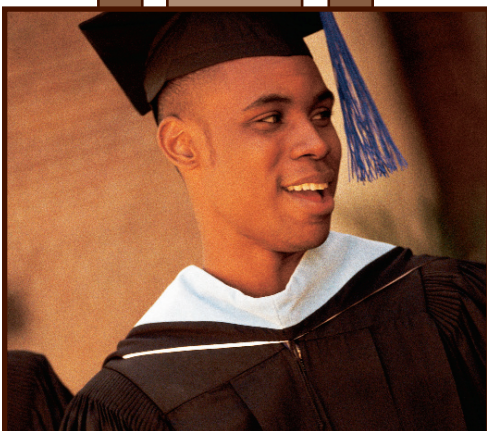


Connecticut State Department of Education  
Division of Family and Student Support Services  
Bureau of Special Education

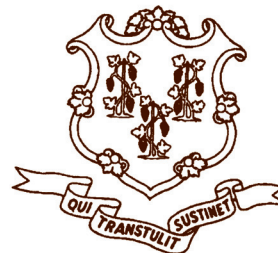


# Part B ANNUAL *Performance* REPORT

February 2011

Reporting Period

July 1, 2009 - June 30, 2010



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# Overview of the Annual Performance Report Development

## **February 2011**

### **Broad Input from Stakeholders**

With the first submission of the State Performance Plan (SPP) in December 2005, the Connecticut State Department of Education (CSDE) divided the 20 indicators into six categories for its SPP. For its updated revision of the SPP, the CSDE reorganized its work groups to reflect ten groups. Each category was designated as a work group with at least one CSDE consultant facilitating each. The work groups are:

- General Supervision – Indicators 15
- Dispute Resolution – Indicators 16, 17, 18, 19
- Evaluation Timelines – Indicator 11
- Data Reporting – Indicator 20
- Early Childhood – Indicators 6, 7, 12
- Parent Involvement – Indicator 8
- Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) – Indicator 5
- Academic Accomplishment – Indicators 3, 9, 10
- School Engagement and Completion – Indicators 1, 2, 4A, 4B\*
- Secondary Transition – Indicators 13\*, 14\*

\*Indicators 4B, 13 and 14 are designated as new indicators for FFY 2009

The work groups for General Supervision, Dispute Resolution, Evaluation Timelines, Data Reporting, Early Childhood, Parent Involvement, FAPE in the LRE, Academic Accomplishment, School Engagement and Completion, and Secondary Transition convened either internally within the CSDE or externally with stakeholders to participate in revisions of the SPP, including target setting and reviewing/developing improvement activities, and to analyze data for reporting in the Annual Performance Report (APR). The consultant assigned as the work group manager reported on the annual work plan, progress toward completing activities and the evaluation of outcomes. Each external stakeholder work group also included personnel from the State Education Resource Center (SERC), our training and technical assistance center, and a member from the State Advisory Council (SAC). Recommendations from the Council on State Personnel Development (CSPD) were also provided for those indicators that aligned directly with CSPD's priorities for the year.

### **Public Dissemination**

The updated SPP and APR will be posted in the Special Education section of the CSDE's Web site by March 2011. Written communication bringing attention to the revised SPP and APR will be provided to each local education agency (LEA) and to parent organizations including, but not limited to, the state's Parent Training and Information (PTI) Center, African and Caribbean American Parents of Children with Disabilities (AFCAMP), ARC of Connecticut and Padres Abriendo Puertas (PAP), as well as institutes of higher education throughout the state that have educator preparation programs, the State Advisory Council (SAC), the Department of Mental Health and Addiction Services (DMHAS), the Connecticut Birth to Three System, the

Department of Children and Families (DCF), the Department of Developmental Services (formerly Department of Mental Retardation) and the Commission on Children.

The CSDE will report annually to the public on the performance of each local education agency located in the state on the targets in the SPP through the District Annual Performance Report, which will be posted on the CSDE's Web site in May and announced in the Bureau of Special Education's *Bureau Bulletin*. The updated SPP and subsequent APRs will be shared with the Connecticut State Board of Education for discussion.

### **Two-year Extension**

The Office of Special Education Programs (OSEP) has extended the current SPP for two additional years. Originally developed in 2004-2005 as part of the last reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA), the SPP was due to expire at the end of the 2010-2011 school year. The extension will now keep the SPP in effect until the end of the 2012-2013 school year with the final state Annual Performance Report (APR) submitted to OSEP in February 2014.

The CSDE used stakeholder input for target setting and for any revisions to targets, improvement activities, timelines and resources made in the SPP as a result of the extension. Justifications for revisions appear in this APR. Finally, due to the extension, the CSDE will be issuing district-level APRs for two additional years.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

FFY	Measurable and Rigorous Target
2009 (using 2008-2009 data)	75.0%

**Actual Target Data for FFY 2009:**

The 2008-09 school year annual graduation rate for students with disabilities was 81.0 percent. Target met.

$$[3556 \text{ 2008-09 graduates} / (3556 \text{ graduates} + 210 \text{ 2008-09 12th-grade dropouts} + 238 \text{ 2007-08 11th-grade dropouts} + 174 \text{ 2006-07 10th-grade dropouts} + 213 \text{ 2005-06 ninth-grade dropouts})] \times 100 = 81.0\%$$

Graduation with a regular high school diploma is defined as receipt of Connecticut’s approved state issued diploma. Graduation with a General Educational Development (GED) or a Certificate of Completion does not constitute graduation with a regular high school diploma. A minimum of twenty credits is required for graduation with a regular high school diploma, including no fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education. In 2001, Connecticut General Statutes were revised to require that by September 1, 2002, each district had to specify basic skill levels necessary for graduation for classes graduating 2006 and later, and the district had to specify a process for assessing competency. This process needed to include, but could not be limited to, assessment on the statewide Grade 10 Connecticut Academic Performance Test (CAPT). Districts were also required to create a course of study for students unsuccessful in meeting these competency requirements so they could reach a satisfactory level of competency before graduation. The same rules are applicable for youth with IEPs.

Beginning with the graduating class of 2009-10, Connecticut will be calculating the Elementary and Secondary Education Act (ESEA) four-year on time cohort graduation rate to be reported for the first time in the FFY 2010 APR.

Data are federally required Section 618 data; the same data used for reporting under Title 1 of the ESEA through the Consolidated State Performance Report (CSPR). Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Discussion of Improvement Activities Completed is based on the work during the 2009-10 school year. The Explanation of Progress or Slippage that occurred will be based on data from the 2008-09 school year.

**Explanation of Progress or Slippage**

The target set for the 2008-09 school year graduation rate is 75.0 percent. The target was exceeded, with the actual rate being 81.0 percent. Data used to calculate the graduation rate are from two sources: the statewide Public School Information System (PSIS) register/unregister system and the Special Education Data Application and Collection (SEDAC) system.

The Connecticut State Department of Education (CSDE) has seen an eight-year increase in the graduation rate for students with disabilities. Since school year 2004-05, the graduation rate for students with disabilities has increased from 67.7 to 81.0 percent. Factors that contribute to the progress include: legislation that has raised the age requiring parental signature to withdraw from school, the use of State Assigned Student Identification (SASID) numbers that enable the CSDE to track students regardless of mobility, the Bureau of Special Education's (BSE) focus on increasing the graduation rate and the ESEA focus on graduation rate.

**Discussion of Improvement Activities Completed**

**1.5** Through quarterly meetings between CSDE and the State Education Resource Center (SERC), staff collaborated on the development of statewide and district-specific activities and training to address suspension, expulsion, graduation and dropout. Using Connecticut's Comprehensive System of Personnel Development Council (CSPD), the CSDE and SERC has by mutual agreement designated SERC as the lead agency responsible for overseeing coordination, development and ongoing evaluation of these activities. Staff development (participant evaluations, trainer feedback and changes in local policies, procedures and practices) was reviewed in quarterly meetings between CSDE and SERC to identify the most effective training examples for replication.

**1.6** Since acquiring resources and technical assistance from the National Dropout Prevention Center Network (NDPC-N) along with strengthened collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD,) there has been ongoing sharing of current resources and information pertaining to dropout prevention efforts and to supports for

schools in addressing the precursors to dropout. A specific focus of the dropout initiative has been and continues to be identifying early indicators that emerge in students as early as their elementary education experience.

**1.7** A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education was assigned to collaborate with other State agencies to address graduation and dropout as they pertain to delivering special education services. The CSDE and the Department of Mental Health and Addiction Services (DMHAS) continued to collaborate concerning special education services to persons ages 18-21 who have in-patient status in state psychiatric hospitals and have not yet completed their high school education. Recent activities include heightened fiscal oversight and review of educational services provided to these young adult clients. Quarterly reviews of expenditures and services rendered have been instituted to ensure incorporation of best practices and scientific, research-based interventions.

Safeguards and procedures mandated through IDEA continued to be addressed through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. DCF program components have included particular emphasis on students who are represented by surrogate parents. Furthermore, the CSDE and DCF continued revisions to state regulations related to Social Security Act, 42 U.S.C. Section 675 (2008) addressing educational stability for students, including students with disabilities, who are in foster placements. Finally, the CSDE collaborated with the State of Connecticut Judicial Branch and DCF to address a recent increase in dropouts from correctional educational services following changes in protocols that more accurately represent student completion rates.

**1.8** Data on statewide and district graduation and dropout rates for students with disabilities in Connecticut continued to be disseminated to all school districts on the District Annual Performance Reports (APRs). The state developed a reporting and analysis tool for its longitudinal data system (Connecticut Education Data and Reporting (CEDaR)). This system makes available to the public through the state's Web site all school, district and state-wide data, including the Strategic School Profiles (SSP).

**1.9** The CSDE has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through Elementary and Secondary Education Act (ESEA). This strategy was intended to improve the education of all students, and thus the education of students with disabilities. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. In 2009-10, the module titled *Improving School Climate to Support Student Achievement* was offered through 8 basic one- and two-day training sessions with 250 people in attendance and 4 three-day climate certification trainings at which approximately 100 people attended. CSDE staff assisted in the completion of the *National School Climate Standards* and continue to participate in the National School Climate Council.



**1.10** The Bureau of Accountability and Improvement monitored suspension rate data throughout the 2009-10 school year, including rates for students with disabilities and required improvement plans to decrease suspension rates. Provided with trend data, individual districts implemented throughout the 2009-10 school year strategies to address the following areas:

- procedures outlined in various CSDE guidelines for the identification of students with disabilities;
- guidelines for in-school and out-of-school suspension;
- curriculum and instruction;
- positive behavioral supports;
- social and emotional health; and
- school-based record keeping procedures for discipline and attendance.

**1.11** The Request for Proposal (RFP) was issued during the 2009-10 school year. The CSDE identified 12 districts with higher than average dropout rates and with commitment to provide the requisite staffing resources to develop student support programs and initiatives that contribute to students' sense of school connectedness and achievement. Among the strategies supported through this funding, districts developed mentoring, attendance monitoring, data analysis, staff development and school climate efforts.

**1.12, 1.13** The CSDE identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services. The CSDE continued the intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multistakeholder group is comprised of representatives from the business, non-profit, parent and social service communities. The group contributes to the planning and development of guidelines addressing discipline, efforts toward credit recovery, and district actions among the 12 districts with higher than average dropout rates and contributes to the development of statewide policies through CSDE. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state.

The assigned BHNFA staff persons worked with other staff members from the Bureaus of Special Education, Teaching and Learning, and Accountability and Improvement to develop programs, strategies and resources to be shared with districts and to provide technical assistance to districts upon request. Some efforts undertaken to meet these developing strategies include: analyses of dropout and suspension data among Connecticut's schoolchildren; identifying state-level and national experts in dropout prevention; planning for an analysis of local programs in Connecticut to identify exemplary models; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in February 2010, the Connecticut State Board of Education (SBOE) issued Policy Guidance for Position Statement on Creating a Healthy Learning Environment that is Physically, Emotionally and Intellectually Safe to increase student engagement, healthy behaviors and positive student outcomes.

**1.14** The CSDE offered, through the Career and Technical Education initiative, RFPs to high schools to develop Student Success Plans (SSP) for the 2009-10 school year. By using

competitive Innovation Grant funds authorized under the Carl D. Perkins Career and Technical Education Improvement Act, eligible districts applied for funds to develop electronic SSPs. These pilot plans will mirror the elements proposed for SSP for the middle and high school under the Connecticut Plan for Secondary School Reform. The SSPs are based on three major core components: academic, career, and social/emotional/physical development aligned to the CSDE document *Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development*.

**1.15** In October 2009, the CSDE hosted a Dropout Prevention Summit targeting the 21 districts with the lowest graduation rates. This Summit disseminated to each district their local data for graduation, strategies to reducing dropping out and to increase graduation, and structured and guided activities to assist each district in developing plans to produce a positive effect. Out of the original 21 participating districts, 12 applied and were selected to receive stipends to support ongoing program development, such as mentoring programs, Check and Connect<sup>®</sup> and extended school day services for the 2009-10 school year with additional resources provided for the 2010-11 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009.**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (using 2010-2011 data)</b>	<b>80%</b>
<b>2012 (using 2011-2012 data)</b>	<b>80%</b>

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

**Improvement Activities/Timelines/Resources:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>1.5 (Revised)</b> Meet with State Education Resource Center (SERC) staff to discuss statewide and district-specific activities and training to address graduation and dropout.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to provide professional development.</li> <li>• CSDE personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> <li>• Plan statewide summit to target districts with low</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

**APR Template – Part B (4)**

Activity	Timelines	Resources	Justification
		rates of student graduation • CALI • SRBI • PBIS	
<b>1.6</b> (Revised) Use the resources and technical assistance of the National Dropout Prevention Center.	2005-06 school year through 2013	• The National Dropout Prevention Center	• The timeline has been updated.
<b>1.7</b> (Revised) Assign a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education for dropout prevention and graduation for students with disabilities. This person will work with the Department and other state agencies to strengthen and promote interagency collaboration.	July 2006 through Fall 2013	• Department personnel • Connecticut Department of Children and Families personnel • Connecticut Department of Mental Health and Addiction Services personnel • Connecticut Department of Justice, Court Support Services Division • 12 targeted LEAs	• The timeline has been updated.
<b>1.8</b> (Revised) Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the CSDE Web site.	2006-07 school year through 2013	• Department personnel	• The timeline has been updated.
<b>1.9</b> (Revised) Continue training through the Connecticut Accountability for Learning Initiative’s (CALI) module titled <i>Improving School Climate to Support Student Achievement</i> to facilitate the reduction of suspensions/expulsions that affect graduation and dropout rates. The Department offers basic and certification training through our CALI professional development offerings. Certification training gives participants license to conduct	2006-07 school year through 2013	• Bureau of Accountability and Improvement personnel • SERC personnel	• The timeline has been updated.

**APR Template – Part B (4)**

**Connecticut**

State

Activity	Timelines	Resources	Justification
basic training in order to develop state capacity.			
<b>1.10</b> (Revised) Monitoring from the Bureau of Accountability and Improvement to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.	2007-08 school year through 2013	<ul style="list-style-type: none"> <li>• Personnel from the Bureau of Accountability and Improvement</li> <li>• Personnel from the Bureau of Data Collection, Research and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>1.11</b> (Revised) Explore components of school engagement model to be included in request for proposal (RFP) to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.	2007-08 school year through 2012	<ul style="list-style-type: none"> <li>• Department personnel and IDEA and other funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>1.12</b> (Revised) Department will establish an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities.	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Other state agency personnel</li> <li>• Representatives from local educational agencies (LEAs) and other stakeholder groups</li> <li>• In-school suspension guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>1.13</b> (Revised) The CSDE has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. An interagency taskforce will work with the Bureau and include representation from special education. The taskforce will implement the following recommendations from the CSDE report to the	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Representatives from Local Educational Agencies (LEAs)</li> <li>• Representatives from other state agencies</li> <li>• Representatives from other stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timelines	Resources	Justification
<p>State Board of Education titled <i>A Review of Programs for Reducing the Dropout and Suspension Rates of Those Children At Risk of Dropping Out or Being Suspended from School</i>:</p> <ol style="list-style-type: none"> <li>1. Conduct in depth analysis of dropout and suspension data among Connecticut’s School children;</li> <li>2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant;</li> <li>3. Complete and analysis of local programs in Connecticut to identify exemplary models; and</li> <li>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youth at risk of dropping out of school.</li> </ol>			
<p><b>1.14</b> (Revised) The Connecticut proposals for secondary school reform will impact the graduation requirements. In addition to the IEP, the “Student Success Plan,” which includes features of the IEP and advisor-advisee programs, will be implemented to ensure that students with disabilities have appropriate post-secondary outcomes.</p>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Public Act 10-111</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• Resources changed to reflect recently passed legislation.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**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.

FFY	Measurable and Rigorous Target
2009 (using 2008-2009 data)	4.0%

**Actual Target Data for FFY 2009:**

The 2008-09 school year dropout rate for students with disabilities was 4.1 percent. Target not met.

$$(879 \text{ 2008-09 dropouts} / 21,640 \text{ students with disabilities in Grades 9-12 in 2008-09}) \times 100 = 4.1\%$$

The dropout rate calculation for students with disabilities is consistent with the formula used for all Connecticut students. The formula is calculated by dividing the number of students with disabilities, in Grades 9-12, who dropped out in a given reporting year, by the total number of active students with disabilities, Grades 9-12 in the previous reporting year. Specifically, students who drop out are defined as: (1) 16-and 17-year-old students who notify the school of their intention to withdraw, with parental permission; (2) 18-year-old students who notify the school of their intention to withdraw; (3) students who enroll in a GED program; and (4) students who withdraw from the school, without notifying the district, and for whom no transfer information or transcript is requested by another school.

Data are federally required Section 618 data; the same data used for reporting under Title 1 of the ESEA through the Consolidated State Performance Report (CSPR). Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Discussion of Improvement Activities Completed is based on the work during the 2009-10 school year. The Explanation of Progress or Slippage that occurred will be based on data from the 2008-09 school year

**Explanation of Progress or Slippage**

The target for 2008-09 was not met. Graduation is emphasized as one measure of the success of activities to reduce dropout rates. In addition, Connecticut subscribes to the research findings that suspension and expulsion rates also affect the dropout rate. Therefore, CSDE has developed strategies that positively impact not only graduation and dropout but the elements of suspension practices that contribute to student alienation and subsequent dropout.

The Connecticut State Department of Education has seen an increase in dropout rates for the past two years for students with disabilities. From 2004-05 to present, the dropout rate among special education students fell from 5.6 to 4.1 percent. Although, in the 2006-07 school year, the dropout rate for students with disabilities was 2.8 percent and in the 2007-08 school year, the dropout rate for students with disabilities was 3.7 percent. The recent perceived increase in the dropout rate for students with disabilities may be attributed to efforts on the part of CSDE and the Connecticut LEAs to more accurately record the data. New procedures were implemented in the 2007-08 school year that resulted in DOC reporting the exiting students from DOC as dropouts. Then, if the student registered in another district in the state, the dropout status would resolve itself within the state's registrations system and the student's records would reflect the transfer rather than the exit as a dropout. In the 2008-09 school year, 181 students completed their sentence with the DOC, were exited from the DOC education system and did not register for educational services in another public school district before the end of the reporting year. The CSDE had developed increased ability to identify dropouts through the use of State Assigned Student Identification (SASID) numbers that enable the CSDE to track students regardless of mobility, transfer, homelessness, and judicial or child protective services involvement.

The 2008-09 school year dropout rate for students with disabilities is higher than the 2007-08 rate (3.7 percent). The CSDE investigated the dropout data further and found that the Department of Correction (DOC) had a major contribution to the increase of the state rate. In the 2007-08 school year, the Department of Correction reported 110 dropouts, as compared to 10 dropouts in the 2006-07 school year. The drastic increase is attributed to the DOC's revised student tracking and reporting practices and procedures in the 2007-08 school year.

While working with the DOC and all other local districts following the 2006-07 school year, it was determined that as students exited from DOC due to the completion of their court sentence, historically the DOC would exit these eligible students as transfers back to their previous town of residence. If the formerly incarcerated student failed to register with the previous local district, the student was coded by DOC as a "transfer" rather than a student dropping out.

Discussion of Improvement Activities Completed

**2.5** Through quarterly meetings between CSDE and the State Education Resource Center (SERC), staff collaborated on the development of statewide and district-specific activities and training to address suspension, expulsion, graduation and dropout. Using Connecticut's Comprehensive System of Personnel Development Council (CSPD), the CSDE and SERC has by mutual agreement designated SERC as the lead agency responsible for overseeing coordination, development and ongoing evaluation of these activities. Staff development (participant evaluations, trainer feedback and changes in local policies, procedures and practices) was reviewed in quarterly meetings between CSDE and SERC to identify the most effective training examples for replication.

**2.6** Since acquiring resources and technical assistance from the National Dropout Prevention Center Network (NDPC-N) along with strengthened collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD,) there has been ongoing sharing of current resources and information pertaining to dropout prevention efforts and to supports for schools in addressing the precursors to dropout. A specific focus of the dropout initiative has been and continues to be identifying early indicators that emerge in students as early as their elementary education experience.

**2.7** A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education was assigned to collaborate with other State agencies to address graduation and dropout as they pertain to delivering special education services. The CSDE and the Department of Mental Health and Addiction Services (DMHAS) continued to collaborate concerning special education services to persons ages 18-21 who have in-patient status in state psychiatric hospitals and have not yet completed their high school education. Recent activities include heightened fiscal oversight and review of educational services provided to these young adult clients. Quarterly reviews of expenditures and services rendered have been instituted to ensure incorporation of best practices and scientific, research-based interventions.

Safeguards and procedures mandated through IDEA continued to be addressed through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. DCF program components have included particular emphasis on students who are represented by surrogate parents. Furthermore, the CSDE and DCF continued revisions to state regulations related to Social Security Act, 42 U.S.C. Section 675 (2008) addressing educational stability for students, including students with disabilities, who are in foster placements. Finally, the CSDE collaborated with the State of Connecticut Judicial Branch and DCF to address a recent increase in dropouts from correctional educational services following changes in protocols that more accurately represent student completion rates.

**2.8** Data on statewide and district graduation and dropout rates for students with disabilities in Connecticut continued to be disseminated to all school districts on the District Annual Performance Reports (APRs). The state developed a reporting and analysis tool for its longitudinal data system (Connecticut Education Data and Reporting (CEDaR)). This system makes available to the public through the state's Web site all school, district and state-wide data, including the Strategic School Profiles (SPP).



**2.9** The CSDE has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through Elementary and Secondary Education Act (ESEA). This strategy was intended to improve the education of all students, and thus the education of students with disabilities. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. In 2009-10, the module titled *Improving School Climate to Support Student Achievement* was offered through 8 basic one- and two-day training sessions with 250 people in attendance and 4 three-day climate certification trainings at which approximately 100 people attended. CSDE staff assisted in the completion of the *National School Climate Standards* and continue to participate in the National School Climate Council.

**2.10** The Bureau of Accountability and Improvement monitored suspension rate data throughout the 2009-10 school year, including rates for students with disabilities and required improvement plans to decrease suspension rates. Provided with trend data, individual districts implemented throughout the 2009-10 school year strategies to address the following areas:

- procedures outlined in various CSDE guidelines for the identification of students with disabilities;
- guidelines for in-school and out-of-school suspension;
- curriculum and instruction;
- positive behavioral supports;
- social and emotional health; and
- school-based record keeping procedures for discipline and attendance.

**2.11** The Request for Proposal (RFP) was issued during the 2009-10 school year. The CSDE identified 12 districts with higher than average dropout rates and with commitment to provide the requisite staffing resources to develop student support programs and initiatives that contribute to students’ sense of school connectedness and achievement. Among the strategies supported through this funding, districts developed mentoring, attendance monitoring, data analysis, staff development and school climate efforts.

**2.12, 2.13** The CSDE identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services. The CSDE continued the intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multistakeholder group is comprised of representatives from the business, non-profit, parent and social service communities. The group contributes to the planning and development of guidelines addressing discipline, efforts toward credit recovery, and district actions among the 12 districts with higher than average dropout rates and contributes to the development of statewide policies through CSDE. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state.

The assigned BHNFA staff persons worked with other staff members from the Bureaus of Special Education, Teaching and Learning, and Accountability and Improvement to develop programs, strategies and resources to be shared with districts and to provide technical assistance to districts upon request. Some efforts undertaken to meet these developing strategies include: analyses of dropout and suspension data among Connecticut’s schoolchildren; identifying state-level and national experts in dropout prevention; planning for an analysis of local programs in Connecticut to identify exemplary models; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in February 2010, the Connecticut State Board of Education (SBOE) issued Policy Guidance for Position Statement on Creating a Healthy Learning Environment that is Physically, Emotionally and Intellectually Safe to increase student engagement, healthy behaviors and positive student outcomes.

**2.14** The CSDE offered, through the Career and Technical Education initiative, RFPs to high schools to develop Student Success Plans (SSP) for the 2009-10 school year. By using competitive Innovation Grant funds authorized under the Carl D. Perkins Career and Technical Education Improvement Act, eligible districts applied for funds to develop electronic SSPs. These pilot plans will mirror the elements proposed for SSP for the middle and high school under the Connecticut Plan for Secondary School Reform. The SSPs are based on three major core components: academic, career, and social/emotional/physical development aligned to the CSDE document *Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development*.

**2.15** In October 2009, the CSDE hosted a Dropout Prevention Summit targeting the 21 districts with the lowest graduation rates. This Summit disseminated to each district their local data for graduation, strategies to reducing dropping out and to increase graduation, and structured and guided activities to assist each district in developing plans to produce a positive effect. Out of the original 21 participating districts, 12 applied and were selected to receive stipends to support ongoing program development, such as mentoring programs, Check and Connect<sup>®</sup> and extended school day services for the 2009-10 school year with additional resources provided for the 2010-11 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

Per OSEP’s directive, the targets for this indicator have been extended for two years. The target for FFY 2010 was also revised with stakeholder input due to the two year extension.

FFY	Measurable and Rigorous Target
2010 (using 2009-2010 data)	4.0%
2011 (using 2010-2011 data)	4.0%

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2012</b> <b>(using 2011-2012 data)</b>	<b>4.0%</b>

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

**Improvement Activities/Timelines/Resources:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>2.5 (Revised)</b> Meet with State Education Resource Center (SERC) staff to discuss statewide and district-specific activities and training to address graduation and dropout.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to provide professional development.</li> <li>• CSDE personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> <li>• Plan statewide summit to target districts with low rates of student graduation</li> <li>• CALI</li> <li>• SRBI</li> <li>• PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>2.6 (Revised)</b> Use the resources and technical assistance of the National Dropout Prevention Center.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• The National Dropout Prevention Center</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>2.7 (Revised)</b> Assign a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education for dropout prevention and graduation for students with disabilities. This person will work with the Department and other state agencies to strengthen and promote interagency	July 2006 through Fall 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Connecticut Department of Children and Families personnel</li> <li>• Connecticut Department of Mental Health and Addiction Services personnel</li> <li>• Connecticut Department of Justice, Court Support Services Division</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timelines	Resources	Justification
collaboration.		<ul style="list-style-type: none"> <li>• 12 targeted LEAs</li> </ul>	
<p><b>2.8</b> (Revised) Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the CSDE Web site.</p>	<p>2006-07 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>2.9</b> (Revised) Continue training through the Connecticut Accountability for Learning Initiative’s (CALI) module titled <i>Improving School Climate to Support Student Achievement</i> to facilitate the reduction of suspensions/expulsions that affect graduation and dropout rates. The Department offers basic and certification training through our CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement personnel</li> <li>• SERC personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>2.10</b> (Revised) Monitoring from the Bureau of Accountability and Improvement to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Personnel from the Bureau of Accountability and Improvement</li> <li>• Personnel from the Bureau of Data Collection, Research and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>2.11</b> (Revised) Explore components of school engagement model to be included in request for</p>	<p>2007-08 school year through 2012</p>	<ul style="list-style-type: none"> <li>• Department personnel and IDEA and other funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timelines	Resources	Justification
<p>proposal (RFP) to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>			
<p><b>2.12</b> (Revised) Department will establish an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities.</p>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Other state agency personnel</li> <li>• Representatives from local educational agencies (LEAs) and other stakeholder groups</li> <li>• In-school suspension guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>2.13</b> (Revised) The CSDE has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. An interagency taskforce will work with the Bureau and include representation from special education. The taskforce will implement the following recommendations from the CSDE report to the State Board of Education titled <i>A Review of Programs for Reducing the Dropout and Suspension Rates of Those Children At Risk of Dropping Out or Being Suspended from School:</i></p> <ol style="list-style-type: none"> <li>1. Conduct in depth analysis of dropout and suspension data among Connecticut's</li> </ol>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Representatives from Local Educational Agencies (LEAs)</li> <li>• Representatives from other state agencies</li> <li>• Representatives from other stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timelines	Resources	Justification
<p>School children;</p> <p>2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant;</p> <p>3. Complete and analysis of local programs in Connecticut to identify exemplary models; and</p> <p>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youth at risk of dropping out of school.</p>			
<p><b>2.14</b> (Revised) The Connecticut proposals for secondary school reform will impact the graduation requirements. In addition to the IEP, the “Student Success Plan,” which includes features of the IEP and advisor-advisee programs, will be implemented to ensure that students with disabilities have appropriate post-secondary outcomes.</p>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Public Act 10-111</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• Resources changed to reflect recently passed legislation.</li> </ul>

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**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 AYP 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. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP 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)].

