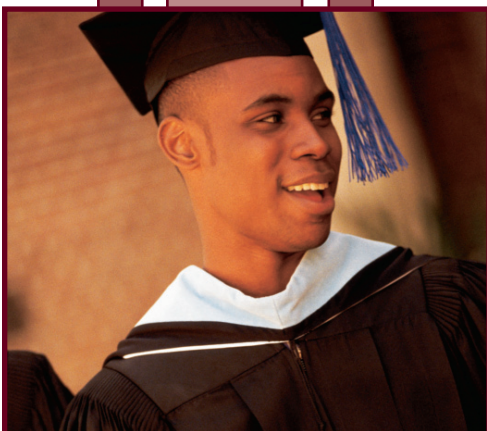


Connecticut State Department of Education
Division of Family and Student Support Services
Bureau of Special Education



Part B ANNUAL *Performance* REPORT

February 2012

Reporting Period

July 1, 2010 - June 30, 2011

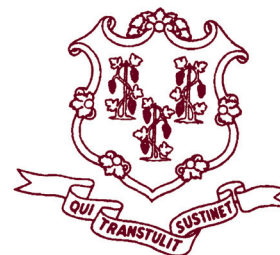


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Overview of the Annual Performance Report Development

February 2012

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
- Disproportionality and Evaluation Timelines – Indicators 9, 10, 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 – Indicator 3
- School Engagement and Completion – Indicators 1, 2, 4A, 4B
- Secondary Transition – Indicators 13, 14

The work groups for General Supervision, Dispute Resolution, Disproportionality and 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 at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094> by May 2012. 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 institutions 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 Reports, which will be posted on the CSDE's Web site in May 2012, and announced in the Bureau of Special Education's *Bureau Bulletin*. The updated SPP and APR will be shared with the Connecticut State Board of Education.

OSEP Continuous Improvement Visit: Results Meeting

Background

The U.S. Department of Education's Office of Special Education Programs (OSEP) conducted its Continuous Improvement Visit (CIV) with the CSDE in November 2011. A new component of the CIV is a results meeting in which OSEP personnel join with state personnel and stakeholders to discuss a state-selected topic and generate recommendations to enhance outcomes for students with disabilities.

Selection of Topic

To finalize the state-selected topic, the CSDE engaged a number of its stakeholders to ask which area(s) they would recommend the CSDE choose for the state-selected topic. The CSDE discussed this issue with its Focused Monitoring Steering Committee in May 2011 and with Connecticut Council of Administrators of Special Education (ConnCASE) in June 2011. The CSDE also considered the 2010-11 priorities of the State Advisory Council on Special Education (SAC) as it considered a state-selected topic. Furthermore, the CSDE hosted two meetings for CSDE State Education Resource Center (SERC) staff in June 2011 to finalize the state-selected topic. Through this data-driven decision making process, the CSDE selected State Performance Plan (SPP) Indicator 1 – Graduation as its topic.

The CSDE recognized that this topic needed to be refined to a more focused discussion point. The CSDE, therefore, partnered with the Northeast Regional Resource Center (NERRC) in June-July 2011 in order to use NERRC's *Targeting Indicator Improvement* workshop to assist CSDE/SERC staff in refining the state-selected topic. Through this workshop, CSDE and SERC staff reviewed and analyzed graduation data under the new four-year cohort graduation rate to determine a focus for the state-selected topic. The workshop allowed participants to analyze the graduation rate of students with disabilities in Connecticut to uncover barriers that inhibit students' with disabilities graduation rate and formulate potential solutions to improve this graduation rate. At the end of this data-driven decision making process, the CSDE determined that it would focus the results meeting discussion on the graduation rate of students of color with disabilities. The CSDE's rationale for choosing this focus was based on current data that demonstrated black and Hispanic students are disproportionately under-represented in the population of students with disabilities who are graduating from high school in 4 years with a standard high school diploma.

Results Meeting

After selecting and narrowing the topic for discussion at the results meeting, CSDE personnel worked collaboratively to identify stakeholders necessary to the conversation. Stakeholders at the November 9-10, 2011, results meeting included OSEP personnel; CSDE personnel who address graduation/drop out, secondary transition, career readiness and student support services; SERC personnel; representatives of other state agencies (i.e., the Department of Children and Families, the Department of Corrections, Court Support Services Division); members of the SPP Indicators 1, 2 stakeholder group; representatives from higher education; representatives from parent advocacy groups; members of the SAC; representatives from school districts; representatives from state commissions on race and ethnicity; and a student representative.

The two-day results meeting was structured after NERRC's *Targeting Indicator Improvement* workshop (with NERRC's permission). The results meeting was a separate meeting from the 2011 SPP Indicators 1, 2 stakeholder group meeting because this group was charged with looking at graduation data specific to students of color with disabilities in order to generate recommendations to improve the graduation rate of students of color with disabilities. Stakeholders worked through a two-day process that afforded the group an opportunity to review and make observations about the data; identify contributing factors as to why students of color with disabilities are disproportionately under-represented in the population of students with disabilities who are graduating from high school; identify barriers to improving the graduation rate of students of color with disabilities; identify statewide strengths that can be leveraged to improve the graduation rate; and through this process, generate a list of recommendations for consideration by the SPP Indicator 1, 2 stakeholder group and the CSDE as the CSDE prepared its 2012 Annual Performance Report (APR).

The following recommendations were generated by the Results Meeting stakeholders for consideration by the SPP Indicator 1, 2 stakeholder group and the CSDE:

1. Mandate more "time" at PPT meetings for meaningful discussions that develop student-centered and evidence based IEPs;
2. Require coursework in teacher preparation programs that moves from a content focus to a focus on attitudes and dispositions that impact prejudices;
3. Mandate culturally relevant pedagogy, practice and education to be embedded in all pre-service and post-service training linked to state funding (audience includes parents/families);
4. Provide significant financial and social rewards (along with decreased oversight by the state) for schools with students with disabilities who are performing at levels comparable to students in general education;
5. Build capacity of all education partners to engage in racial equity conversations that allow those partners to monitor and hold educators accountable for student outcomes;

6. Build a systemic process for assessing district needs and the effectiveness of current policies, procedures and practices to build capacity;
7. Legislate additional special education and “whole child” (e.g., social/emotional needs) pre-service training and ongoing post-service professional development through required yearly continued education credits (CEUs);
8. Redesign professional development to ensure that training matches the need of the individual teacher, school or district (i.e., data-based professional development);
9. Establish “common core standards” for teacher preparation programs; and
10. Set up an infrastructure of a two-way communication system to ensure the dissemination of best practices, services and programs.

Next Steps

1. Mail summary information and recommendations from the CIV to stakeholders outlined in improvement activity 1.16.
2. Recruit members from the Results portion of the CIV to be included in the stakeholder group outlined in improvement activity 1.16.
3. Convene stakeholder group in winter/spring 2012 to review graduation and dropout data, recommendations from the CIV and develop an action plan.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: 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
2010 (using 2009-2010 data)	85.0%

Actual Target Data for FFY 2010:

FFY 2010 is the first year Connecticut is reporting the ESEA 4-year cohort graduation rate. The baseline data reported here represent the “on-time” graduation rate of students who were first time 9th graders in the fall of 2006. These data match the data reported in section 1.8.1 of the CSPR, although they were reported in the comments section due to the fact that the N150 EdFacts file was not available for reporting cohort graduation rates for the 2009-10 school year.

