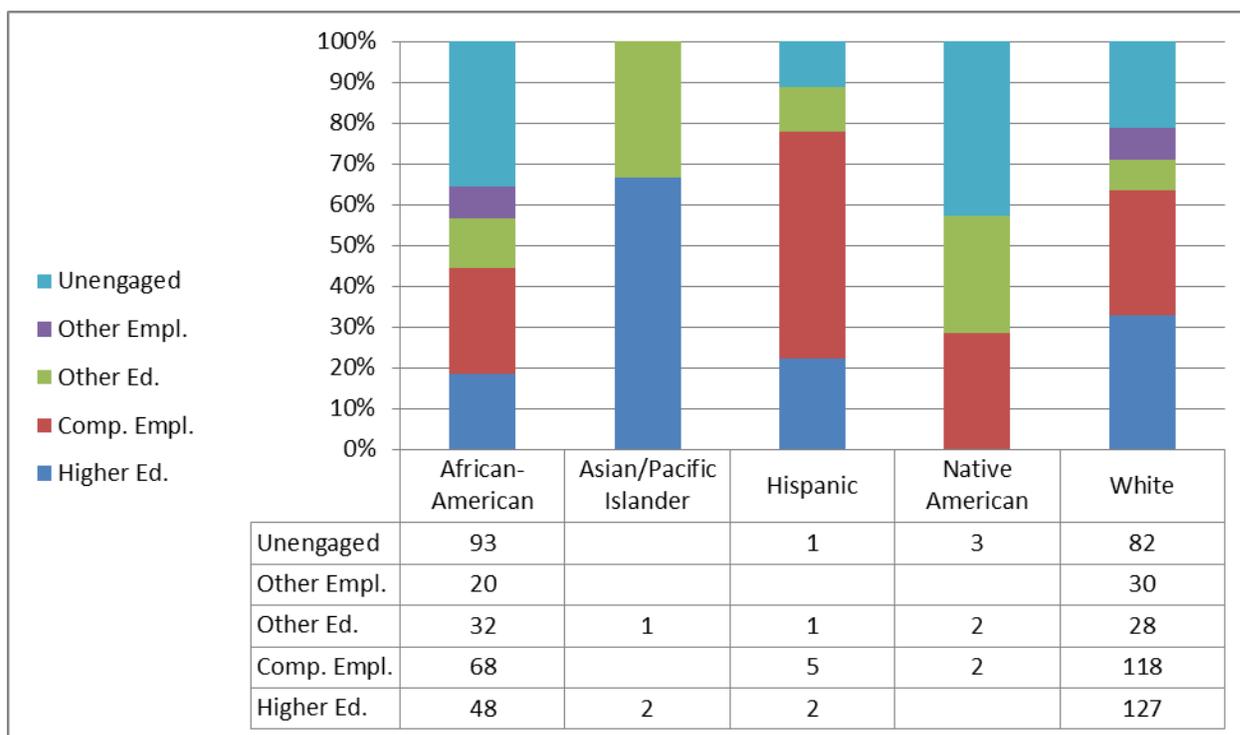


Note: Higher Ed. = higher education, Comp. Empl. = Competitive Employment, Other Ed.= Other Postsecondary Education or Training, Other Empl=Other Employment.

The second analysis compared the rates of engagement of each of the five reporting race/ethnicities to the engagement category, as defined by Part B Indicator 14. As the data show, nearly 35% of African-American respondents indicated they are not engaged in some kind of post-secondary education or employment. With white respondents, however, over sixty percent have been in higher education or competitively employed since leaving high school. While the distribution of the remaining three ethnicities is important to note, little can be discerned from the data due to the low numbers of respondents. This, however, is expected as these three race/ethnic subgroups comprise a small proportion (~3%) of all exiters and students in South Carolina. A second observation on the kinds of engagement by race/ethnicity is that other postsecondary education and training and other employment comprise a much smaller proportion of all engagement for all race/ethnicities.

With upcoming data collections, the OEC plans to conduct additional analyses to determine the kinds of engagement of students by their primary disability and age. In addition, as the state collects more data in subsequent years, it will be important to more thoroughly investigate unengaged students by race and ethnicity, particularly at the LEA and regional level. Because of nested inequalities, lack of community capital, unemployment, the rising costs of higher education, and the national economic crises plaguing the nation, regional and LEA-level analyses could underscore the existing nested inequalities found in many rural South Carolina communities. Deeper data analyses, coupled with increasing opportunities to work with schools, employers, and institutions of higher education, could create new opportunities to assist students with disabilities who exit or graduate school.

Figure: Engagement Rates of Respondents by Category and Race/Ethnicity



Note: Higher Ed. = higher education, Comp. Empl. = Competitive Employment, Other Ed.= Other Postsecondary Education or Training, Other Empl.=Other Employment.

The final analysis involved a deeper investigation to determine, based upon the survey data, that 34% of respondents indicated no engagement. As indicated, 291 respondents (or their family designee) indicated they had no postsecondary education or employment, relative to the definitions required of Part B Indicator 14.

The first component involved comparing postsecondary education to employment. Of the 291 respondents, 176 indicated that they had neither postsecondary education nor employment since leaving high school, accounting for 60.5% of the unengaged. Moreover, the division of this group by race/ethnicity was nearly the same for the two most populous groups – African-American and white students (67 and 60 respectively).

Sixty-four of the 291 respondents did not answer either item regarding whether or not they had postsecondary education or had been employed. This is important to note as it underscores the importance of the survey contractor’s follow-up telephone interviews to attempt to obtain the information from respondents. Three of the 291 respondents indicated that they had returned to high school since (less than 21 years old), so they were included in the “unengaged” count. Finally, a number of students were counted as unengaged because they either had not completed one term of higher education (n=16), or had not been employed for at least 90 days (n=14).

Based upon these post-school outcomes data, South Carolina sets the following measurable and rigorous targets for measures A, B, and C of Part B Indicator 14 for FFY2010 through FFY2012.

SPP Part B

**South Carolina
State**

FFY	Measurable and Rigorous Target		
	A Percent enrolled in higher education	B. Percent enrolled in higher education or competitively employed within one year of leaving high school	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
Baseline 2009 (2009-2010)	24.36%	50.23%	65.92%
2010 (2010-2011)	24.36%	50.23%	65.92%
2011 (2011-2012)	24.86%	50.73%	66.42%
2012 (2012-2013)	24.86%	50.73%	66.42%

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

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.

