

## Mandatory Evaluation Components

### Report 2018-12: Minimal Evidence Found of Service Duplication for Students with Disabilities in Schools and Communities

N.C. Gen. § 120-36.14 requires the Program Evaluation Division to include certain components in each of its evaluation reports, unless exempted by the Joint Legislative Program Evaluation Oversight Committee. The table below fulfills this requirement and, when applicable, provides a reference to the page number(s) where the component is discussed in the report.

N.C. Gen. § 120-36.14 Specific Provision	Component	Program Evaluation Division Determination	Report Page
(b)(1)	Findings concerning the merits of the program or activity based on whether the program or activity		
(b)(1)(a)	Is efficient	<p><b>The delivery of services to students is not efficient, but improvements are underway.</b> The State requires evaluations to be conducted, eligibility determined, and placement completed within 90 days of receipt of a written referral. In Federal Fiscal Year 2015–16, local education agencies met the State’s established timeframe 92% of the time. <b>North Carolina’s performance on this indicator is worse than the national average of 98%.</b> Of the 3,371 referrals exceeding the 90-day period in North Carolina, local education agencies reported 56% of the delays were due to referral paperwork not being processed in a timely manner. The Department of Public Instruction plans to implement the Every Child Accountability and Tracking System (ECATS) in 2019. This new data system should bolster the efficiency of service delivery by improving workflow processes.</p>	22, 41
(b)(1)(b)	Is effective	<p><b>Federal performance indicators suggest that services are effective and enable students with disabilities to achieve positive outcomes.</b></p> <ul style="list-style-type: none"> <li>• Between 2007 and 2016, the four-year high school <b>graduation rate increased by 22%.</b></li> <li>• Between 2007 and 2016, the <b>high school dropout rate decreased by 49%.</b></li> <li>• From 2012 to 2016, the <b>percentage of students enrolled in higher education, enrolled in some other post-secondary education/training program, or employed within one year of departing high school increased by 24%.</b></li> </ul> <p><b>North Carolina’s performance exceeded national performance in all of these areas.</b></p>	20-21, 40-41
(b)(1)(c)	Aligns with entity mission	DPI’s Exceptional Children Division has a mission to ensure students with disabilities develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment possible. <b>This mission aligns with the State Board of Education’s mission</b> to lead and uphold a system of public education in North Carolina that guarantees every student in the state an opportunity to receive a sound basic education.	3

(b)(1)(d)	Operates in accordance with law	The U.S. Department of Education provides oversight to ensure states meet federal Individuals with Disabilities Education Act requirements. <b>In 2018, the U.S. Department of Education determined that North Carolina was among the 21 states that met requirements of the federal IDEA.</b>	19
(b)(1)(e)	Does not duplicate another program or activity	The State Board of Education has a duty to monitor local education agencies to determine compliance with the federal IDEA and state law. The State Board, through DPI's Exceptional Children Division, monitors the implementation of all LEAs' Exceptional Children Programs. <b>The Exceptional Children Division is the sole state entity responsible for monitoring LEAs in the provision of services for students with disabilities.</b>	3
(b)(1a)	Quantitative indicators used to determine whether the program or activity		
(b)(1a)(a)	Is efficient	The U.S. Department of Education requires each state to report annually on the timeliness of eligibility determinations. <b>The Program Evaluation Division's efficiency determination is based on Federal Indicator 11, which measures the percentage of children who were evaluated within the State's established timeframe.</b> North Carolina requires evaluations to be conducted, eligibility determined, and placement completed within 90 days of receipt of a written referral.	41
(b)(1a)(b)	Is effective	The U.S. Department of Education requires each state to report annually on student outcomes. <b>The Program Evaluation Division's effectiveness determination is based on several Federal Indicators:</b> <ul style="list-style-type: none"> <li>the percentage of youth with individualized education programs (IEPs) graduating from high school with a regular high school diploma within four years (Indicator 1),</li> <li>the percentage of youth with IEPs dropping out of high school (Indicator 2), and</li> <li>the percentage 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 were competitively employed in some other employment within one year of leaving high school (Indicator 14C).</li> </ul>	40-41
(b)(1b)	Cost of the program or activity broken out by activities performed	In Fiscal Year 2016–17, LEAs spent an average of <b>\$1,181 on direct medical services per Medicaid-enrolled student with an individualized education program.</b> During the same time period, LEAs spent an average of <b>\$38 per Medicaid-enrolled student on Medicaid administrative activities.</b>	11, 35-39
(b)(2)	Recommendations for making the program or activity more efficient or effective	Recommendation 1 states the General Assembly should direct the Department of Public Instruction to establish methods for soliciting feedback from Exceptional Children Directors of local education agencies. This recommendation should improve the effectiveness of services for students with disabilities by improving the quality of technical assistance for local Exceptional Children Directors.	26-27
(b)(2a)	Recommendations for eliminating any duplication	The Program Evaluation Division <b>did not find evidence of duplication</b> in the provision of services for students with disabilities.	N/A
(b)(4)	Estimated costs or savings from implementing recommendations	Neither of the Program Evaluation Division's recommendations will require additional costs nor yield savings.	N/A