The 2009-10 4-year cohort graduation rate for students with disabilities was 62.5 percent. ESEA has mandated a target of 85% for all subgroups for the 2009-10 cohort graduation rate. Connecticut believes that the “still enrolled rate” associated with the cohort graduation rate should be considered; however, the state is required by IDEA to apply the ESEA target. Therefore, target not met.

$$[3182 \text{ graduates} / 5091 \text{ students with disabilities in the 2009-10 cohort}] \times 100 = 62.5\%$$

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.

Data are 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 2010:

Explanation of Progress or Slippage

FFY 2010 is the first year the Connecticut State Department of Education (CSDE) is reporting the ESEA 4-year cohort graduation rate. The baseline data reported here represent the “on-time” graduation rate of students who were first time 9th graders in the fall of 2006. As this is baseline data, progress or slippage cannot be addressed.

ESEA has mandated a target of 85% for all subgroups for the 2009-10 cohort graduation rate, target not met. Data used to calculate the cohort graduation rates are from the statewide Public School Information System (PSIS) register/unregister system. To determine the 2010 four-year graduation rate, the Department analyzed individual data from 5,091 students with disabilities. Using student-level data from the state’s public school information system, the CSDE is able to track individual students longitudinally from the time they enter ninth-grade through to graduation.

The analysis revealed that 1,909 students with disabilities, or 37.5 percent, failed to complete high school in four years. The students who missed the four-year graduation target in 2010 include 21.3 percent who are still enrolled and 0.8 percent who were “non-completers” but received a certificate of attendance. The remaining 15.4 percent did not graduate, were not still enrolled, or did not receive a certificate of attendance.

Category	2010 Cohort #	Graduates	Non-Graduates		
		4-Year Graduation Rate	Still Enrolled	Non-Completers (Certificate Of Attendance)	Other (Dropout)
All Students	44,461	81.8	6.1	0.4	11.7
Special Education	5,091	62.5	21.3	0.8	15.4
Non-Special Education	39,370	84.3	4.0	0.4	11.3

It should also be noted that more than one-fifth of all students with disabilities ages 18-21 remain enrolled in public education even though they have completed the requirements for a high school diploma within four years. These students continue their enrollment to maintain eligibility for transition services designed to help students move from high school into postsecondary activities, including post-secondary education and employment (IDEA Part B, Section 300.43).

Connecticut does not exit these student with a diploma until completion of all appropriate IDEA transition services because receipt of the diploma disqualifies these students from IDEA (Connecticut State Regulations; Section 10-76d-1(a)(7)). Via data collected in the Special Education Data Application and Collection (SEDAC), we know that these students have completed all the necessary requirements outlined in Connecticut General Statutes (Section 10-221a) to earn a regular high school diploma and, if not for the provision of transition services under IDEA, would have graduated within the four-year timeline. It is important to note that legally, at any time, these students can decide to stop receipt of IDEA transition services and request their diploma, as they have completed all state requirements.

The exclusion of these transition students from the 4-year cohort graduation rate eliminates any possibility of ever reaching the ESEA graduation targets for students with disabilities. Since Connecticut can document the completion of all requirements to earn a regular high school diploma under Connecticut General Statutes, we prefer to consider these students as on-time graduates with their class even though they remain enrolled in the public school in order to receive the transition services to which they are entitled under IDEA. If this practice were allowed under ESEA, Connecticut's 4-year cohort graduation rate would approach 68 percent.

Discussion of Improvement Activities Completed

1.5 An annual collaborative meeting was held to develop goals, objectives and strategies for the 2010 - 2011 school year. Through quarterly meetings between CSDE and the State Education Resource Center (SERC), staff collaborated on continuing presentation 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 (e.g., low attendance, poor academic achievement and reading below grade-level) that emerge in students as early as their elementary

education experience. This information is disseminated through list-services, targeted e-mail, telephone contact and quarterly meetings.

1.7 A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continued 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) collaborated 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 a review of educational services provided to these young adult clients, plans to ensure continuity of services for students whose living conditions may change and the expansion of supports to students in programs. 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. CSDE and DCF have continued collaboration on developing programs to ensure educational stability for students in foster care, in response to efforts to align state regulations with Social Security Act, 42 U.S.C. Section 675 (2008) addressing educational stability for students, including students with disabilities, who are in foster placements. The CSDE continues efforts in collaboration with the State of Connecticut Judicial Branch and DCF to address the 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 was disseminated to all school districts on the District Annual Performance Reports (APRs) and Strategic School Profiles. 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.

1.9 The CSDE continued to implement 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 2010-11, the module titled *Improving School Climate to Support Student Achievement* was offered through 5 basic two-day training sessions at which more than 105 people attended and two three-day climate certification trainings at which approximately 32 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. This year CSDE collaborated with the Connecticut Association of Schools (CAS) to support the amended anti-bullying statute on creating common

developmentally appropriate school climate assessments and to create a school climate webpage on the CAS website. 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 continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force.

1.10 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.

1.11 The Request for Proposal (RFP) was issued during the 2010-11 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.

1.12, 1.13 The CSDE previously identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services. The CSDE continues 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. In addition, in preparation for the Results portion of the OSEP Continuous Improvement Visit (CIV), the state identified additional stakeholders to examine the state-selected topic of graduation rates for students of color with disabilities. This group included representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, civil rights organizations and youth with disabilities.

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 SWD; utilizing the knowledge-

base of state-level and national experts in dropout prevention; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in September 2011, the CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of scientific research-based interventions (SRBI) addressing the needs of the whole child. The CSDE developed a Topical Brief that focuses on social, emotional, behavioral and physical health as well as academic achievement in the SRBI Model.

1.14 The CSDE continued to expand the development of Student Success Plans (SSPs) to assist schools with guiding students in developing academic and career goals. 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*. A survey was developed in 2010-2011 to ascertain the degree of implementation of SSPs for students, including those with disabilities, as well as to identify areas for state support to ensure full implementation by July 2012. Training for district personnel including counselors, school psychologists, directors of pupil personnel and principals was developed for the 2011-2012 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010.

Due to the new measurement requirement to align with the ESEA graduation rate, the targets for this indicator have been revised.

FFY	Measurable and Rigorous Target
2010 (using 2009-2010 data)	85%
2011 (using 2010-2011 data)	85%
2012 (using 2011-2012 data)	85%

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources	Justification
1.16 (New) As a result of the OSEP Continuous Improvement Visit (CIV) in November 2011, the CSDE	2011-2012 school year	<ul style="list-style-type: none"> • Department personnel • Representatives from Local Educational Agencies (LEAs) 	Required by OSEP due to the CIV.

APR Template – Part B (4)

Activity	Timelines	Resources	Justification
<p>will engage stakeholders to develop an action plan and establish priority activities addressing graduation and dropout rates for black and Hispanic students with disabilities.</p> <p>See the “OSEP Continuous Improvement Visit: Results Meeting” section on page ii.</p>		<ul style="list-style-type: none"> • Representatives from other state agencies • Representatives from other stakeholder groups • SERC 	

Part B State Annual Performance Report (APR) for FFY 2010

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

Monitoring Priority: FAPE in the LRE

1. **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
2010 (using 2009-2010 data)	15.4%

Actual Target Data for FFY 2010:

FFY 2010 is the first year Connecticut is reporting the ESEA 4-year cohort dropout rate. The baseline data reported here represent students with disabilities who were first time 9th graders in the fall of 2006 but who were no longer enrolled in public education at the end of the 2009-10 reporting year. The 2009-10 cohort dropout rate for students with disabilities was 15.4 percent. Target met.

$$[784 \text{ dropouts} / 5091 \text{ students with disabilities in the 2009-10 cohort}] \times 100 = 15.4\%$$

The dropout rate calculation for students with disabilities is consistent with the formula used for all Connecticut students. 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.