FFY	Measurable and Rigorous Target		
2009	3A: 60.0%	3B: 95.0%	3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%

**Actual Target Data for FFY 2009:**

In the school year 2009-10:

3A: Of the districts meeting the state’s minimum *n*, 34.4 percent achieved AYP for the special education subgroup. Target not met.

$$(45/131) \times 100 = 34.4\%$$

3B: The participation rates on statewide assessments were as follows. Target met for two of four statewide assessments.

CMT Reading =	98.1%	(30753/31350) x 100
CMT Math =	98.5%	(30869/31350) x 100
CAPT Reading =	91.1%	(4749/5213) x 100
CAPT Math =	90.8%	(4733/5213) x 100

3C: The proficiency rates on statewide assessments were as follows. Targets not met.

CMT Reading =	47.8%	(14712/30753) x 100
CMT Math =	58.9%	(18197/30869) x 100
CAPT Reading =	45.0%	(2344/5213) x 100
CAPT Math =	37.6%	(1958/5213) x 100

Assessment data reported here for the 2009-10 school year are the same assessments used for reporting under the Elementary and Secondary Education Act (ESEA). The Connecticut Mastery Test (CMT) is the statewide assessment designated for students in elementary and middle school; the Connecticut Academic Performance Test (CAPT) is the statewide assessment designated for secondary students.

The CSDE reports the performance of students with disabilities with the same frequency and detail as all students. Public reports of assessment results can be found at the Connecticut Education Data and Research (CEDAR) Web site:

[http://sdeportal.ct.gov/Cedar/WEB/ct\\_report/CedarHome.aspx](http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx) and [www.ctreports.com](http://www.ctreports.com).

Connecticut does not have CMT and CAPT alternate assessments based on grade-level academic achievement standards. The CMT and CAPT alternate assessments based on alternate academic achievement standards are called the “Skills Checklist.” Student participation and achievement data for the Skills Checklist can be found at

[http://sdeportal.ct.gov/Cedar/WEB/ct\\_report/CedarHome.aspx](http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx)

For state CMT data select: Data Tables>CMT>Skills Checklist Report>Mathematics *or* Reading>Grade level

For state CAPT data select: Data Tables>CAPT>Skills Checklist Report>Mathematics *or* Reading

For district-level data, click on the “State” link under the left-hand column titled “Organization Name.” For school-level data, click on the “District” link under the left-hand column titled “District Name.” Multiple years of district data will appear. Select a year by clicking the District Name again and school-level data will appear. Please note that district and school-level data will be suppressed when the number of students participating is less than six.

All data are valid and reliable.



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**Explanation of Progress or Slippage

3A: More districts were identified this year as having met adequate yearly progress (AYP) targets for the subgroup of students with disabilities.

Of the 45 districts reported last year as having met AYP targets for students with disabilities, 21 of those districts met the target via the Safe Harbor provision in *Connecticut's Accountability Workbook* under ESEA. However, 28 more districts met AYP in the spring 2010 assessment as compared to the spring 2009 assessment. Two less districts met the minimum “n” requirement in the spring 2010 assessment than the spring 2009 assessment.

Progress in this indicator may be attributed to several factors identified by staff from districts that have worked with the Connecticut State Department of Education (CSDE) in multiple capacities. These factors include IEP goals and objectives more aligned with Connecticut's curricular standards, increased staff conducting progress monitoring and using common formative assessments, a belief system that students with disabilities are able to perform at grade level standards and that all students are everyone's responsibility, increasing the ability for all teachers to teach reading, and a heightened level of collaboration among general education, special education and related service staff.

The CSDE also believes that the second year of Connecticut's Modified Assessment System (MAS) contributed to the improvement in the number of districts meeting AYP as this was the first year that these students' scores could be counted as proficient. See Indicator 3C for specific progress in the proficiency of students with disabilities.

3B: The CSDE met the 95 percent participation target for the CMT Reading and Math Assessments with a participation rate of 98.1 percent in reading and 98.5 percent in mathematics. The state did not meet the participation target of 95 percent for the CAPT (high school) Reading or Math Assessments as the CAPT participation rate was 91.1 percent in reading and 90.8 percent in mathematics.

The CSDE attributes the decrease in participation rates to increases in absenteeism and students with invalid test scores. There were 38 and 36 percent increases in CAPT reading and math absenteeism rates respectively for the 2009-10 assessment year. While these increases appear dramatic, they represent approximately 60 more students statewide per exam over last year. Additionally, last year's participation rates were higher than previous years in all four assessments which exaggerate the absentee rates increases noted in 2009-10. There were 17 and 35 percent increases in CAPT reading and math invalid scores respectively for the 2009-10 assessment year. The increase in invalid scores was due to inconsistencies in the application of state testing procedures for students with disabilities participating in the MAS. Because of these inconsistencies, student tests were reported as invalid even though students had participated.

3C: The CSDE did not meet its proficiency rate targets for the 2009-10 school year. However, significant increases were noted in each test as compared to the previous two years in the percent of students with disabilities meeting proficiency or above:

	2007-08 data	2008-09 data	2009-10 data
<b>CMT Reading</b>	30.4%	28.3%	47.8%
<b>CMT Math</b>	42.5%	40.3%	58.9%
<b>CAPT Reading</b>	41.4%	33.3%	45.0%
<b>CAPT Math</b>	37.2%	28.9%	37.6%

As discussed in the state's FFY 2008 APR, the MAS pilot administration contributed to the decreases on all CMT and CAPT Reading and Math Assessments for students with disabilities in the 2008-09 school year. However, in the 2009-10 administration of the MAS, student scores were counted as proficient according to the regulatory guidelines set out by the U.S. Office of Elementary and Secondary Education, and the CSDE. In light of the inconsistencies in the 2008-09 year, it is more appropriate to compare 2007-08 assessment data to 2009-10 data. When doing this, it is clear that the state has made substantial increases in the proficiency rates for students with disabilities in all four assessments.

The CSDE has provided extensive guidelines and training about the implementation of Scientific Research-Based Interventions (SRBI), which is Connecticut's framework for Response to Intervention (RtI). At the same time, ongoing training has been conducted in the modules under Connecticut's Accountability for Learning Initiative (CALI). These modules include Data Driven Decision Making/Data Teams, Effective Teaching Strategies/English Language Learners, Making Standards Work, Common Formative Assessments, Culturally Responsive Education, and Improving School Climate. These modules were developed in collaboration with the national Leadership and Learning Center, founded and led by Dr. Douglas B. Reeves, the State Education Resource Center (SERC), and the state's Regional Education Service Centers (RESCs). Each component under CALI influences and supports the implementation of not only an SRBI framework, but any district framework guided by district improvement plans that include monitoring and accountability.

The CSDE conducted follow up meetings with a number of districts demonstrating such improvement to better understand the strategies, trends, and challenges that supported the increase of students with disabilities meeting proficiency. All districts were at different points in the implementation of their SRBI framework, developing and implementing district and school improvement plans, and looking at student achievement. It is critical to note that no district was able to point out anything that was done differently for students with disabilities; that the strategies and improvement in the data were systemic and affected all students, therefore special education benefitted as well. Six common trends were shared among the districts, in no specific order:

- A number of districts aligned their curriculum with state standards and subsequently scrutinized individualized education programs (IEPs) to ensure goals and objectives were

also aligned with state standards. Staff were held accountable for fidelity of implementing the curriculum via classroom walkthroughs and ensuring curriculum revision committees included a broad representation of staff. Districts were intent on providing a guaranteed and viable curriculum for all students no matter which district schools they attend; they would have the same experiences as other grade level peers district-wide.

- Progress monitoring was noted as a component of their school improvement process that created a change in culture for the staff and accountability for individual students. Districts noted that examining the data of individual students as opposed to looking at the data in groups, classes, grades or school made a great difference in knowing who was being taught. As a practice, progress monitoring data allowed staff to know how to adjust instruction or re-teach immediately and provide targeted interventions or strategies to students not demonstrating progress or understanding. Also, staff believed that progress monitoring was something occurring in special education for many years, and now everyone, including general education staff, is speaking the same language and understanding data and accountability in the same ways.
- The use of common formative assessments allowed staff consistent ways of comparing student strengths and weaknesses, speaking the same language classroom to classroom, and sharing instructional strategies that had become universal for all students among colleagues. Also, common formative assessments were aligned with the Connecticut Grade Level Expectations (GLEs) and state standards, to which the statewide assessments are aligned. Some districts noted they are looking at the national Common Core of State Standards (CCSS), recently adopted by the CSDE, to continue the work in revising curriculum and aligning all components of their instruction. Paired with progress monitoring, districts were intent on noting that a culture of trust and buy-in was produced, thus allowing the entire staff to become united and collaborate in a much more meaningful manner.
- Many schools were now operating under the common understanding that, “Everyone is a reading teacher.” This included special area teachers such as physical education and music, paraprofessionals, and special education teachers. Schools in which the staff were fully dedicated to this edict reported smoother implementation of their systems and a sense of everyone working toward the same end. Colleagues were now supporting each other around how to teach reading in ways that had not occurred prior to this agreement, and students were gaining authentic opportunities to apply reading strategies and skills learned across all aspects of their school day.
- Many districts noted a cultural shift in the focus, belief and intent on improving instruction and outcomes for all students expanding from the central office staff throughout all ranks of school staff. Districts noted that general education staff held to the belief that, “All students are our students.” This impacted the drive that staff had to make their teaching appropriate for everyone, and they truly believed that all students could learn. This was a message that resonated from the Superintendent down through the staff

working with individual students. Staff members noted that it was the relentless focus and genuine support of building leadership that gave staff the drive to improve.

- In combining the aforementioned trends, districts noted that collaboration and the level of professional dialogue had notably increased, also making it a key for change. Staff that had never worked together were now forming professional relationships of collaboration, support, and inquiry. Co-teaching, while an instructional strategy and intervention, was noted as an indicator of collaboration in the planning, implementation and monitoring of instruction and reflection on student work.

Districts also noted a number of challenges to continued progress and sustainability, and in some cases, creating a competition of resources for serving special education students. Among them is the increase in English Language Learners (ELLs) who speak a language that is either not comprised of an alphabetic code, or that has a very precise dialect, coming into districts. Providing resources and support for these students is difficult and puts a strain on resources from other areas.

Another challenge is in the scheduling of providing specific, targeted supports to students that require sacrificing another part of the school day, particularly for students that may already miss some classroom instruction in order to receive direct services for special education. Also, a second scheduling dilemma is finding time for regular collaboration among staff. While seen as a key to change, time is a limited commodity and is commonly cited as a challenge among districts.

While funding and human resources have always been a concern to districts, these challenges are now being cited as more critical and paralyzing than ever before. Districts are citing exactly what staff and services they will lose in the next two years, and the impact it will have on the progress that's been made thus far. They describe this impact as debilitating and counterproductive. They particularly cite the loss of federal stimulus funds, but also Board of Education votes and community support for a school budget that increases costs. Districts shared that they feel they have pulled all the resources they can to support current efforts and are unsure what the future holds regarding school budgets.

In an era of increasing use of data, districts also cite the sophistication of the data as a challenge. Some have used the phrase, "Data rich, information poor" as characterizing the amount and quality of data being collected on student progress. With that, districts also note the organization and housing of accessible data for staff use as a challenge that may intimidate and frustrate staff, and consequently slow down efforts to use this information in a timely manner.

#### Discussion of Improvement Activities Completed

**3.2** In the 2009-10 school year, the Bureau of Accountability and Improvement and the Bureau of Special Education experienced a much increased rate of collaboration, planning, and implementing initiatives together. Consultants from both bureaus attended and presented training together around the CALI, and the development and implementation of SRBI.

The CSDE developed three different committees through the Bureau of Accountability and Improvement to improve communication across bureaus regarding the implementation of the SRBI framework in Connecticut. The first committee, SRBI Internal Expert Committee, is responsible for communication among bureaus and issues related to SRBI including publications, practices, and questions for the field. The Policy Committee is responsible for making department decisions related to SRBI for distribution to the field. The final committee, State Leadership Team, is responsible for the coordination of communication among the CSDE, RESCs, and SERC about SRBI related issues. Multiple representatives from the Bureau of Special Education serve on these committees to ensure special education's role and expectations are embedded into the framework.

Additionally, both bureaus continued to serve on site visit and improvement planning teams when looking at student achievement under IDEA and the Focused Monitoring System.

Other trainings which impacted student achievement are discussed below in items 3.4, 3.7.

**3.3** Training around academic achievement for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC presented training opportunities related to academic achievement in the following topical areas. Focused Monitoring specifically indicated a need for training in co-teaching, differentiated instruction and educational benefit:

- Co-teaching
- Differentiated Instruction
- Assistive Technology
- Educational Benefit
- English Language Learners
- Measures to Improve Academic Achievement for Students with Disabilities
- Utilizing Responsible Inclusive Practices
- Assessment Accommodations for the CMT and CAPT

Attendees of a variety of co-teaching sessions received information about various models of co-teaching and effective practices. In planning next steps, attendees cited meeting/collaborating with their co-teacher to implement parallel and station teaching, be more specific in IEP goals/objectives as they relate to students' content knowledge, and establish a common planning time to develop co-teaching instruction. When asked what co-teaching strategies they will most likely use with students, most participants stated station teaching and parallel teaching. Sessions around differentiating instruction introduced participants to a variety of strategies to use with students of varying levels. Most participants from these sessions had planned on sharing what they learned with colleagues and administrators, and implementing some strategies into their own lessons, particularly around the use of technology.

The CSDE's Bureau of Student Assessment provided three types of training opportunities throughout the state related to understanding special education students and providing appropriate accommodations and assessments. There were a total of 22 sessions across the three trainings. These included:

- What Every CT Educator Should Know About Assessment Accommodations for the CMT and CAPT
- CMT/CAPT Skills Checklist Training
- The CMT/CAPT Modified Assessment System (MAS)

**3.4, 3.7** Building capacity continued through basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from the RESCs, CSDE, SERC and the Leadership and Learning Center (LLC). Through these partnerships, ongoing district- and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessments (CFA), Scientific Research-Based Interventions (SRBI), and Improving School Climate to Support Student Achievement.

The state significantly increased its training to all districts as the demand for improved school outcomes has intensified as a systemic priority for all schools, regardless of Title I status. The state trained 4,800 Connecticut educators in the seven training modules in the 2009-10 school year. SRBI was the most attended training, followed by DDDM/DT, which is also indicative of the framework that schools are implementing to address these priorities.

Additionally, a module titled Culturally Responsive Education was developed for the 2010-11 school year as the CSDE and districts continued to recognize the impact of cultural relevance on educational outcomes, particularly on the identification of students in need of special education services. This training focuses on implementation of a culturally responsive education and how it can increase student achievement, characteristics of culturally competent teachers and schools, and how to prepare students for a diverse world and workplace.

The CSDE also held the fifth annual Data Showcase for two days in April 2010. Keynote speakers included Doug Reeves of the Leadership and Learning Center, and Kati Haycock, President of The Education Trust. Over 125 educators attended, with the majority of them describing themselves as members of a school data team, followed by an instructional data team.

**3.5** Those who attended a session titled, “Making Adequate Yearly Progress: A Reflective Process to Improve Academic Achievement for Students with Disabilities” were able to identify strategies to use such as reinforcing CMT data with grades K – 2 teachers to highlight the importance of quality early educational experiences. Other participants noted the importance of implementing bi-weekly progress monitoring with an organized way of collecting and sharing data, and the barriers in general education that are impacting individual students although this may not be evident when analyzing subgroup or classroom data.

**3.6** CMT/CAPT Skills Checklist Training was required for any primary special education teacher administering the skills checklist to students with severe cognitive disabilities. This first level training was offered at 15 sessions statewide. These sessions were intended to clarify the identification process for students taking Connecticut’s CMT/CAPT Skills Checklist or CMT/CAPT MAS. Included in this session is an understanding of the alignment between the general education performance standards and skills checklist essence statements and downward

extensions; an understanding of the skills checklist procedures; online registration and submission process; and how to use assessment data from the skills checklist to plan instruction and monitor student progress.

The second level of CMT/CAPT Skills Checklist training called Certified Rater Training (CRT) is an online course that allows teachers who have received the initial training to further their understanding of the skills checklists as an assessment instrument. This course created by CSDE provides greater fidelity in the assessment process for students with significant cognitive disabilities, provides for ongoing, systematic and increasingly comprehensive training for Connecticut teachers that administer the CMT/CAPT Skills Checklist; and is advanced training for veteran teachers providing consistency and accuracy of rating student performance over time. In the 2009-10 school year, over 200 teachers have taken the CRT online course.

Participants stated they received information that was pertinent and essential to help fulfill teaching responsibilities, direction on how to access resources, awareness of the year-round use of the skills checklist, and a better understanding of how to administer the skills checklist.

**3.8** In the 2009-10 school year, the Bureau of Accountability and Improvement offered four sessions for higher education personnel including SRBI, The Role of Leadership in Change and Sustainability, Instructional Best Practices for the English Language Learners, and Developing a Climate of Inclusion. Representatives from all the schools in the Connecticut State University System, the University of Connecticut and a number of private universities attended each session.

Connecticut's accountability legislation prescribes the training required for boards of education in districts that are being monitored under this regulation. In the 2009-10 school year, the Bureau of Accountability and Improvement partnered with the Connecticut Association for Boards of Education (CABE) to continue developing and deliver training to local boards of education around CALI and the monitoring of student achievement. A total of seven school districts have engaged in the full training program. Feedback from school board members receiving this training include statements around changing the board's culture from management to leadership, indicating that the training was outstanding, and noting that the board should have been operating this way all along. Boards that have received this training are now developing consent agendas that have a consistent focus on student achievement and eliminate items that are not appropriate for board work. Student learning issues are now a standard part of every agenda in some districts and there has been a change in how the board views its work. Boards are taking what was learned in their training and applying it to a deliberative decision making process.

**3.9** During 2009-2010, the Transition Initiative offered statewide training titled, "Ensuring Educational Benefit at the High School Level: Designing IEPs Using Transition Assessments, Accommodations and/or Modifications, and the Class Profile Matrix (CPM) with a Standards-Based Curriculum."

In these trainings, the importance of first starting in the general education classroom with the curriculum frameworks and standards when planning for students with disabilities was stressed, then moving to accommodations and then if necessary to modifications, as appropriate. These

trainings stressed the importance that students are less likely to perform well on standardized tests when receiving modifications as opposed to accommodations, and when the tests are less aligned with the general education curriculum. This was a team participation activity that consisted of 51 participants.

The *Transition Assessment Resource Manual* was developed and disseminated by the Transition Task Force (TTF) which presented assessment tools that helped identify student likes/interests/strengths and preferences that were then aligned with classes and/or curriculum in the general education setting. The revised curriculum frameworks and standards are used in these trainings for examples. In addition, several in-district sessions utilizing this training were also held in New Haven, Hartford, LEARN, Wheeler Clinic, and CES.

**3.10** District Annual Performance Reports (APRs) were posted to the CSDE's Web site in May 2010 reflecting district performance for the 2008-09 school year. An article was published in the Bureau Bulletin and an e-mail was sent to all directors announcing the posting of these documents. These reports included an executive summary of performance for each district on each indicator over multiple years, which was not included previously. Many districts report using both the District APR and AYP Reports for accountability and monitoring activities and often present to their boards of education on the performance of these data.

**3.11** Meetings continued to be conducted with SERC and the RESCs, using statewide data, to determine technical assistance needs of educators and families. Data from prior years' trainings are analyzed and future training is determined. A plan for professional development and technical assistance, with budget implications, was developed and presented to leadership at the CSDE and SERC.

**3.12** In the 2009-10 school year, The BSE continued to provide statewide training and technical assistance regarding the *Guidelines for Identifying Children with Learning Disabilities*. The full document was released in September 2010, however statewide implementation had already been occurring due to the executive summary that was released in June 2009. Technical assistance was also provided at a number of regional Connecticut's Council of Administrators of Special Education (ConnCASE) meetings for directors of special education and other school personnel.

**3.13** Section 10-223e of the Regulations of Connecticut State Agencies outlines strict measures required for districts not making AYP under ESEA. This regulation includes actions that both the CSDE and districts must take once they are designated as a low achieving school or school in need of improvement. In the 2009-10 school year, there were a total of 18 districts being monitored under this regulation. These districts are in various stages of developing, implementing, revising and monitoring district improvement plans, all of which must be approved by the State Board of Education (SBE). Districts also continuously collect and analyze data in relation to their district goals for reporting progress to their local boards of education and the SBE. These districts received intense, targeted support and training from the CSDE, SERC and RESCs with much of that support around implementing CALI practices.

**3.14** The *Connecticut Curriculum Development Guide* (CCDG) provides indicators that address curriculum development, support, components and organization as it applies to the curriculum



being inventoried. Districts then review and score their curriculum against established goals to determine priorities and next steps. Targeted training was provided to all area RESCs and incorporated with curriculum leaders at the Language Arts Council and Literacy Leaders meetings. Institutions of higher education were provided with an overview through think tank meetings with Bureau of Teaching and Learning.

In addition, the national CCSS crosswalk documents in Literacy/English Language Arts and mathematics have been developed to illustrate the correlation between the CCSS and Connecticut Standards, and alignment of the CCSS to the Fourth Generation of the CMT. These documents support districts as they continue to revise their curriculum, along with the *Connecticut Walkthrough Protocol Guide*.

CSDE staff working with districts that are utilizing these tools report that districts have taken a different approach to curriculum. Committees now involve stakeholders who bring a multitude of perspectives to curriculum design and target curriculum work with how it relates to instruction, materials and assessment.

**3.15** Training titled, “What Every CT Educator Should to Know about Assessment Accommodations for the CMT and CAPT” was conducted through the RESCs by the Bureau of Student Assessment. This training was targeted at general and special educators, ELL teachers, administrators, district test coordinators, and curriculum coordinators. It was intended to clarify who is eligible for accommodations and the steps required when selecting such accommodations. Training around CMT/CAPT accommodations was held over six training sessions.

**3.16** The Connecticut Benchmark Assessment System (CBAS) is available to all public schools as a tool to provide more frequent assessment information in an online, low-stakes environment with rapid scoring and reporting to aid in instructional planning. The system is currently making a transition from the Connecticut State Standards/Grade Level Expectations to align assessments to the national CCSS. A new writing assessment has been added that uses the automated essay scoring engine. Additional research and development into automated scoring is being explored for the state’s algebra curriculum for use in the CBAS.

**3.17** The state’s GLEs have incorporated a crosswalk with the CCSS. Each crosswalk document has a companion word document for districts to use as they revise their curriculum, instruction and assessment. Most districts throughout the state are utilizing these documents as they prepare to make a shift in looking at assessments in addition to the CMT and CAPT.

**3.19** The primary training developed and offered during 2009-10 was Module # 4 of the Next STEPs training developed and conducted by the Connecticut Parent Advocacy Center (CPAC), the state’s Parent Training and Information Center (PTI), which is titled “Working on Improving Student Outcomes.” The training was developed for parents and professionals and was offered two times during the 2009-10 school year. The total number of participants included 33 parents and 11 professionals. The training curriculum was based on the national research of Anne Henderson and Karen Mapp regarding the correlation of improved student outcomes and family engagement, the legal requirements for parent involvement and district improvement planning outlined in NCLB and the use of individual student data supported by a model of data-driven

decision-making and RTI. Supplementary evidence based materials provided by the Connecticut Parent Information Resource Center (PIRC), the PACER Center and the National Center for Learning Disabilities were included.

Participants responded that new information they received provided a global perspective of the school environment and included how to read how towns are doing with things and where to find information; where to get data from the state Web site; and how to work on improving student outcomes. They also reported that this training would help them in evaluating and improving schools, better understanding what questions to ask at the PPT, and improving their advocacy skills for children.

In addition to the specific training module described above, CPAC conducted 13 workshops for 257 participants, which included significant information related to the topics of understanding CMP/CAPT reports, the SRBI framework, and developing IEP goals that align with the general education curriculum. The most frequently requested workshop was titled “Developing the IEP.”