Overview of Issue/Description of System or Process:

South Carolina is required to implement a general supervision system that ensures students with disabilities receive a free, appropriate public education (FAPE). This system must identify and correct areas of noncompliance as soon as possible but in no case later than one year from identification. The Department does an excellent job of identifying areas of noncompliance through the process of a review of folders within each district. During the 2004–05 school year, ten districts were monitored. Follow-up visits were conducted during the 2005–06 school year to ensure that all issues of noncompliance were corrected within one year. The Department met its rigorous target set at 100%. We have ensured that local education agencies (LEAs) correct identified areas of noncompliance within the one-year timeline.

The focused monitoring system was designed around the key elements that have the greatest potential for improving results for students with disabilities. The National Center for Accountability and Monitoring (NCSEAM) worked with staff of the OEC to identify, develop, and implement a focused monitoring system. The purpose of focused monitoring is to improve the performance of students with disabilities, not just to identify issues of noncompliance within school districts. The system consists of priorities and indicators which were selected by a diverse group of stakeholders in addition to issues identified in the Department partnership agreement

with the Office for Civil Rights (OCR). In addition, assistance was given to the OEC by NCSEAM, in the development and implementation of district data profiles. These profiles provide specific data to the districts that are aligned with the SPP indicators. These profiles will be provided annually to districts and will assist in the development and submission of the self-assessment.

The stakeholders' steering committee worked collaboratively with the OEC to identify the priorities for focused monitoring for the 2004–05 school year. The priorities determined by this group were reading achievement for students with disabilities at the fourth and eighth grade levels and graduation with a regular state high school diploma for students with disabilities. Our stakeholder involvement continues through regularly scheduled quarterly meetings.

Districts were divided into enrollment groups and each group was ranked according to data measuring the priorities. The four lowest-performing districts on each indicator were targeted for onsite monitoring. Two districts were also selected at random for onsite monitoring. The OEC required that a district leadership team be formed in each district. The district leadership team included the following individuals:

- District superintendent or assistant superintendent,
- Director of special education,
- Representative of the District's Office of Finance,
- District specialist in reading (depending on indicator area) or appropriate staff member designated by the superintendent,
- District specialist in graduation issues (depending on indicator area) or appropriate staff member designated by the superintendent,
- District intervention specialist and/or school psychologist,
- Curriculum coordinator,
- Title One Coordinator, and
- Other team members, although not required, may include the coordinator of English as a Second Language Programs, the Section 504 coordinator, or the coordinator of federal programs.

The responsibilities of the district leadership team were initial planning, data collection, development and implementation of the action plan, and providing evidence of progress. The district leadership team was also responsible for addressing the following issues:

- Access to the general curriculum in regular classrooms. The education of students with disabilities must be closely aligned with the general education curriculum and achieved with appropriate aids and services and supports in the regular classroom, whenever possible.
- Higher expectations for students with disabilities.
- Strengthening the role of parents and ensuring that families have opportunities to participate in the education of their children.
- High-quality, intensive professional development for all personnel who work with students with disabilities to ensure that they have the skills and knowledge necessary to prepare students for productive and independent living.

- Incentives for school wide approaches and interventions to reduce the need to identify students as disabled in order to address their learning needs.
- Resources focused on teaching and learning while reducing paperwork and requirements that do not assist in improving educational results.

Deficiencies noted in the focus area of either reading or graduation with a regular state diploma and issues of noncompliance identified during the onsite monitoring visit required that the district develop and implement an action plan. Action plans were developed with support from OEC staff. Particular emphasis was placed on how the district was going to improve student outcomes in the areas of reading or graduation with a regular state diploma, and to address issues of noncompliance that impact the district's ability to ultimately improve the performance of students with disabilities.

Complaints and Due Process Hearing Decisions

In the event the LEA has a finding from a complaint or due process hearing decision, the LEA will be required to complete the cluster review related to the finding(s) to determine if children who are similarly situated have been denied FAPE; i.e., to determine whether the issue is systemic rather than child-specific.

When the OEC receives a letter of resolution in a complaint investigation, staff will review the information in the complaint, the LEA's 618 data, and other available data. Within thirty days, the OEC will notify the LEA in writing whether there is cause to investigate the finding as a systemic issue. If the OEC determines that the finding(s) warrants further investigation, the LEA will be required to complete specific section(s) within the topic area(s) of the related indicator cluster(s). If systemic findings are identified, the LEA will be notified in writing and must correct the noncompliance as soon as possible, but in no case later than one year. These corrections are in addition and separate from corrective actions required by the complaint investigator.

General Supervision – Determinations

The IDEA Part B regulations at 34 CFR §§300.600(c) and 300.603 require state education agencies (SEAs) to make "determinations" annually about the performance of each LEA based on information provided in the SPP/APR, information obtained through monitoring visits, and any other public information made available.

Noncompliance identified through information collected for SPP/APR reporting for other U.S. Department of Education reporting, during onsite monitoring visits, during record reviews, during database reviews, through audits, through dispute resolution processes, and/or from other information available to the SCDE will be considered in making LEA determinations. Likewise, the SCDE will consider the timely correction of noncompliance identified through these methods in making LEA determinations.

In making such determinations, the SCDE will assign LEAs one of the following determination levels:

- Meets Requirements

- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

The criteria for each determination level are set by the OEC according to Office of Special Education Programs (OSEP) guidelines. LEAs will be informed, in writing, of their annual determination and any required actions/interventions as soon as possible after the yearly submission of the SPP/APR (which is submitted on February 1 of each year).

In making determinations for each local education agency (LEA) OEC considered the totality of the information the OEC has available. This includes performance on the submitted data for Annual Performance Report (APR)/State Performance Plan (SPP), information from verification/monitoring visits, complaint resolutions, submission of required federal data, and other public information such as an LEA's performance under any existing special conditions on its IDEA grant or a compliance agreement, longstanding unresolved findings, and other compliance data under the IDEA. In reviewing the LEA's required data submissions, the OEC considered both the submission of valid and reliable data and the level of compliance, and if the LEA's compliance data were above 75%, whether the LEA corrected all previously identified findings of noncompliance.