The dropout data are the same used for calculating the cohort graduation rate under Title 1 of the ESEA. 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 2010:Explanation of Progress or Slippage

The 2009-10 cohort dropout rate for students with disabilities was 15.4 percent. The cohort dropout target was met. As this is the baseline year for the cohort dropout rate, the Connecticut State Department of Education (CSDE) cannot comment on progress or slippage. In analyses of the students within the 2009-10 cohort who had dropped out, there appears to be an over representation of student with disabilities of color. Additionally, the dropouts are overwhelmingly students identified with Serious Emotional Disturbance. Interestingly, the data indicate that over 30 percent of dropouts who exited after their 10th grade year were scoring at proficient or above on the state's standard assessment. There are also several trends noted when dropout data were examined across segregated and inclusive settings that deserve more study.

In addition to the calculation and reporting of a cohort dropout rate, Connecticut also calculates an annual dropout rate for reporting through the Consolidated State Performance Report (CSPR) via section 1.8.2. The 2009-10 annual dropout rate for students with disabilities was 3.9 percent [(779 dropouts / 19,907 students with disabilities in Grades 9-12 in 2009-10) × 100 = 3.9%]. The annual dropout rates for students with disabilities are on the decline for the first time in two years; down from 4.1 percent last year.

Discussion of Improvement Activities Completed

2.5 An annual collaborative meeting was held to develop goals, objectives and strategies for the 2010 - 2011 school year. Through quarterly meetings between CSDE and the State Education Resource Center (SERC), staff collaborated on continuing presentation 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 (e.g., low attendance, poor academic achievement and reading below grade-level) that emerge in students as early as their elementary education experience. This information is disseminated through list-services, targeted e-mail, telephone contact and quarterly meetings.

2.7 A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continued 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) collaborated 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 a review of educational services provided to these young adult clients, plans to ensure continuity of services for students whose living conditions may change and the expansion of supports to students in programs. 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. CSDE and DCF have continued collaboration on developing programs to ensure educational stability for students in foster care, in response to efforts to align state regulations with Social Security Act, 42 U.S.C. Section 675 (2008) addressing educational stability for students, including students with disabilities, who are in foster placements. The CSDE continues efforts in collaboration with the State of Connecticut Judicial Branch and DCF to address the 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 was disseminated to all school districts on the District Annual Performance Reports (APRs) and Strategic School Profiles. 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.

2.9 The CSDE continued to implement 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 2010-11, the module titled *Improving School Climate to Support Student Achievement* was offered through 5 basic two-day training sessions at which more than 105 people attended and two three-day climate certification trainings at which approximately 32 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. This year CSDE collaborated with the Connecticut Association of Schools (CAS) to support the amended anti-bullying statute on creating common developmentally appropriate school climate assessments and to create a school climate webpage on the CAS website. 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 continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force.

2.10 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.

2.11 The Request for Proposal (RFP) was issued during the 2010-11 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.

2.12, 2.13 The CSDE previously identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services. The CSDE continues 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. In addition, in preparation for the Results portion of the OSEP Continuous Improvement Visit (CIV), the state identified additional stakeholders to examine the state-selected topic of graduation rates for students of color with disabilities. This group included representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, civil rights organizations and youth with disabilities.

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 SWD; utilizing the knowledge-base of state-level and national experts in dropout prevention; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in September 2011, the CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of scientific research-based interventions (SRBI) addressing the needs of the whole child. The CSDE developed a Topical Brief that focuses on social, emotional, behavioral and physical health as well as academic achievement in the SRBI Model.

2.14 The CSDE continued to expand the development of Student Success Plans (SSPs) to assist schools with guiding students in developing academic and career goals. 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*. A survey was developed in 2010-2011 to ascertain the degree of implementation of SSPs for students, including those with disabilities, as well as to identify areas for state support to ensure full implementation by July 2012. Training for district personnel including counselors, school psychologists, directors of pupil personnel and principals was developed for the 2011-2012 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Due to the new measurement requirement to align with the ESEA graduation rate, the targets for this indicator have been revised.

FFY	Measurable and Rigorous Target
2010 (using 2009-2010 data)	15.4%
2011 (using 2010-2011 data)	15.4%
2012 (using 2011-2012 data)	15.0%

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

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources	Justification
2.16 (New) As a result of the OSEP Continuous Improvement Visit (CIV) in November 2011, the CSDE will engage stakeholders to develop an action plan and establish priority activities addressing graduation and dropout rates for black and Hispanic students with	2011-2012 school year	<ul style="list-style-type: none"> • Department personnel • Representatives from Local Educational Agencies (LEAs) • Representatives from other state agencies • Representatives from other stakeholder groups • SERC 	Required by OSEP due to the CIV.

APR Template – Part B (4)

Connecticut
State

Activity	Timelines	Resources	Justification
disabilities. See the “OSEP Continuous Improvement Visit: Results Meeting” section on page ii.			

Part B State Annual Performance Report (APR) for FFY 2010

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		
2010	3A: 70.0%	3B: 95.0%	3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0% CAPT math = 90.0%

Actual Target Data for FFY 2010:

In the school year 2010-11:

3A: Of 170 districts, 128 met the state’s minimum *n*, and 26.6 percent achieved AYP for the special education subgroup. Target not met.

$$(34/128) \times 100 = 26.6\%$$

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

Participation Rates		
CMT Reading =	98.7%	(33,046 / 33,468) x 100
CMT Math =	98.9%	(33,197 / 33,570) x 100
CAPT Reading =	92.7%	(4,724 / 5,098) x 100
CAPT Math =	91.2%	(4,648 / 5,098) x 100

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

CMT Reading=	51.2%	(15,980 / 31,211) x 100
CMT Math =	59.2%	(18,477 / 31,211) x 100
CAPT Reading=	45.4%	(2,304 / 5,075) x 100
CAPT Math =	37.1%	(1,883 / 5,075) x 100

Assessment data reported here for the 2010-11 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 and 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

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 2010:

Explanation of Progress or Slippage

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

Of the 34 districts meeting AYP targets for students with disabilities, 28 of those districts met the target via the Safe Harbor provision in *Connecticut's Accountability Workbook* under ESEA. Three fewer districts met the minimum “n” requirement in the spring 2011 assessment than the spring 2010 assessment. Lack of progress in this indicator may be attributed to the increase in the proficiency targets this year of nine and ten percentage points on each of the four tests.

3B: The CSDE met the 95 percent participation target for the CMT Reading and Math with a participation rate of 98.7 percent in CMT reading and 98.9 percent in CMT mathematics. The state did not meet the participation target of 95 percent for the CAPT (high school) Math and Reading assessments. The CAPT participation rate was 92.7 percent in reading and 91.2 percent in mathematics.

Connecticut continues to meet the participation target for the CMT, which represents more than 85 percent of our assessment student population. While the CSDE continues to fail to meet the 95 percent participation target for the high school assessment, it is important to note that the participation rate of 10th grade students with disabilities rose by more than one percent, in both subject areas, over last year. The CSDE attributes the increase in participation rates to ongoing dialogue with district test coordinators and directors of special education regarding the importance of the participation of all students with disabilities in statewide assessments.

