Connecticut's Part B State Performance Plan/Annual Performance Report (SPP/APR)

Submitted annually (February 1) to the U.S. Department of Education's Office of Special Education Programs

Indicator 1 **Graduation**
Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma.

Indicator 2 **Drop Out**
Percent of youth with IEPs who exited special education due to dropping out.

Indicator 3 **Participation and performance of children with IEPs on statewide assessments:**
- 3A: Participation rate for children with IEPs.
- 3B: Proficiency rate for children with IEPs against grade level academic achievement standards.
- 3C: Proficiency rate for children with IEPs against alternate academic achievement standards.
- 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

Indicator 4 **Suspension/Expulsion**
- 4A: Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
- 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, 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.

Indicator 5 **Education Environments (children 5 (Kindergarten) - 21)**
Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:
- 5A: Inside the regular class 80% or more of the day.
- 5B: Inside the regular class less than 40% of the day.
- 5C: In separate schools, residential facilities, or homebound/hospital placements.

Indicator 6 **Preschool Environments**
Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:
- 6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- 6B: Separate special education class, separate school or residential facility.
- 6C: Receiving special education and related services in the home.

Indicator 7 **Preschool Outcomes**
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
- 7A: Positive social-emotional skills (including social relationships).
- 7B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy).
- 7C: Use of appropriate behaviors to meet their needs.

Indicator 8 **Parent involvement**
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.

Indicator 9 **Disproportionate Representation**
Percent of districts with disproportionate representation of racial and ethnic groups in special

education and related services that is the result of inappropriate identification.

Indicator 10 **Disproportionate Representation in Specific Disability Categories**
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11 **Child Find**
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.

Indicator 12 **Early Childhood Transition**
Percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthdays.

Indicator 13 **Secondary Transition**
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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

14A: Enrolled in higher education within one year of leaving high school.
14B: Enrolled in higher education or competitively employed within one year of leaving high school.
14C: Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Indicator 15 **Resolution Sessions**
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Indicator 16 **Mediation**
Percent of mediations held that resulted in mediation agreements.

Indicator 17 **State Systemic Improvement Plan (SSIP)**

Indicator 18 **General Supervision**
Timely correction of noncompliance.

NOTE:
Compliance Indicators have targets set at 0% or 100% and include Indicators 4B, 9, 10, 11, 12, 13, and 18.

Results Indicators have targets set by the CSDE with stakeholder input and include Indicators 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17.