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**  
*[If applicable]*

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>2011 (2011-2012)</b>	3A: 70.0%	3B: 95.0%	3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0% CAPT math = 90.0%
<b>2012 (2012-2013)</b>	3A: 70.0%	3B: 95.0%	3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0% CAPT math = 90.0%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>3.2 (Revised) Coordinate Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA) activities to support districts in academic achievement for all students. This coordination is to assist districts in understanding the uses of assessment data and its</b>	July 2005 through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• Bureau of Accountability and Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicate that while these trainings are appropriate for all students, district staff require assistance in building capacity to instruct students with disabilities as these students are included in the general education</li> </ul>

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p>implication for instruction. This coordination will also address the purpose and relevance of assessments and their relationship to the curriculum and state standards.</p>			<p>classroom at a higher rate and general educators are assuming more responsibility for these students. Also, staff continue to need support in implementing the systems of instruction, assessment, and strategic decision-making to ensure a continuum of academic and behavioral support for all students to ensure that the needs of the students with disabilities are met.</p> <ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>3.3 (Revised)</b> Provide professional development activities statewide with a focus on special education, to better understand how to effectively instruct students with disabilities in the following areas:</p> <ul style="list-style-type: none"> <li>• co-teaching;</li> <li>• differentiated instruction;</li> <li>• educational benefit;</li> <li>• assistive technology;</li> <li>• standards based IEPs; and</li> <li>• bilingual education and ELL</li> <li>• Effective Teaching Strategies (CALI)</li> </ul> <p>Trainings will include explicit relationships to students with disabilities, particularly those in more inclusive settings.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA and Title I funds to professional development providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicate that while these trainings are appropriate for all students, district staff require assistance in building capacity to instruct students with disabilities as these students are included in the general education classroom at a higher rate and general educators are assuming more responsibility for the education of these students.</li> <li>• The timeline has been updated.</li> </ul>
<p><b>3.4 (Deleted)</b> Provide training to school and district personnel by the Leadership and Learning Center on Data Teams and Data</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been combined with 3.2 to outline a more systemic approach to student</li> </ul>

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p>Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and Improving School Climate to Support Student Achievement. The Department offers basic and certification training through our Connecticut Accountability for Learning Initiative (CALI) professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>			<p>achievement in coordinating between the two bureaus and place a heightened specificity on outcomes.</p>
<p><b>3.5 (Revised)</b> Provide targeted training to districts and schools that do not make adequate yearly progress or those that make Safe Harbor for the subgroup of students with disabilities to assist districts in targeting more students to make progress and to sustain progress made. This training will include school improvement planning, analyzing student CMT/CAPT data and its relationship with time with nondisabled peers, design standards-based instruction based on the student’s curricular areas of need, and assist districts with strategies to achieve AYP targets for this subgroup.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Training provided by the State Education Resource Center</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicates that many districts are not making AYP for multiple subgroups and not solely for the subgroup of students with disabilities. Therefore, targeted training will occur for districts that don’t make AYP or make Safe Harbor in the subgroup for students with disabilities regardless of performance in other subgroups.</li> <li>• The timeline has been updated.</li> </ul>
<p><b>3.6 (Revised)</b> Mandate Certified Rater Training for all special education teachers who administer the CMT/CAPT skills checklist.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Bureau of Student Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>3.7 (Revised)</b> Offer training opportunities for use by targeted schools not making adequate yearly progress (AYP) for</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this activity has progressed from developing a menu of training opportunities to</li> </ul>

Improvement Activities	Timelines	Resources	Justification
<p>students with disabilities, especially for those students who are increasing their time in regular classrooms. Components will include trainings by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, Educational Benefit Review Process and excerpts from Step by Step.</p>			<p>providing training opportunities based on lessons learned about how to improve results.</p> <ul style="list-style-type: none"> <li>• Resources have been revised to indicate the providers of the trainings rather than the developers of the menu.</li> <li>• The timeline has been updated.</li> </ul>
<p><b>3.8</b> (Revised) Disseminate information and partner with Connecticut institutes of higher education to provide resources and essential components of CALI so that these concepts can be integrated into teacher preparation programs. Continue providing training for district Boards of Education to focus their efforts on the deliberative decision making process in light of student achievement and accountability around district improvement plans.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> <li>• Institutions of Higher Education (IHE)</li> </ul>	<ul style="list-style-type: none"> <li>• This activity is written to be more specific and highlight expected outcomes.</li> <li>• The resources have been revised to maintain integrity of the process prior to training external providers for implementation.</li> <li>• The timeline has been updated.</li> </ul>
<p><b>3.12</b> (Revised) The CSDE will continue to provide statewide training on SRBI. Further development of CSDE content experts who are trainers of SRBI will occur. The CSDE will use the document <i>Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health</i> to develop training for CSDE staff in order to assist in developing and</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• CSDE personnel</li> <li>• Division of Family and Student Support Services</li> <li>• SERC/RESC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• This activity is written to coordinate with indicators 9 and 10 in developing training that encompasses inter-departmental efforts to focus on non-academic needs of students, in order to provide comprehensive supports to achievement.</li> <li>• The resources have expanded to reflect a</li> </ul>

Improvement Activities	Timelines	Resources	Justification
implementing evidence-based interventions that address non-academic barriers to educational achievement. This document complements and expands upon the existing recommendations cited in <i>Using Scientific Research-Based Interventions: Improving Education for all Students, Connecticut’s Framework for RtI</i> .			Department-wide focus. External trainers are also being used. <ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>3.14 (Revised)</b> Provide assistance with the implementation of the Common Core State Standards (CCSS) and crosswalk documents to assist with the transition between CCSS and CT Frameworks. This will include what changes are needed to certain grade level expectations and the intent of those changes for teaching and learning. Training to include how staff informs parents of the curriculum, how to access it, who the district contact is, and any other written material available to parents or the community regarding a district’s curriculum.	2011-12 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Teaching and Learning</li> <li>• SERC/RESC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to reflect assisting districts with the transition from the CT Frameworks to the CCSS as district refine their curriculum, instruction and evaluation system.</li> <li>• The timeline has been updated.</li> </ul>
<b>3.15 (Revised)</b> Provide training on assessment accommodations for the CMT/CAPT and the MAS to include alignment with students’ special education programs and instruction, to ensure that administration of these assessments is consistent with state testing procedures, and to identify and select appropriate accommodations and assessment.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Student Assessment</li> <li>• Bureau of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicate that educators continue to need clarification and understanding around the types of statewide assessments for students with disabilities and the teacher’s role in those assessments.</li> <li>• The timeline has been updated.</li> </ul>
<b>3.16 (Revised)</b> Develop math and reading benchmark assessments that would be	2007-08 school year through	<ul style="list-style-type: none"> <li>• Bureau of Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been adjusted as the assessments have been</li> </ul>

Improvement Activities	Timelines	Resources	Justification
<p>available in the fall, winter and spring of grades 3 through 8 for educators to use with students. The assessments cover, at minimum, the math grade level expectations (GLEs) and the reading sub-strands of the CMT. The Connecticut benchmark assessments are computer-based, using the Measurement Incorporated Secure Test. Volunteer districts provide feedback about the system with the anticipated statewide launch date of fall 2009.</p>	<p>2010</p>	<ul style="list-style-type: none"> <li>• Bureau of Student Assessment</li> </ul>	<p>developed prior to the end of the timeline.</p>
<p><b>3.18 (Revised)</b> Conduct targeted monitoring and support for districts not making progress in meeting its AYP targets for students with disabilities. This is to be done either through the Focused Monitoring System, SPP indicator 3, or through other components of the Bureau’s General Supervision System. Support will be identified through the monitoring of districts to outline their needs in address students with disabilities meeting proficiency on the CMT and CAPT.</p>	<p>2011-12 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to reflect a more global approach to monitoring and supporting districts specific to the progress of students with disabilities on the CMT and CAPT. While the Focused Monitoring System solely focused on this indicator for monitoring, other areas of the Bureau’s General Supervision System also address this priority.</li> <li>• The timeline has been updated.</li> </ul>

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**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.”

FFY	Measurable and Rigorous Target	
<b>FFY 2009 (using 2008-2009 data)</b>	4A - 20.0%	4B - 0%

**Actual Target Data for FFY 2009:**

4A: In the 2008-2009 school year, 25 districts or 14.71 percent, had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target met.

$(25 / 170) \times 100 = 14.71\%$



4B: Baseline data, targets and improvement activities are reported in the FFY 2009 SPP. Progress data will be reported in the FFY 2010 APR, as required.

Data for both Indicators 4A and 4B are not taken from sampling. Data collected are valid and reliable, as ensured through a series of manual verification checks after the electronic submission of the data.

**Definition of Significant Discrepancy and Methodology**

For Indicator 4A, the Connecticut State Department of Education (CSDE) determined that a district had a significant discrepancy by comparing the suspension/expulsion rates for children with individualized education programs (IEPs) among districts in the state. The state calculated the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs for each district within the state. Connecticut has defined “significant discrepancy” as a district suspending or expelling greater than 2 percent of its children with disabilities for more than 10 days in a school year.

For Indicator 4B, the definition of significant discrepancy is reported in the FFY 2009 SPP.

**LEAs with Significant Discrepancy in Rates for Suspension and Expulsion (4A)**

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
<b>FFY 2009</b> <b>(using 2008-2009 data)</b>	170	25	14.71%

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

The CSDE analyzed district suspension and expulsion data submitted electronically through the ED 166 Discipline data system. CSDE consultants from the Bureau of Data Collection, Research and Evaluation, the Bureau of Special Education, and the Bureau of Health/Nutrition, Family Services and Adult Education met to review suspension and expulsion data and the process for addressing districts with a significant discrepancy.

The CSDE contacted the 25 districts identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The CSDE conducted the review outlined in 34 C.F.R. Section 300.170(b) by requiring districts to provide additional data and information to the CSDE through a self-assessment. The completed self-assessment addressed the district’s policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. CSDE staff reviewed the self-assessments through a desk audit and clarified any self-assessment responses with individual districts as needed.

Additionally, if appropriate, the CSDE required the district 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. Upon completion of the desk audit, the CSDE determined that each of the 25 districts had appropriate policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**Correction of FFY 2007 Findings of Noncompliance** *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	1
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

**Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the LEA is correctly implementing the specific regulatory requirements.*

The CSDE made a finding of noncompliance with 34 C.F.R. Section 300.170(b) based on FFY 2007 data in FFY 2009. See details in the below table “Statement from the Response Table/State’s Response” regarding the timely verification of correction.

Statement from the Response Table	State’s Response
The State reported that noncompliance identified based on FFY 2007 data as a result of the review it conducted pursuant to 34 CFR §300.170(b) was not corrected. When reporting on the correction of noncompliance,	The CSDE has verified the corrective actions within the one year timeline for the one district with noncompliance identified based on FFY 2007 data. The district was contacted with an order of corrective action for an individual child

<p>the state must demonstrate, in the FFY 2009 APR that it has verified that the LEA with remaining noncompliance identified in FFY 2009 based on 2007 data is correctly implementing the specific regulatory requirement(s).</p>	<p>noncompliance. Systemic noncompliance was not identified in this district. The district was required to convene a planning and placement team (PPT) meeting to address the procedural noncompliance related to conducting a manifestation determination PPT. After holding the PPT meeting, the district submitted documentation demonstrating correction of the noncompliance which was verified by Bureau of Special Education (BSE) staff through a desk audit. The CSDE verified the correction of individual child noncompliance, and after analysis of subsequent data, the CSDE also verified that the district did not have systemic noncompliance and was correctly implementing the specific regulatory requirement (34 C.F.R. Section 300.170(b)) consistent with <i>OSEP Memo 09-02</i>.</p>
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**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

Progress in this indicator during the 2008-09 school year is attributed to multiple CSDE efforts including: legislation regarding suspension of pupils, publication of the *Guidelines for In-School and Out-of-School Suspensions (October 2008)* to assist in determinations regarding the use of in-school or out-of-school suspension for students, and other activities outlined below.

The Connecticut legislature adopted Section 10-233c of the Connecticut General Statutes (C.G.S.), Suspension of Pupils, effective July 1, 2008, which stated “suspensions shall be in-school suspensions unless during the hearing the school administrator determines the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the suspensions should be out-of-school.” This statute’s implementation was delayed until July 2009. Despite the one year delay, some districts began implementation July 1, 2008.

*The Guidelines for In-School and Out-of-School Suspensions* was developed in the fall of 2008 to lower the number of students who are suspended from school by setting new standards for sending students home for violating school or district rules.

The CSDE provided training to district personnel to clarify the definition of a suspension as defined by Connecticut Education Statute [Sec. 10-233a (b)]: “exclusion from regular classroom activities beyond 90 minutes” and to inform the field of changes to legislation. In addition, eight sessions to inform Connecticut school personnel about the *Guidelines for In-School and Out-of-School Suspensions* occurred. The trainings were conducted in December 2008 through February 2009. The effective date for implementing these guidelines was July 1, 2009.

The CSDE developed a document outlining the requirements for timely and accurate reporting of federal data. This document was shared via multiple forms of communication including the CSDE Web site; the Bureau of Special Education's (BSE) online communication tool with the field, (*Bureau Bulletin* — August 29, 2008); within the CSDE's suspension/expulsion data collection system and the applicable handbook; and via formal correspondence with all local discipline data managers in districts and schools.

The CSDE continued to collaborate with the State Education Resource Center (SERC) to provide training and technical assistance to districts in the areas of developing appropriate behavioral goals and objectives, conducting functional behavior assessments, developing behavior intervention plans, and data-driven decision making to understand and define behavior. School-wide Positive Behavioral Interventions and Supports (SW-PBIS) provided proactive and effective behavioral support for students. Elements of SW-PBIS included methods to examine needs through data to develop and teach school-wide expectations and monitor implementation and progress.

As part of the CSDE's focused monitoring, districts with significant discrepancy for the 2007-08 school year were required to submit tri-annual suspension data for all students for analysis and review by the CSDE.

#### Discussion of Improvement Activities Completed

**4.6** CSDE staff collaborated with SERC staff on the development of statewide and district-specific activities and training to address suspension, expulsion, graduation and dropout. Using Connecticut's Comprehensive System of Personnel Development (CSPD), the CSDE has assigned to SERC responsibility for coordination, development and ongoing evaluation of these activities. Participant evaluations, trainer feedback, and local policies, procedures and practices from staff development held in 2009-10, were reviewed to identify the most effective training examples and implementation of best practices for development of 2010-11 training.

**4.7, 4.10, 4.11** Implementation of positive behavior interventions and supports (PBIS) has been facilitated through technical assistance, coaching and evaluation through SERC to targeted districts in collaboration with the Center on Positive Behavioral Supports and CSDE. SERC has aligned professional development to targeted school districts to monitor and address disproportionality in the rates of suspension and expulsion. SERC has designed a collaborative model with CSDE, University of Connecticut (UConn), The Center On Positive Behavioral Supports and Regional Educational Services Centers (RESC) to expand training for schools and to develop a training of trainer's model to sustain implementation of PBIS with fidelity. SERC recognizes school for successfully putting into practice PBIS by identifying schools as model sites. The schools are identified as a Banner school (80% systematic implementation) or a Demonstration school (90% systematic implantation) based on the School-wide Evaluation Tool (SET), which is measured annually. There are six sites designated as model sites. Connecticut schools are experiencing positive outcomes in response to the school's implementation of PBIS. This is evidenced by data collection in the School-wide Information System (SWIS) that sorts data points by student, location, teacher, time, day and incident. The data illustrates the reductions of the rates of suspension have been sustained for multiple years.

**4.8** CSDE assigned a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education for suspension and expulsion for students with disabilities. This person worked with the CSDE and other state agencies to strengthen and promote interagency collaboration. Priorities for collaboration with other state agencies include efforts addressing graduation and dropout, as well as suspension and expulsion as they pertain to delivering special education services.

**4.9** Data on statewide and district suspension and expulsion rates for students with disabilities in Connecticut continued to be disseminated to all school districts on the District Annual Performance Reports (APRs). The state developed a reporting and analysis tool for its longitudinal data system (Connecticut Education Data and Reporting (CEDaR)). This system makes available to the public through the state's Web site all school, district and state-wide data including suspension and expulsion.

**4.12** The Request for Proposal (RFP) was issued during the 2009-10 school year. The CSDE identified 12 districts with higher than average dropout rates and with the requisite staffing resources to develop student support programs and initiatives that contribute to students' sense of school connectedness and achievement. Among the strategies supported through this funding, districts developed mentoring, attendance monitoring, data analysis, staff development and school climate efforts.

**4.13** The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 12 of 15 districts monitored. Individual districts implemented numerous strategies in the following areas:

- procedures outlined in various CSDE guidelines for the identification of students with disabilities;
- curriculum and instruction;
- positive behavioral interventions and supports;
- social and emotional health; and
- school-based record keeping procedures for discipline and attendance.

**4.14** The CSDE identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. The assigned staff persons worked with other staff members from the Bureaus of Special Education, Teaching and Learning, and Accountability and Improvement to develop programs, strategies and resources to be shared with districts and to provide technical assistance to districts upon request. Some efforts undertaken to meet these developing strategies include: analyses of dropout and suspension data among Connecticut's school children; identifying state-level and national experts in dropout prevention; planning for an analysis of local programs in Connecticut to identify exemplary models; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school.

**4.15** The CSDE has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on

districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. In 2009-10, the module titled *Improving School Climate to Support Student Achievement* was offered through 8 basic one- and two-day training sessions at which more than 250 people attended and 4 three-day climate certification trainings at which approximately 100 people attended. Additionally, CSDE staff members have provided school climate workshops to district boards of education, the regional chapters of the Connecticut Association of Public School Superintendents (CAPSS) and to parent-community groups. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members have participated in contributing to developing the *National School Climate Standards* through an interstate collaborative task force and the climate standards were finalized in March 2010.

**4.16** The legislation was extended for a second year to become effective July 1, 2010. Due to this delay, in the 2009-10 school year Connecticut revised the *Guidelines for In-School and Out-of-School Suspensions* and rescheduled the training to the 2010-11 school year.

**4.17** The CSDE established an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multistakeholder group continues to contribute to the planning and development of guidelines addressing discipline, efforts toward credit recovery, and district needs that might be addressed by the CSDE through policy, practice or publications. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state. In addition, in February 2010, the Connecticut State Board of Education (SBOE) issued *Policy Guidance for Position Statement on Creating a Healthy Learning Environment that is Physically, Emotionally and Intellectually Safe* to increase student engagement, positive health behaviors and student outcomes.

**4.18, 4.19** The Bureau of Data Collection, Research and Evaluation designed and implemented a new Web-based Suspension and Expulsion Data Collection System (ED166). CSDE personnel provided integrated data system training to LEA data managers. The CSDE conducted six trainings in the 2009-10 school year and has ten trainings scheduled for the 2010-11 year on the integration of all major state student-level data systems including ED166-Discipline Data Collection, Public School Information System (PSIS), and Special Education Data Application and Collection (SEDAC).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009.

Per OSEP’s directive, the targets for Indicator 4A have been extended for two years. The target for FFY 2010 was also revised with stakeholder input due to the two year extension.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2010</b> <b>(using 2009-2010 data)</b>	4A: 20.0%
<b>2011</b> <b>(using 2010-2011 data)</b>	4A: 15%
<b>2012</b> <b>(using 2011-2012 data)</b>	4A: 10%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<b>4.6</b> (Revised) Meet with State Education Resource Center (SERC) staff to discuss statewide and district-specific activities and training to address rates of suspension and expulsion.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to provide professional development activities</li> <li>• Department personnel</li> <li>• CALI</li> <li>• SRBI</li> <li>• PBIS</li> <li>• SERC personnel</li> <li>• CSPD Council</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• Resources added to include specific related training on SRBI, PBIS, and CALI modules.</li> </ul>
<b>4.7</b> (Revised) Provide targeted training to individual districts on positive behavior intervention and	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• District and school-wide training provided by SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• Change of framework name from positive</li> </ul>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
supports (PBIS).			behavior supports (PBS) to positive behavior intervention and supports (PBIS).
<b>4.8</b> (Revised) Assign a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education for suspension and expulsion for students with disabilities. This person will work with the Department and other state agencies to strengthen and promote interagency collaboration.	July 2005 through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>4.9</b> (Revised) Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the Department Web site.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• CEDaR</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• Data warehouse added as additional resource.</li> </ul>
<b>4.10</b> (Revised) Use the resources and technical assistance of The Center on Positive Behavioral Interventions and Supports.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• The Center on Positive Behavioral Interventions and Supports</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>4.11</b> (Revised) Identify and disseminate information regarding model programs and best practices in the area of reducing suspension and expulsion.	April 2006 through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated, the resources changed to reflect the end of the SPDG funding cycle, and activity was expanded to include best practices beyond</li> </ul>



<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
			model programs.
<p><b>4.12 (Revised)</b> Explore components of school engagement model to be included in request for proposal (RFP) to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>	<p>2007-08 school year through 2012</p>	<ul style="list-style-type: none"> <li>• Department personnel and IDEA and other funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>4.13 (Revised)</b> Monitoring from the Bureau of Accountability and Improvement to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Personnel from the Bureau of Accountability and Improvement</li> <li>• Personnel from the Bureau of Data Collection, Research and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>4.14 (Revised)</b> The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. An interagency taskforce will work with the Bureau and include representation from special education. The taskforce will implement the following recommendations from the Department report to the State Board of Education titled A</p>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Representatives from LEAs</li> <li>• Representatives from other state agencies</li> <li>• Representatives from stakeholders groups</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• Resources added to include additional input from stakeholders.</li> </ul>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><i>Review of Programs for Reducing the Dropout and Suspension Rates of Those Children At Risk of Dropping Out or Being Suspended from School:</i></p> <ol style="list-style-type: none"> <li>1. Conduct in depth analysis of dropout and suspension data among Connecticut’s School children;</li> <li>2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant;</li> <li>3. Complete an analysis of local programs in Connecticut to identify exemplary models; and</li> <li>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youth at risk of dropping out of school.</li> </ol>			
<p><b>4.15</b> (Revised) Continue training through the Connecticut Accountability for Learning Initiative’s (CALI) module entitled</p>	<p>2006-07 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> <li>• SERC personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timeline	Resources	Justification
<p><i>Improving School Climate to Support Student Achievement</i> to facilitate the reduction of suspensions/expulsion that impact graduation and dropout rates. The Department offers basic and certification training through our Connecticut Accountability for Learning Initiative (CALI) professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>			
<p><b>4.16</b> (Revised) The CSDE to release official guidance to districts regarding in-school and out-of-school suspensions as passed via state legislation to be effective July 1, 2010. The CSDE will provide regional training for all districts on implementation of in-school suspension guidelines.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• The statewide conference has been deleted in favor of smaller, regionally targeted trainings which are a more effective training model.</li> </ul>
<p><b>4.20</b> (New) Implementation of a new SPP Indicator 4 District Suspension/Expulsion Self-Assessment.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor compliance with 34 C.F.R. Section 300.170(b) for suspension and expulsion of students with disabilities.</li> </ul>
<p><b>4.21</b> (New) Training for Cultural Responsive Education through the</p>	<p>2010-11 school year through</p>	<ul style="list-style-type: none"> <li>• Department Personnel</li> <li>• Bureau of</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance understanding of how culturally</li> </ul>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
Connecticut Accountability for Learning Initiative’s (CALI) module, which is designed to improve culturally responsive schools, teachers, classrooms and parent engagement to support student achievement and to facilitate the reduction of suspensions/expulsion.	2013	Accountability and Improvement <ul style="list-style-type: none"> <li>• Bureau of Health/Nutrition, Family Services and Adult Education</li> <li>• Department personnel</li> </ul>	responsive teaching strategies support student achievement and reduce suspensions/expulsion.

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

FFY	Measurable and Rigorous Target		
<b>2009</b>	5A: 70.0%	5B: 6.0%	5C: 6.0%

**Actual Target Data for FFY 2009:**

In the school year 2009-10:

5A. The percentage of students with disabilities aged 6-21 served inside the regular class 80 percent or more of the day was 70.4 percent. Target met.

$$(42,767 / 60,719) \times 100 = 70.4\%$$

5B. The percentage of students with disabilities served inside the regular class less than 40% of the day aged 6-21 was 5.4 percent. Target met.

$$(3,282 / 60,719) \times 10 = 5.4\%$$

5C. The percentage of students with disabilities aged 6-21 served in separate schools, residential placements, or homebound or hospital placements was 7.2 percent. Target not met.

$$(4,365 / 60,719) \times 100 = 7.2\%$$

Data reported are valid and reliable. Sampling was not used. Data are valid and reliable as verified by the series of validation checks built into the collection system. Data presented here match section 618-Table 3 submitted in accordance with February 1, 2010, timelines.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

The percentage of students in regular class placements (5A) increased by 0.5 percent, moving from 69.9 percent in the 2008-09 school year to 70.4 percent in the 2009-10 school year. The regular class placement data have been increasing both in count and percent of students for a number of years. In addition to establishing targets through FFY 2012, Connecticut targets were reset with input from our stakeholder group based on changes to the indicator measurement table and to the data collection for *Federal Table 3 – Environments*. This resulted in the category of students served in a Regular Class no longer including students with disabilities served in correctional facilities and students with disabilities enrolled in private placements. Connecticut continues to value the least restrictive environment (LRE) and maintain rigorous targets.

The Connecticut State Department of Education (CSDE) additionally saw a reduction in the percentage of students in segregated settings (5B) meeting our target of 6.0 percent (5.5 percent in 2008-09 down to 5.4 percent in 2009-10).

The target for placement of students in separate schools, residential placements, or homebound or hospital settings (5C) was 6.0 percent, and the 2009-10 data indicate 7.2 percent of students with disabilities in Connecticut were placed in these settings. The target was not met.

Two groups of students, multiple disabilities (MD) and autism (AU) have the greatest influence on the separate schools, residential placements, or homebound or hospital settings. Students with MD in 5C–settings increased by 45 students and students with autism in 5C–settings increased by 66 students. An overall increase in the incidence of students with autism (31.7 percent increase over 2007-08), directly accounts for the placement count increases seen across the placement continuum for these students. It is important to note, however, that while there are more students with autism in each placement category, the proportion of students in segregated settings continues to decline (see Table 1).

**Table 1.**

	<b>AU 0708 Count</b>	<b>AU 0809 Count</b>	<b>AU 0910 Count</b>	<b>AU 0708 Percent</b>	<b>AU 0809 Percent</b>	<b>AU 0910 Percent</b>
<b>80-100%</b>	1700	2139	2542	44.7	48.3	50.8
<b>40-79%</b>	882	957	1010	23.2	21.6	20.2
<b>0-39%</b>	518	547	607	13.6	12.4	12.1
<b>Other/Separate</b>	700	781	847	18.4	17.7	16.9
<b>Total</b>	3800	4424	5006	100.0	100.0	100.0

Table 2 below shows trend data across three years for all placement categories.

**Table 2.**

Indicator	% of students w/ disabilities (SWD) in 2007-08	# of students w/ disabilities (SWD) in 07-08	% of students w/ disabilities (SWD) in 2008-09	# of students w/ disabilities (SWD) in 08-09	% of students w/ disabilities (SWD) in 2009-10	# of students w/ disabilities (SWD) in 09-10
<b>5A</b> Inside the regular class 80% or more of the day;	68.7%	42,111 / 61,327 (5A / total # of SWD in 2007-08)	69.9%	42,572/ 60,942 (5A / total # of SWD in 2008-09)	70.4%	42,767/ 60,719 (5A / total # of SWD in 2008-09)
<b>5B</b> Inside the regular class less than 40% of the day	6.1%	3,749 / 61,327 (5B / total # of SWD in 2007-08)	5.5%	3,348/ 60,942 (5B / total # of SWD in 2008-09)	5.4%	3,282/ 60,719 (5B / total # of SWD in 2008-09)
<b>5C</b> Separate schools, residential, homebound, hospital placements	6.8%	4,183 / 61,327 (5C / total # of SWD in 2007-08)	6.9%	4,244/ 60,942 (5C / total # of SWD in 2008-09)	7.2%	4,365 / 60,719 (5C / total # of SWD in 2008-09)
<b>Inside the regular classroom 40-79%</b>	16.7%	10,233 / 61,327 (students inside 40-79% / total of # of SWD in 2007-08)	16.1%	9,775/ 60,942 (students inside 40-79% / total # of SWD in 2008-09)	15.3%	9,300 / 60,719 (students inside 40-79% / total # of SWD in 2008-09)
<b>5A + 40-79%</b> category	85.4%	52,344/ 61,327	86.0%	52,347/ 60,942	85.7%	52,067 / 60,719
<b>5B + 5C</b>	12.9%	7,932 / 61,327	12.4%	7,592 / 60,942	12.6%	7,647 / 60,719

Discussion of Improvement Activities Completed

**5.13** Data were disseminated through the individual district determination letters via e-mail and posted on the CSDE's Web site. District personnel, including directors of special education and pupil services as well as general educators, looked more closely into their data and placement decisions. This was verified through Bureau of Special Education (BSE) consultants' examination of district improvement plans regarding least restrictive environment for students with intellectual disability.

**5.14** Increased time with nondisabled peers and an increase in regular class placement is the result of the CSDE's continual scrutiny of districts based on the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement, which included oversight of districts' progress toward increased time with nondisabled peers for students with intellectual disability. The 52 targeted districts were required to submit data if their districtwide percentages of time with nondisabled peers and regular class placement for students with intellectual disability continued to fall below the state average. A review of subsequent data revealed that 26 districts made progress in both of these data points and an additional 8 made progress in one of these data points. Sixteen districts that did not demonstrate improvement in both data points or progress was of minimal significance will continue to be monitored by the CSDE for the current 2010-2011 school year.

**5.15** Because the Consortium on Inclusive School Practices highlighted leadership as a significant contributor to change, continued training of school principals was helpful in informing and engaging administrators in LRE issues. Training provided by the State Education Resource Center (SERC) uses the consortium's framework of vision, policy, structures and practices. A national expert on providing educational services in the LRE was brought to Connecticut to work with SERC in developing modules for including students with severe disabilities into general education classrooms.

**5.16** Training around LRE issues and solutions continues to be a priority for the CSDE's professional development activities. Targeted districts continued to be the focus, but all districts in the state were invited to these professional development activities.