3C: The CSDE did not meet its proficiency rate targets for the 2009-10 school year. However, growth was demonstrated in both math and reading as compared to the previous year in the percent of students with disabilities meeting proficiency or above. Connecticut is pleased that students with disabilities continue to move in a positive direction toward proficiency. We are also pleased that for the first time, at least half of all students with disabilities tested on the CMT (grades 3-8) are scoring at proficient or above. As these students move through their educational careers, we expect to see students with disabilities tested on the CAPT (grade 10) also reach this interim target.

In fact, both general and special education students are performing slightly better than last year on the statewide tests (CMT and CAPT). Despite the state's failure to meet 3A and 3C targets, the required percentage of all students achieving proficiency has risen compared with last year's requirement, and we are seeing the number of schools and districts identified as 'In Need of Improvement' declining.

Discussion of Improvement Activities Completed

3.2, 3.12 In the 2010-11 school year, the Bureau of Accountability and Improvement and the Bureau of Special Education continued to collaborate, plan, and implement initiatives together. Consultants from both bureaus jointly attended and presented training together around the CALI, and jointly developed resources and training to support districts' implementation of Scientific Research-Based Intervention (SRBI), Connecticut's framework for Response to Intervention (RtI).

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, was responsible for communication among bureaus and issues related to SRBI including publications, practices, and questions for the field. The Policy Committee was responsible for making department decisions related to SRBI for distribution to the field. The final committee, State Leadership Team, was responsible for the coordination of communication among the CSDE, Regional Education Service Centers (RESCs), and the State Education Resource Center (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. Currently the Leadership Team disbanded and the Policy Committee has not had the need to meet frequently. The current committee that has continued to meet is the SRBI Internal Expert Committee.

There were four regional trainings for School Psychologists on the overlap between LD and SRBI with approximately 50 attendees per session. "*Key Components of the 2010 Guidelines for Identifying Children with Learning Disabilities*" was posted on the CSDE Web site under in the "Eligibility Resources" section. SERC released an online training course in May 2011 titled "*Building District Capacity to Implement Connecticut's 2010 Guidelines for Identifying Children with Learning Disabilities: An Online Course for Facilitators.*" Participants in this professional development acquired the knowledge and skills needed to facilitate the learning of school teams engaged in improving academic outcomes for students experiencing difficulty learning to read; and guide fidelity of implementation of Connecticut's guidelines for learning disabilities (LD) eligibility determination.

The CSDE created a topic brief which provides a comprehensive approach for successful student learning that addresses the academic, physical, social, emotional, behavioral and mental health domains. This document, *Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health*, was used for developing technical assistance. 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. The brief has been posted on the CSDE's Web site and started to be presented at professional development workshops in 2011-12.

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 and CSDE staff presented training opportunities related to academic achievement in the following topical areas:

- Co-teaching
- Differentiated Instruction
- Assistive Technology
- Educational Benefit
- English Language Learners and Bilingual
- Standards-based Individual Education Programs (IEPs)
- Effective Teaching Strategies
- Assessment Accommodations for the CMT and CAPT

Focused Monitoring specifically indicated a need for training in co-teaching, differentiated instruction and educational benefit. 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 enhance 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 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 19 sessions across the three trainings. These included:

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

3.5 District personnel who attended a professional development session titled, "Making Adequate Yearly Progress 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. The October 2010 session was attended by eight districts that sent school or district based teams. Representation included general education teachers, special education teachers and district leadership.

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 13 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 2010-11 school year, over 492 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.

3.7 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 contract with the Leadership and Learning Center ended in 2010-2011. The Bureau of Accountability and Improvement organized Design Teams to develop three redesigned CALI modules: School and Instructional Data Teams, Using Differentiated Instruction to Implement the Common Core State Standards, and Getting Ready for the Next Generation of Assessments. Improving School Climate Basic and Certification continued to be offered to help complete the connections between data analysis, school climate, assessment, differentiation of instruction to meet student academic and social-emotional needs. These modules reflect the CSDE’s efforts to think deeper, not broader and strengthen the integration of a few, powerful CALI modules in order to improve classroom instructional practices.

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 focused 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.

3.8 In April 2011, SDE sponsored a symposium to communicate to institutes of higher education (IHE) faculty, deans, and policymakers updated information regarding major CSDE initiatives including: Accountability and School Improvement, Common Core State Standards, Special Education, and the Teacher Education and Mentoring Program (TEAM) Program. The afternoon's focus was on Sacred Heart University's work to integrate SRBI into their graduate and undergraduate course syllabi. Over 100 faculty attended this symposium, as a result of this symposium, various IHE faculty have served on various CSDE committees and have contributed to the redesign of 3 CALI modules. The CSDE now has a direct link with Higher Education and are in discussions around pre-service initiatives.

3.9 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 2011 reflecting district performance for the 2009-10 school year. An e-mail was sent to all superintendents and directors of special education announcing the posting of these documents.

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

3.13 Connecticut General Statutes (C.G.S.) Section 10-223e outlines strict measures required for districts not making AYP under ESEA. This regulation included 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 2010-11 school year, there continued to be 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 (SBOE). Districts also continued to collect and analyze data in relation to their district goals for reporting progress to their local boards of education and the SBOE. These districts received intense, targeted support and training from the CSDE, SERC and RESCs with much of that support around implementing CALI practices.

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.

3.17 The CSDE worked to make the frameworks and standards more user-friendly to teachers. The *English Language Arts Units of Study* provides a framework for organizing instruction and assessment. Separate units were written at each grade level, K-5, to address the Common Core State Standards (CCSS) Reading standards and Writing standards, and include standards for Speaking and Listening, and Language. Beginning with Grade 6, each unit combines Reading standards and Writing standards, and also includes standards for Speaking, Listening, and Language. The high school units were designed by grade level for 9 and 10, and as a two-year band for 2011-12. The information in the unit planning organizers can easily be placed into the curriculum model in use at the local level during the revision process. It is expected that local and/or regional curriculum development teams determine the "Big Ideas" and accompanying "Essential Questions" as they complete the units with critical vocabulary, suggested instructional strategies, activities and resources. The CSDE staff continued to work with districts that are utilizing these resources to reinforce how curriculum, instruction, and assessment must be thought of as a reflective process.

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." Next STEPs training Session # 4 was offered once for 20 parents and 8 professionals during 2010-11. It focused exclusively on school improvement, understanding data including CMT/CAPT scores and IEP alignment with the general education curriculum.

CPAC offered 36 workshops for 758 parents and professionals that included information, strategies and resources about SRBI, the use of data and accessing the general education curriculum.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:
[If applicable]

Improvement Activities	Timelines	Resources	Justification
<p>3.7 (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 of the training will include three redesigned CALI modules: School and Instructional Data Teams, and Using Differentiated Instruction to Implement the Common Core State Standards, and Getting Ready for the Next Generation of Assessments. Additionally components of co-teaching, Educational Benefit Review Process and excerpts from Step by Step[®].</p> <p>Offer Improving School Climate Basic and Certification training to help complete the connections between data analysis, school climate, assessment, differentiation of instruction to meet student academic and social-emotional needs.</p>	<p>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • Bureau of Teaching and Learning • Bureau of Student Assessment • Bureau of Special Education • SERC • RESCs 	<ul style="list-style-type: none"> • The focus of this activity’s training opportunities have evolved and these modules reflect the Connecticut State Department of Education’s efforts to think deeper, not broader and strengthen the integration of a few, powerful CALI modules in order to improve classroom instructional practices. • The resources have been revised to reflect increased collaboration.