The OEC mirrored the process used by the OSEP in making state determinations as closely as possible, but realized the necessity of quantifying and categorizing LEAs' performance in substantial compliance to IDEA. As a result, the OEC developed five categories to determine substantial compliance for the purposes of making annual determinations.

The first category considered is whether or not an LEA met the standard of substantial compliance (>95.00%) in its submission of timely and accurate data. The OEC maintains records of timely and accurate data submissions and provides this information to LEAs when determinations are made. The Timely and Accurate Data Submission Rubric is a quantified measure, with points assigned for timely and accurate data submissions as well as timely responses to data clarifications and/or requests. If an LEA exceeds or equals the 95.00% threshold, the OEC finds it to be in substantial compliance. If the LEA is below 75.00% compliance in its submission of timely and accurate data, regardless of any other category or factor, the LEA will receive a determination of "Needs Intervention" or in egregious instances, "Needs Substantial Intervention."

The second category examined relates to the three compliance indicators for which LEAs receive a percentage as a measure of implementation. These include IDEA Part B Indicators 11 (timely evaluation), 12 (Part C to B Transition), and 13 (postsecondary transition IEPs and services). For Indicators 11 and 12, the OEC examines data extracted from two separate reports from the special education student information system, Excent. For Indicator 13, the state uses a multi-tiered state monitoring plan that includes peer reviews of sampled IEPs. To determine whether or not the LEA met the standard of substantial compliance, the OEC examines whether or not an LEA met one of three standard statements:

1. Was the LEA greater than or equal to 95.00% compliance for each of the three indicators?

2. Was the LEA greater than or equal to 90.00% compliance in one indicator, and greater than or equal to 95.00% in the other two?
3. Was the LEA greater than or equal to 75.00% compliance for any of the three indicators for the previous reporting year, and did the LEA close the distance toward compliance (100%) by at least half for the current year?

An LEA would be considered to have substantial compliance for Indicators 11, 12 and 13 if each could be applied to any of the three standard statements. If an LEA was below 50.00% compliance any of the three indicators, regardless of any other category or factor, the LEA will receive a determination of “Needs Intervention” or in egregious instances, “Needs Substantial Intervention.”

The third category examined relates to the three compliance indicators for which LEAs do not receive a percentage as a measure of implementation, rather the LEA receives a finding or does not receive a finding. These include IDEA Part B Indicator 4b (significant discrepancy, by race/ethnicity, in suspension/expulsions), 9 (disproportionate representation in special education due to inappropriate identification), and 10 (disproportionate representation in specific disability categories due to inappropriate identification). Compliance to these indicators was determined based upon statistical calculation to determine whether or not an LEA was above the permitted threshold, followed by a completion of self-assessment and record reviews if so. If the LEA did not have a finding of noncompliance for the current year for each of these three indicators, the LEA would be found to have substantial compliance. If the LEA had a finding of noncompliance for any one of the indicators for the current year only, the LEA would be found to not have substantial compliance, and would receive a determination of “Needs Assistance,” regardless of whether or not it met the standard for all other categories examined. If an LEA did not meet the standard of compliance for either 4b, 9 or 10 for two consecutive years, the LEA would receive a determination of “Needs Intervention,” or in egregious situations, “Needs Substantial Intervention.”

The fourth category examined relates to the timely correction of previously identified noncompliance. To determine whether or not an LEA meets the standard for substantial compliance for timely correction, the OEC identifies the number of findings issued to a district during the previous reporting year, and the number of those that were corrected as soon as possible, but in no case later than one year of identification. If an LEA has timely corrected all previous noncompliance, the LEA would have met the standard for substantial compliance.

The final category examined relates to whether or not an LEA previously identified as a “high-risk grantee” has corrected any outstanding issues. If the “high-risk grantee” LEA has no unresolved conditions, then the LEA would be found to be in substantial compliance to category five.

DETERMINATION, REWARDS & SANCTIONS

Meets Requirements (M)

Any LEA that earns Meets Requirement will receive written commendations to the LEA’s superintendent, the LEA’s board of trustees, the State Board of Education as well as recognition on the Office of Exceptional Children (OEC) website.

To earn a Meets Requirement an LEA must have met the standard of substantial compliance for ALL five categories examined (to include any category that does not apply or is not required, designated by “NR”).

Needs Assistance (NA)

If this is the first year the LEA has received a rating of NA, the LEA superintendent and special education director will receive a letter to reinforce the requirement that all findings of noncompliance must be corrected as soon as possible, but in no case later than one year from the date of notification.

If this is the LEA’s second year with a rating of NA, in addition to the actions described above, the LEA will be advised of technical assistance resources; required to develop a Plan for Improving Children’s Outcomes (PICO); and required to participate in technical assistance sessions in the area(s) identified. The LEA may also be identified as a “high-risk grantee” and have conditions imposed on the use of its IDEA funds by the State. The OEC may also provide focused technical assistance through general supervision activities such as onsite visits and pairing the LEA with a LEA with similar demographics that has shown success in improving outcomes in the identified areas.

To earn Needs Assistance, an LEA must meet one or more of the following:

- a. Not meeting the standard for substantial compliance to one or two of the following categories examined (Category One, Category Two (Indicator 11, 12, or 13), Category Four, or Category Five) , provided that the compliance for each is greater than 50 percent; AND/OR
- b. One year of failing to meet the standard of substantial compliance with Category Three (Indicators 4B, 9, or 10).

Needs Intervention (NI)

If the LEA received a rating of NI for one year, the LEA must comply with all requirements described in NA.

If this is the LEA’s second consecutive year with a rating of NI, the OEC will provide onsite general supervision to assist in correcting any outstanding findings of noncompliance, and assist in the review and revision of the PICO.

If the LEA earns a determination of NI for three or more consecutive years, the LEA must comply with all actions for NI AND the State may (a) Require the LEA to enter into a compliance agreement if the State has reason to believe the LEA cannot correct the problem within one year; (b) withhold not less than 20 percent and not more than 50 percent of the LEA’s IDEA funds each year until the LEA has sufficiently addressed the areas causing NI ; and/or (c) seek to recover funds under section 452 of the General Education Provisions Act OR withhold, in whole or in part, any further payments to the LEA under the IDEA.