**5.17** Staff development training continued to be determined on past lessons learned from monitoring and participation with the National Center for Special Education Accountability Monitoring (NCSEAM) and involvement in the LRE Community of Practice.

**5.18** The CSDE's 11th Annual Expanding Horizons Annual Conference on Educating Students with Disabilities in General Education Classrooms was not held during National Inclusive Schools Week due to lack of enrollment. It was determined the conference needed to be restructured for FFY 2010 in response to lack of enrollment. The conference will address the interrelatedness of least restrictive environment, achievement, transition, and school climate.

**5.19** A CSDE committee determined alternative methods of displaying data such as district percentages, status and determinations. The CSDE posted regular class placement and time with nondisabled peers' percentages over the last three years for students with an intellectual disability on the CSDE Web site. Additionally, the committee determined that documents that



support an understanding of the data would accompany the posting. These documents included documents that described the determination decision-making process, enforcement actions, as well as the improvement plan template and the CSDE's guidance document titled *Points to Consider in Determining the Least Restrictive Environment*. This activity has been completed ahead of schedule.

**5.20** Trainings that pertain to transition services to colleges, universities and community settings for at-risk youths and 18-21-year-olds involved two meetings for the Start on Success Programs and two annual trainings by the University of Maryland's PERC/TransCen Inc. for districts that have transition services for students with disabilities in college, university and community settings. The transition coordinator at the Bureau of Special Education provides a wide array of informational resources, technical assistance, and training to districts around transition services. 22 transition trainings were conducted for LEA's, agency personnel, parent groups and/or university classes; one Webinar for the National Secondary Transition and Technical Assistance Center (NSTTAC).

**5.21, 5.24** During this past year, a greater emphasis has emerged to address the issue of more inclusive programming for students with emotional disturbance and autism. In November 2008, an Emotional Disturbance Guidelines Advisory Task Force convened to begin discussion regarding the revision of the *Guidelines for Identifying and Educating Students with Serious Emotional Disturbance*. The task force consisted of representatives from local education agencies (LEAs), regional educational service centers (RESCs), SERC, Connecticut Parent Advocacy Center (CPAC), institutions of higher education, Connecticut Council of Administrators of Special Education (ConnCASE), the CSDE, Department of Developmental Services (DDS) and Department of Children and Families (DCF). Individuals represented a variety of fields in education including teachers and administrators, social workers, school and clinical psychologists, as well as parents. The guidelines are currently drafted and are in the process of undergoing a final review by the task force before publication. A rollout plan is being developed to provide training to stakeholders statewide.

A large contingent of school districts are involved in Positive Behavior Interventions and Supports (PBIS) training and implementation. Parental training and forums, especially targeted at parents of students with autism, have taken place during the past year to raise the comfort level of parents in how their child can be educated in general education classrooms in their child's home school.

The Comprehensive System of Personnel Development (CSPD) council conducted a year-long task force of over twenty stakeholders to address the training needs of personnel in educating the population of students identified with an emotional disturbance (ED) and other students displaying behavioral challenges, such as children with autism and other health impairment (OHI) in the LRE. The council recently issued a report with recommendations to the BSE.

**5.22** A stakeholder group was formed with current membership including representation from the RESCs, SERC, CPAC, African Caribbean American Parents of Children with Disabilities, Inc. (AFCAMP), ConnCASE, district special education leadership, state department personnel, the State Advisory Council (SAC) on special education, and Connecticut Association of Private Special Education Facilities (CAPSEF). Connecticut targets were reset by our stakeholder group based on changes to the indicator measurement table and Federal Table 3–Environments data

collection which resulted in the exclusion of students with disabilities served in correctional facilities and enrolled in private placements from the category of students served in a Regular Class.

**5.23, 5.28** The CSDE gathered disability category, time with nondisabled peers, race, age, gender, geographic region, district reference group (socioeconomic and education status of families), prevalence rate and achievement scores data for students in 5C–Placements to examine trends and variables to understand causal factors. The CSDE’s stakeholder group began examining these data in fall of 2010 and will continue to review to identify improvement activities for this indicator.

**5.25** CPAC provided specific training as requested by districts and parent organizations. CSDE continued its financial support of Unified Sports which is has active programs in over 100 Connecticut schools and added additional support to Unified Theater, Inc. in collaboration with the Connecticut Association of Schools (CAS). The CSDE hosted two public forums in 2009-2010. The facilitated discussions consisted of a panel of BSE consultants participating in a dialogue on current issues and concerns for students with disabilities in the least restrictive environment. Attendees included families, professionals from general education and special education and parent advocates. One session was held during the day and the second session was offered in the evening to allow for input from a wide variety of participants.

**5.26** Professional development activities were presented by SERC to special education staff as well as general education staff, including general education teachers, related services staff, and central office and building level general education administrators. Sessions were provided for accessing and modifying general education curriculum for students with significant disabilities, universal design, alignment of IEPs to general education curriculum, and implementing the autism initiative. Additional professional development provided to school district personnel throughout the state included Paraprofessionals as Partners; Meeting Adequate Yearly Progress (AYP): Preventative and Corrective Measures to Improve Academic Achievement for Students with Disabilities; Enhancing Students’ Executive Skills: Strategies to Support Student Learning and Behavioral Regulation; A Step by Step Approach for Inclusive Schools; Autism Consortium Learning Opportunity: Educating and Supporting Students on the Autism Spectrum; and Designing Standards-Based IEPs for Participation and Progress in the General Education Curriculum.

**5.27** Training that included strategies to promote LRE were included with targeted professional development for districts that did not meet adequate yearly progress (AYP) for the subgroup of students with disabilities and those districts that had been identified as problematic for LRE of students with intellectual disability. Building capacity continued through basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from the RESCs, CSDE, SERC and the Leadership and Learning Center (LLC). Through these partnerships, ongoing district- and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessment (CFA), Scientifically Research Based Interventions (SRBI), and Improving School Climate to Support Student Achievement.

The state significantly increased its training to all districts as the demand for improved school outcomes has intensified as a systemic priority for all schools, regardless of Title I status. The state trained 4800 Connecticut educators in the seven training modules in the 2009-10 school year. SRBI was the most attended training, followed by DDDM/DT, which is also indicative of the framework that schools are implementing to address these priorities.

Additionally, a module titled Culturally Responsive Education was developed for the 2010-11 school year as the Department and districts continue to recognize the impact of cultural relevance on educational outcomes, particularly on the identification of students to need special education services. This training focuses on implementation of a culturally responsive education and how it can increase student achievement, characteristics of culturally competent teachers and schools, and how to prepare students for a diverse world and workplace.

**5.29** Trainings were designed to inform general and special education teachers, general and special education administrators, related services staff, paraprofessionals, parents and other state agency personnel in the investigation of reading and behavioral supports and methods of delivery to younger students in the LRE. The Early Childhood Behavioral Consultation (ECBC) is a subcomponent of the Early Childhood Consultation Partnership (ECCP) program and ECBC is co-funded by the State Department of Education and the Department of Children and Families. Advanced Behavioral Health provides administrative oversight to the ECBC program. The ECBC program is designed to provide intensive on-site early childhood behavioral health consultation, training and technical assistance to centers serving children ages 3 and 4, especially those with disabilities who are receiving special education and related services. Services consist of individual child, classroom, and center based services. While the program contains several key service components also provided by the Early Childhood Consultation Partnership program, the ECBC places particular emphasis upon capacity building through intensive director support around the social and emotional environment, creating and implementing a Center Action Plan to help guide and direct the center in accomplishing stated and identified goals and through the development of a center based Behavioral Health Team (BHT). The BHT serves as a center's internal behavioral health resource and is the primary vehicle by which the center consultation supports are imparted to the center staff and families.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

In addition to establishing targets through FFY 2012 (per OSEP's directive), Connecticut targets were reset with input from our stakeholder group based on changes to the indicator measurement table and to the data collection for *Federal Table 3 – Environments*. This resulted in the category of students served in a Regular Class no longer including students with disabilities served in correctional facilities and students with disabilities enrolled in private placements. Targets were revised to provide sufficient time for interventions to make an impact and it is expected that the result will be captured in the 2012 data collection. Connecticut continues to value the LRE and maintain rigorous targets.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>		
<b>2009 (2009-2010)</b>	5A: 70.0%	5B: 6.0%	5C: 6.0%
<b>2010 (2010-2011)</b>	5A: 70.0%	5B: 6.0%	5C: 6.0%
<b>2011 (2011-2012)</b>	5A: 70.0%	5B: 6.0%	5C: 6.0%
<b>2012 (2012-2013)</b>	5A: 72.0%	5B: 6.0%	5C: 6.0%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>5.14</b> (Revised) CSDE to continue to conduct general supervision and monitoring of targeted districts in the area of LRE/ID (intellectual disabilities).	2006-07 school year through 2011	<ul style="list-style-type: none"> <li>• Five consultants from the Department (one assigned full time) to work on the LRE initiative</li> <li>• Bureau of Data Collection, Research and Evaluation</li> <li>• Bureau of Accountability and Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated to reflect monitoring continued 2010-2011 for 16 districts.</li> </ul>
<b>5.15</b> (Revised) Use nationally available resources and research to guide the development of implementation strategies, such as the work of the Consortium on Inclusive School Practices to examine state and local policies on inclusion.	2005-06 through 2013	<ul style="list-style-type: none"> <li>• Five consultants from the Department (one assigned full time) to work on the LRE initiative</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>5.16</b> (Revised) Provide training and technical assistance to all <i>P.J. et al. v. State of Connecticut, Board of Education, et al.</i> Settlement Agreement targeted districts through the State Education Resource Center (SERC) in the areas of LRE/Inclusion.	2005-06 school year through 2010	<ul style="list-style-type: none"> <li>Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to provide district specific training</li> </ul>	<ul style="list-style-type: none"> <li>The timeline is adjusted to align with the completion of the jurisdiction of the court in August of 2010 for the <i>P.J. et al. v. State of Connecticut, Board of Education, et al.</i> Settlement Agreement</li> </ul>
<b>5.17</b> (Revised) Use National Center for Special Education Accountability Monitoring (NCSEAM) and LRE Part B Community of Practice to assist in informing best practice in monitoring.	2005-06 through 2013	<ul style="list-style-type: none"> <li>SERC NCSEAM</li> <li>Regional Resource Centers (RRC)</li> </ul>	<ul style="list-style-type: none"> <li>The timeline has been updated.</li> </ul>
<b>5.19</b> (Revised) A Department committee will determine alternative methods of displaying data outside of the use of the District APR that serve to highlight district standing on SPP targets.	2006-07 school year through 2010	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>The timeline has been updated due to completion ahead of schedule.</li> </ul>
<b>5.20</b> (Revised) Provide resources and training to districts regarding transition services in college, university and community settings for at-risk and 18 - 21 year old students. Meet with State Education Resource Center (SERC) staff to discuss statewide and district-specific activities and training to address graduation and dropout.	2006-07 school year through 2010	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>CSDE Transition and LRE Workgroups</li> <li>National Organization on Disability – Start on Success Programs (SOS)</li> <li>CSPD Council</li> </ul>	<ul style="list-style-type: none"> <li>The timeline has been updated due to completion ahead of schedule.</li> </ul>
<b>5.21</b> (Revised) Investigate alternative strategies to separate programming for students with MD, ED, OHI, and autism to educate in-	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>Department to review resources, visit programs, gather information to inform these issues</li> </ul>	<ul style="list-style-type: none"> <li>The timeline has been updated.</li> <li>MD has been added based on data analysis.</li> </ul>

Activity	Timelines	Resources	Justification
district and increase their time with nondisabled peers. Continue emphasis on PBIS training and technical assistance.		<ul style="list-style-type: none"> <li>• Allocate a portion funds awarded to the State Education Resource Center (SERC)</li> <li>• CSPD</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS acronym revised to reflect current usage.</li> </ul>
<b>5.22</b> (Revised) Use LRE stakeholder group to provide in-depth examination of data to uncover underlying issues in order to generate activities that address specific issues affecting the data (specifically examine specific disability groups such as emotional disturbance and other health impaired, 18 to 21-year-olds placement; placement locations such as private separate and public separate).	2006-07 through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education facilitator and Bureau of Data Collection, Research and Evaluation data analyst</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>5.23</b> (Revised) Examine state agency placements, private placements and RESC options and current practices with each of these to illuminate future intervention strategies.	2006-07 through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education facilitator and Bureau of Data Collection, Research and Evaluation data analyst</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>5.24</b> (Revised) Increase focus on professional development and monitoring to assist districts in supporting students to remain in district that are being considered or are at risk for out-of-district placement, as well as to transition students back into district.	2006-07 through 2013	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to offer statewide professional development training on LRE/Inclusion for all disability categories</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>5.26</b> (Revised) Provide professional development activities statewide on: <ul style="list-style-type: none"> <li>• co-teaching;</li> <li>• differentiated</li> </ul>	Spring 2007 through 2013	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to offer</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timelines	Resources	Justification
instruction and assessment; <ul style="list-style-type: none"> <li>• administrator training;</li> <li>• curriculum topics;</li> <li>• learning strategies;</li> <li>• collaborative teaching; and</li> <li>• speech pathologists as co-teachers; and positive behavior supports.</li> </ul>		statewide professional development training on LRE/Inclusion	
<p><b>5.27</b> (Revised) Offer training opportunities for use by targeted schools not making adequate yearly progress (AYP) for students with disabilities, especially for those students who are increasing their time in regular classrooms. Components will include trainings by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, Educational Benefit Review Process and excerpts from Step by Step.</p>	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The focus of this activity has progressed from developing a menu of training opportunities to providing training opportunities based on lessons learned about how to improve results.</li> <li>• Resources have been revised to indicate the providers of the trainings rather than the developers of the menu.</li> <li>• The timeline has been updated.</li> </ul>
<p><b>5.28</b> (Revised) Continue to examine data on expansion of out-of-district placement and causal factors, and the quality of programming at separate and out-of-district placements to determine next steps. Explore additional statistical techniques to more accurately represent this data.</p>	2007-08 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education and Bureau of Data Collection Research and Evaluation staff to collaborate to examine data and to review findings of private facilities/RESC monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>5.30</b> (New) Develop tools around appropriate LRE decision making and develop dissemination via Web-site redesign.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• CSDE personnel</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• Because Improvement Activity 5.19 was completed ahead of schedule, strategies have been identified as a result of that activity.</li> </ul>
<p><b>5.31</b> (New) Develop and provide a series of trainings for districts regarding tools for providing age-appropriate transition assessment, and using the results to develop measurable Post-School Outcome Goal statements, functional performance statements, and annual IEP goals and objectives within the general curriculum framework that will reasonable enable students to meet their postsecondary goals (e.g., Transition Assessment &amp; the IEP; Education Benefit – Making the IEP a Living Document).</p>	<p>2010- 11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• Transition Task Force (TTF)</li> </ul>	<ul style="list-style-type: none"> <li>• Because Improvement Activity 5.20 was completed ahead of schedule, strategies have been identified as a result of that activity.</li> </ul>



Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**Monitoring Priority: FAPE in the LRE**

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

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

**Measurement:** Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2009	N/A

**Actual Target Data for FFY 2009:**

Reporting is not required pursuant to the OSEP instructions for the FFY 2009 SPP/APR.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Reporting is not required pursuant to the OSEP instructions for the FFY 2009 SPP/APR.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

*[If applicable]*

Reporting is not required pursuant to the OSEP instructions for the FFY 2009 SPP/APR.

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**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.

FFY	Measurable and Rigorous Target
FFY 2009	Outcome A1: 56.0%    Outcome B1: 59.0%    Outcome C1: 48.0% Outcome A2: 52.0%    Outcome B2: 31.0%    Outcome C2: 24.0%

**Target Data and Actual Target Data for FFY 2009:**

**Targets and Actual Data for Children Exiting in FFY 2009 (2009-2010):**

The following chart provides child progress information with the actual numbers used in the calculation and represents the state’s early childhood outcome data for children whose post-test data were collected from July 1, 2009, to June 30, 2010.

Target met for five of the six summary statements.

**Summary Statements**

<b>Outcome A:</b> Positive social-emotional skills (including social relationships)	Targets FFY 2009 (% of Children)	Actual FFY 2009 (% of Children)
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.	56.0%	54.3%
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.	52.0%	55.5%

<b>Outcome B:</b> Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Targets FFY 2009 (% of Children)	Actual FFY 2009 (% of Children)
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.	59.0%	63.8%
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.	31.0%	33.9%
<b>Outcome C:</b> Use of appropriate behaviors to meet their needs	Targets FFY 2009 (% of Children)	Actual FFY 2009 (% of Children)
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.	48.0%	50.7%
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	24.0%	26.1%

**Child Progress Data in Measurement Categories for FFY 2009:**

Positive social-emotional skills (including social relationships):	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	74	2.8%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	733	27.6%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	421	15.9%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	539	20.3%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	888	33.4%
<b>Total</b>	<b>N =2655</b>	<b>100%</b>

Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	28	1.1%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	751	28.3%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	975	36.7%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	400	15.1%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	501	18.9%
<b>Total</b>	<b>N = 2655</b>	<b>100%</b>
Use of appropriate behaviors to meet their needs:	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	36	1.4%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1109	41.8%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	816	30.7%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	363	13.7%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	331	12.5%
<b>Total</b>	<b>N = 2655</b>	<b>100%</b>

The CSDE analyzed data regarding children’s developmental and functional progress. Data indicate that there were 2655 children in the statewide data system that had both Point 1 and Point 2 assessment information and whose post-test data were collected from July 1, 2009, to June 30, 2010.

The average length of time for the receipt of special education and related services for the children on whom progress data is reported is 18.7 months of special education and related services, up from 17.9 months in the previous reported year. The following chart is representative of the amount of time that the 2655 children received special education and related services:

<b>Time (in months) Children Received Special Education</b>	<b>Number of Children</b>	<b>Percent of Children</b>
6-12 months	575	21.7%
13-18 months	654	24.6%
19-24 months	850	32.0%
25-30 months	455	17.1%
31-36 months	95	3.6%
36+ months	26	1.0%
<b>Total</b>	<b>2655</b>	<b>100.0%</b>

Of the 2655 children, the charts below represent the gender and race/ethnicity of the children for whom progress information was reported in comparison to the representative population of children served in their final year of preschool. These data provided in the ‘*children in ECO data*’ and ‘*children served in Pre-K*’ columns indicate that the data reported for this indicator in the 2009-10 school year is representative of the percent of children served in preschool special education for the same year. These data indicates that a comparable representation of all children receiving special education at the preschool level is evident in the FFY 2009 outcome data in relation to both gender and race/ethnicity.

<b>Gender</b>	<b>Number of Children in ECO Data</b>	<b>Children in ECO Data</b>	<b>Children Served in Pre- K in 2009-10</b>
Female	733	27.6%	27.9%
Male	1922	72.4%	72.1%
<b>Total</b>	<b>2655</b>	<b>100%</b>	<b>100%</b>

<b>Race/Ethnicity</b>	<b>Number of Children in ECO Data</b>	<b>Children in ECO Data</b>	<b>Children Served in Pre- K in 2008-09</b>
Am. Indian/Native Alaskan	10	0.4%	0.4%
Asian	106	4.0%	3.7%
Black	288	10.8%	10.2%
White	1720	64.8%	65.0%
Hispanic	531	20.0%	20.8%
<b>Total</b>	<b>2655</b>	<b>100.0%</b>	<b>100%</b>

The CSDE continues to address the issue of data quality in the collection, analysis and reporting of data for this indicator. Data integration across multiple CSDE data systems has enhanced the assurance of data accuracy and reporting. The CSDE uses the state's all student data collection system, Public School Information System (PSIS), to assist in tracking children who have moved from one school district to another. PSIS has also assisted in identifying the start date of special education to ensure that all newly identified children are included and that Point 1 data is obtained for all children in the data collection. PSIS also identifies when children have exited preschool to kindergarten to ensure the collection and reporting of Point 2 data for all children who exit. The data collection system for this indicator also has a number of edit checks which help ensure that the data is accurate. Follow-up technical assistance and support on ensuring timely and accurate data is provided by the CSDE. These and other continuing activities allow for enhanced data quality and reliability.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

The CSDE met the targets for the outcome summary statements for A2, B1, B2, C1 and C2. The CSDE did not meet the target for the outcome summary statement A1. The CSDE cannot speculate on the factors that may have contributed to progress or slippage as there is insufficient trend data to support any conclusions at this time. A minimum of three years of data are necessary for trend analysis. Next year, the CSDE will be examining factors such as length of time in special education, nature and severity of disability, and potential changes in the chronological versus performance gap by cohort level.

Discussion of Improvement Activities

7.1 The CSDE used information obtained from stakeholders to clarify guidance issued on test administration, timelines and ECO requirements versus best practice. This effort was related to increasing the quality of the statewide data collected and reported.

7.2 The CSDE updated materials to be used in training and technical assistance, in outreach and public awareness and in other professional development and informational venues. A primary activity was the review of the training power point and handouts used statewide and eliminating duplicative informative and including additional resource information. There was an annual CSDE meeting with Regional Educational Service Centers (RESCs) and the State Special Education Resource Center (SERC) to work on this activity. This effort was related to increasing the quality of the statewide data collected and reported.

7.3 The CSDE continued to provide and evaluate training and technical assistance and revise and refine the training and technical assistance and other professional development opportunities based on evaluation feedback. The CSDE worked with the Regional Educational Service Centers (RESCs) and the State Special Education Resource Center (SERC) on this activity. This effort was related to increasing the quality of the statewide data collected and reported.

7.4 The CSDE continued to work closely with Part C in the state to ensure that materials and other information developed and disseminated is coordinated with the state's Part C program and the CSDE personnel working on this SPP/APR indicator. This work included information

disseminated through the *Birth-5 Newsletter* on the similarities and differences between the two systems especially as it relates to transition.

7.5 The CSDE used the annual data collection and analysis to inform and refine the data collection, the decision rules and the analysis for future reporting. This effort included adding edits checks and was related to increasing the quality of the statewide data collected and reported.

7.6 CSDE personnel continued to use the Web site resources of the National Early Childhood Technical Assistance Center (NECTAC), US DOE/OSEP, and the Early Childhood Outcomes Center (ECO Center). Information from these national resources was included in statewide training. Links to various federally-funded centers and resources were provided through technical assistance to districts. This activity was related to data quality and program improvement.

7.7 CSDE personnel continued to access and utilize the information and resources from national professional organizations to embed evidence-based assessment practices into the state outcome system (e.g., National Association for the Education of Young Children, the Division of Early Childhood, etc.). Information on authentic assessment was disseminated to districts upon request. This activity was related to program improvement.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009**  
*[If applicable]*

Per OSEP’s directive, the targets for this indicator have been extended for two years. The CSDE did not re-establish baseline; however, the targets for FFY 2010 were revised with stakeholder input.

**Established Targets for ECO Summary Statements**

<b>Outcome A:</b> Positive social-emotional skills (including social relationships)	Target FFY 2010 % of Children	Target FFY 2011 % of Children	Target FFY 2012 % of Children
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.	56.0%	56.0%	56.1%
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.	52.0%	52.0%	52.1%



<b>Outcome B:</b> Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Target FFY 2010 % of Children	Target FFY 2011 % of Children	Target FFY 2012 % of Children
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.	59.0%	59.0%	59.1%
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.	31.0%	31.0%	31.1%
<b>Outcome C:</b> Use of appropriate behaviors to meet their needs	Target FFY 2010 % of Children	Target FFY 2011 % of Children	Target FFY 2012 % of Children
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.	48.0%	48.0%	48.1%
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.	24.0%	24.0%	24.1%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

**Improvement Activities/Timelines/Resources:**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
7.1 (Revised) Use information and feedback obtained from school district administrators, school personnel, families and from other stakeholders to update the state’s policies and procedures on the implementation of the early childhood outcome requirement.	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Department personnel</li> <li>• SPP Workgroup</li> <li>• RESC training and technical assistance providers</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
7.2 (Revised) Develop and update materials to be used in training and technical assistance, in outreach and public awareness and in other professional development and informational venues.	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Department personnel</li> <li>• SPP Workgroup</li> <li>• RESC training and technical assistance providers</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
7.3 (Revised) Provide and evaluate training and technical assistance and revise and refine the training and technical assistance and other professional development opportunities based on evaluation feedback.	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Department personnel</li> <li>• SPP Workgroup</li> <li>• RESC training and technical assistance providers</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
7.4 (Revised) Ensure that materials and other information developed and disseminated is coordinated with the state’s Part C program and Department personnel working on this and other Part B SPP/APR indicators.	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Part C Coordinator</li> <li>• Department personnel</li> <li>• SPP Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
7.5 (Revised) Use the annual data collection and analysis to inform and refine the data collection, the decision rules and the analysis in future reporting.	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
7.6 (Revised) Utilize national resources to inform the state system, including accessing professional development opportunities and training and technical assistance through the National Early Childhood Technical Assistance Center (NECTAC), US DOE/OSEP, and the Early Childhood Outcomes Center (ECO Center).	2008-09 school year through 2013	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>7.7</b> (Revised) Utilize information and resources from national professional organizations to embed evidence-based assessment practices into the state outcome system (e.g., National Association for the Education of Young Children, the Division of Early Childhood, etc).</p>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• 619 Coordinator</li> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**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.

FFY	Measurable and Rigorous Target
2009	88.0%

**Actual Target Data for FFY 2009:**

Of the parents surveyed from 29 school districts in Connecticut, including regional school districts, during the 2009-2010 school year, 88.5 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. Data reported are valid and reliable. Target met.

1,561 agreements with item 12 / 1,764 survey respondents × 100 = 88.5%

2009-10 survey administration district sample total:

- surveys sent = 8427 in 29 school districts
- surveys returned completed = 1764
- response rate = 20.9%
- surveys returned non-deliverable = 364
- non-deliverable rate = 4.3%

Districts and parents were selected according to the Connecticut State Department of Education’s (CSDE) previously approved sampling plan as found in the State Performance Plan (SPP). All paperwork was printed in Spanish and English. Surveys were sent to students’ home addresses via postal mail. Besides the survey, the mailing included an explanatory cover letter, a self-addressed stamped envelope, and an incentive insert that could be used to order educational materials from the Parent Training and Information Center. Parents were asked to return the

completed survey within two weeks. A letter reminding parents to complete the survey was sent two weeks from the initial mailing.

Parent responses to survey item 12, “In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities,” were analyzed to determine state performance on indicator 8. Parent responses in the categories of Strongly Agree, Moderately Agree and Slightly Agree constitute the 88.5 percent reported above. The responses collected from 29 districts in this year’s survey sample were analyzed for representativeness by age, gender, race and ethnicity, grade and disability as compared to the total statewide population of students with disabilities. The analysis for response representativeness was conducted using both a statistical significance test (chi-square) and a practical or meaningful significance test (effect size). Below are the actual proportions for each area assessed.

Variable	Grouping	2009-10 Statewide Data	2009-10 Survey Data
Age	3-5	11.7%	11.6%
	6-12	46.2%	42.7%
	13-14	15.1%	18.6%
	15-17	21.7%	21.8%
	18-21	5.3%	5.4%
Gender	Male	69.1%	70.9%
	Female	30.9%	29.1%
Race/Ethnicity	American Indian/ Alaskan Native	0.5%	0.7%
	Asian	2.1%	3.5%
	Black	16.2%	7.9%
	White	60.5%	78.5%
	Hispanic	20.7%	9.5%
Grade	PK	6.9%	7.6%
	Elementary	37.5%	32.1%
	Middle	23.6%	26.3%
	High	32.0%	34.1%
Disability	LD	31.5%	28.9%
	ID	3.7%	3.1%
	ED	7.9%	5.4%
	SLI	19.8%	18.3%
	OHI	16.9%	19.4%
	Autism	8.3%	13.5%
	Other	11.9%	11.3%

Variable	Chi-Sq Test ( $\chi^2$ )	Cohen's Effect Size	Interpretation
Age	$\chi^2(4) = 18.7^*$	0.10	Small
Gender	$\chi^2(1) = 2.7$	n/a	n/a
Race/Ethnicity	$\chi^2(4) = 293.9^*$	0.41	Medium
Grade	$\chi^2(3) = 22.5^*$	0.11	Small
Disability	$\chi^2(6) = 84.9^*$	0.22	Small

\* Significant at .001 level.