Part B State Annual Performance Report (APR) for FFY 2010

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
FFY 2010 (using 2009-2010 data)	4A - 20.0%

All information regarding Indicator 4B is reported in the FFY 2010 Optional APR Template.

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. Connecticut does not use a minimum “n” size for this analysis, and no districts were excluded from the calculation.

Actual Target Data for FFY 2010:

4A: In the 2009-2010 school year, 24 districts or 14.12 percent, had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target met.

$(24/170) \times 100 = 14.12\%$

Data for Indicator 4A 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.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2010 (using 2009-2010 data)	170	24	14.12

Review of Policies, Procedures, and Practices

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 district suspension and expulsion data and the process for addressing districts with a significant discrepancy.

The CSDE contacted the 24 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.

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 24 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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Explanation of Progress or Slippage

Progress toward this indicator during the 2009-2010 school year is attributed to multiple CSDE efforts. These include, legislation regarding suspension of students, the publication of *Guidelines for In-School and Out-of-School Suspensions* (revised December 2010) to assist schools in determining whether suspensions should be in-school or out-of-school 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, however Public Act 10-111 amended subsection (g) of section 10-233c of the Connecticut General Statutes, which addresses the suspension of students, by adding the following provision effective July 1, 2010: “Suspensions pursuant to this section shall be in-school suspensions, unless during the hearing held pursuant to subsection (a) of this section, (1) the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension, or (2) the administration determines that an out-of-school suspension is appropriate for such pupil based on evidence of (A) previous disciplinary problems that have led to suspensions or expulsion of such pupil, and (B) efforts by the administration to address such disciplinary problems through means other than out-of school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the local or regional board of education, as determined by such board.” In addition, the “in-school suspension” definition found in Section 10-233 a(c) was amended to allow up to a 10-day exclusion from regular classroom activity.

Section 10-233c now provides that effective July 1, 2010, all suspensions from school shall be in-school suspensions unless student poses a danger to others or poses a disruption to the learning process. 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.

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 2010-11, were reviewed to identify the most effective training examples and implementation of evidence-based practices for effective professional learning to ensure equity in facilitation, implementation, evaluation and sustainability in learning outcomes for training in 2011-12.

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 target districts in collaboration with the Center on Positive Behavioral Supports, University of Connecticut (UCONN) and CSDE. To date, the PBIS collaborative has trained more than 260 schools since 2005. SERC and CSDE have aligned professional development to target school districts to monitor and address disproportionality in the rates of suspension and expulsion, including a 2011 Summit on PBIS to provide Connecticut leaders, policy makers and educators an opportunity to learn about PBIS implementation efforts and to shape an action plan to enhance academic school reform efforts. Additionally, a family guide was developed for parents to explain the framework of PBIS. SERC and the Center on Positive Behavioral Supports developed a School-wide Positive Behavioral Support Training Cadres (STC) and the Connecticut PBIS Collaborative to expand training for schools and to develop a training of trainer's model to sustain implementation of PBIS with fidelity. Approximately 60% of the PBIS schools are sustaining implementation.

SERC recognizes school for successfully putting into practice PBIS by identifying schools as model sites. The schools are identified as a Model Banner school (80% systematic implementation) or a Model Demonstration school (90% systematic implementation) 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. SERC has developed a Results-Based Accountability Report Card (RBA) focusing on three performance measures; 1) the number of schools that have received training in PBIS, 2) the per cent of schools sustaining implementation of school-wide PBIS with fidelity, and 3) the average number of office discipline referrals per day per month from PBIS schools (collected in SWIS). CSDE applied and received the State Personnel Development Grant (SPDG). The grant is a professional development project to build and sustain a statewide system regarding Connecticut Framework for Scientifically Research-Based Interventions (SRBI). The grant is designed to increase literacy achievement and positive behavior of students with disabilities.

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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. Cedar will continue to be updated annually.

4.12 The Request for Proposal (RFP) was issued during the 2010-11 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, 4.17 The CSDE previously identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services. The CSDE continues 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. In addition, in preparation for the Results portion of the OSEP Continuous Improvement Visit (CIV), the state identified additional stakeholders to examine the state-selected topic of graduation rates for students of color with disabilities. This group included representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, civil rights organizations and youth with disabilities.

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 SWD; utilizing the knowledge-base of state-level and national experts in dropout prevention; and promoting the use of scientific

research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in September 2011, the CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of scientific research-based interventions (SRBI) addressing the needs of the whole child. The CSDE developed a Topical Brief that focuses on social, emotional, behavioral and physical health as well as academic achievement in the SRBI Model.

4.15 The CSDE continued to implement 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 2010-11, the module titled *Improving School Climate to Support Student Achievement* was offered through 5 basic two-day training sessions at which more than 105 people attended and two three-day climate certification trainings at which approximately 32 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. This year CSDE collaborated with the Connecticut Association of Schools (CAS) to support the amended anti-bullying statute on creating common developmentally appropriate school climate assessments and to create a school climate webpage on the CAS website. 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 continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force.

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4.18, 4.19 The Bureau of Data Collection, Research and Evaluation continued to implement a 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 had ten trainings in 2010-11 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). CSDE has trained over 650 data managers from across the state. The CSDE has implementing a new data collection system called Teacher-Course-Student (TCS) this year. The

purpose of this collection is to link students and teachers, and collect student courses completed and grades earned.

4.20 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. Upon completion of the desk audit, the CSDE determined that each of the 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.

4.21 The CSDE continues to 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. The CALI workshop for Culturally Responsive Education (CRE) is an intensive, interactive two-day event. The focus is on providing critical knowledge and awareness but also practical skills. There are ten units:

- Unit 1 – Climate Setting
- Unit 2 – The Need for a Culturally Responsive Education
- Unit 3 – What is Culture?
- Unit 4 – Understanding and Working with Bias
- Unit 5 – Teacher Skills & Expectations, Defining Culturally Responsive Education
- Unit 6 – School Expectations
- Unit 7 – Parent & Family Engagement
- Unit 8 – Classroom Management
- Unit 9 – Cultural Competence Skills
- Unit 10 – Second Language Acquisition

The Culturally Responsive Education workshop uses the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective including the use of a wide variety of instructional strategies that are connected to different learning styles. Four two-day workshops were completed this year. Additionally, a CRE three-day summer institute and a one-day teacher induction training sessions were offered.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Activity	Timeline	Resources	Justification
4.6 (Revised) Meet with the SERC, Regional Education Resource Centers (RESC) and University of Connecticut (UConn) staff to discuss	2005-06 school year through 2013	<ul style="list-style-type: none"> • Allocate a portion of IDEA funds awarded to SERC to provide professional development activities 	<ul style="list-style-type: none"> • The activity has been revised to reflect the Department’s effort to promote sustainability with

Activity	Timeline	Resources	Justification
statewide and district-specific activities and training to address rates of suspension and expulsion.		<ul style="list-style-type: none"> • Department personnel • SRBI • PBIS • CALI • UConn • SERC personnel • RESCs 	<p>these trainings.</p> <ul style="list-style-type: none"> • Resources were revised to include stakeholders to build capacity for train-the-trainer model.

Part B State Annual Performance Report (APR) for FFY 2010

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

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

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:

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.