To earn a Needs Intervention, an LEA must meet one or more of the following:

- a. Not meeting the standard for substantial compliance with three or four of the five categories examined; AND/OR
- b. Compliance of less than 75 percent with Category One, Category Two (Indicator 11, 12, or 13), Category Four, OR Category Five; AND/OR

c. Two consecutive years of failing to meet the standard for substantial compliance with Category Three (Indicators 4B, 9, or 10).

Needs Substantial Intervention (NSI)

If a LEA has a rating of NSI, in addition to complying with all requirements described for NI, the State may recover funds under section 452 of the General Education Provisions Act; withhold, in part or whole, any further IDEA payments to the LEA; and/or refer the matter for appropriate enforcement action.

To earn a Needs Substantial Intervention, an LEA must meet one or more of the following:

a. Not meeting the standard for substantial compliance with all five categories examined, AND/OR

If the LEAs substantial failure to comply significantly affected the core requirements of the program, such as the delivery of services to children with disabilities, or if the LEA informed the OEC that it was unwilling to comply with an IDEA requirement. In making this determination, the OEC would consider the impact of any longstanding unresolved issues on the LEA's current implementation of the program. The OEC would also consider identifying a LEA "in need of substantial intervention" for longstanding or significant failure to submit required timely and accurate data.

General Supervision – Compliance Monitoring

The goal of the OEC's compliance monitoring activities is to ensure that LEAs are meeting the requirements of both federal and state regulations and statutes regarding educational programs for students with disabilities. In alignment with federal regulations, the SCDE's monitoring approach is outcome oriented. However, if noncompliance is identified through any of OEC's monitoring activities, the OEC will require the LEA to correct the noncompliance as soon as possible, but in no case later than one year from the date of notification.

Monitoring Activities include:

- **Database Reviews:** The OEC will review data in the Excent Online Database System to identify noncompliance and assess progress toward federal and state targets for special education. Data for SPP/APR indicators will be reviewed periodically throughout the year. LEAs may receive findings of noncompliance identified through database reviews.
- **Onsite Compliance Monitoring:** Annually the OEC will conduct onsite compliance monitoring for a selection of LEAs, based upon both LEA Determinations and a cyclical monitoring plan. Onsite monitoring will include record reviews and interviews to identify noncompliance and assess progress toward federal and state targets for special education. For more information, please see Appendix B. Record reviews entail an examination of student Individualized Education Programs (IEPs), financial and accounting records, or any other records that may contain information necessary for federal, state, or local reporting. The majority of record reviews conducted by the OEC will occur through database reviews, onsite compliance monitoring and required audit activities. Interviews entail gleaning important information from district and school administrators, staff, parents, and as appropriate, students with disabilities.

- **LEA Self-Assessments:** The LEA self-assessment is a process by which LEAs assess their own performance and progress toward compliance with IDEA Part B. The self-assessment is designed to guide LEAs through a collaborative analysis and planning process to engage stakeholders in developing targeted improvement activities in the areas that the LEA is most in need and deemed necessary. This process should be used in conjunction with completing any PICO-r, tailored to the specific area of noncompliance. In addition, LEAs may be required to complete additional self-assessments to ensure their policies, procedures, and practices comply with specific requirements as outlined in IDEA Part B Indicators 4A, 4B, 9 and 10.

Onsite compliance monitoring is a process by which selected LEAs receive an onsite visit by OEC staff for a comprehensive record review and stakeholder interviews. The process is designed to identify noncompliance and assess LEA progress toward improving educational results and functional outcomes for all students with disabilities. Onsite compliance monitoring also allows the SCDE to determine if the LEA's implemented strategies have resulted in qualitative and quantitative improvements, and to formulate specific, tailored actions if improved outcomes have not been achieved.

Verification of correction of noncompliance Upon notification that the LEA has corrected all noncompliance, which must be as soon as possible but in no case later than one year of the identification of noncompliance

Step 1: Identification of LEAs for Onsite Compliance Monitoring

LEAs will be selected for an onsite compliance monitoring events based on the consideration and evaluation of three factors:

- LEA Determinations (targeted LEAs with poor determinations)
- Cyclical Monitoring (annual stratified, representative random selection of LEAs)
- Other issues needing verification (specific LEAs as identified)

Step 2: Notification of Onsite Compliance Monitoring

LEA superintendents and special education directors will be notified by letter and electronic mail of the scheduled monitoring event. The OEC will also facilitate a scheduled telephone call(s), or face-to-face or virtual meeting(s), to discuss the onsite monitoring event. The first call or meeting will occur at the beginning of the year the LEA is to be monitored. The second call or meeting will occur thirty-days prior to the onsite event. With the notification letter, the LEA will be informed of the specific timelines and due dates for materials.

Step 3: Preparation

LEAs are expected to plan as soon as possible for the onsite monitoring event. LEAs should begin collecting documents needed prior to the onsite monitoring event, and for the event itself. LEAs should plan for the logistics, accommodations and time needed for staff, family and student interviews and for OEC record reviews.

Preparation is an opportunity for the LEA and SCDE to discuss the purpose of the onsite event, confer about the agenda for the onsite event, agree on logistics and review LEA data. It is also

an occasion for the LEA to ask any questions regarding the monitoring event and for the LEA to provide the SCDE with documents needed prior to the event.

Documentation is required from districts prior to the onsite visit. The “Pre-Site Documentation” includes all of the following:

- List of teachers that include their assigned school, program model, and categories of disability,
- Sample Prior Written Notice (PWN) form,
- LEA handbook including discipline procedures,
- Documentation of implementation of child find procedures,
- A copy of the LEA’s parent handbook or listing of parental rights (whatever is used as the full explanation of parental rights),
- Confidentiality/Records access procedures,
- LEA Special Education Policies and Procedures, if exists, including
 - o Sample surrogate parent procedures
 - o Discipline procedures
 - o Procedures for transition from BabyNet to preschool

Step 4: Onsite Compliance Monitoring Event

Following the notification letter to each selected LEA and the subsequent pre-site documentation review, the OEC will conduct an onsite event with the LEA. The onsite event is designed to verify that the LEA’s special education program and services are compliant with federal and state regulations. During the onsite monitoring event, the OEC will complete three primary tasks – record reviews, staff interviews, and student and family interviews.