Of the five areas assessed, only gender demonstrated no statistical difference between the sample and statewide population proportions. While there was statistical support for differences between the sample and the statewide population of students with disabilities across age, race and ethnicity, grade and disability, only race/ethnicity had an effect size or practical significance level that warranted consideration. Effect sizes for age, grade and disability were small (below 0.30) and did not indicate a practical or meaningful difference between the sample and the actual population. It is important to assess the effect size of any statistical significance test outcome as statistical significance tests are highly influenced by sample size. Effect sizes are not influenced by sample size and thus allow for the interpretation of statistical differences for their meaningful and practical application when drawing conclusions from the data.

Standardized residuals were considered when interpreting the race/ethnicity representativeness of the sample. It was concluded that categories “Black,” “White” and “Hispanic” had a major contribution to the significant chi-square test statistic, with large standardized residuals (above 2.00). “Black” and “Hispanic” were underrepresented in the final respondent sample.

The parent survey was developed in the 2004-05 school year and responses from the 2005-06 and 2007-08 school year surveys were analyzed using exploratory factor analysis and reliability analysis to determine the factor structure of the survey and the internal consistency for each of the four resulting factors. Survey item 12 was included in a factor with very high internal consistency. The results indicated that the survey items were valid and reliable over time. A confirmatory factor analysis was conducted using the 2008-09 and 2009-10 school year survey data to confirm the previous factor structure. The final resulting models indicate that the model had an acceptable model fit of the 2008-09 and 2009-10 data. The survey items were measuring what the survey was intended to measure about parental involvement in improving services and outcomes for their child consistently and reliably.

The same factor analysis was repeated with the responses from the 2009-10 school year survey to retest the validity. Reliability analysis was conducted to determine if the survey maintained its internal consistency over time. The conclusion can be drawn that the results for the 2009-10 survey were consistent with those for the 2005-06, 2007-08 and 2008-09 school year surveys.

Considering the chi-square and factor analysis results, the CSDE is satisfied with the survey structure and the overall representativeness of the survey sample in 2009-10 and asserts the conclusions drawn from this survey continue to be both valid and reliable.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**Explanation of Progress or Slippage

Of the parents surveyed from 29 school districts in Connecticut during the 2009-2010 school year, 88.5 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. The measurable and rigorous target set for 2009-2010 has been met. There is an increase of 1 percent in item 12 agreement this year from last year's 87.5 percent. This increase of one percent is a statistically significant increase from last year in parent satisfaction with their child's overall special education program,  $\chi^2(1) = 3.97, p < 0.05$ .

At the same time, a further examination of parent survey items indicates that the majority (88.3 percent) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1] and 92.3 percent indicated their child is accepted within the school community [Q5]. Additionally, over 93.7 percent of parents agreed that they have the opportunity to talk with their child's teacher on a regular basis [Q2].

Discussion of Improvement Activities Completed

**8.1** Training opportunities and technical assistance that varied in geography as well as sponsoring partners were provided to families on transition and LRE. The IDEA Part B 619 program, the Connecticut Parent Advocacy Center (CPAC), which is Connecticut's Parent training and Information Center (PTI), the State Education Resource Center (SERC), the Connecticut Birth to Three System, and the Connecticut Department of Developmental Services (DDS) provided training opportunities to ensure that parents are informed and knowledgeable about LRE settings for children 3, 4, and 5 years of age with disabilities. Parent stipends were provided to defray cost of childcare and transportation and Spanish translation was available. CPAC offered 5 workshops for families which included information about the difference between natural environments and the least restrictive environment. Consultations and feedback on LRE were provided to local district administrators, community agency staff planning in-service and families seeking assistance in securing services for children in the least restrictive environment. In addition, five workshops for families on the topic of Transition from Birth to Three to early childhood were provided

**8.6** CPAC offered parent training opportunities and responded to requests from districts for training related to educating students in the least restrictive environment. The documentary "Including Samuel" was featured on the CPAC website and copies of the DVD were available for loan. CPAC conducted 15 workshops throughout the state for families and district personnel stressing the value and skills needed for meaningful collaboration, effective transitions, resolving disputes, developing IEPs and monitoring student progress. The CPAC Web site had over 17,000 page views by over 12,800 unique visitors. Information disseminated on the Web site addressed a variety of topics including education law, community resources and policy and procedure guidance related to LD Guidelines, restraint/seclusion notification, bullying, in-school suspension guidelines and the Part B Parent Survey. CPAC also provided information to support parent involvement related to participation in the special education process, coaching and information regarding community resources in response to over 200 calls/requests.

Statewide workshops were jointly offered to parents and district staff by CSDE and partners. Topics included but were not limited to:

- Transition (birth to three transition and secondary transition)
- Autism Spectrum Disorders
- IDEA and Special Education Eligibility
- Transition Assessment and the IEP
- Addressing Challenging Behaviors of Students with Autism and Related Disabilities
- Resolving Disputes in Educational Settings
- Connecticut’s Revised Guidelines for Identifying Children with Learning Disabilities
- Faith, Families and Schools Conference
- Parent Leadership Training
- Creating positive learning experiences in the least restrictive environment

**8.13** The parent survey was administered in Spanish and English. CPAC provided an insert in English and Spanish that was included in the mailing of the parent survey in June 2010. There were 1,156 requests from survey recipients for additional information about special education. Contact information was entered into the CPAC data base and information and publications were disseminated which increased parental knowledge related to indicators 3, 4, 5, 7, 8, 9, 10, 11 and 13 of Connecticut’s SPP.

**8.14** Results of the parent survey were not disseminated in Spanish. Translation resources in a variety of languages were available.

**8.15** CPAC recruited and trained parents to participate in site visits for the CSDE’s Focused Monitoring System. Project staff attended all focused monitoring steering committee meetings as well as additional planning meetings. CPAC training activities focused on parent participation in the school improvement process, helpful parent resources related to accessing and using data and strategies for measuring and improving student achievement. Stipends were provided to parents to attend training, Statewide Focus Monitoring Steering Committee meetings and follow-up group feedback sessions.

**8.16** Parent forums and phone surveys were not part of focused monitoring conducted by the CSDE in 2009-2010 (see Indicator 3.18). Parent input remains part of focus monitoring activities through involvement in training, participation in the Statewide Focus Monitoring System Steering Committee meetings and attendance at follow-up feedback sessions.

**8.17** “Families as Partners” training continued to be offered to parents and districts as a multimodal training available online through the University Center on Excellence in Developmental Disabilities (UCEDD) at the University of Connecticut. During the 2009-1010 year the Web site reported 11 page views and 8 unique page views.

**8.18** In connection with the State Personnel Development Grant (SPDG), four selected districts implemented individualized local plans to enhance collaboration between families and schools. District staff and families attended professional development sessions together around special education topical areas focused on enhancing relationships and communication with families.



**8.19** Five trainings were provided on writing appropriate, measurable post secondary goals (e.g., Post-School Outcome Goal Statements) to district personnel and families to improve transition services. Parent advocacy training with respect to secondary transition was provided to: Learning Disabilities Association (LDA), Autism Spectrum Resource Center (ASRC), The Connecticut Association for Children and Adults with Learning Disabilities (CACLD) and African Caribbean American Parents of Children with Disabilities (AFCAMP) as well as Cadre 1 of the Transition Train-the-Trainers professionals and parents. Statewide workshops were jointly offered to parents and district staff by CSDE and partners on transition assessment and the IEP.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

Per OSEP’s directive, the targets for this indicator have been extended for two years. The target for FFY 2010 has also been revised due to the two-year extension.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2010 (2010-2011)</b>	88.0%
<b>2011 (2011-2012)</b>	88.0%
<b>2012 (2012-2013)</b>	90.0%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

**Improvement Activities/Timelines/Resources:**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>8.1 (Revised)</b> Provide parent training opportunities to ensure that parents are informed and knowledgeable about LRE settings for children 3, 4, and 5 years of age with disabilities, particularly those families transitioning from the CT Birth to Three System.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Parent Training and Information Center (PTI) – The Connecticut Parent Advocacy Center (CPAC)</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>8.6 (Revised)</b> Offer statewide workshops to parents and districts on	2006-07 school year through	<ul style="list-style-type: none"> <li>• SERC personnel</li> <li>• CSDE personnel</li> <li>• Parent Training</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Improvement Activities	Timelines	Resources	Justification
effective transitions for children with special needs in early childhood education, diversity in education, integrated student support services, and resolving disputes in special education.	2013	and Information Center (PTI) – The Connecticut Parent Advocacy Center (CPAC)	
<b>8.13</b> (Revised) Administer the Department’s Parent Survey in English and Spanish.	2010-2011; 2011-2012 ; 2012-2013 school years	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Parent Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>8.14</b> (Revised) Analyze the Department’s Parent Survey and make available a summary of the results in English and Spanish to the public. Translation resources in a variety of languages will be provided upon request.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Parent Workgroup</li> <li>• translation service</li> <li>• outside evaluator</li> </ul>	<ul style="list-style-type: none"> <li>• It was determined that a summary document is more public friendly and provides for a cost-effective way to complete this activity. Additionally, the Department identified the need to expand resources for translation beyond Spanish.</li> <li>• The timeline has been updated.</li> </ul>
<b>8.15</b> (Revised) Include a parent representative on the Department’s focused monitoring teams.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>8.16</b> (Revised) Include parent input and participation in the Department’s focused monitoring system.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Activity revised in response to level of forum attendance</li> <li>• The timeline has been updated.</li> </ul>
<b>8.17</b> (Revised) Provide “Families as Partners” training to parents and	2006-07 school year through	<ul style="list-style-type: none"> <li>• Provide \$10,000 to joint university project through</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Improvement Activities	Timelines	Resources	Justification
districts.	2013	the University Center on Excellence in Developmental Disabilities (UCEDD) to conduct training	
<b>8.18</b> (Revised) In connection with SPDG, partner with selected districts to develop and implement individualized local plans to enhance collaboration between families and schools.	2006-07 school year through 2010	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• CPAC with funding from the SPDG</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated to reflect the end of the SPDG funding.</li> </ul>
<b>8.19</b> (Revised) Develop and provide training to districts and families regarding tools for writing measurable postsecondary goals and objectives (e.g., checklist, Summary of Progress, CT Frameworks) to improve transition services.	2007-08 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Task Force members</li> <li>• CPAC with funding from the State Personnel Development Grant (SPDG)</li> <li>• Allocate a portion of the IDEA funds to SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>8.20</b> (New) Develop a model improvement plan and disseminate to districts as a resource to increase parent involvement as a means of improving services and results for children with disabilities.	2010-2011 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Parent Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation from Parent Workgroup.</li> </ul>
<b>8.21</b> (New) The Parent Workgroup will explore revising the Department’s Parent Survey for the next SPP cycle.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Parent Workgroup</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation from Parent Workgroup.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i.

**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 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) 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 2009 reporting period, i.e., after June 30, 2010. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2009	0

**Actual Target Data for FFY 2009:**

In the 2009-10 school year, zero districts in Connecticut had either overrepresentation or underrepresentation within the five racial and ethnic groups in special education and related services that was the result of inappropriate identification. Target met.

0/ 170 x 100 = 0%

Data are federally required Section 618 data. Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**Explanation of Progress or Slippage

In the 2009-10 school year, the state demonstrates that zero districts in Connecticut had either overrepresentation or underrepresentation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

The Connecticut State Department of Education (CSDE) has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI's less than 0.25 and greater than 2.0 are considered "data of concern" and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification. **Connecticut does not use a minimum "n" size for this analysis, and no districts were excluded from the calculation.** See Connecticut's State Performance Plan (SPP) for a complete explanation of the disproportionality analysis.

In total for this indicator, the CSDE initially contacted four districts regarding potential "data of concern" when assessed for disproportionate representation using the CSDE's definition. The areas with data of concern arose in the overrepresentation of white and black students overall in special education.

Each district received correspondence from the CSDE concerning data that identified overrepresentation. Each district conducted an analysis of their policies, practices and procedures using the state-designed self-assessment to determine if the district was in compliance with the following regulatory provisions of IDEA:

- Child find (34 C.F.R. Section 300.111)
- District policies, procedures, and practices consistent with the state's (34 C.F.R. Section 300.201)
- Initial evaluations (34 C.F.R. Section 300.301)
- Screening (34 C.F.R. Section 300.302)
- Reevaluations (34 C.F.R. Section 300.303)
- Evaluation procedures (34 C.F.R. Section 300.304)
- Additional requirements for evaluations and reevaluations (34 C.F.R. Section 300.305)
- Determination of eligibility (34 C.F.R. Section 300.306)
- Specific learning disabilities (34 C.F.R. Section 300.307)
- Additional group members (34 C.F.R. Section 300.308)
- Determining the existence of a specific learning disability (34 C.F.R. Section 300.309)
- Observation (34 C.F.R. Section 300.310)
- Specific documentation for the eligibility determination (34 C.F.R. Section 300.311).

Upon review of the self-assessment and all accompanying documentation, the CSDE verified that zero of the four districts with data of concern in the area of disproportionality were due to inappropriate identification.

Discussion of Improvement Activities Completed

**9.1** As reported in previous year's APRs, the CSDE issued updated guideline documents for intellectual disability and speech and language impairments and provided training. The *Guidelines for Identifying and Educating Students with Serious Emotional Disturbance* continued to be revised in the 2009-10 school year. The guidelines are in final review by the CSDE, prior to publication. A training plan for implementation is being developed to support stakeholders statewide.

In the 2009-10 school year, the Bureau of Special Education (BSE) finalized the full document of the *Guidelines for Identifying Children with Learning Disabilities*, which was released in the fall of 2010. Subsequent training has been delivered that focuses on the intersection of Scientific Research-Based Interventions (SRBI), which is Connecticut's framework for Response to Intervention (RtI), and the identification of learning disabilities for special education.

**9.2** Disproportionate representation data for the 2009-10 school year for each district and for the state were posted to the CSDE's Web site in April 2010. These data were also provided through the Special Education Data Application and Collection (SEDAC) distribution list email to directors of special education. The State Education Resource Center (SERC) and the Connecticut Parent Advocacy Center (CPAC) used these data in delivering technical assistance and training to districts. These data were disseminated and referenced in multiple trainings throughout the state.

**9.3** The statewide symposium titled, "The Intersection of Race and Education" was held again for two days in May 2010 that included 14 sessions and 179 participants from school districts around the state. Outcomes focused on the eradication of systemic disparities that perpetuate the predictable racial achievement gaps that affect all students, with examining the intersection of race and student achievement, and identification of improving outcomes for black and Hispanic/Latino students. Connecticut has focused on the inappropriate identification of black and Hispanic/Latino students in special education for a number of years and this symposium is intended to address the larger, systemic foundation of that inappropriate identification and the perceptions of race and educational outcomes. Most participants agreed that this symposium presented information that was useful both personally and professionally, impacted the way they thought about race, and increased an interest in understanding others' perspectives.

**9.4** In the 2009-10 school year, the Comprehensive System of Personnel Development (CSPD) Council maintained a stated priority on race, ethnicity, language, and culture by continuing to embed each within all other CSPD Council priorities and all CSPD Council work. The Council's Family Work Group completed the production of a DVD and accompanying curriculum to be used in teacher training classrooms regarding the importance of and need for pre-service educators to understand what students bring to the classroom from a cultural and family perspective. Additionally, the CSPD Council continued to engage in reviewing and providing feedback to the BSE around the activities listed in indicators 9 and 10 that address disproportionality.

Training around race/ethnicity, culture, and education for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC conducted three professional development sessions of Beyond Diversity with 80 participants from school districts around the state. Outcomes focused on defining race and racism and how they impact school philosophies, policies, structures, and practices; developing the knowledge and requisite skills for initiating, engaging, sustaining, and deepening Courageous Conversations about Race; and constructing a personal action plan to deepen one's understanding of racism, which includes engaging other members of the learning community in dialogue about systemic racism. A total of 12 districts received job embedded technical assistance around the action plans developed. Technical assistance based on these plans covered the use of instructional strategies for diverse learners including English Language Learners (ELL), early and effective intervention strategies, SRBI and learning disabilities eligibility guidelines, emerging roles for school social workers and school psychologists within SRBI, least restrictive environment, and roles of speech and language pathologists.

Professional development for the Early Intervention Process Case Partner Training: Building Collaborative Relationships was held with teachers, administrators, consultants, speech-language personnel, and reading specialists. This training explored how case partners can streamline the early intervention process; helped staff develop effective communication and collaboration skills, including active listening and reflective questioning; and helped staff enhance educational decisions to improve student outcomes. Most participants agreed that their process was now designed to improve general education instruction for all students, reduce inappropriate referrals for special education evaluation, and close the achievement gap reflected in the school's data. They also agreed that needs-based data, scientific research-based interventions, and methods for monitoring student progress must be aligned to provide effective instruction, and therefore reduce inappropriate referrals to special education.

Additionally, The CSDE's Bureau of Accountability and Improvement provided training for Best Practices in Educating our English Language Learners (Basic) as part of its Connecticut Accountability for Learning Initiative (CALI) to 461 school staff in the 2009-10 school year. This two-day workshop was designed for teams of general education teachers, English as a Second Language (ESL) specialists, and school administrators who are dedicated to improving core classroom instruction for ELLs and who can provide on-site embedded support for other teachers in their school districts. Day I reviewed how to use data to enhance ELL instruction and best practices for instructing ELL students. Day II focused on how to train other teachers using this training module. The two days of training were one month apart so that teachers had time to implement strategies from Day I before attending Day II.

Additionally, the advanced level of this training was delivered to 87 school personnel in the 2009-10 school year. This was a second workshop for those general education teachers, student service personnel and school administrators who had already completed the basic workshop, and focused on learning disabilities versus English language development.

**9.5** Building capacity continued through basic training provided to school personnel in Title I schools identified as being "in need of improvement" by consultants from the Regional

Education Service Centers (RESCs), CSDE, SERC and the Leadership and Learning Center (LLC). Through these partnerships, ongoing district- and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessment (CFA), Scientifically Research Based Interventions (SRBI), and Improving School Climate to Support Student Achievement.

The state significantly increased its training to all districts because the demand for improved school outcomes has intensified as a systemic priority for all schools, regardless of Title I status. The state trained 4800 Connecticut educators in the seven training modules in the 2009-10 school year. SRBI was the most attended training, followed by DDDM/DT, which is also indicative of the framework that schools are implementing to address these priorities.

Additionally, a module titled Culturally Responsive Education was developed during the 2009-10 school year in recognition of the impact of cultural relevance on educational outcomes, particularly on the identification of students to need special education services. This training focuses on implementation of a culturally responsive education and how it can increase student achievement, characteristics of culturally competent teachers and schools, and how to prepare students for a diverse world and workplace.

**9.6** In August 2008, the CSDE released the full guidelines for Scientific Research-Based Interventions (SRBI). A training plan was developed and implemented during the 2009-10 school year in collaboration with RESCs and SERC. In developing the guidelines and training plan, multiple initiatives collaborated across programs to ensure common and consistent language and fidelity in looking at early intervention strategies and frameworks, SRBI, and special education eligibility. Communication and planning occurred with members that lead areas such as Positive Behavior Supports and the Early Intervention Process to further align and bring a common understanding when working with districts.

**9.8** The CSDE created an internal planning document, *Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health*, which will be used for developing technical assistance. This document provides a comprehensive approach for successful student learning that addresses the academic, physical, social, emotional, behavioral and mental health domains. The purpose was to create a common understanding of the “whole student” and demonstrate how these domains align with the three-tiered model described previously in the CSDE’s *Using Scientific Research-Based Interventions (SRBI): Improving Education for All Students*. This framework presents a three-tiered model designed to support all students across academic domains from prekindergarten to Grade 12. It references school climate, social-emotional learning and behavior.

**9.10** CPAC provided information about a good evaluation by pairing the page three Fact Sheet “Evaluation: What Does it Mean for Your Child?” in both English and Spanish, with the booklet, “SRBI: A Family Guide to Connecticut’s Framework for RtI.” This information was provided to parents contacting CPAC about how to get their child evaluated. It was also available for



preview or download from the CPAC website and provided to participants who attended CPAC workshops such as “Help! My Child is struggling in School.”

In addition to this brief set of publications, CPAC also updated its popular parent publication, *A Guide to Educational Terms*, in both English and Spanish, including terms such as baseline, progress monitoring, common core standards, and data drive-decisions. These terms were beginning to be used by school teams to explain why they did not need to do a comprehensive evaluation of children who were experiencing learning and behavior challenges.

The CSDE reported that the number of PPT meetings held, the number of children receiving a comprehensive evaluation and the number of children identified with disabilities significantly decreased during the 2009-10 school year, in which CPAC data also supports this trend.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	0%
<b>2012 (2012-2013)</b>	0%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>9.1</b> (Revised) Provide training around the <i>Guidelines for Identifying and Educating Students with Serious Emotional Disturbance</i> to ensure appropriate implementation and alignment with intervention frameworks such as PBIS and SRBI.	2010-11 school year through 2012	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• RESC/SERC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more specific and include other state priorities and SPP indicators.</li> <li>• The timeline has been updated.</li> </ul>
<b>9.2</b> (Revised) Disseminate data on disproportionate	2010-11 school	<ul style="list-style-type: none"> <li>• Bureau of Special</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more</li> </ul>

Improvement Activities	Timelines	Resources	Justification
representation in special education by race/ethnicity via the Bureau Bulletin and the CSDE Web site to highlight areas of overrepresentation and underrepresentation in the state and direct attention to the importance of SRBI and the appropriate identification of students with learning disabilities.	year through 2013	Education <ul style="list-style-type: none"> <li>• Bureau of Data Collection, Research and Evaluation</li> </ul>	specific and include an objective for the activity, as well as reflecting other state priorities. <ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>9.3 (Revised)</b> Continue to hold the annual statewide symposium titled, “The Intersection of Race and Education.” Breakout sessions to include explicit connections to race as it relates to disproportionality in the identification of students for special education, discipline practices, and an overview of indicators 9 and 10 including the self assessment and best practices.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more specific and include an objective for the activity, as well as reflecting other state priorities.</li> <li>• The timeline has been updated.</li> </ul>
<b>9.4 (Deleted)</b> Provide statewide professional development on topics based upon an analysis of state data, trends and research in order to reduce disproportionate identification and close the racial achievement gap.	2006-07 school year; annually as needed annually	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> <li>• Bureau of Special Education</li> <li>• CSPD Council</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been deleted as it is a practice and expectation embedded into the development, delivery, and monitoring of technical assistance.</li> </ul>
<b>9.5 (Revised)</b> Provide CALI training to districts around English Language Learners, School Climate to Support Student Achievement, and Culturally Responsive Education to address the needs of students from diverse backgrounds prior to a referral for special education.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> <li>• SERC/RESC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more specific and include other state priorities and SPP indicators.</li> <li>• The timeline has been updated.</li> </ul>
<b>9.6 (Revised)</b> Coordinate activities with early intervention	2006-07 school	<ul style="list-style-type: none"> <li>• SRBI State Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more</li> </ul>

Improvement Activities	Timelines	Resources	Justification
<p>initiatives such as positive behavior supports, early intervention, and Connecticut’s Scientific Research Based Interventions (SRBI) to ensure consistency and alignment in the language, strategies, beliefs, and structures that support districts in appropriately supporting and/or identifying students with disabilities.</p>	<p>year through 2011</p>	<p>Team</p> <ul style="list-style-type: none"> <li>• SERC/RESC Alliance</li> </ul>	<p>specific and include other state priorities and SPP indicators.</p>
<p><b>9.8</b> (Revised) Coordinate Department activities concerning the <i>Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health</i> document to guide practices and promote the integration of this framework into current work with districts, educational organizations, and policy makers.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Division of Family and Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more specific and include other state priorities and SPP indicators.</li> <li>• The timeline has been updated.</li> </ul>

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**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.

FFY	Measurable and Rigorous Target
FFY 2009	0%

**Actual Target Data for FFY 2009:**

In the 2009-10 school year, three districts in Connecticut had overrepresentation across the five racial and ethnic groups in specific disability categories that was the result of inappropriate identification. Zero districts had underrepresentation that was the result of inappropriate identification. Target not met.

$$3/170 \times 100 = 1.8\%$$

Data are federally required Section 618 data. Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system.

**Definition of “Disproportionate Representation” and Methodology**

The Connecticut State Department of Education (CSDE) has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI’s less than 0.25 and greater than 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification. **Connecticut does not use a minimum “n” size for this analysis, and no districts were excluded from the calculation.** See Connecticut’s State Performance Plan (SPP) for a complete explanation of the disproportionality analysis.

In the 2009-10 school year, the CSDE required districts to complete a self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301

through 300.311. Upon review, if noncompliance was demonstrated districts received a written citation of noncompliance and were assigned corrective actions.

**Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification**

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2009 (2009-2010)	170	35	3	1.76%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2009:**

Explanation of Progress or Slippage

In total, 35 districts were initially contacted regarding potential “data of concern” in 45 areas when assessed for disproportionate representation using the CSDE’s definition. There were 41 areas of concerning data for overrepresentation and four areas for underrepresentation.

Thirty-three (73 percent) of the 45 areas of disproportionate data in the racial category of white:

- 12 = White Autism
- 1 = White Intellectual Disability/MR
- 6 = White Learning Disabilities
- 7 = White Other Health Impairment
- 4 = White Serious Emotional Disturbance (1 = underrepresentation)
- 3 = White Speech/Language Impairment (2 = underrepresentation)

Twelve (27 percent) of the 45 areas of disproportionate data in the racial categories of black or Hispanic/Latino:

- 2 = Black Learning Disabilities
- 2 = Black Serious Emotional Disturbance
- 2 = Black Speech/Language Impairment
- 1 = Hispanic/Latino Autism (1 = underrepresentation)
- 1 = Hispanic/Latino Learning Disabilities
- 1 = Hispanic/Latino Serious Emotional Disturbance
- 3 = Hispanic/Latino Speech/Language Impairment

Among the 35 districts with data of concern, 27 had numeric disproportionate representation in only one area, six districts had two areas, and two districts had three areas.

All 35 districts received correspondence from the CSDE concerning data that identified disproportionate representation within specific disability categories. Each district conducted an analysis of their policies, procedures and practices using the state-designed self-assessment based on 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon review of the self-assessment and all accompanying documentation, the CSDE verified that 35 of the 38 districts with data of concern in the area of disproportionate representation were not due to inappropriate identification. Three districts were determined to have disproportionate representation due to inappropriate identification.

Areas of systemic noncompliance included 34 C.F.R. Section 300.201 – Consistency with State Policies; 34 C.F.R. Section 300.305 – Review of Existing Evaluation Data; 34 C.F.R. Section 300.310 – Observation; and 34 C.F.R. Section 300.311 – Specific Documentation for Eligibility Determination. In these instances, corrective actions included districts submitting appropriate documentation in subsequent evaluations or reevaluations of students suspected of having a learning disability, conducting professional development/training in comprehensive evaluations and *Connecticut’s Guidelines for Identifying Children with Learning Disabilities*. Also, other corrective actions included updating district policies and procedures with a posting to the district’s Web site and a memo to all central office administrators, building administrators, staff and parents regarding the updated policies and procedures and their location.

Individual noncompliance was found in the areas of 34 C.F.R. Section 300.304 – Evaluation Procedures, 34 C.F.R. Section 300.305– Review of Existing Evaluation Data, and 34 C.F.R. Section 300.310 – Observation. Corrective actions included the districts submitting appropriate documentation in subsequent evaluations or reevaluations of students suspected of having a learning disability, and providing corrected IEP and eligibility documentation for specifically identified students.