Overview of Issue/Description of System or Process:

The CSDE analyzed district suspension and expulsion data submitted electronically through the ED166 Discipline data system. CSDE consultants from the Bureau of Data Collection, Research and Evaluation, Division of Family and Student Support Services and the Bureau of Special Education reviewed suspension and expulsion data and the process for addressing districts with a significant discrepancy. Significant discrepancy is defined as: Greater than 2% of students with disabilities in a district suspended or expelled out-of-school (OSS) for any serious offense for a cumulative total of greater than ten days in a school year by race.

Definition of Significant Discrepancy and Methodology

The State's comparison methodology compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State. Recently the Office of Special Education Programs (OSEP) directed the CSDE to change our calculation for SPP Indicator 4B. In Connecticut, significant discrepancy for Indicator 4B is now defined as follows: Greater than 2% of students with disabilities in a district suspended or expelled out-of-school (OSS) for any serious offense for a cumulative total of greater than ten days in a school year by race.

We established a state ratio bar of 2% in order to compare suspension rates among districts. We then calculated a suspension rate for each race/ethnicity in each district for students with disabilities and compared those rates to the established state ratio bar of 2%. Any calculated rate by race/ethnicity greater than 2.0% qualified as a significant discrepancy.

Optional APR Template – Part B (4)

Connecticut
State

Connecticut applied a minimum “n” size requirement in the calculation of significant discrepancy in the rates of suspension and expulsion for greater than 10 days in a school year for children with IEPs:

- minimum of 5 students with disabilities in the district were suspended/expelled for > 10 days (Rule A)
- minimum of 10 students with disabilities in the district in each race category (Rule B)

Actual Target Data for FFY 2010 (using 2009-2010 data)

FFY	Measurable and Rigorous Target
FFY 2010 (using 2009-2010 data)	0%

For this indicator, report data for the year before the reporting year (use 2009-2010 data).

0%

Describe the results of the State examination of the data.

In the 2009-10 school year, 14 districts, or 8.24 percent were identified as having a significant discrepancy by race or ethnicity in the suspension/expulsion rate of children with disabilities of greater than 10 days in a school year. The districts’ policies, procedures or practices were reviewed to ensure compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Zero districts were found to have noncompliant policies, procedures or practices. Target met.

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- minimum of 5 students with disabilities in the district were suspended/expelled for > 10 days (Rule A)
- minimum of 10 students with disabilities in the district in each race category (Rule B)

Connecticut’s minimum ‘n’ size requirement excluded 13 districts from the calculation of rates.

Districts in Connecticut	170
Districts excluded under minimum “n” Rule A	13
Districts excluded under minimum “n” Rule B	0
Districts assessed for Significant Discrepancy	157
Districts with rates > 2.0%	14

Data for Indicator 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.

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

Year	Total Number of LEAs**	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2010 (using 2009-2010 data)	170	14	8.24

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent**
FFY 2010 (using 2009-2010 data)	14	0	0

Review of Policies, Procedures, and Practices (completed in FFY 2010 using 2009-2010 data): If any LEAs are identified with significant discrepancies:

The CSDE contacted the 14 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 by race or ethnicity. 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. Upon completion of the desk audit, the CSDE determined that each of the 14 districts had policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards that were in compliance with the regulatory requirements. Therefore, the CSDE did not require any of the districts 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.

The CSDE completed the review of the fourteen identified districts and there were no districts that had significant discrepancies due to inappropriate policies, procedures or practices relating to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred:

Explanation of Progress or Slippage

Connecticut cannot report progress or slippage due to a change in methodology.

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

In the 2009-10 school year, zero districts in Connecticut had a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year and had policies, procedures or practices that contributed 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. Target met.

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 2010-11, were reviewed to identify the most effective training examples and implementation of evidence-based practices for effective professional learning to ensure equity in facilitation, implementation, evaluation and sustainability in learning outcomes for training in 2011-12.

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Optional APR Template – Part B (4)

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Part B State Annual Performance Report (APR) for FFY 2010

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		
2010	5A: 70.0%	5B: 6.0%	5C: 6.0%

Actual Target Data for FFY 2010:

In the school year 2010-11:

5A. The percentage of students with disabilities aged 6-21 served inside the regular class 80 percent or more of the day was 71.0 percent. Target met.

$$(42,757 / 60,232) \times 100 = 71.0\%$$

5B. The percentage of students with disabilities served inside the regular class less than 40% of the day aged 6-21 was 5.3 percent. Target met.

$$(3,214 / 60,232) \times 10 = 5.3\%$$

5C. The percentage of students with disabilities aged 6-21 served in separate schools, residential placements, or homebound or hospital placements was 7.3 percent. Target not met.

$$(4,399 / 60,232) \times 100 = 7.3\%$$

Data are valid and reliable as verified by the series of validation checks built into the collection system. Sampling was not used. Data presented here match section 618-Table 3 submitted in accordance with February 1, 2011, timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Explanation of Progress or Slippage

The percentage of students in regular class placements (5A) increased by 0.6 percent, moving from 70.4 percent in the 2009-10 school year to 71.0 percent in the 2010-11 school year. The regular class placement data have been increasing for a number of years. 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 (5.4 percent in 2009-10 down to 5.3 percent in 2010-11).

The target for placement of students in separate schools, residential placements, or homebound or hospital settings (5C) was 6.0 percent, and the 2010-11 data indicate 7.3 percent of students with disabilities in Connecticut were placed in these settings. The target was not met.

Students with serious emotional disturbance (SED) make up approximately one-third of all students served in separate schools, residential placements, or homebound or hospital placements. This number has remained fairly stable in recent years, (see Table 1).

Table 1.

	SED 0910 Count	SED 1011 Count	SED 0910 Percent	SED 1011 Percent
80-100%	2153	2241	41.2	43.4
40-79%	618	583	11.8	11.3
0-39%	939	830	18.0	16.1
Other/Separate	1510	1506	28.9	29.2
Total	5220	5160	100.0	100.0

Two groups of students, those with other health impairment (OHI) and autism (AU) have both increased in the count and percent of students placed in separate schools, residential placements, or homebound or hospital settings. Students with OHI in 5C–settings increased by 21 students (0.4%) and students with AU in 5C–settings increased by 81 students (1.6%). It is important to note, however, that while there are more students with AU in each placement category, the proportion of students with AU in separate settings continues to decline (see Table 2).

Table 2.

	AU 0708 Count	AU 0809 Count	AU 0910 Count	AU 1011 Count	AU 0708 Percent	AU 0809 Percent	AU 0910 Percent	AU 1011 Percent
80-100%	1700	2139	2542	2878	44.7	48.3	50.8	52.2
40-79%	882	957	1010	1069	23.2	21.6	20.2	19.4
0-39%	518	547	607	643	13.6	12.4	12.1	11.7
Other/Separate	700	781	847	928	18.4	17.7	16.9	16.8
Total	3800	4424	5006	5518	100.0	100.0	100.0	100.0

Table 3 below shows trend data across three years for all placement categories.

Table 3.