Step 5: Letter of Findings and Monitoring Report

Thirty business days following the onsite event, the OEC will notify the LEA of any findings of noncompliance identified during the onsite monitoring event. Attached to the Letter of Findings will be a detailed Monitoring Report that will specifically outline student and LEA level noncompliance. The Monitoring Report will also delineate student and LEA level corrective actions necessary to correct identified noncompliance.

For all identified noncompliance, LEAs must correct the noncompliance as soon as possible but in no case later than one year. The date of the Letter of Findings serves as the date of the identification of the noncompliance.

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

Step 6: Development/Revision of the PICO

The SCDE is committed to providing technical assistance to LEAs as they formulate Plans for Improving Children's Outcomes (PICOs) and/or as they complete corrective actions. Assistance from OEC staff will be available to LEAs as they strive toward correction of noncompliance and improvement of educational results and functional outcomes for students with disabilities. An LEA with any finding(s) of noncompliance would have one PICO that addresses each finding, and the actions it must take to correct the noncompliance and ensure that it is correctly implementing the regulatory requirements related to educational programs for students with disabilities. The PICO should be viewed as a living document that is amended as findings are closed and/or new findings are issued.

The PICO must be developed and submitted within twenty business days of the Letter of Finding and Monitoring Report. The PICO must be submitted to the OEC for review and approval, and must be monitored accordingly to ensure that the LEA completes any correction action requirements and activities.

Step 7: Verification of Correction of Noncompliance

Each case of student-level noncompliance must be corrected by the LEA and each student file found noncompliant must document the corrective action outlined. The Monitoring Report will detail the required corrective actions. LEA-level noncompliance is corrected when the LEA can demonstrate that it is correctly implementing the specific regulatory requirement with all students with disabilities. The Monitoring Report will also detail the LEA-level corrective actions required to correct noncompliance.

After the LEA has corrected the student-level and LEA-level noncompliance, the OEC will verify the correction of noncompliance. For student-level noncompliance, the OEC may review all student files found to be noncompliant or may select a sample of the original student files reviewed to verify the correction of the noncompliance. For LEA-level noncompliance, the OEC will review additional updated files to verify that the LEA is correctly implementing the requirements or the regulations for both the student-level and LEA-level noncompliance found. If during verification activities the OEC finds additional noncompliance, the LEA will be required to correct the continued noncompliance as soon as possible but in no case later than one year after the identification of the noncompliance. The SCDE must verify the correction of noncompliance within one year of the identification of the noncompliance, therefore verification activities will occur before the conclusion of the one-year timeline.

Step 8: Closure of Findings of Noncompliance

After the SCDC has verified the correction of the noncompliance, the OEC will inform the LEA in writing that the finding(s) of noncompliance are closed. LEAs should continue to conduct record review activities to identify any areas of need that may arise before future OEC monitoring activities. Longstanding noncompliance extending beyond the one-year correction period will result in additional enforcement actions by the OEC and will affect the LEA's annual determination. Likewise, the LEA's timely correction of noncompliance will also be considered in the LEA's annual determination.

Baseline Data for FFY 2004 (2004-2005):

Year	2004-2005		2005-06 Follow-up	
	Number	Percentage	Number	Percentage
Districts Monitored out of 85 LEAs	10	12%	10	12%
Districts monitored found in compliance	1	10%	10	100%
Districts monitored found with issues of noncompliance	9	90%	0	0%
Districts monitored in compliance within one year	NA	NA	10	100%
Districts monitored found in compliance in more than one year	NA	NA	0	0%
Districts monitored with partial compliance due to extenuating circumstances	NA	NA	0	0%
Districts monitored failing to meet compliance within one year with no extenuating circumstances	NA	NA	0	0%
Sanctions issued – Tier 3	0	0%	0	0%

Discussion of Baseline Data:

During the 2003-04 school year, twenty-two districts were monitored. Eleven (fifty percent) of the twenty-two districts corrected issues of noncompliance within one year. Since the submission of the 2003-04 school year data, ninety-one percent of the findings of noncompliance from 2003-04 were corrected by the end of 2004-05. Sanctions were imposed on the two remaining districts who have failed to correct issues of noncompliance in the area of suspension and expulsion. These sanctions included the withholding of IDEA funds, required technical assistance, review and revision of district discipline policies, procedures, and practices, on-site training conducted by OEC and IHE staff, submission of a corrective action plan, and on-going on-site follow-up visits. Tremendous time, effort, and resources have been directed toward assisting these districts to build an infrastructure that would support and maintain systems change. Failure to correct the issues of noncompliance in the areas of suspension and expulsion by the end of the 2006-07 school year will result in further sanctions being imposed.

Follow-up visits were conducted during the 2005–06 school year to ensure that all identified issues of noncompliance were corrected within one year. Of the ten districts monitored during the 2004–05 school year all identified issues of noncompliance were corrected within one year. In addition, OEC staff met with district leadership teams to review progress of the districts’ action plans in reading or graduation with a state high school diploma. Recommendations for improvement were made to the district leadership teams for consideration and implementation in meeting the specific targets outlined in these documents. Targeted technical assistance was provided to districts identified as needing more assistance. Activities included provision of comprehensive staff development and training, implementation of system change initiatives including a system’s change approach (the intertwining of reading, behavior, exceptional educational services, State Improvement Grant and response to intervention), strategies to improve the student intervention team process resulting in reduced referrals to special education, instructional and intervention strategies in curriculum based assessment, inclusion strategies, quarterly task force meetings where general and special educators reviewed and evaluated initiatives, and implementation of a credit recovery program. Data was previously submitted for complaints, due process hearings, and mediation in the December 2005 APR. Based upon guidance from the OSEP, findings of noncompliance are designated by topical areas.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.
2006 (2006-2007)	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.
2007 (2007-2008)	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.
2008 (2008-2009)	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.
2009 (2009-2010)	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.
2010	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from

(2010-2011)	identification.
2011	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.
2012	The state’s general supervision system identifies and corrects all noncompliance as soon as possible, but in no case later than one year from identification.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

Monitoring Priority: Effective General Supervision Part B / General Supervision**Indicator 18:**