Overrepresentation by disability, 2009-10 school year data:

<b>District</b>	<b>Overrepresentation Category</b>	<b>Systemic Noncompliance</b>	<b># of individual student findings of noncompliance</b>	<b>Total # of findings</b>
045	White LD	0	3	3
163	Hispanic LD	1	0	1
900	White LD	4	1	5

Beginning with the 2008-09 school year, the CSDE has been providing guidance and training around the identification of students suspected of having a learning disability to be consistent with the use of scientific, research-based interventions and the elimination of the sole use of a discrepancy formula. At the same time, the CSDE also provided guidelines and training about the implementation of Scientific Research-Based Interventions (SRBI), which is Connecticut’s framework for Response to Intervention (RtI). This transition in identifying students for special education under a learning disability and simultaneously implementing a complex SRBI framework caused confusion for districts in understanding when to provide interventions, for how long, and when a referral for special education evaluation is warranted, often blurring the lines between the general education classroom interventions and special education services. Both

systems provide students an opportunity to receive instruction based on their needs and is sometimes very difficult to know when identifying a student to receive special education services is appropriate. Additionally, procedures used for the identification under the new learning disabilities guidelines are dependent on the use of interventions in the general education classroom prior to referral, causing both systems to be in alignment. This is a very difficult, time consuming, and complex process to implement. Therefore, more districts were identified to have inappropriate identification practices in the area of a learning disability than in previous years.

The CSDE continues to provide guidance and ongoing support to districts in implementing SRBI and understanding when a referral to special education is needed. This is done through many levels of technical assistance from providing statewide and regional conferences, to doing individual case-studies with districts, and providing on-site technical assistance to districts.

#### Discussion of Improvement Activities Completed

**10.1** As reported in previous year's APRs, the CSDE issued updated guideline documents for intellectual disability and speech and language impairments and provided training. The *Guidelines for Identifying and Educating Students with Serious Emotional Disturbance* continued to be written in the 2009-10 school year. The guidelines are currently undergoing a final review by the Bureau of Special Education, prior to publication. A training plan for implementation is being developed to support stakeholders statewide.

In the 2009-10 school year, the Bureau of Special Education (BSE) finalized the full document of the Guidelines for Identifying Children with Learning Disabilities, which was released in the fall of 2010. Subsequent training has been delivered that focuses on the intersection of SRBI and the identification of learning disabilities for special education.

**10.2** Disproportionate representation data for the 2009-10 school year for each district and for the state were posted to the CSDE's Web site in April 2010. These data were also provided through the Special Education Data Application and Collection (SEDAC) distribution list email to directors of special education. SERC and CPAC used these data in delivering technical assistance and training to districts. These data were disseminated and referenced in multiple trainings throughout the state.

**10.3** The statewide summit titled, "The Intersection of Race and Education" was held again for two days in May 2010 that included 14 sessions and 179 participants from school districts around the state. Outcomes focused on the eradication of systemic disparities that perpetuate the predictable racial achievement gaps that affect all students, with examining the intersection of race and student achievement, and identification of improving outcomes for black and Hispanic/Latino students. Connecticut has focused on the inappropriate identification of black and Hispanic/Latino students in special education for a number of years and this symposium is intended to address the larger, systemic foundation of that inappropriate identification and the perceptions of race and educational outcomes.

Most participants agreed that this symposium presented information that was useful both personally and professionally, impacted the way they thought about race, and increased an interest in understanding others' perspectives.

**10.4** In the 2009-10 school year, the CSPD Council maintained a stated priority on race, ethnicity, language, and culture by continuing to embed each within all other CSPD Council priorities and all CSPD Council work. The Council's Family Work Group completed the production of a DVD and accompanying curriculum to be used in teacher training classrooms regarding the importance of and need for pre-service educators to understand what students bring to the classroom from a cultural and family perspective. Additionally, the CSPD Council continued to engage in reviewing and providing feedback to the BSE around the activities listed in indicators 9 and 10 that address disproportionality.

Training around race/ethnicity, culture, and education for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC conducted three professional development sessions of Beyond Diversity with 80 participants from school districts around the state. Outcomes focused on defining race and racism and how they impact school philosophies, policies, structures, and practices; developing the knowledge and requisite skills for initiating, engaging, sustaining, and deepening Courageous Conversations about Race; and constructing a personal action plan to deepen your understanding of racism, which includes engaging other members of the learning community in dialogue about systemic racism. A total of 12 districts received job embedded technical assistance around the action plans developed. Technical assistance based on these plans covered areas of literacy support, Scientifically-Research Based Interventions and Learning Disabilities Guidelines, emerging roles for school social workers and school psychologists within SRBI, least restrictive environment, roles of speech-language pathologists, and English Language Learners.

Professional development for the Early Intervention Process Case Partner Training: Building Collaborative Relationships was held with teachers, administrators, consultants, speech-language personnel, and reading specialists. This training explored how case partners can streamline the early intervention process, helped staff develop effective communication and collaboration skills, including active listening and reflective questioning, and helped staff enhance educational decisions to improve student outcomes. Most participants agreed that their process was now designed to improve general education instruction for all students, reduce inappropriate referrals for special education evaluation, and close the achievement gap reflected in the school's data. They agreed that appropriate interventions are selected by matching research-based interventions with data of need, and they have an effective method for monitoring student progress.

Additionally, The CSDE's Bureau of Accountability and Improvement provided training for Best Practices in Educating our English Language Learners: Basic as part of its Connecticut Accountability for Learning Initiative (CALI) to 461 school staff in the 2009-10 school year. This two-day workshop is designed for teams of general education teachers, ESL specialists, and school administrators who are dedicated to improving core classroom instruction for ELLs and who can provide on-site embedded support for other teachers in their school districts. Day I reviews how to use data to enhance ELL instruction and best practices for instructing ELL students. Day II focuses on how to train other teachers using this training module. The two days of training are one month apart so that teachers have time to implement strategies from Day I before attending Day II.



Additionally, the advanced level of this training was delivered to 87 school personnel in the 2009-10 school year. This is a second workshop for those general education teachers, student service personnel and school administrators who have already completed the basic workshop, and focuses on Learning Disabilities vs. Language Development.

**10.5** Building capacity continued through basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from the RESCs, CSDE, SERC and the Leadership and Learning Center (LLC). Through these partnerships, ongoing district- and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessment (CFA), Scientifically Research Based Interventions (SRBI), and Improving School Climate to Support Student Achievement.

The state significantly increased its training to all districts as the demand for improved school outcomes has intensified as a systemic priority for all schools, regardless of Title I status. The state trained 4800 Connecticut educators in the seven training modules in the 2009-10 school year. SRBI was the most attended training, followed by DDDM/DT, which is also indicative of the framework that schools are implementing to address these priorities.

Additionally, a module titled Culturally Responsive Education was developed for the 2010-11 school year as the Department and districts continue to recognize the impact of cultural relevance on educational outcomes, particularly on the identification of students to need special education services. This training focuses on implementation of a culturally responsive education and how it can increase student achievement, characteristics of culturally competent teachers and schools, and how to prepare students for a diverse world and workplace.

**10.6** In August 2008, the CSDE released the full guidelines for Scientific Research-Based Interventions (SRBI) which is Connecticut’s framework for Response to Intervention (RtI). A training plan was developed and implemented for the 2009-10 school year in collaboration with RESCs and SERC. In developing the guidelines and training plan, multiple initiatives collaborated across programs to ensure common and consistent language and fidelity in looking at early intervention strategies and frameworks, SRBI, and special education eligibility. Communication and planning occurred with members that lead areas such as Positive Behavior Supports and the Early Intervention Process to further align and bring a common understanding when working with districts.

**10.8** The CSDE has created a planning document, *Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Mental and Physical Health* that will be used for developing technical assistance. This document provides a comprehensive approach for successful student learning that addresses the academic, physical, social, emotional, behavioral and mental health domains. The purpose is to create a common understanding of the “whole student” and demonstrate how these domains align with the three-tiered model described previously in the CSDE’s *Using Scientific Research-Based Interventions (SRBI): Improving Education for All Students*. This framework presents a three-tiered model

designed to support all students across academic domains from pre-kindergarten to Grade 12. It references school climate, social-emotional learning and behavior.

**10.10** CPAC provided information about a good evaluation by pairing the page three Fact Sheet “Evaluation: What Does it Mean for Your Child?” in both English and Spanish, with the booklet, “SRBI: A Family Guide to Connecticut’s Framework for RtI.” This information was provided to parents contacting CPAC about how to get their child evaluated. It was also available for preview or download from the CPAC website and provided to participants who attended CPAC workshops such as “Help! My Child is struggling in School.”

In addition to this brief set of publications, CPAC also updated its popular parent publication, *A Guide to Educational Terms*, in both English and Spanish, including terms such as baseline, progress monitoring, common core standards, and data drive-decisions. These terms were beginning to be used by school teams to explain why they did not need to do a comprehensive evaluation of children who were experiencing learning and behavior challenges.

The CSDE reported that the number of PPT meetings held, the number of children receiving a comprehensive evaluation and the number of children identified with disabilities significantly decreased during the 2009-10 school year, in which CPAC data also supports this trend.

**10.11** In the 2009-10 school year, SERC held two planning meetings to address the overrepresentation of white autism. Investigation of policies, procedures and practice took place with reviewing district self-assessments as required by this indicator. Professional development has not yet been developed.

**Correction of FFY 2008 Findings of Noncompliance (if State reported more than 0% compliance):**  
Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 1.2%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	<b>6</b>
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>6</b>
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	<b>0</b>
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Verification of Correction (either timely or subsequent):**

In the two districts (118 and 155), each of the three instances of individual student noncompliance due to inappropriate identification practices were corrected and verified within the one year timeline.

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

District 118 re-convened PPTs to determine eligibility for each student in which noncompliance was cited. Corresponding documentation, including student IEPs, was submitted to the Bureau of Special Education (BSE) by which correction was verified for these individual students via desk audit.

District 155 was required to reevaluate students in their native language and convene PPTs to determine eligibility based on updated evaluation data. Corresponding documentation, including student IEPs, was submitted to the BSE by which correction was verified for these individual students via desk audit.

Subsequently, the districts submitted a sample of files with initial evaluations in the area of noncompliance. These subsequent data were reviewed by BSE staff via desk audit to ensure that the districts were correctly implementing the specific regulatory requirement(s).

In summary, the BSE verified (within one year from the date of notification) that the two districts with noncompliance in FFY 2008 had not only corrected each individual case of noncompliance, but were also correctly implementing the regulatory requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311 as required by *OSEP memo 09-02*.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (if applicable):**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	0%
2012 (2012-2013)	0%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

Improvement Activities	Timelines	Resources	Justification
<b>10.1</b> (Revised) Provide training around the <i>Guidelines for Identifying and Educating Students with Serious Emotional Disturbance</i> to ensure appropriate implementation and alignment with intervention frameworks such as PBIS and SRBI.	2010-11 school year through 2012	<ul style="list-style-type: none"> <li>Bureau of Special Education</li> <li>RESC/SERC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>This activity has been revised to be more specific and include other state priorities and SPP indicators.</li> <li>The timeline has been updated.</li> </ul>
<b>10.2</b> (Revised) Disseminate data on disproportionate representation in special education by race/ethnicity via the Bureau Bulletin and the CSDE Web site to highlight areas of overrepresentation and underrepresentation in the state and direct attention to the importance of SRBI and the appropriate identification of students with learning disabilities.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>Bureau of Special Education</li> <li>Bureau of Data Collection, Evaluation, and Research</li> </ul>	<ul style="list-style-type: none"> <li>This activity has been revised to be more specific and include an objective for the activity, as well as reflecting other state priorities.</li> <li>The timeline has been updated.</li> </ul>
<b>10.3</b> (Revised) Continue to hold the annual statewide symposium titled, “The Intersection of Race and Education.” Breakout sessions to include explicit connections to race as it relates to disproportionality in the identification of students for special education, discipline practices, and an overview of	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>Bureau of Special Education</li> <li>SERC</li> </ul>	<ul style="list-style-type: none"> <li>This activity has been revised to be more specific and include an objective for the activity, as well as reflecting other state priorities.</li> <li>The timeline has been updated.</li> </ul>

Improvement Activities	Timelines	Resources	Justification
indicators 9 and 10 including the self assessment and best practices.			
<b>10.4</b> (Deleted) Provide statewide professional development on topics based upon an analysis of state data, trends and research in order to reduce disproportionate identification and close the racial achievement gap.	2006-07 school year; annually as needed	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> <li>• Bureau of Special Education</li> <li>• CSPD Council</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been deleted as it is a practice and expectation embedded into the development, delivery, and monitoring of technical assistance.</li> </ul>
<b>10.5</b> (Revised) Provide CALI training to districts around English Language Learners, School Climate to Support Student Achievement, and Culturally Responsive Education to address the needs of students from diverse backgrounds prior to a referral for special education.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Accountability and Improvement</li> <li>• SERC/RESC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• This activity is rewritten to be more specific and include other state priorities and SPP indicators.</li> <li>• The timeline has been updated.</li> </ul>
<b>10.6</b> (Revised) Coordinate activities with early intervention initiatives such as positive behavior supports, early intervention, and Connecticut’s Scientific Research Based Interventions (SRBI) to ensure consistency and alignment in the language, strategies, beliefs, and structures that support districts in appropriately supporting and/or identifying students with disabilities.	2006-07 school year through 2011	<ul style="list-style-type: none"> <li>• SRBI State Leadership Team</li> <li>• SERC/RESC Alliance</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more specific and include other state priorities and SPP indicators.</li> </ul>
<b>10.8</b> (Revised) Coordinate Department activities for <i>Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health</i> to guide practices and promote the integration of this framework into current work with districts,	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Division of Family and Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• This activity has been revised to be more specific and include other state priorities and SPP indicators.</li> <li>• The timeline has been updated.</li> </ul>

**APR Template – Part B (4)**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
educational organizations, and policy makers.			
<p><b>10.11</b> (Revised) Investigate the identification policies, procedures and practices around Autism in all racial categories. Develop and coordinate professional development and training opportunities for districts and families to ensure appropriate identification of students with Autism.</p>	<p>2009-10 school year, annually as needed</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• This improvement activity has been revised to more accurately reflect resources.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**Monitoring Priority: Effective General Supervision Part B / Child Find**

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

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

**Measurement:**  
 a. # of children for whom parental consent to evaluate was received.  
 b. # of children whose evaluations were completed within 60 days (or State-established timeline).  
 Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.  
 Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009:**

For the 2009-10 school year, 98.2 percent of children with parental consent to evaluate were evaluated within the state established timeline. Target not met.

$[10,516 / 10,712] \times 100 = 98.2\%$

- a. # of children for whom parental consent to evaluate was received = 10,712
- b. # of children whose evaluations were completed within 60 days = 10,516

The data used to report on this indicator are statewide data that are inclusive of every school district in the state that provides special education and related services. Data are not obtained from sampling. Data reported here are valid and reliable.

Data are collected annually from all local education agencies (LEA) via an online web data submission tool. Data were collected for all children for whom parental consent to evaluate was received, including children placed by their parents in private, non-public and religiously affiliated schools.

**Children Evaluated Within 60 Days (or State-established timeline):**

a. Number of children for whom parental consent to evaluate was received	10,712
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	10,516
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	98.2

*Account for children included in (a) but not included in (b):*

There were 196 children statewide during the 2009-10 school year included in (a) but not included in (b). In other words, these 196 children did not receive a timely initial evaluation upon the district’s receipt of parent consent. The range of days beyond the timeline when the evaluations were completed was between 1 and 164 days. It is important to note only 10 of the 196 children were late by 100 days or more, and more than 83 percent were late by less than 60 calendar days. Districts were required to provide an explanation for students evaluated beyond the state established timeline if the explanation did not fit one of the categories that were considered justifiable explanations. The most frequently cited reasons by districts as causes for eligibility determinations made beyond the state mandated timeline that did not meet one of the acceptable explanations included:

- independent/outside evaluators not meeting timeline;
- clerical/tracking errors;
- inability to access multi-lingual evaluators or assessment instruments for non-native English speakers;
- scheduling conflicts – parents, teachers and staff; and
- staffing shortages.

There were 52 districts determined to be out of compliance with indicator 11 based on 2009-10 initial evaluation data being below 100 percent; however, 33 of the 52 districts had percentages falling in the 95-99% range. All 52 districts were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to conducting and completing initial evaluations for any factors that may have contributed to untimely completion of initial evaluations and submit any changes or revisions for review by Bureau of Special Education (BSE) staff. These districts were also required to submit the following information for each child in 2009-10 determined eligible beyond the timeline: the reason for the delay; the extent to which the delay may have resulted in a denial of a free and appropriate public education (FAPE); and any actions taken to address the late evaluation and individualized education program (IEP) implementation such as compensatory education or services. Using the special education student information system (SIS) database, the Connecticut State Department of Education (CSDE)



verified that all initial evaluations were completed and an IEP implemented for each of the eligible students whose evaluations exceeded the state timelines. Finally, as part of the requirements to examine subsequent data as described in *OSEP Memorandum 09-02*, the 52 districts were required to participate in a monitored submission process for their 2010-11 evaluations timelines data. This process requires districts to submit subsequent evaluation data at specific points during the year, which include all new parental consents to evaluate received during the monitored period. The CSDE reviews each evaluation record to ensure compliance with the regulatory requirements for each of the submission periods. As of the date of this report, 41 of the 52 districts have reached the 100% target for timely initial evaluations and demonstrated compliance with the specific regulatory requirements. Verification of the completion of corrective actions for all districts is underway and remains within the one year timeline.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

Connecticut continued to make progress toward its 100 percent target with an increase from 97.3 percent in 2008-09 to 98.2 percent in 2009-10. Progress is attributed to an extensive provision of technical assistance by multiple CSDE staff members from the BSE and the Bureau of Data Collection, Research and Evaluation. The CSDE continued to dedicate an increased amount of time and personnel to assist districts in understanding both the data collection procedures and regulatory requirements associated with timely initial evaluations. Progress may also be attributed to the development of a comprehensive evaluation timelines data collection user guide. This user guide contains a system overview; a record layout and data cleaning reporting section; a procedures section with step-by-step instructions for each component of the data system; and an extensive FAQ section that was updated daily as new questions were submitted by districts.

Discussion of Improvement Activities Completed

**11.7** The CSDE continued to issue District Annual Performance Reports (APR) and Determinations. In an effort to assist districts and the public in understanding these reports, the CSDE added a supplemental 8 page document to the standard 2 page document. The Indicator 11 section of the supplement includes a narrative explaining the indicator and gives trend data at both the state and district level.

**11.8** Progress on this indicator and the issuance of the *OSEP Memo 09-02*, shifted the focus of this activity in 2009-10 to a more standardized set of corrective actions and procedures for the subsequent follow up and verification of the correction of noncompliance. Each district with less than 100 percent compliance upon the certification of the data was issued a set of corrective actions which required the review, and, if necessary, the revision of policies, procedures and practices related to initial evaluations, as well as the submission of subsequent data for BSE review and verification. Targeted technical assistance was provided to districts to assist with both the understanding and implementation of the related regulatory requirements.

**11.9** Data from complaints, mediations and due process hearings were reviewed for trends related to evaluation timelines. BSE staff looked for relationships between the districts where

Child Find complaints were occurring and the extent to which the same districts were experiencing noncompliance with indicator 11. No patterns or trends have been identified. These data continue to be part of regular BSE discussions on district performance.

**11.10** The CSDE broadened the work of the previously established leadership team to include membership across the entire CSDE and continued to engage statewide stakeholder groups in providing guidance on Scientific Research-Based Instruction (SRBI), a model grounded in Response to Intervention (RtI) principles. The BSE was closely involved in this department wide work and has provided guidance to these groups and the field, including parents, concerning referrals for special education and initial evaluations for determining special education eligibility aligned to SRBI. There was a dedicated BSE staff member assigned to communicate the requirements of IDEA around referral and evaluation across the CSDE through this collaborative venue to ensure that implementing SRBI aligns with these regulations. This communication included informing colleagues in the BSE and various stakeholder groups including the State Advisory Council (SAC), the Comprehensive System of Personnel Development (CSPD) Council and districts of this work. BSE staff members continued to participate in various levels of the SRBI trainings offered statewide.

**11.11** The CSDE focused on increasing awareness among its districts, technical assistance providers, and parent organizations of the importance of Indicator 11 requirements as part of a comprehensive Child Find system. CSDE and State Education Resource Center (SERC) staff collaborated on developing and presenting a technical assistance session for all of the districts in the state at the BSE's annual Back to School meeting in September 2009. Focusing on compliance, the session included an overview of the statutory/regulatory requirements, an analysis and discussion on common barriers to compliance, and strategies for compliance with this indicator. A panel of district leaders shared their district's challenges and practices for maintaining compliance status. Supporting documents such as an evaluation timelines graphic were disseminated via the Bureau Bulletin.

**11.12** The CSDE implemented a new individual student Indicator 11 system for the collection of 2009-10 evaluation data. This system incorporated all previous data system validity and reliability checks and was enhanced with a whole new set of system checks at the student level. The most important enhancement to the new system was the linkage to the department's SIS and registration module. This linkage created a new set of challenges but also ensured the complete reporting of students across the evaluation, child count and enrollment data systems. Collaboration with district data system vendors was critical to the launch of the new student level data collection and allowed all parties to align data collection and data training for districts. The consistent messages heard by districts also resulted in improved data quality.

A new user guide was created to support this data system. This user guide contains a system overview; a record layout and data cleaning reporting section; a procedures section with step-by-step instructions for each component of the data system; and an extensive FAQ section that was updated daily as new questions were submitted by districts.

A dedicated Indicator 11 manager within the BSE continues to work closely with the Bureau of

Data Collection, Research and Evaluation, technical assistance providers, and districts. This individual helps to coordinate all policy, information technology (IT) and contractors into a cohesive team, which supports the improved quality of data submissions. The Indicator 11 manager is also available for 1:1 technical assistance to district personnel and has been accessed frequently.

**Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance):**

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 97.3%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	<b>70</b>
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>70</b>
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

**Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	<b>0</b>
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>0</b>
6. Number of FFY 2008 findings <u>not</u> verified as corrected [(4) minus (5)]	<b>0</b>

**Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the LEA: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02.*

There were 70 districts determined to be out of compliance with Indicator 11 based on 2008-09 initial evaluation data. All 70 districts were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to conducting and completing initial

evaluations for any factors that may have contributed to untimely completion of initial evaluations and submit any changes or revisions for review by BSE staff via desk audit.

The 70 districts also were required to submit the following information for each child in 2008-09 determined eligible beyond the timeline: the student’s State Assigned Student Identifier (SASID); the reason for the delay; the extent to which the delay may have resulted in the denial of a free and appropriate public education (FAPE); and any action items taken to address the late evaluation and individualized education program (IEP) implementation. The CSDE used the special education SIS database to verify that the initial evaluation was completed and an IEP implemented for each of the eligible students whose evaluations exceeded the state timelines. BSE staff also reviewed any actions taken by the district to address the late evaluation and individualized education program (IEP) implementation such as compensatory education or services, staff training, or revisions to clerical procedures.

Finally, the districts were required to provide monitored submissions of subsequent evaluation timelines data for review. During the monitored submission process, all 70 districts reached the 100% target for timely initial evaluations and were found to be implementing the specific regulatory requirements in 34 C.F.R. Section 300.301 which the CSDE verified using the special education SIS database.

Through the actions detailed above, the CSDE was able to verify within one year that each of the 70 districts completed the initial evaluation, although late, unless the child was no longer within the jurisdiction of the LEA; and is correctly implementing the specific regulatory requirements, consistent with *OSEP Memorandum 09-02*.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009**

*[If applicable]*

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<b>11.7</b> (Revised) Issue District Annual Performance Report and Determinations.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>11.8</b> (Revised) Establish and implement an automated corrective action notification system. Action Step: Notify districts of compliance status via the certification confirmation report. Action Step: Issue a series of corrective actions for programs that fail to meet the 45-day timeline. Action Step: Districts with less than 100 percent compliance on this indicator will be required to submit subsequent data to demonstrate that they are correctly implementing the related regulatory requirements. Action Step: Provide technical assistance to districts as needed.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC</li> <li>• Regional Education Service Centers (RESCs)</li> <li>• Stakeholders including: district personnel, independent consultancies, due process staff, private school staff, parent advocates, bilingual evaluation specialists, and individuals representing recruitment shortage areas.</li> <li>• Bureau of Data Collection, Research and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• The activity has been revised to align with the new data collection system and current verification of correction practices.</li> <li>• The timeline has been updated.</li> </ul>
<b>11.9</b> (Revised) Review data on complaints, mediations and due process hearings on an annual basis for trends related to evaluation timelines.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>11.10</b> (Revised) Establish a Department leadership team and statewide stakeholder group to develop and provide guidance on RtI and for	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Associate Commissioner of Division of Family and Student Support Services</li> <li>• Associate</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Improvement Activities	Timeline	Resources	Justification
referral and evaluation for determining special education eligibility.		Commissioner of Division of Teaching, Learning and Instructional Leadership <ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC</li> <li>• Parent Training and Information Center (PTI) –Connecticut Parent Advocacy Center (CPAC)</li> </ul>	
<p><b>11.11</b> (Revised) Increase awareness and availability of technical assistance aligned with noncompliance areas:                      Action Step: Analyze reasons for any noncompliance barriers to timely compliance.                      Action Step: Identify supports for districts based on a current review of the literature given needs of the districts.                      Action Step: Design or locate multi-media technical assistance support and disseminate using Bureau newsletter, SERC website, and electronic mailings to representative stakeholder groups.</p>	2007-08 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Indicator 11 Work group</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

**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 or whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

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

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

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009:**

$$[1481 / (2253-425-197-150)] \times 100 = 100\%$$

*Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.*

State Data Collection Method

The data used to report on this indicator represent the statewide data collected from every school district in the state that provides special education and related services to the population of eligible students beginning at age 3. No sampling was utilized for reporting on this indicator. Data are valid and reliable as verified by a series of validation checks built into the statewide data collection system.

The statewide special education data collection system is called the Special Education Data Application and Collection (SEDAC). Data utilized were obtained by the Connecticut State

Department of Education (CSDE) through the electronic submission of special education data by each school district in the state. Data submitted are child-specific with each child having a unique student identification number called a State Assigned Student Identification Number (SASID). The CSDE began assigning a SASID number to all children in the state’s Part C program in the school year 2006-07. By the school year 2007-08, all infants and toddlers receiving Part C services had a SASID assigned by the CSDE. That student identification number assigned by the CSDE stays with the child during the receipt of their early intervention services and is reassigned to the child by the CSDE at age 3 or at whatever age and point in time the child becomes enrolled and begins receiving a public education.

Data used in the analysis reflect the Section 618 data that identifies the number of 3-year-old children receiving special education and related services. The CSDE’s data system also captures the date of the child’s individualized education program (IEP) team meeting that is held to develop the child’s initial IEP along with the start date of a child’s special education and related services. The Part C lead agency’s data are used as data verification to ensure that the data analysis and reporting is fully inclusive of all students who exit Part C to Part B.

**Actual State Data (Numbers)**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2253
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	425
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1481
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	197
e. # of children who were referred to Part C less than 90 days before their third birthdays. <i>[This information is not required until the 2011 submission but may be reported in 2010 if the State’s data are available.]</i>	150
# in [a] but not in [b], [c], [d], or [e].	0
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays  Percent = [(c) / (a-b-d-e)] * 100	100% = [1481/(2253-425-197-150)] * 100

*Account for children included in [a], but not in [b], [c], [d], or [e]:*

One hundred percent of those children referred from Part C and who were found eligible for special education had an IEP developed and implemented by their third birthday. Target met.



Indicate the range of days beyond the third birthday and the reasons for the delays:

Not Applicable.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

The CSDE achieved full compliance in Indicator 12. The FFY 2009 statewide data were 100 percent compared to the FFY 2007 data of 99.8 percent (3 students) and the FFY 2008 data of 99.9 percent (1 student). Full compliance is related to: collaboration with Part C; joint policies, procedures and practices with Part C; and continued professional development and technical assistance across Part C and Part B in this area.