Indicator	% of students w/ disabilities (SWD) in 2008-09	# of students w/ disabilities (SWD) 08-09	% of students w/ disabilities (SWD) in 2009-10	# of students w/ disabilities (SWD) 09-10	% of students w/ disabilities (SWD) in 2010-11	# of students w/ disabilities (SWD) 2010-11
5A Inside the regular class 80% or more of the day;	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)	71.0%	42,757/ 60,232 (5A / total # of SWD in 2008-09)
5B Inside the regular class less than 40% of the day	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)	5.3%	3,214/ 60,232 (5B / total # of SWD in 2008-09)
5C Separate schools, residential, homebound, hospital placements	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)	7.3%	4,399 / 60,232 (5C / total # of SWD in 2008-09)

Indicator	% of students w/ disabilities (SWD) in 2008-09	# of students w/ disabilities (SWD) 08-09	% of students w/ disabilities (SWD) in 2009-10	# of students w/ disabilities (SWD) 09-10	% of students w/ disabilities (SWD) in 2010-11	# of students w/ disabilities (SWD) 2010-11
Inside the regular classroom 40-79%	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)	14.8%	8,920 / 60,232 (students inside 40-79% / total # of SWD in 2008-09)
5A + 40-79% category	86.0%	52,347/ 60,942	85.7%	52,067 / 60,719	85.8%	51,677 / 60,232
5B + 5C	12.4%	7,592 / 60,942	12.6%	7,647 / 60,719	12.6%	7,613 / 60,232

Connecticut continues to maintain aggressive targets for Indicator 5. The current 5A target of 70% was met. It should be noted that students identified as SED and AU, while proportionally represented in 5C, are also increasing in 5A placements. The 5A increase was attributed by this indicator’s stakeholder group to the academic capabilities of the students within these two categories who can be educated appropriately with supplementary aids and services in general education settings. Furthermore, stakeholders indicated that the increase in 5C was attributable to the difficulties of school districts providing supplementary aids and services in less restrictive settings to address these students’ behavioral needs. However, as the count for students with AU has increased, 5C percentages for this population have decreased. Districts report that they have increased their capacity to serve the autism population in the district as they have examined research-based practices and focused professional development on strategies and techniques specific to students with autism. The CSDE and the State Education Resource Center (SERC) are continuing to research effective practices for students with behavioral challenges to provide guidance to districts in delivering services to students in the general education environment.

Discussion of Improvement Activities Completed

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 and progress was of minimal significance were monitored for the implementation of improvement plans to appropriately determine placement of students in the LRE. All districts completed implementation of their improvement plans to the satisfaction of the CSDE by June of 2011.

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. The Seven day Leadership Series Training provided by the State Education Resource Center (SERC) uses the consortium's framework of vision, policy, structures and practices. The 2010-11 Leadership Series was attended by nineteen general education administrators, five general education teachers, two state agency consultants, four special education administrators, and one special education teacher. Additional trainings were offered including Universal Design for Learning from the Center for Applied Special Technology (CAST), Step by Step Approach for Inclusive Schools[®], and assistive technology.

5.17 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 informed consultants oversight of improvement plans as discussed in activity 5.14. In addition, research was gathered from the California Department of Education to assist in the development of a district self-assessment to be used for reviewing policies, procedures and practices regarding placement for significant disproportionality. Other various organizations were also used including Inclusive Schools, Disability Is Natural, Schools Moving Up, National Dissemination Center for Students with Disabilities, CAST, and Colorado's parent training and information (PTI) center helped to inform the continued development of monitoring tools and verification practices.

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 held in May of 2011 with a focus on including students with challenging behaviors. A total of 194 participants attended the conference including general education administrators, general education teachers, parents, related service personnel, special educators and transition coordinators.

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 draft of the new

guidelines has recently been released (December 2011). Professional development on targeted areas of the new guidelines has begun.

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.

A large contingent of school districts are involved in Positive Behavior Interventions and Supports (PBIS) training and implementation. Implementation of positive behavior interventions and supports (PBIS) has been facilitated through technical assistance, coaching and evaluation through SERC to target districts in collaboration with the Center on Positive Behavioral Supports, University of Connecticut (UConn) and CSDE. To date, the PBIS collaborative has trained more than 260 schools since 2005. SERC and CSDE have aligned professional development to target school districts to monitor and address disproportionality in the rates of suspension and expulsion, including a 2011 Summit on PBIS to provide Connecticut leaders, policy makers and educators an opportunity to learn about PBIS implementation efforts and to shape an action plan to enhance academic school reform efforts. Additionally, a family guide was developed for parents to explain the framework of PBIS. SERC and the Center on Positive Behavioral Supports developed a School-wide Positive Behavioral Support Training Cadres (STC) and the Connecticut PBIS Collaborative to expand training for schools and to develop a training of trainer's model to sustain implementation of PBIS with fidelity. Approximately 60% of the PBIS schools are sustaining implementation.

SERC recognizes schools as model sites for successful implementation of PBIS. The schools are identified as a Model Banner school (80% systematic implementation) or a Model Demonstration school (90% systematic implementation) based on the School-wide Evaluation Tool (SET). 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. SERC has developed a Results-Based Accountability (RBA) Report Card focusing on three performance measures; 1) the number of schools that have received training in PBIS, 2) the per cent of schools sustaining implementation of school-wide PBIS with fidelity, and 3) the average number of office discipline referrals per day per month from PBIS schools (collected in SWIS). CSDE applied and received the State Personnel Development Grant (SPDG). The grant is a professional development project to build and sustain a statewide system regarding Connecticut Framework for Scientifically Research-Based Interventions (SRBI) that will result in increased literacy achievement and positive behavior of students with disabilities.

The Comprehensive System of Personnel Development (CSPD) council formed 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 with one resulting action to apply for SPDG. The behavioral workgroup continues to focus on these issues.

In 2010, the CSPD undertook a revisions project for the CSDE's publication, *Guidelines for Assistive Technology*, in collaboration with the CSDE, the SERC, and the Part C lead agency. In 2010, a task force comprised of statewide stakeholders and assistive technology service providers collected content across six broad areas (e.g., evaluation, provision of assistive technology devices/services) for the revisions project. The CSDE anticipates that the final, revised document will be rolled out to the field in spring 2012.

5.22 The LRE stakeholder group met three times in 2010-11 with current membership including representation from the RESCs, SERC, CPAC, African Caribbean American Parents of Children with Disabilities, Inc. (AFCAMP), Connecticut Council of Administrators of Special Education (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). Additional new members represent two institutes of higher learning, the Department of Children and Family Services (DCF), and a private consultant.

5.23, 5.28 The CSDE gathered current 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. As a result, professional development was increased as noted in activity 5.21. Additionally, upon data analysis, there did not appear to be a correlation between achievement and placement. For the OSEP continuous improvement visit in November 2011, data were examined differently this year by analyzing the relationships between placements, drop out and race.

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). A public forum scheduled in the spring was delayed to the fall for districts and families to participate in a facilitated discussion around Scientific Research-Based Interventions (SRBI). This forum was cancelled due to a lack of enrollment.

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; Making Adequate Yearly Progress (AYP) for Student's with Disabilities: 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©; Reaching the Adolescent Learner: Strategic Differentiation in High School; and Designing Standards-Based IEPs for Participation and Progress in the General Education Curriculum.

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 CSDE and the Department of Children and Families (DCF). 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. Approximately 5-6 programs were served each year. The last year of funding for the program was the 2010-2011 year, however, ECCP with funding from DCF, has incorporated components of the ECBC program (including center-wide support for positive behavior and the use of a center Behavioral Health Team) into their repertoire. In fact, during the last year of implementation, they included more seasoned ECCP consultants in order to increase the capacity to do center-wide work.

In 2010-2011, there were a number of professional development events to deliver focused professional development (PD) on behavior and the relationship between behavior and reading. A national expert, Dr. Tweety Yates, conducted a 1-day professional development (PD) event with a commitment to bringing Dr. Yates into the state for multiple years. The target audience for PD participants was a broad field of early childhood/early childhood special education individuals. The primary intent of the training was focused on behavioral issues and using reading as an intervention. Dr. Yates works for both the national technical assistance center on social emotional interventions (TACSEI) in young children and the national center for social emotional foundations in early learning (CSEFEL). The materials produced by TACSEI and CSEFEL were also used to deliver targeted technical assistance through SERC. The state has also used the resources of another national center, the Center for Language and Literacy (CELL). A national presenter from CELL has been engaged to deliver PD and use their materials that address children with behavioral issues.