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

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

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

Overview of Issue/Description of System or Process:

As of July 1, 2005, in accordance with the 2004 reauthorization of the IDEA, an LEA must convene a meeting with the parents and the relevant member or members of the IEP team who have specific knowledge of the facts identified in any due process hearing request, submitted by either the parents or LEA, to provide an opportunity for the parents of the student to discuss their due process hearing request and the facts that form the basis of the due process hearing request. The process provides the LEA and parents the opportunity to resolve the due process hearing request through a less adversarial, less expensive avenue. The process is intended to assist parents of students with disabilities and LEAs in resolving disagreements regarding the identification, evaluation, placement, and provision of a free appropriate public education for students with disabilities. Any agreement reached by the parties must be set forth in a written resolution agreement and signed by the parties. The signed, written resolution agreement is enforceable in any state court of competent jurisdiction or in a United States District Court. The LEA must maintain a copy of the resolution agreement and provide a copy to the due process hearing officer, parents, and Department.

The state will monitor compliance with the requirement to schedule and conduct resolution sessions within fifteen calendar days of the due process hearing request being filed through the a tracking system, a tracking log that is a part of each individual due process hearing request file maintained by the state, and regular contact with due process hearing officers, LEAs, and attorneys representing LEAs during the due process hearing timeline.

Baseline Data for FFY 2004 (2004-2005):

SECTION C: Resolution Sessions	
(3) Hearing requests total	27
(3.1) Resolution sessions	21
(a) Settlement agreements	13

Discussion of Baseline Data:

During the 2005–06 school year there were twenty-seven requests for local due process hearings. Of the twenty-seven local due process hearing requests, twenty-one resolution sessions were convened with thirteen of the resolution sessions resulting in formal written agreements. The eight due process hearing requests, where a resolution session did not occur, were withdrawn by the filing party or dismissed by the local due process hearing officer for a lack of sufficiency or dismissed at the request of the filing party prior to the date for the scheduled resolution session. Data indicated that 61.90% of the resolutions sessions conducted as a result of local due process hearing requests resulted in resolution session agreements.

During FFY 2009 there were thirteen requests for local due process hearings. Consistent with FFY 2008, when there were fifteen requests for local due process hearings, there were ten resolution meetings conducted relative to these requests with six of the ten resolution meetings (60%) resolved through written settlement agreements. For FFY 2009, there was no increase in the percentage of resolution agreements. Although there were two fewer local due process hearing requests, the same number of cases proceeded to resolution sessions and the same percentage, six out of ten (60%), resulted in resolution agreements. During FFY 2007 there were nineteen resolution sessions with ten (52.6%) resulting in written agreements. During FFY 2006 there were nine resolution sessions with four (44.4%) resulting in written agreements.

Based upon current trends and the declining number of due process hearing requests in the state over past years, the SCDE believes it is reasonable to believe that the increase in local due process hearings that result in resolution agreements has slowed and therefore, revises its target for FFY 2009 to 60%. The state also revises its target for FFY 2010 to 62.5% and sets targets of 65.0% for FFY 2011 and 67.50% for FFY 2010.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Baseline data was collected; measurable and rigorous targets were set.
2006 (2006-2007)	65 percent of resolution sessions will result in written agreements.

SPP Part B**South Carolina
State**

2007 (2007-2008)	67.5 percent of resolution sessions will result in written agreements.
2008 (2008-2009)	70 percent of resolution sessions will result in written agreements.
2009 (2009-2010)	60 percent of resolution sessions will result in written agreements. (revised target).
2010 (2010-2011)	60 percent of resolution sessions will result in written agreements (revised target).
2011	65 percent of resolution sessions will result in written agreements.
2012	67.5 percent of resolution sessions will result in written agreements.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

Monitoring Priority: Effective General Supervision Part B / General Supervision**Indicator 19:**

Percent of mediations held that resulted in mediation agreements.

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

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

Overview of Issue/Description of System or Process:

The South Carolina State Department of Education Office of Exceptional Children (OEC) system for mediating conflicts arising from the provision of special education and related services to students with disabilities is a procedure that can be advantageous for everyone involved in the dispute resolution process. The process is intended to assist parents of students with disabilities and districts/agencies in resolving disagreements regarding the identification, evaluation, placement, and provision of a free appropriate public education for students with disabilities. In accordance with the Individuals with Disabilities Education Improvement Act (IDEA '04) any agreement reached by the parties to the dispute must be set forth in a written mediation agreement. The signed written mediation agreement is enforceable in any state court of competent jurisdiction or in a United States District Court.

A trained mediator works with the parties during a non-adversarial session to guide them toward a mutually satisfactory solution. The session is more structured than a parent-school conference, but less formal than a due process hearing. The process is voluntary and optional for both parties and is designed to assist parents and district/agency personnel in focusing on the unique needs of the student rather than on issues that divide them. Additionally, because the mediation session is completely confidential, it encourages open communication.

The parent, guardian, educational surrogate parent, or district/agency may request mediation when the parties reach an impasse after making good faith efforts to resolve differences and are unable or unwilling to modify their positions without outside assistance. If both parties agree to mediation, each must sign the Mediation Request Form provided by the Department. This form is available in district/agency special education offices and on the Department website. The district/agency must maintain a copy of the Mediation Request Form and provide a copy to the mediator, parents, and Department. Unless both parties agree to attempt mediation as a way to resolve their disagreement, a mediation session cannot be scheduled. Once both parties agree to mediation and sign the Mediation Request Form, the district/agency must obtain a mediator from the list provided by the Department. If the district/agency and parent do not agree on the

assignment of a mediator, the Department shall appoint one from the approved list. A mediation session should be scheduled to occur within fourteen calendar days of both parties agreeing to participate in the mediation session. The district/agency should immediately take steps to obtain a mediator or seek the appointment of a mediator by the Department.

Although mediation may occur at any time, it may not in any way interfere with either the right to a due process hearing or with due process hearing timelines. Mediation is not a required step prior to requesting a due process hearing. It may be used as an alternative to a due process hearing or at the same time as a due process hearing. Either party to the mediation may end the session and proceed with a due process hearing at any time. If this occurs, all the procedural safeguards relative to due process hearings must be implemented.