Improvement Activities Completed

**12.1** The CSDE utilizes Part C data as a data merge/verification check to ensure that all students who exited Part C and who were determined eligible for Part B are identified and utilized in the data analysis and reporting for this indicator.

**12.3** CSDE personnel provided training and technical assistance to school district and early intervention personnel on transition and transition-related issues. There were three transition forums held in the school year 2009-2010 for personnel from Part C and school districts.

**12.4** The CSDE, the Part C lead agency, and the Connecticut Parent Advocacy Center (CPAC), the state's Parent Training and Information Center (PTI), addressed parent training, technical assistance and support opportunities through a number of mechanisms. Training and technical assistance took place through one-to-one requests for information, support or assistance; small group events that were program- and school-district specific; and more regionally based opportunities offered through the CSDE, Part C programs, school districts and other parent organizations. The majority of families were reached by CPAC through one-to-one individualized technical assistance. In the 2009-2010 year, CPAC responded to 383 requests for information, resources and support which were generated from a Birth to Three Survey. Survey respondents included: seven parents of children under age one; 79 parents whose children were age 1 and older; 209 parents whose children were age two and older; 78 parents whose children were age three and older, 2 parents whose children were age 4; and eight parents whose children's age is unknown. CPAC distributed a Glossary of Special Education Terms and the following publications/information: *Diagnosis versus Disability Category: Defining Eligibility* and *Preparing for a PPT Meeting*. CPAC also responded to 28 calls on the topic of "Transition from Birth to Three" for children and families who were exiting the state's Part C Program. CPAC conducted eight "Transition from Birth to Three to Special Education Services" workshops, three of which were targeted to parents and five of which were targeted to professionals working with young children and their families.

**12.5** The Part C lead agency institutionalized the manner in which it encouraged site-based playgroups for toddlers receiving Part C services so those children could participate in playgroups with typically developing peers. The Part C lead agency, through its contract with

Birth to Three programs, provides a level of funding that can be used to help support a toddler’s participation in a community-based program, service or activity with typically developing peers. The level of funding a Birth to Three program receives is related to the overall size of the Birth to Three program. Additionally, the CSDE and Part C have encouraged Birth to Three programs to begin the transition process by delivering a child’s Individualized Family Service Plan (IFSP) services at a school site and/or in a classroom program before the child exits Part C. Continuation of this activity will be contingent upon the availability of Part C funds.

**12.6** The CSDE and Part C administrative personnel reviewed operational policies, procedures and practices regarding transition and revised policies and procedures accordingly. The CSDE and Part C agency updated the Memorandum of Agreement between the two agencies that included specific collaborative activities relative to transition. The Part C lead agency updated its transition policies and procedures for 2009-2010. Part C changed their policies and procedures so that in the 2009-2010 year, Birth to Three stopped accepting referrals of any child who was within 45 calendar days of their third birthday. Those children are now referred directly to their school district for an evaluation and eligibility determination for special education. The CSDE issued policy clarification letters to school districts throughout the state regarding compliance requirements for providing a free and appropriate public education (FAPE) by age 3 including reinforcing district child find responsibilities for those children referred to a school district 45 calendar days before their third birthday.

**Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance)**

Level of compliance (actual target data) State reported for FFY 2008 for this indicator:

99.9%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009).	<b>1</b>
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding).*	<b>1</b>
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)].	<b>0</b>

**Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	<b>0</b>
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	<b>NA</b>
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Actions taken if Noncompliance Not Corrected**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

Not Applicable.

**Verification of Correction (either timely or subsequent)**

*For those findings for which the State has reported correction, describe the process the State used to verify that the LEA: (1) is correctly implementing the specific regulatory requirements, and (2) has developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02.*

In FFY 2008 there was one (1) school district that was determined to be out of compliance for Indicator #12, FAPE by Age 3 for one (1) child.

It was determined that the root cause for not providing a FAPE by Age 3 to the one student was related to the date by which the school district convened the child’s Planning and Placement Team (PPT) meeting to develop the child’s IEP. The one child had the PPT convened one day after the child’s third birthday and a FAPE was provided for this child the same week. The service implementation was verified by the CSDE.

The CSDE identified the district non-compliance for the one child and provided targeted technical assistance. The district undertook improvement activities that resulted in changes to the district’s policies, procedures and practices. The school district revised its policies, practices and procedures to ensure that all students who transition from Part C have their eligibility determined in a timely manner and that the IEP of the child is developed prior to the child’s third birthday, even if that birthday occurs during the summer months. This was verified through on-going analysis of the district’s data throughout the year and a review of the 2009-2010 data for FAPE by Age 3. The district received its notification of noncompliance and was closed out within one year. The analysis of FFY 2009 data on this indicator finds that this district is in full compliance and is correctly implementing the specific regulatory requirements for early childhood transition for FFY 2009 and has developed and implemented the IEP and provided a FAPE by Age 3, unless the child is no longer within the jurisdiction of the LEA, consistent with the *OSEP Memo 09-02*.

**Additional Information Required by the OSEP APR Response Table (if applicable)**

Statement from the Response Table	State’s Response
<p>The State must report, in its FFY 2009 APR, due February 1, 2011, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2008 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has</p>	<p>In FFY 2008 there was one (1) school district that was determined to be out of compliance for Indicator #12, FAPE by Age 3 for one (1) child.</p> <p>It was determined that the root cause for not providing a FAPE by Age 3 to the one student</p>

<p>developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA consistent with the OSEP Memo 09-02.</p>	<p>was related to the date by which the school district convened the child’s Planning and Placement Team (PPT) meeting to develop the child’s IEP. The one child had the PPT convened one day after the child’s third birthday and a FAPE was provided for this child the same week. The service implementation was verified by the CSDE.</p> <p>The CSDE identified the district non-compliance for the one child and provided targeted technical assistance. The district undertook improvement activities that resulted in changes to the district’s policies, procedures and practices. The school district revised its policies, practices and procedures to ensure that all students who transition from Part C have their eligibility determined in a timely manner and that the IEP of the child is developed prior to the child’s third birthday, even if that birthday occurs during the summer months. This was verified through on-going analysis of the district’s data throughout the year and a review of the 2009-2010 data for FAPE by Age 3. The district received its notification of noncompliance and was closed out within one year. The analysis of FFY 2009 data on this indicator finds that this district is in full compliance and is correctly implementing the specific regulatory requirements for early childhood transition for FFY 2009 and has developed and implemented the IEP and provided a FAPE by Age 3, unless the child is no longer within the jurisdiction of the LEA, consistent with the <i>OSEP Memo 09-02</i>.</p>
<p>If the State is unable to demonstrate compliance in the FFY 2009 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance.</p>	<p>The CSDE reviewed the improvement activities and has determined that no revisions beyond timeline extensions are warranted at this time.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009 (if applicable):**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>12.1</b> (Revised) Conduct data merge activities between IDEA’s Part C and Part B to inform and guide future collaborative activities, including reporting activities, while ensuring compliance with IDEA and FERPA.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Part C personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>12.3</b> (Revised) Refine Department systematic follow-up and corrective action activities with school districts to ensure that the free and appropriate public education (FAPE) by age 3 demonstrates 100% compliance.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

**APR Template – Part B (4)****Connecticut**  
State

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>12.4</b> (Revised) Provide parent training opportunities across both service delivery systems to ensure that parents are familiar with transition activities and that parents understand the similarities and differences between the Part C and Part B.	2005-06 school year through 2013	<ul style="list-style-type: none"><li>• Department personnel</li><li>• Part C personnel</li><li>• Parent Training and Information Center (PTI) – Connecticut Parent Advocacy Center (CPAC)</li></ul>	<ul style="list-style-type: none"><li>• The timeline has been updated.</li></ul>

**FOR FFY 2009, STATES MUST ESTABLISH NEW BASELINE DATA FOR THIS INDICATOR USING 2009-2010 DATA AND REPORT THE DATA USING THE SPP TEMPLATE**

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**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.

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009:**

Baseline (actual target data for FFY 2009), and targets are in the State’s revised State Performance Plan because Indicator 13 was revised to include a new measurement.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

This information will be reported for the first time in the FFY 2010 APR.

**FOR FFY 2009, STATES MUST ESTABLISH NEW BASELINE DATA, TARGETS AND, AS NEEDED IMPROVEMENT ACTIVITIES FOR THIS INDICATOR AND REPORT THE DATA USING THE SPP TEMPLATE**

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

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

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

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

**Measurement:**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

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

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

FFY	Measurable and Rigorous Target
2009	N/A



**Actual Target Data for FFY 2009:**

Baseline (actual target data for FFY 2009), and targets are in the State's revised State Performance Plan because Indicator 14 was revised to include a new measurement.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

This information will be reported for the first time in the FFY 2010 APR.

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

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

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

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

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

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

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009:**

Of the 656 findings of noncompliance identified in FFY 2008, 649 findings of noncompliance were timely corrected (98.9%). All of the seven findings of noncompliance that were not corrected and verified within the one year timeframe were subsequently corrected and verified prior to the issuance of this report. To date, all 656 findings of noncompliance identified in FFY 2008 are corrected and verified. Target not met.

$(649 / 656) \times 100 = 98.9\%$

Data used to identify noncompliance are collected through various monitoring activities, such as the SPP/APR, focused monitoring, special education student information systems (SIS) and dispute resolution; and tracked via the Connecticut State Department of Education’s (CSDE) General Supervision System (GSS) and databases specific to each monitoring activity. Sampling is not used. Data are valid and reliable based on a series of validation checks built into each collection system and consistently implemented procedures for the collection and verification of

data. In addition, ongoing staff training on these procedures is developed and implemented to ensure data reliability.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

Connecticut has seen an increase in the percent of timely correction of noncompliance from last year, moving from 98.8 percent to 98.9 percent. The seven findings of noncompliance that were subsequently corrected represented three districts and were from focused monitoring (5) and complaints (2). In working with the three districts, multiple revisions to corrective actions and subsequent verifications were necessary in order to ensure compliance. Progress toward our target is attributed to the work outlined below and the positive impact of the improvement activities.

The Bureau of Special Education (BSE) has a set of purposeful and coordinated monitoring activities designed to meet guidance outlined in the *Office of Special Education Program's (OSEP) Memorandum 09-02*, as well as statutory/regulatory requirements, and to improve outcomes for students with disabilities. As a result of these monitoring activities; the implementation of recommendations from last year's comprehensive needs assessment of the special education GSS; and monthly meetings to discuss insights on data trends, Connecticut is able to administer a comprehensive system of general supervision to meet its obligations under federal and state special education statutes/regulations.

Timely Correction

The CSDE defines timely correction as the correction of noncompliance by a district and subsequent CSDE verification of the correction that occurs as soon as possible and in no case more than one year from notification of noncompliance. Through its various monitoring activities, the CSDE identifies noncompliance and within a reasonable amount of time, notifies the district. The CSDE's policy defines "reasonable" as no later than three months from identification.

Notification of noncompliance is written documentation that includes the CSDE's finding(s), which places a district on notice of its noncompliance with federal and/or state special education statutes/regulations and the requirement that correction must occur as soon as possible and be verified by the CSDE within one year from receipt of the notification.

A finding of noncompliance is the CSDE's written conclusion that a district is in noncompliance with federal and/or state special education statutes/regulations, which includes the citation of the statutes/regulation(s) and a description of the quantitative and qualitative data supporting the CSDE's decision. Included in the notification of noncompliance, the CSDE orders corrective action(s) that a district in noncompliance must take to correct the findings of noncompliance and document such correction. The CSDE works closely with districts to uncover the root cause of the noncompliance, inform the district's decision-making, and provide appropriate technical assistance as a proactive measure to ensure the district's future compliance with the specific regulatory requirement(s).

Verification of Correction of Findings of Noncompliance Timely Corrected

In FFY 2009, the CSDE required each district with a finding of noncompliance in FFY 2008 to revise any noncompliant policies, procedures and /or practices and correct each individual case of noncompliance as soon as possible. The CSDE considered both the breadth and scope of the noncompliance in its assignment of appropriate corrective actions. Also, the unique nature of each monitoring activity helped to define the corrective action(s) the district was required to complete in order to correct the noncompliance and ensure the proper implementation of the specific regulatory requirement(s). As part of the corrective action(s) assigned, each district was required to submit updated data and/or documentation, including student IEPs, for CSDE review. In addition, CSDE personnel consulted with districts on a regular basis to provide technical assistance to ensure timely correction. CSDE personnel also conducted, as appropriate to the specific monitoring activity, desk audits, on-site visits, file reviews and/or interviews. Through these actions, CSDE personnel reviewed updated data and/or documentation to verify the district's correction of each individual case of noncompliance and the district's correct implementation of the specific regulatory requirement(s), consistent with *OSEP Memo 09-02*. Specific actions taken by the CSDE to verify the correction of noncompliance identified under compliance indicators 4A, 10, 11 and 12 are reported under each indicator section.

Verification of Correction of Findings of Noncompliance Subsequently Corrected

Subsequent correction is the correction and verification of noncompliance that occurs outside of the one-year timeline. The CSDE works diligently to assist any district that does not timely correct to ensure correction and verification of the noncompliance occurs promptly.

In FFY 2009, CSDE personnel reviewed updated data and/or documentation to verify the district's subsequent correction of each individual case of noncompliance and the district's correct implementation of the specific regulatory requirement(s), consistent with *OSEP Memo 09-02*. For the FFY 2008 noncompliance identified via focused monitoring, CSDE personnel reviewed student files to verify correction of noncompliance, conducted a follow-up on-site visit to interview staff and confirm that practice in the district had changed, and provided targeted technical assistance to support the district in complying with the requirements for writing and implementing post-school outcome goal statements. For the FFY 2008 noncompliance identified via complaints, CSDE personnel consulted with districts on a regular basis to track the districts' efforts to subsequently correct noncompliance.

Correction of Finding of Noncompliance from FFY 2005

There remains one finding of noncompliance identified in FFY 2005 that requires correction (District 064). In previous APRs, the CSDE counted the finding of noncompliance identified in FFY 2005 as a new finding of noncompliance in each subsequent APR because the CSDE has not been able to verify the district's correction of the noncompliance. Thus, the remaining finding of noncompliance for District 064 identified in FYY 2008, FFY 2007 and FFY 2006 are reiterations of the finding of noncompliance reported originally in FFY 2005. In a conference call with the CSDE in summer 2010, OSEP confirmed the CSDE need not count the finding of noncompliance identified in FFY 2005 as a new finding each year in the APR. Therefore, in the APR for FFY 2009, the CSDE corrected its calculation of this finding and, instead, categorized this remaining finding of noncompliance from FFY 2005 as longstanding noncompliance.

Consequently, the finding does not appear in the APR for FFY 2009 Part B Indicator Worksheet or the actual target data for FFY 2009 reported above.

In FFY 2009, the CSDE continued its partnership with the district in its efforts to correct the finding of noncompliance. The CSDE continued monitoring the district's efforts to complete the corrective actions ordered under this finding, utilizing a number of enforcement actions to move the district toward compliance. While the CSDE is not able to verify correction of all elements of noncompliance at this time due to the extensive types of corrective actions and verification procedures, the CSDE has noted improvement and progress in the district's performance in the area(s) of noncompliance (e.g., special education service delivery, district-level system of general supervision) over the district's prior performance and was able to verify partial correction of the noncompliance.

The CSDE ordered the following enforcement actions in FFY 2009 to address the longstanding noncompliance identified in FFY 2005:

1. Redirection of IDEA Funds

In FFY 2009, the CSDE once again redirected a portion of the district's IDEA funds and required the funds be used to support activities that would bring the district into compliance. The district, in turn, used the funds to continue its relationship with an independent contractor to provide an audit of the quality of its special education service delivery. In spring 2010, the independent contractor completed the last phase of its audit. Once again, the independent contractor noted significant progress in the compliance of the development and implementation of IEPs. An audit from the previous year, spring 2009, indicated that 68 percent of the reviewed target questions reached the district's interim 90 percent compliance target, set with the independent contractor prior to *OSEP Memo 09-02*. Notably, the spring 2010 audit indicated an increase to 79 percent compliance. This data trend indicates the district is making progress toward the CSDE's requirement of 100 percent correction of the FFY 2005 systemic noncompliance. There are no unresolved individual cases of noncompliance from the FFY 2005 finding. As the CSDE does not use "thresholds" for identification of noncompliance, the CSDE, therefore, verified partial correction with regard to the issue of developing appropriate IEPs and ensuring that IEPs are implemented as designed.

Also, in FFY 2009, the CSDE required the district to use a portion of the redirected funds to address the development and implementation of a system of general supervision. The CSDE continued to collaborate with the district as it developed and began to implement a system of general supervision to ensure compliance with federal and state special education statutes/regulations and improved special education programming. For example, the CSDE provided targeted technical assistance to district personnel regarding the concept and components of a district-level system of general supervision. Additionally, the CSDE provided feedback to the district as the district finalized its system of general supervision. (See below section titled, "BSE Liaison" for further detail.) The CSDE has verified partial correction with regard to the issue of developing and implementing a district-level system of general supervision to ensure compliance

with federal and state special education statutes/regulations and improved special education programming.

2. BSE Liaison

In FFY 2009, the CSDE required the district to continue its relationship with the BSE liaison who met monthly with district administration to monitor the district's progress toward correction of its longstanding noncompliance and to provide technical assistance to district personnel. Monthly meetings ensured regular communication between the CSDE and the district regarding pending due process complaints, planning and development of programs for students and staff, and systemic compliance with federal and state special education statutes/regulations. Additionally, the BSE liaison continued open lines of communication with other bureaus within the CSDE concerning their monitoring of this district as part of Elementary and Secondary Education Act (ESEA) requirements.

For example, the BSE liaison and district administration identified next steps necessary to comply with corrective actions noted in complaint investigations. The BSE liaison also reviewed federal and state special education requirements as well as best practices with district administration to ensure improved compliance and programming for students with disabilities.

In another example, the BSE liaison collaborated with district administration regarding its implementation of an electronic IEP and database. At this time, the electronic IEP and database are fully functional in the district. Each school has a person designated to assist with the electronic IEP and database. The last phase of implementation, which linked the electronic IEP database with the district's all-student database, is now complete. There are nightly updates between each system to ensure the most accurate and up-to-date data are available to district personnel and families.

In a final example, the BSE liaison worked with district administration to assist the district in its implementation of a district-level system of general supervision. The district's Assistant Superintendent for Pupil Personnel Services, the Senior Director of Special Education, and six assistant directors met with the BSE in May 2010 to present its system of general supervision. The system aligns with the district's larger framework for school improvement in which data are collected on all students through a number of the same indicators contained in the system of general supervision. This alignment further promotes a unified focus on outcomes for all students in the district.

The district's GSS was originally designed with 18 indicators and targets of performance, some of which are SPP indicators/targets and with other indicators/targets the district believes are critical to measuring student outcomes. First year data on some indicators demonstrated success with meeting or exceeding the initial expected target and, therefore, targets were revised. Some data demonstrated progress being made toward the target, while other data noted that progress had not been made or had not yet been collected. The district continues to implement components of its GSS and completed a number of reviews of the data being collected, refining its policies and procedures with each review.

The BSE liaison also consulted with district administration on its creation of a Web page devoted to special education. The Web page houses the district's special education policies, procedures and practices for district personnel and public use. Resources on the Web page include: Power Point presentations; procedures and protocols; and the district's system of general supervision manual. The Web page promotes the use of procedures aligned with federal and state special education requirements and best practices for special education programming across the district.

### 3. Program Evaluation

In summer 2010, the CSDE consulted with OSEP regarding its *FFY 2008 SPP/APR Response Table* for Connecticut. In relation to the instance of longstanding noncompliance under Indicator 15, OSEP stated the need for the CSDE to conduct additional enforcement action(s) so as to ensure prompt correction of the longstanding noncompliance. In fall 2010, the CSDE ordered the district to redirect a portion of its IDEA FY11 funds and required the district to continue its relationship with the BSE liaison. Furthermore, in December 2010, the CSDE conducted a program evaluation of the district's special education service delivery and GSS to identify patterns/trends in the district that lead to its continued noncompliance. The visit entailed the collaboration of several bureaus in the CSDE, including Special Education; Health/Nutrition, Family Services and Adult Education; Accountability and Improvement, and Internal Audit. Currently, the CSDE is reviewing the information gathered through the program evaluation to determine appropriate sanctions that will bring the district into compliance as promptly as possible.

### Discussion of Improvement Activities Completed

**15.4** Regular meetings of the Focused Monitoring Steering Committee continued to be an important component of the Focused Monitoring System. Using multiple data sources including SPP indicators, the Steering Committee assisted in guiding the BSE to continue to use academic achievement and the gaps that exist between students with and without disabilities as the key performance indicator (KPI).

**15.6** The BSE collected feedback from those serving on site visit teams, districts receiving site visits and other stakeholders involved in focused monitoring. Additionally, during the 2009-10 focused monitoring cycle the BSE partnered with the State Education Resource Center (SERC) and conducted its own internal evaluation of the process. A review of feedback and findings led to the revision of the individual student file review checklist, interview protocol, training for site team leaders, and the technical assistance provided to districts.

**15.7** The BSE continued to analyze district level data via focused monitoring using a comprehensive set of standardized tools and procedures to ensure compliance with IDEA. The monitoring tools assisted CSDE personnel in reviewing district level data to provide targeted technical assistance to districts identified as having data of concern. Additionally, the tools and resources developed are closely aligned with the Bureau of Accountability and Improvement, which is charged with monitoring districts under ESEA. There continued to be consistent collaboration between the two bureaus to align the two monitoring systems to the greatest potential.

**15.8** Grant funds are currently in the process of being distributed to the districts that were part of focused monitoring in the 2009-10 school year. These funds are meant to support the implementation of district focused monitoring plans and progress reporting.

**15.16** The BSE collaborated with SERC to examine data across SPP indicators and monitoring activities to identify statewide needs and provide technical assistance tailored to address these needs. SERC examined existing resources for alignment with the needs identified and developed new technical assistance offerings to support districts with both compliance with IDEA and program improvement. BSE consultants met regularly with SERC personnel to evaluate and revise the technical assistance provided.

**15.17** In 2009-10 BSE personnel completed a comprehensive needs assessment of the CSDE's GSS to identify strengths and weaknesses of the current system and to ensure alignment with the Critical Elements Analysis and Review Guide (CrEAG). This work involved four ad hoc cross-bureau committees aligned with the major components of the GSS, reflecting fiscal, general supervision (monitoring and due process) and data. Information obtained through the subcommittee work assisted the BSE in completing a glossary of terms, creating written policies and procedures for identification of noncompliance, and compiling resources to be used in the development of the GSS manual. Work to refine the GSS will continue in the 2010-11 school year and will include development of the CSDE's GSS manual and revision of the calendar of activities.

**15.18** Based upon the information obtained through the needs assessment, the BSE identified points of clarification necessary to ensure alignment and coordination of GSS policies across all monitoring activities. The BSE created written policies to ensure alignment of identification, notification and correction of noncompliance procedures across the GSS. The CSDE also modified the special education SIS to incorporate automated identification, notification and verification of correction of noncompliance into each database. These SIS enhancements support the CSDE's adherence to federal guidance stipulated in *OSEP Memo 09-02*.

**15.19** Based upon further OSEP guidance regarding *OSEP Memo 09-02* and information obtained through the needs assessment, the BSE developed guidance to ensure consistency in the identification and correction of noncompliance across the CSDE's GSS. The guidance includes a glossary of terms, procedures for district correction and CSDE verification of correction of noncompliance, and procedural timelines. Visual depictions, where helpful, were included. Additionally, enhancement in data dissemination included the expansion of the LEA-level APR from two to ten pages including graphic depictions of trend data by indicator.

**15.20** The BSE maintained the position for the 2009-10 school year.

**15.21** Based upon the information obtained through the needs assessment, the BSE revised its identified information management needs for the CSDE's GSS. CSDE personnel established a plan to develop and implement an internal GSS database, which will serve as a precursor to a future internal/external database for use with districts. Ongoing work in the development of the internal database includes monthly meetings between the BSE's GSS coordinator and the special education SIS team.

**15.22** In 2009-10, the Focused Monitoring Steering Committee assisted in guiding the BSE to continue to use academic achievement and the gaps that exist between students with and without disabilities as the KPI. The suspension/expulsion rate among students with disabilities, therefore,



is not the current KPI for focused monitoring. Work to address this improvement activity, however, continues under SPP Indicator 4. In 2009-10, the BSE developed and provided a comprehensive district self-assessment to districts with data of concern in order for the districts to identify specific policies, procedures and/or practices that lead to the noncompliance in this area. The BSE also disseminated the district self-assessment to all districts via the BSE *Bureau Bulletin* for use as a reflective tool.

**15.23** The BSE examined current procedures and created written policies to ensure alignment of identification, notification and correction of noncompliance procedures across all monitoring areas of the GSS. The parental involvement issue outlined in this activity has been addressed through collaboration with the Connecticut Parent Advocacy Center (CPAC) with regard to training, availability of technical assistance and parental participation in the focused monitoring component of the GSS. Using multiple data sources including SPP indicators, the Focused Monitoring Steering Committee, which include parent members, assisted in guiding the BSE to continue to use academic achievement and the gaps that exist between students with and without disabilities as the KPI.

