

Series 2006-2007

Circular Letter: C-11

TO: Superintendents of Schools

FROM: Mark K. McQuillan, Commissioner of Education

DATE: April 19, 2007

SUBJECT: State Performance Plan and Annual Performance Report

On February 1, 2007, the State Department of Education submitted a State Performance Plan (SPP) and Annual Performance Report (APR) to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on the implementation of the Individuals with Disabilities Education Improvement Act (IDEA). In accordance with IDEA, each state must have in place a performance plan that evaluates the state's efforts to meet the requirements and purposes of the IDEA and the state's implementation of this law. Additionally, each state must report annually on its performance compared to the targets established in the SPP. Enclosed please find a copy of Connecticut's SPP and APR. They are also available on the Department's web site (www.sde.ct.gov) under the link for Special Education. Please share the information in the SPP and APR with administrators and staff in your district.

The SPP is a six-year plan which describes Connecticut's performance on 20 indicators (see enclosure). The Connecticut SPP was developed by a broad stakeholder group consisting of parents, school district personnel, early intervention providers and state department representatives. Indicators for special education are grouped around three priorities: free appropriate public education (FAPE) in the least restrictive environment (LRE), disproportionate identification of students for special education and effective general supervision. Targets for each year and improvement activities to help attain those targets are contained in the SPP. An Annual Performance Report of the SPP activities and progress towards the stated targets is due to the U.S. Department of Education each February. Additionally, OSEP requires that the state report annually to the public on the performance of each local educational agency (LEA) on each of the 20 indicators.

The Department will be posting information regarding the SPP and APR, including the official response from OSEP to the February 2007 report, on its website. The Bureau of Special Education, along with the State Education Resource Center (SERC), is planning for the necessary activities to support continued progress towards the targets of the 20 indicators. As appropriate, we will seek your involvement in these activities.

I appreciate all of your efforts on behalf of students with disabilities and their families in Connecticut, as well as your efforts in support of achieving the progress and outcomes in the State Performance Plan and Annual Performance Report.

MKM: dc

Enclosures

Summary of Indicators for the State Performance Plan (SPP)

- 1 Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma.
- 2 Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
- 3 Participation and performance of children with disabilities on statewide assessments.
- 4 Rates of suspension and expulsion.
- 5 Percent of children with IEPs aged 6 through 21: A) Removed from regular class less than 21% of the day; B) Removed from regular class greater than 60% of the day or served in public or private separate schools, residential placements, or homebound or hospital placements.
- 6 Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.
- 7 Percent of preschool children with IEPs who demonstrate: A) improved positive social-emotional skills; B) acquisition and use of knowledge and skills; C) use of appropriate behaviors to meet their needs.
- 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.
- 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.
- 10 Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- 11 Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timelines).
- 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.
- 13 Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
- 14 Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school.
- 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.
- 16 Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
- 17 Percent of fully adjudicated due process hearing request that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
- 18 Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- 19 Percent of mediations held that resulted in mediation agreements.
- 20 State reported data (618 and State Performance Plan and Annual Performance Reports) are timely and accurate.