The district/agency must provide parents with written information identifying the mediator and basic guidelines governing mediation. Immediately after accepting an assignment, the mediator contacts all parties and advises them of his/her name and telephone number and sets the date, time, location, structure, and purpose for the session, and determines who will participate. The mediator also answers any questions about the process and may request additional information from the parties. If the parents cannot be reached by telephone, the mediator must send a letter (by certified mail, return receipt requested), which includes all the information that would have been covered by telephone.

Generally, sessions are completed in three or four hours, depending on the complexity of the issue(s), but mediation sessions may take up to a full day. It is recommended that participants plan to set aside a full day.

The student's current placement remains the same during the entire mediation process. The student's placement may be changed only if the parents and the individualized education program team agree to do so, or a due process hearing officer or court removes the student on the basis of dangerousness to self or others.

Baseline Data for FFY 2004 (2004-2005):

SECTION B: Mediation requests	
(2) Mediation requests total	11
(2.1) Mediations	11
(a) Mediations related to due process	1
(i) Mediation agreements	1
(b) Mediations not related to due process	10
(i) Mediation agreements	8
(2.2) Mediations not held (including pending)	0

Discussion of Baseline Data:

During the 2005–06 school year there were twenty-seven requests for local due process hearings. Of the twenty-seven local due process hearing requests, twenty-one resolution sessions were convened with thirteen of the resolution sessions resulting in formal written agreements. The eight due process hearing requests, where a resolution session did not occur, were withdrawn by the filing party or dismissed by the local due process hearing officer for a lack of sufficiency or dismissed at the request of the filing party prior to the date for the scheduled resolution session. Data indicated that 61.90% of the resolutions sessions conducted as a result of local due process hearing requests resulted in resolution session agreements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2006 (2006-2007)	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2007 (2007-2008)	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2008 (2008-2009)	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2009 (2009-2010)	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2010 (2010-2011)	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2011	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.
2012	If more than ten mediation requests are filed, at least 75% of the requests will result in an agreement.

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

In order to extend the through 2012 SPP targets as required by OSEP, the Office of Exceptional Children (OEC) presented to a constituent group the Indicators and suggested targets. The group had a face-to-face meeting and a virtual meeting in order to discuss and set the targets.

Monitoring Priority: Effective General Supervision Part B / General Supervision**Indicator 20:**

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

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

Measurement:

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

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

Overview of Issue/Description of System or Process:

The OEC is committed to reporting accurate data to the OSEP in a timely manner. The accuracy of data is important as the state moves forward in an effort to problem solve through the use of data-based decision making.

South Carolina has historically had systemic issues with accurate and timely data collection. A data manager was employed in 2002 in the Office of Exceptional Children. With the assistance of WESTAT, an electronic system for data collection was created to facilitate the accuracy of the 618 data collection for Tables 1 and 3. Local education agencies (LEA), state-operated programs (SOP), and Head Start programs were provided software to ensure matching data counts. The data collected in December 2002 was presented to districts at the 2003 OEC Spring Administrators' Training. Districts were provided an analysis of the data submitted, as well as, data on disproportionate representation. Districts were instructed on how data would be used in the future in South Carolina.

In 2005 the OEC collected all 618 data electronically through a system of data entry spreadsheets and an Access database. Each district/agency completed the spreadsheet and transmitted it to the OEC data manager. The data manager imported the data into the Access database and aggregated

the district/agency data into a statewide database. The data are then used to complete the 618 data reports to the OSEP as well as to provide baseline and trend data for purposes of the SPP and subsequent APRs. This method of data collection and reporting has built-in error checking that is used to ensure that each district/agency accurately reports the data. Each spreadsheet has logic built in to create flags when errors occur and districts are required to correct the errors before submitting the data to Department. This method has become successful with proper technical assistance and training over the past two years. With technical assistance from the National Center on Special Education Accountability and Monitoring (NCSEAM), special education directors will be given a framework to utilize their current data for decision-making in the self-assessment process.

The main drawback to this data collection method is that it is not directly connected to the statewide student information system, School Administrative Student Information (SASI). Data reporting for the SPP and the APR require data comparisons between students with disabilities and their nondisabled peers. The current system of collection does not provide a means to collect data needed for all students at a school level.

The OEC collaborated with other Department offices to redesign the data collection process to allow for the required data collection. The initial implementation of this process did not allow collection of data directly from SASI due to system flexibility issues and to policy issues. The Department has purchased a new special education software package, Excent Online, to assist this process. This software will interface with SASI to provide the necessary data. Forty-seven percent of the districts/agencies will have implemented the software by January 2006. This system will provide the necessary student-level data and resolve the policy issues that exist with SASI. The system also has error checking and data verification reports included and will make data reporting simpler for districts since data will be housed at the Department in a centralized database. The data will be available to the Department staff. Districts/agencies will need only to verify the data.

With data being available at the Department, the OEC staff will have access to the data needed for reporting progress and slippage, trends, and other performance issues in the SPP and APRs. This process will improve the accuracy and efficiency of data reporting to the OSEP by improving the timeliness and reducing the number of revisions to the data. This will also provide necessary data for assisting districts/agencies in utilizing the problem solving model to identify needs, implement improvement activities, and monitor progress.

In December of 2006, 98% of districts had implemented the new Excent data system. Forty-five of the eighty-five districts submitted their December 1 Counts to the OEC via this system. The data was then loaded into the Data Warehouse where it can be accessed for comparison data and creation of the data reports for the Federal EDEN system. With the Success of the December 1 Count data reporting we have begun the process of adding all 618 data reports to this system. It will be mandatory that all districts report all 618 data via Excent by December 2007.