**15.24** The review of the CSDE’s GSS ensured the inclusion of the following: SPP/APR; focused monitoring; dispute resolution; fiscal management including coordinated early intervention services (CEIS) and proportionate share; approved private special education programs; and other state accountability requirements. The BSE developed internal guidance to ensure consistency in the identification and correction of noncompliance across the CSDE’s GSS components. Due to the conclusion of the *P.J. et al. v. State of Connecticut, Board of Education, et al.* settlement agreement, this component is no longer included in the GSS as a monitoring activity.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009**  
*[If applicable]*

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<b>15.4 (Revised) Arrange for Focused Monitoring Steering Committee to</b>	2005-06 school year through	<ul style="list-style-type: none"> <li>Stipends for parents</li> <li>NCSEAM</li> </ul>	<ul style="list-style-type: none"> <li>The timeline has been updated.</li> </ul>

**APR Template – Part B (4)**

<b>Improvement Activities</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
meet three times on an annual basis to review data, determine key performance indicators and advise on implementation of SPP.	2013		
<b>15.6 (Revised)</b> Complete annual revision of focused monitoring self assessments and site visit protocols.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Focused Monitoring Coordinator</li> <li>• Lead consultants for FM</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>15.7 (Revised)</b> Conduct focused monitoring to ensure compliance with IDEA. The monitoring tools will be utilized to review student records; interview with administrators, teachers (general and special education), related service professionals; solicit input from parent through forums; and conduct observations of implementation of student IEPs.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Fourteen consultants from the Department to conduct focused monitoring site visits, including focused monitoring coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>15.8 (Revised)</b> Distribute district grant funds to implement improvement plans.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• \$10,000 per district – IDEA discretionary funds</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>15.16 (Revised)</b> Meet with SERC to discuss statewide and district specific activities and training to address general supervision and monitoring.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>15.17 (Revised)</b> Develop and implement GSS Manual and GSS Internal Evaluation Protocol.	2007-08 school year until complete	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Revised language is more in line with the work products being developed.</li> </ul>
<b>15.18 (Revised)</b> Conduct alignment and coordinate activities such as	2007-08 school year through	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated. The activity has been completed</li> </ul>

Improvement Activities	Timeline	Resources	Justification
notification methods, data collection and methods, database infrastructure among all components of general supervision and state accountability measures to ensure an integrated system.	2010	<ul style="list-style-type: none"> <li>• Other state agency personnel as needed</li> </ul>	ahead of schedule.
<b>15.19</b> (Revised) Coordinate compliance planning and revision of procedures for timelines and findings, develop a glossary to ensure common use of terms. Enhance methods of disseminating data to stakeholders, districts, and families through use of visual depictions.	2007-08 through 2010	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated. The activity has been completed ahead of schedule.</li> </ul>
<b>15.21</b> (Revised) Develop and implement a comprehensive general supervision electronic information system.	2008-09 through 2013	<ul style="list-style-type: none"> <li>• Department personnel to design and implement</li> <li>• Independent contractors to develop</li> <li>• Training to use the system</li> <li>• Fiscal support for resources to build and maintain system</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>15.22</b> (Deleted) Develop monitoring checklists and technical assistance protocols for reducing district-level suspension/expulsion rates among children with disabilities.	2008-09 through 2011	<ul style="list-style-type: none"> <li>• Department personnel to design and disseminate</li> <li>• Independent contractors to pilot and validate tools</li> <li>• Stakeholder reviewers for validation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• This activity is no longer the KPI under focused monitoring. This work will be continued under SPP Indicator 4.</li> </ul>
<b>15.23</b> (Revised) Re-examination of current enforcement procedures	2008-09 school year through	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Electronic data and</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated. The activity has been completed</li> </ul>

Improvement Activities	Timeline	Resources	Justification
<p>with emphasis on (1) including parents in the state monitoring process, (2) focusing monitoring efforts on the issues that are most critical to ensuring appropriate education to children with disabilities , and (3) timely follow-up to ensure that appropriate actions to demonstrate compliance with the law are taken across all monitoring areas.</p>	<p>2010</p>	<p>tracking system</p> <ul style="list-style-type: none"> <li>• SERC personnel</li> </ul>	<p>ahead of schedule.</p>
<p><b>15.24</b> (Revised) Fully incorporate other monitoring activities into a comprehensive system of general supervision with common protocol and practices regarding oversight:</p> <ul style="list-style-type: none"> <li>• <i>P.J. et al .v. State of Connecticut, State Board of Education et al.</i>;</li> <li>• grant application submissions;</li> <li>• approved private special education program reviews;</li> <li>• CEIS;</li> <li>• parentally placed private school students; and</li> <li>• fiscal verification.</li> </ul>	<p>2008-09 through 2010</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Electronic data and tracking system</li> <li>• Staff development</li> <li>• Revised General Supervision manual, guidelines, and protocol.</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated. The activity has been completed ahead of schedule.</li> </ul>
<p><b>15.25</b> (New) Review and revise GSS policies and procedures that address instances of longstanding noncompliance and the implementation of enforcement actions and sanctions.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> </ul>	<ul style="list-style-type: none"> <li>• New improvement activity aligns with GSS priorities identified through discussion with OSEP state contact.</li> </ul>

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

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

**Indicator 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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009:**

During the 2009-10 school year, 97.9 percent of signed written complaints with reports issued were resolved within the 60-day timeline. Target not met.

$$[(91 + 4) / 97] \times 100 = 97.9\%$$

Data reported are valid and reliable. Data are collected using the same data sources over time, standardized data definitions and common coding procedures. Data reports are run regularly to screen for any discrepancies among numbers, within fields and for missing information. Verification and validation of due process data are accomplished through periodic reviews, audits and generation of reports.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

The Connecticut State Department of Education (CSDE) made progress toward meeting the 100 percent measurable, rigorous target moving from 90.3 percent in 2008-09 to 97.9 percent in 2009-10, despite the fact that the total number of complaints filed increased since last reporting to OSEP. This progress is partly attributable to the operation of the due process database and the “tickler system” it provides to track due dates for complaint reports. Progress is also attributable to having additional consultants in the Bureau of Special Education (BSE) trained to investigate complaints.

Discussion of Improvement Activities Completed

**16.2** The capability of the Dispute Resolution database was expanded during the 2009-10 school year. For example, a “tickler” system was added to remind consultants of various timeline requirements. As the BSE worked with the database during the year, further improvements and additional functions were requested. At this time, the Bureau of Data Collection, Research and Evaluation is tasked with upgrading the database as time and resources permit. BSE consultants assigned to complaint investigations continued to receive training including the identification of complaint issues, appropriate corrective actions for the issue and clarity in writing.

**16.4** In 2009-10 BSE personnel completed a comprehensive needs assessment of the CSDE’s General Supervision System (GSS) to identify strengths and weaknesses of the current system and to ensure alignment with the Critical Elements Analysis and Review Guide (CrEAG). This work involved four ad hoc cross-bureau committees aligned with the major components of the GSS, one of which is the dispute resolution system. Information obtained through the subcommittee work assisted the BSE in completing a glossary of terms, creating written policies and procedures for the identification and correction of noncompliance, and compiling resources to be used in the development of the GSS manual. The written policies ensure alignment of identification, notification and correction of noncompliance procedures across the GSS. Information obtained through the subcommittee work also assisted the BSE in creating a new improvement activity under Indicator 15 to review and revise GSS policies and procedures that address instances of longstanding noncompliance and the implementation of enforcement actions and sanctions. Furthermore, the BSE revised its identified information management needs for the CSDE’s GSS. CSDE personnel established a plan to develop and implement an internal GSS database, which will serve as a precursor to a future internal/external database for use with districts. Ongoing work in the development of the internal database includes monthly meetings between the BSE’s GSS coordinator and the special education Student Information System (SIS) team.

**16.5** The complaint coordinator continued to work with consultants assigned to work on written complaints as a trainer and mentor. The coordinator reviewed both substantive and procedural issues raised by the complaint with the consultant assigned to the complaint as needed. Findings of noncompliance and appropriate corrective actions are also discussed.

**16.6** The assigned complaint coordinator continued to monitor complaint investigation timelines and timeline extensions, and log information into the Dispute Resolution Database.

**16.7** The CSDE was unable to replace a retired staff in the Due Process Unit because of state policy during these difficult fiscal times that eliminated a percentage of federally funded positions vacated due to retirements.

**16.8** The BSE reviewed data periodically to determine if there were trends in not meeting timelines with specific districts, consultants, across indicators and specificities related to general supervision expectations. There were no specific trends identified. Additionally, the complaint

coordinator played an active role at monthly general supervision meetings by providing complaint information on any districts that were being discussed and reviewed.

**16.9** Due Process Unit consultants provided complaint data reports to consultants for districts undergoing focused monitoring visits during the 2009-10 school year.

**16.10** The Due Process Unit consultants participated in regional training opportunities offered by the Northeast Regional Resource Center (NERRC) that were no cost to the state. Other national training opportunities historically attended out of state were not available due to a statewide travel ban. Volume of due process work and reduced staffing also decreased the training opportunities provided to staff. Due to the increase in consultants new to complaint investigation, 2010-11 resources are being reviewed for reallocation to accommodate training needs of these staff.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

The CSDE closely examined the Improvement Activities and considered whether the CSDE needed to change or adjust any activities, timelines or resources, and have revised as needed.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>16.4 (Revised)</b> Complete an assessment of the Dispute Resolution System and alignment to general supervision of compliance indicators. <i>Action Step:</i> Review practices and tools used for assigning and verifying corrective	2008-09 through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> <li>• Storage system to maintain results of Dispute Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

Activity	Timelines	Resources	Justification
<p>actions.  <i>Action Step:</i> Revise procedures to include appropriate guidelines for applying sanctions for noncompliance.  <i>Action Step:</i> Pursue development of a management table to track the various aspects of compliance and performance through the general supervision system.  <i>Action Step:</i> Develop criteria to determine if district is in need of assistance, needs intervention, or needs substantial intervention consistent with Section 616 of IDEA 2004.</p>		<p>System assessment</p>	
<p><b>16.5</b> (Revised) Provide training for new consultants who work on complaints.</p>	<p>2005-06 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Complaint Resolution Manual</li> <li>• Guidelines for granting extensions</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>16.6</b> (Revised) Monitor timelines for completion of complaints or documentation of extensions for each consultant.</p>	<p>2005-06 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Data System</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>16.7</b> (Revised) Assign sufficient staff to Due Process Unit to assure timely completion of work.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• 0.7 FTE staff added 2004-05 school year</li> <li>• .5 FTE BSE staff to be reassigned to this work for 2011-12 school year</li> </ul>	<ul style="list-style-type: none"> <li>• The activity and resources have revised since the CSDE is unable to add positions due to state policy decisions, thus requiring reassignment of other BSE staff to this unit's work.</li> </ul>
<p><b>16.8</b> (Revised) Review data on annual basis to determine if there are trends in not meeting timelines with specific districts, consultants, across indicators, and specificities related to</p>	<p>2005-06 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Data System</li> <li>• Due Process Unit of Bureau of Special Education</li> <li>• Bureau of Special Education personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>



Activity	Timelines	Resources	Justification
General Supervision expectations.			
<b>16.9</b> (Revised) Provide complaint data reports to consultants for districts undergoing focused monitoring visits.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Office of Information Systems database development</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated</li> </ul>
<b>16.10</b> (Revised) Staff will participate in relevant professional development activities concerning complaint resolution as State travel restrictions allow. <i>Action Step:</i> Staff will continue to participate in professional development in effective complaint resolution with additional emphasis on timelines. <i>Action Step:</i> Train monitoring staff on what needs to be evident for one year closeouts.	2008-09 through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated</li> </ul>
<b>16.11</b> (New) Include information on the dispute resolution process during parent and school district personnel professional development activities.	2010-11 through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit of Bureau of Special Education</li> <li>• State Education Resource Center (SERC)</li> </ul>	<ul style="list-style-type: none"> <li>• The activity has been added to increase the dissemination of information related to the dispute resolution process to more stakeholders.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

Overview of the Annual Performance Report Development: See Overview, page i

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

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009:**

The Connecticut State Department of Education (CSDE) rendered 88.9 percent of its hearing decisions within the required timelines. Target not met.

$$[(3 + 5) / 9] \times 100 = 88.9\%$$

Data reported are valid and reliable. Data are collected using the same data sources over time, standardized data definitions and common coding procedures. Data reports are run regularly to screen for any discrepancies among numbers, within fields and for missing information. Verification and validation of due process data are accomplished through periodic reviews, audits and generation of reports.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

While the CSDE did not meet compliance with the 100 percent target, the slippage represents only one hearing out of nine fully adjudicated hearings that was not adjudicated within the 45-day timeline or timeline properly extended by the hearing officer. One hearing decision was mailed past the appropriate mailing date because the Bureau of Special Education (BSE), at that time, was still increasing its familiarity with the new due process database.

Discussion of Improvement Activities Completed:

**17.7** Consultants with the Due Process Unit continued to work with the BSE’s coordinator for general supervision to review existing practices concerning the dispute resolution process and

improvement activities. The unit sought to further develop and implement a report query tool that could be accessed by those involved in other monitoring activities; this continues to be refined for ease of use. Satisfaction information collected anecdotally from district staff regarding hearing officers was dealt with on a case by case basis unless issues were of importance for all hearing officers to review at their periodic training meetings. Issues raised included appropriate hearing officer behavior, report writing style, use of settlements to avoid hearings and controversial decisions.

**17.8** Eight days of professional development were provided to due process hearing officers during the past year to support the growth of knowledge and skills specific to their work in conflict resolution and related requirements. Hearing officers participated in these training sessions using case reviews and updates from Due Process Unit staff, national speakers on special education and disability law, and other CSDE staff on state specific topics such as Scientific Research-Based Intervention (SRBI) and Learning Disabilities guidelines. The long-term goal is to input and track hearing officer's training requests and evaluation of trainings through the due process database in order to study the activities and needs of hearing officers. The database developers will create a report query to help implement this activity.

**17.9** Individualized professional development for due process hearing officers continued to be a standard practice for the Due Process Unit, since contracted hearing officers have various needs. Examples included one to one sessions with Due Process Unit staff on unusual case issues and provision of reference materials on state specific initiatives of relevance to cases. Connecticut due process hearing officers are attorneys in good standing with their respective state bar associations and have experience in education and/or administrative law. They were encouraged to pursue professional development in all areas of special education policies and practices. Each hearing officer received a \$400 stipend for personal use to meet self-determined professional development needs. These resources are most often spent on reading materials and conference attendance.

**17.10** Summaries of due process hearing data and timely completions data were made available to hearing officers. Additionally, cases and findings are accessible on the BSE Web site and are incorporated into monitoring activities as well as hearing officer training.

**17.11** The BSE continued to review data on due process hearing timelines to determine if trends existed and will move toward disaggregating findings by specific hearing officers. The small number of fully adjudicated hearing decisions limited the BSE's ability to identify any specific trends in the issues, findings or decisions.

**17.12** Timely hearing completions did not become a performance measure for the annual hearing officer appraisal during 2009-10; however, the BSE plans to address this competency in the future as the evaluation system is revised.

**17.13** The CSDE continued to work with hearing officers regarding adherence to timelines and has found more efficient ways to support this work through the full implementation of the dispute resolution database, specifically the "tickler" timeline reminder feature.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:

Per OSEP’s directive, the targets for this indicator have been extended for two years.

FFY	Measurable and Rigorous Target
2011 (2011-2012)	100%
2012 (2012-2013)	100%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

Activity	Timelines	Resources	Justification
<p><b>17.7 (Revised)</b> Continue to work with the Bureau of Data Collection, Research and Evaluation to improve the due process database by designing report query tools that will assist the due process unit in ensuring that all required timelines are met, assist in hearing officer evaluation, and information can be provided to Department personnel, hearing officers and school districts regarding due process data and trends.</p> <p><i>Action Step:</i> Continue to review practices and revise procedures for documenting and justifying extensions of hearing timelines.</p> <p><i>Action Step:</i> Identify procedures for decreasing resources used for data entry and handling information requests.</p>	2010-11 through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The activity has been revised to reflect the Department’s current needs and resources.</li> <li>• The timeline has been updated.</li> </ul>

**APR Template – Part B (4)**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<i>Action Step:</i> Develop specific procedures for evaluation of hearing officers.			
<p><b>17.8</b> (Revised) Sustain and improve existing professional development practices.  <i>Action Step:</i> Review number and nature of professional development activities occurring.  <i>Action Step:</i> Professional development for due process hearing officers, eight days per year.  <i>Action Step:</i> Individualized professional development for due process hearing officers.</p>	2008-09 through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> <li>• SERC</li> <li>• \$400 per year per hearing officer</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>17.9</b> (Revised) Individualized professional development for due process hearing officers.</p>	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• \$400 per hearing officer per year</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>17.10</b> (Revised) Provide a summary of due process hearing data and timely completions data to hearing officers on an annual basis.</p>	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>17.11</b> (Revised) Annual review of data on due process hearing timelines to determine if trends exist with specific hearing officers.</p>	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>17.12</b> (Revised) Include timely hearing completions as a performance measure for annual hearing officer appraisal.</p>	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>17.13</b> (Revised) Provide frequent and regular reminders to hearing officer of required timelines.</p>	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Database</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>17.14</b> (New) Use established contracting processes to add new hearing officers to serve as independent contractors.</p>	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Bureau of Special Education (BSE) Consultants</li> <li>• Stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Normal attrition has resulted in the need for new hearing officers.</li> </ul>

Activity	Timelines	Resources	Justification
		<ul style="list-style-type: none"> <li>• CPAC</li> <li>• Department Staff</li> </ul>	
<p><b>17.15</b> (New) Design and provide training to new hearing officers.</p> <p><i>Action Step:</i> Working with current hearing officers, SERC and Bureau of Special Education employees, develop and provide training and educational materials to newly contracted hearing officers.</p> <p><i>Action Step:</i> Make such training and materials available to current hearing officers to ensure that consistent procedures and information is shared by all hearing officers.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> <li>• BSE Consultants</li> <li>• SERC</li> <li>• Department Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The new hearing officers require training in all aspects of the IDEA and hearing process.</li> </ul>

Part B State Annual Performance Report (APR) for FFY 2009

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**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.

FFY	Measurable and Rigorous Target
2009	67.6%

**Actual Target Data for FFY 2009:**

For the 2009-10 school year, 79.5 percent of resolution sessions resulted in settlement agreements. Target met.

$(62 / 78) \times 100 = 79.5\%$

Data reported are valid and reliable. Data are collected using the same data sources over time, standardized data definitions and common coding procedures. Data reports are run regularly to screen for any discrepancies among numbers, within fields and for missing information. Verification and validation of due process data are accomplished through periodic reviews, audits and generation of reports.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

The target of 67.6% was met. Progress was made due to increasing familiarity with the process throughout the state, training and instructions provided by the Bureau of Special Education (BSE) through the Bureau Bulletins and formal and informal meetings. This continuous, consistent message to school districts has resulted in progress.

Discussion of Improvement Activities Completed

**18.7** The BSE developed a form and required districts to complete and return it to the BSE indicating whether a resolution session was convened or waived, as well as the outcome of the session if convened. This served as a prompt for districts and a more consistent manner for the BSE to gather this data.

**18.9** Hearing officers were trained on the requirements for the use of resolution sessions as part of a comprehensive professional development program overseen by the BSE. Discussions occurred as several of the eight training sessions held with the hearing officers throughout the year. Due Process Unit staff presented to several parent organizations and school district staff meetings regarding the resolution process. This was addressed at the BSE’s annual statewide Back to School meeting of special education directors.

**18.10** The BSE continued to provide data on the success of resolution sessions to hearing officers and districts on a consistent basis at their eight periodic meetings throughout the year. The dispute resolution database, while nearly complete, is still in development and will have efficient querying tools made available to the BSE in the near future. Full implementation and use of this database remains a priority for the 2010-11 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	67.8%
<b>2012 (2012-2013)</b>	67.9%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>18.7</b> (Revised) Notification to school districts of each hearing request will contain a form to be filled out and returned to the Department indicating whether a resolution session was convened or waived and the outcome of the session if convened.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>



**APR Template – Part B (4)**

**Connecticut**  
State

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>18.9</b> (Revised) Provide training to hearing officers on the requirements for use of resolution sessions.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>18.10</b> (Revised) Provide data on the success of resolution sessions to hearing officers and LEAs on an annual basis.	2006-07 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>18.11</b> (New) Update the Due Process Resolution Meetings reporting section of the Special Education Data Application and Collection (SEDAC) system and require districts to do real-time reporting of resolution sessions and their outcomes for individual students.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Special Education Data Application and Collection (SEDAC) System</li> <li>• Due Process Unit</li> <li>• Bureau of Data Collection Research and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting this data will facilitate school district compliance with this reporting requirement.</li> </ul>

**Part B State Annual Performance Report (APR) for FFY 2009**

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

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

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

**Measurement:**

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

FFY	Measurable and Rigorous Target
2009	71%

**Actual Target Data for FFY 2009:**

In the 2009-10 school year, 66.7 percent of mediations held resulted in mediation agreements. Target not met.

$$[(35 + 95) / 195] \times 100 = 66.7\%$$

Data reported are valid and reliable. Data are collected using the same data sources over time, standardized data definitions and common coding procedures. Data reports are run regularly to screen for any discrepancies among numbers, within fields and for missing information. Verification and validation of due process data are accomplished through periodic reviews, audits and generation of reports.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:**

Explanation of Progress or Slippage

The target of 71% was not met. The slippage can only be explained anecdotally. It appears that school districts are, in the current economic climate, less likely to reach agreement with families seeking a private placement; in addition, more families are going to mediation pro se. It is also important to note that although the percentage of mediations that resulted in mediation agreements is slightly down, there were only nine fully adjudicated hearing decisions suggesting that mediation often helped to bring the parties together resulting in many agreements that occurred after the actual mediation session.

Discussion of Improvement Activities Completed

**19.6** The ability to annually monitor data on mediation agreements and track nonagreements through the due process data system was delayed due to database development issues. With the development and implementation of the dispute resolution database, monitoring of data-based trends and patterns is becoming part of routine practice. Information is shared with consultants as needed at the monthly general supervision meetings. The BSE is investigating the establishment of more formalized performance-based measures to monitor progress in this area.

**19.7** Consultants already in the BSE were recently identified to serve as mediators and were provided with training. The Due Process Unit staff provided this training for new mediators and served as mentors to both new and continuing mediators. Training involved shadowing of trained mediators, follow-up discussions and conversations between mediators to discuss techniques and issues. Additionally, some cases are reviewed by Due Process Unit staff individually with the mediator upon completion of the mediation to discuss issues that arose during the mediation that caused questions.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009:**

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	72%
<b>2009 (2012-2013)</b>	72%

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>19.2 (Revised)</b> Conduct mediator meetings and provide ongoing functional supervision.	2010-11 school year through 2013	<ul style="list-style-type: none"> <li>• Due Process Unit</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> <li>• These meetings have been reinstated to allow mediators to enhance their</li> </ul>

**APR Template – Part B (4)**

Activity	Timelines	Resources	Justification
			skills through ongoing training and support.
<p><b>19.6 (Revised)</b> Monitor data on mediation agreements and track future use of due process system for non-agreements on an annual basis. Measure progress using both indicators.</p>	<p>2005-06 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Office of Information Systems database development</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<p><b>19.7 (Revised)</b> Provide training and a mentorship program for new mediators.</p>	<p>2008-09 school year through 2013</p>	<ul style="list-style-type: none"> <li>• Due Process Unit</li> <li>• Department personnel</li> <li>• SERC</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

**Part B State Annual Performance Report (APR) for FFY 2009**

**Overview of the Annual Performance Report Development:** See Overview, page i

**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).

FFY	Measurable and Rigorous Target
2009	100%

**Actual Target Data for FFY 2009**

Data reported are 95.24 percent timely and accurate. Target not met.

$$[(45 + 40.72) / 90] \times 100 = 95.24\%$$

For the 2009-10 school year, five of the seven required federal reports for special education were reported on time and with accuracy, and responses to data notes were complete at the time of this reporting. All APR data were submitted on time. All indicators contain valid and reliable data with the correct calculation according to the instructions provided.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009**

Explanation of Progress or Slippage

The Connecticut State Department of Education (CSDE) experienced slippage from 100 percent timely and accurate in FFY 2008 to 95.24 percent in FFY 2009. The loss of key information technology (IT) programmers and data managers in the state as well as a catastrophic failure in the state’s student information system (SIS) in mid-October contributed to the slippage.

The CSDE had five federal tables reported in a timely and accurate manner for FFY 2009 (Table 1 – Child Count, Table 2 – Personnel, Table 3 – Environment, Table 6 – Assessment, and Table 7 – Dispute Resolution). All data notes were submitted for all data tables.

The CSDE was late in submitting Table 4 – Exiting because more than 50 percent of the statewide exit records were lost in the SIS system crash and had to be recollected from the local education agencies (LEAs). At the time of the system failure, the data were in the final states of cleaning. All data cleaning activities had to recommence in order to ensure the validity and reliability of the file that was ultimately submitted. These collection and cleaning activities resulted in the state submitting Table 4 in January instead of November. The Table 4 file submitted in January contained complete data and passed all edit checks.

Submission of Table 5 – Discipline, was on time and complete but did not pass edit checks. The file manager for this data collection resigned his position just prior to data collection. An existing data manager was able to fill in to collect the file in a timely manner. A new data analyst created the EdFacts file but it contained incongruence across sections. The areas of incongruence were reviewed by the internal EdFacts team, coding errors identified and the file was resubmitted, with no errors, in late January.

The failure to achieve 100 percent on this indicator was the result of a “perfect storm” of personnel and technology issues. It is highly unlikely that this could or would occur again. The CSDE is confident that all files will be submitted with 100 percent timeliness and accuracy for the FFY 2010 reporting year.

Data collection, cleaning and reporting activities continue to be enhanced each school year. The Special Education Data Application and Collection (SEDAC) experienced a number of enhancements to ensure more accurate and timely data collection from districts regarding child count and environments, as well as a number of reports that districts are able to generate automatically based on their submission of data. Guidance and training around the SEDAC and Discipline data collections were conducted in the 2009-10 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education has enabled improvements in all data collection systems for students.

#### Discussion of Improvement Activities Completed

**20.1** Data collection, cleaning and reporting activities have been enhanced throughout the 2009-10 school year. SEDAC has continued to go through a number of enhancements to ensure more accurate and timely data collection from districts regarding special education, as well as a number of reports that districts are able to automatically generate based on their submission of data. Guidance and training around SEDAC were conducted throughout the 2009-10 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education has enabled improvements in all data collection systems for students.

**20.3** District Annual Performance Reports (APRs) and determinations were posted on the CSDE’s Web site for data in the 2005-06, 2006-07, 2007-08 and 2009-10 school years. Letters were sent

to superintendents of all school districts containing their district APR and determinations; notification was e-mailed to stakeholder groups announcing the public posting of district APRs.

**20.7** The six-page document outlining, in consistent format and language, the requirements for timely and accurate reporting of federal data was expanded to include two new areas of data collection: Due Process Resolution Meetings and the state’s SIS. This document was shared via multiple forms of communication including, the CSDE Web site; the Bureau of Special Education Bulletin; within each of the CSDE’s affected data collection systems as well as within their applicable handbooks; and in e-mail communication with all affected local data managers in districts. The CSDE continues to work with data personnel from districts as necessary to improve the accuracy and timeliness of reporting. Districts are notified before submission timelines and informed via multiple forms of communication regarding how to obtain technical assistance for each of the federally required data submissions.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2009**

*[If applicable]*

Per OSEP’s directive, the targets for this indicator have been extended for two years.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

Additionally, stakeholders participated in the adjustments made to the following improvement activities:

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>20.1</b> (Revised) Continue all data collection, cleaning and reporting activities currently in place.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>
<b>20.3</b> (Revised) Publicly disseminate district data on Department Web site.	2005-06 school year through 2013	<ul style="list-style-type: none"> <li>• Department Personnel</li> <li>• Department Web site</li> </ul>	<ul style="list-style-type: none"> <li>• The timeline has been updated.</li> </ul>

## PART B INDICATOR 15 WORKSHEET

In completing the worksheet, the number recorded in column (b) cannot exceed the number recorded in column (a). If the number in column (b) exceeds column (a) the column (b) cell will turn red.

This worksheet calculates the percent of noncompliance corrected within one year of identification. The self-calculating cells are highlighted in gray. Be careful not to enter data into these cells because the calculations will not work properly.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0		
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site	0		
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1



Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4B. 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.	Dispute Resolution: Complaints, Hearings	0	0	
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	0	0	
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	
	Dispute Resolution: Complaints, Hearings	0	0	
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	0		
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	6	6
	Dispute Resolution: Complaints, Hearings	0		
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	70	70	70
	Dispute Resolution: Complaints, Hearings	0		
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Indicator 20	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	51	380	380
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Approved Private Special Education Programs	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	25	25
	Dispute Resolution: Complaints, Hearings	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2008 (7/1/08 to 6/30/09)	(a) # of Findings of noncompliance identified in FFY 2008 (7/1/08 to 6/30/09)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Focused Monitoring	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	11	6
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Dispute Resolution	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	36	162	160
Sum the numbers down Column a and Column b			656	649
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	98.93%

*Note: To add more rows for Other areas of noncompliance, highlight row 32, right click and choose Insert.*

*Repeat - there are now two new rows. Highlight rows 26 and 27. Copy these rows.*

*Highlight rows 28 and 29. Paste. Following these steps will allow the calculation to work correctly.*

FFY 2009 APR (State)

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	40
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> - If the FFY 2009 APR was submitted on-time, place the number 5 in the cell on the right.		5
	<b>Grand Total</b> - (Sum of subtotal and Timely Submission Points) =		45.00

FFY 2009 APR (State)

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/10	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/10	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/10	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/10	0	1	1	N/A	2
Table 5 - Discipline Due Date: 11/1/10	1	1	0	N/A	2
Table 6 - State Assessment Due Date: 2/1/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/10	1	1	1	N/A	3
				<b>Subtotal</b>	19
<b>618 Score Calculation</b>			<b>Grand Total (Subtotal X 2.143) =</b>		40.72

Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	40.72
C. APR Grand Total (A) + 618 Grand Total (B) =	85.72
Total N/A in APR	0
Total N/A in 618	0
<b>Base</b>	<b>90.00</b>
D. Subtotal (C divided by Base*) =	0.952
E. Indicator Score (Subtotal D x 100) =	95.24

\* Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.143 for 618