Baseline Data for FFY 2004 (2004-2005):

<i>Category</i>	2003-04	2004-2005	2005-2006
Percentage of districts/agencies submitting Tables 1,2,3,4, & 5 electronically	Not available for submission	100%	100%
Percentage of districts/agencies submitting Tables 1 & 3 by Department established deadline	79%	97.9%	100%
Percentage of districts/agencies submitting Tables 1 & 3 with matching child and disability counts	100%	100%	100%
Percentage of districts/agencies submitting Tables 2, 4, & 5 by Department established deadline	100%	96.4%	100%

<i>Category</i>	OSEP	DEPARTMENT	Final Approval	Year
618 Data Submission to Westat	OSEP DATES	OEC Submission Date	Passed into OSEP Database	Submission
Table 1	February 1	February 1	Yes	2005
Table 2	November 1	November 1	Yes	2005
Table 3	February 1	February 1	Yes	2005
Table 4	November 1	November 1	Yes	2005
Table 5	November 1	November 1	Yes	2005
APR Submission to OSEP	March 31	March 31	Waiting on OSEP Letter	2005
SPP Submission to OSEP	December 1	December 1		2005

<i>Category</i>	OSEP	DEPARTMENT	Final Approval	Year
618 Data Submission to Westat	OSEP DATES	OEC Submission Date	Passed into OSEP Database	Submission
Table 1	February 1	February 1	Yes	2006
Table 2	November 1	November 1	Yes	2006
Table 3	February 1	February 1	Yes	2006
Table 4	November 1	November 1	Pending	2006
Table 5	November 1	November 1	Yes	2006
SPP Submission to OSEP	February 2	February 2	Waiting on OSEP	2007

Discussion of Baseline Data:

The tables above show feedback from state and federal data submissions. The first table shows the percentage of districts that reported their data electronically and submitted the data accurately in a timely manner. South Carolina is showing a good increase in districts/agencies reporting to districts. The second table shows the results of the data submission to the OSEP and Westat for each 618 data report for the SPP and APRs.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<p>25% of districts will report their December 1 Child count using Excent®</p> <p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
2006 (2006-2007)	<p>50% of districts will report Tables 1 and 3 using Excent®</p> <p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
2007 (2007-2008)	<p>100% of districts will report tables 1 and 3 child count using Excent®</p> <p>Extract 100% of Table 1 and 3 reports from Excent® Online database without district data submission</p> <p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
2008 (2008-2009)	<p>100% of districts will report all required 618 data using Excent®.</p> <p>Extract 100% of all 618 data from Excent® Online database without district data submission.</p> <p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
2009 (2009-2010)	<p>100% of districts will report all required 618 data using Excent®.</p> <p>Extract 100% of all 618 data from Excent® Online database without district</p>

	<p>data submission.</p> <p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
<p>2010 (2010-2011)</p>	<p>100% of districts will report all required 618 data using Excent®.</p> <p>Extract 100% of all 618 data from Excent® Online database without district data submission.</p> <p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
<p>2011</p>	<p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>
<p>2012</p>	<p>All state reported 618 data, the State Performance Plan, and Annual Performance Report will be reported by designated timelines and with 100% accuracy.</p>

**STATE PERFORMANCE PLAN IMPROVEMENT
ACTIVITIES**

South Carolina IDEA State Performance Plan Improvement Activities				
<p>South Carolina will strengthen statewide collaboration with interagency and intra-agency partners, stakeholders, and constituents to...</p>	<p>A. Ensure children with disabilities start school ready to learn, by:</p> <ol style="list-style-type: none"> 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. Disseminating information to constituents about preschool outcomes. <p><i>(Related Indicators: 6, 7, 12, 15 and 20)</i></p>			
	<p>B. Support children with disabilities in achieving at high levels, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 3, 4, 5, 15 and 20)</i></p>			
	<p>C. Improve services and results for children with disabilities and their families, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)</i></p>			
	<p>D. Prepare children with disabilities for postsecondary life, education, and employment, by:</p> <ol style="list-style-type: none"> 1. Establishing a statewide team to address postsecondary outcomes for children with disabilities. 2. Disseminating information to constituents about postsecondary outcomes. <p><i>(Related Indicators: 1, 2, 13, 14, 15 and 20)</i></p>			
	<table border="0"> <tr> <td style="padding-right: 20px;">Evaluated by</td> <td>Action Plans; Participant Surveys, Workgroup Reports; Disseminated Artifacts.</td> </tr> <tr> <td>Timelines</td> <td>2012 – 2014</td> </tr> </table>	Evaluated by	Action Plans; Participant Surveys, Workgroup Reports; Disseminated Artifacts.	Timelines
Evaluated by	Action Plans; Participant Surveys, Workgroup Reports; Disseminated Artifacts.			
Timelines	2012 – 2014			

South Carolina IDEA State Performance Plan Improvement Activities	
<p>South Carolina will review and analyze data and information to...</p>	<p>A. Ensure children with disabilities start school ready to learn, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 6, 7, 12, 15 and 20)</i></p>
	<p>B. Support children with disabilities in achieving at high levels, by:</p> <ol style="list-style-type: none"> 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®. <p><i>(Related Indicators: 3, 4, 5, 15 and 20)</i></p>
	<p>C. Improve services and results for children with disabilities and their families, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)</i></p>
	<p>D. Prepare children with disabilities for postsecondary life, education, and employment, by:</p> <ol style="list-style-type: none"> 1. Conducting data mining on extant postsecondary outcomes. 2. Analyzing compliance patterns for postsecondary transition services. <p><i>(Related Indicators: 1, 2, 13, 14, 15 and 20)</i></p>
	<p>Evaluated by</p>
<p>Timelines</p>	<p>2012 – 2014</p>

South Carolina IDEA State Performance Plan Improvement Activities	
<p>South Carolina will provide targeted professional development and technical assistance to...</p>	<p>A. Ensure children with disabilities start school ready to learn, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 6, 7, 12, 15 and 20)</i></p>
	<p>B. Support children with disabilities in achieving at high levels, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 3, 4, 5, 15 and 20)</i></p>
	<p>C. Improve services and results for children with disabilities and their families, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 8, 9, 10, 11, 15, 18, 19, and 20)</i></p>
	<p>D. Prepare children with disabilities for postsecondary life, education, and employment, by:</p> <ol style="list-style-type: none"> 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. <p><i>(Related Indicators: 1, 2, 13, 14, 15 and 20)</i></p>
	<p>Evaluated by Participant Surveys; Participant Sign-In Sheets; Professional Development Presentations, Handouts, and Products; Technical Assistance Reports</p> <p>Timelines 2012 – 2014</p>

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

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
NECTAC	National Early Childhood Technical Assistance Center	6, 7, and 12
NPSO	National Post-Secondary Outcomes Center	1, 2, 13, 14
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