5.30 The CSDE has added tools to the special education link on the CSDE Web site section "Least Restrictive Environment." One of the new additions is a self-assessment designed to assist districts in reviewing their policies, procedures, and practices with regards to placement and disproportionality. The CSDE will use the self-assessment should a district be identified as having a concern in this area. A few districts have volunteered to pilot the self-assessment in their districts and provide feedback to the CSDE regarding any improvements to the document. The CSDE is also working to create an additional self-assessment for districts to use with regards to best practices that support the least restrictive environment. Concurrently, SERC is improving their LRE Web site to be linked to the CSDE Web site.

5.31 Two major trainings were provided regarding tools for providing age-appropriate transition assessment and using the results to develop appropriate, measurable postsecondary goals (e.g., Post-School Outcome Goal Statements) and annual goals and objectives to district personnel to assist students to meet their postsecondary goals. A one-day overview that was offered six times in 2009-2010, *Transition Assessment and the IEP*, was updated and presented in a statewide session as well as in three urban districts. The next level of training, *Education Benefit – Making the IEP a Living Document*, a two-day session provided to teams of teachers, was piloted in January of 2011 and was designed to assist district personnel better connect all of the components of secondary transition to assist students to meet their postsecondary goals thus resulting in more positive post-school outcomes.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Stakeholders participated in the adjustments made to the following improvement activities:

Activity	Timelines	Resources	Justification
<p>5.26 (Revised) Provide professional development activities statewide on:</p> <ul style="list-style-type: none"> • co-teaching; • differentiated instruction and assessment; • administrator training; • curriculum topics; • learning strategies; • positive behavior supports; • Common Core Curriculum Standards; • Universal design for learning; • assistive technology; • paraprofessionals 	<p>Spring 2007 through 2013</p>	<ul style="list-style-type: none"> • Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to offer statewide professional development training on LRE/Inclusion 	<ul style="list-style-type: none"> • Professional development activities have been revised to more accurately reflect current state offerings and focus.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	N/A

Actual Target Data for FFY 2010:

Reporting is not required pursuant to the OSEP instructions for the FFY 2010 SPP/APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Reporting is not required pursuant to the OSEP instructions for the FFY 2010 SPP/APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

[If applicable]

Reporting is not required pursuant to the OSEP instructions for the FFY 2010 SPP/APR. #

Part B State Annual Performance Report (APR) for FFY 2010

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 2010	Outcome A1: 56.0%	Outcome B1: 59.0%	Outcome C1: 48.0%
	Outcome A2: 52.0%	Outcome B2: 31.0%	Outcome C2: 24.0%

Actual Target Data for FFY 2010:

The following chart provides summary statement data for each of the three outcomes and represents the state’s early childhood data for children whose post-test data were collected from July 1, 2010, to June 30, 2011.

Target met for five of the six summary statements.

Summary Statements		
Outcome A:	Targets FFY 2010 (% Children)	Actual FFY 2010 (% Children)
Positive social-emotional skills (including social relationships)		
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%	54.7%
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%	54.0%

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Targets FFY 2010 (% Children)	Actual FFY 2010 (% Children)
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%	61.7%
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%	31.7%
Outcome C: Use of appropriate behaviors to meet their needs	Targets FFY 2010 (% Children)	Actual FFY 2010 (% Children)
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%	48.7%
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%	24.2%

Child Progress Data in Measurement Categories for FFY 2010:

Positive social-emotional skills (including social relationships):	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	59	2.5%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	661	27.9%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	369	15.6%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	499	21.1%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	777	32.9%
Total	N =2365	100%

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	15	0.6%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	731	30.9%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	870	36.8%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	334	14.1%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	415	17.5%
Total	N = 2365	100%
Use of appropriate behaviors to meet their needs:	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	15	0.6%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1073	45.4%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	704	29.8%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	327	13.8%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	246	10.4%
Total	N = 2365	100%

The CSDE analyzed data regarding children’s developmental and functional progress. Data indicate that there were 2365 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, 2010, to June 30, 2011.

The average length of time for the receipt of special education and related services for the children on whom progress data is reported is 19.6 months of special education and related services, up from 18.7 and 17.9 months in the previous two reporting years. The following chart is representative of the amount of time that the 2365 children received special education and related services:

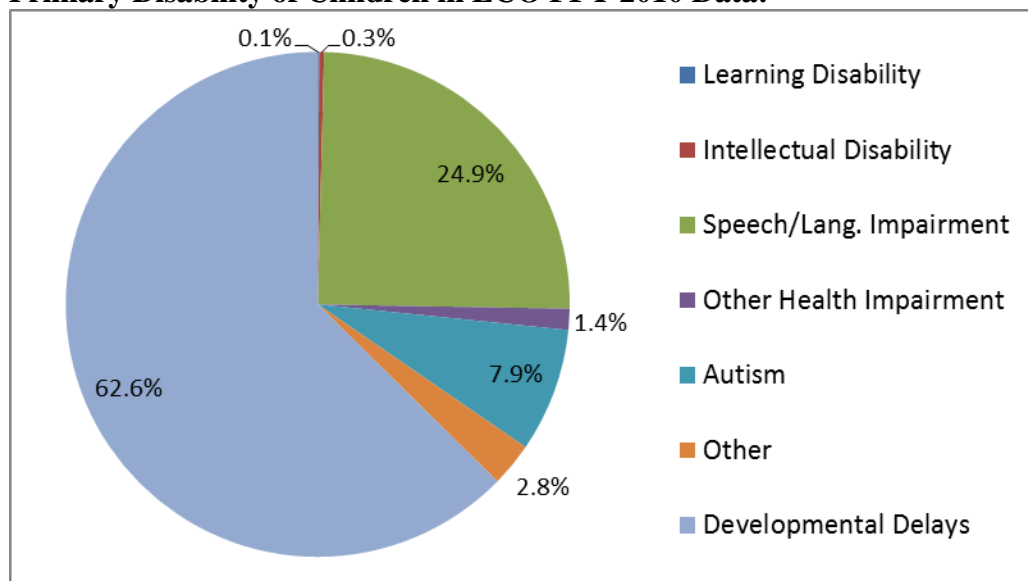
Time (in months) Children Received Special Education	Number of Children	Percent of Children
6-12 months	406	17.2%
13-18 months	534	22.6%
19-24 months	851	36.0%
25-30 months	457	19.3%
31-36 months	91	3.8%
36+ months	26	1.1%
Total	2365	100.0%

Of the 2365 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 2010-11 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 2010 outcome data in relation to both gender and race/ethnicity.

Gender	Number of Children in ECO Data	Percent Children in ECO Data	Children Served in Pre- K in 2009-2010
Female	683	28.9%	29.8%
Male	1682	71.1%	70.2%
Total	2365	100%	100%

Race/Ethnicity	Number of Children in ECO Data	Percent Children in ECO Data	Children Served in Pre- K in 2009-2010
Am. Indian/Native Alaskan	3	0.1%	0.4%
Asian	85	3.6%	3.5%
Black	219	9.3%	10.7%
White	1495	63.2%	62.9%
Hispanic	516	21.8%	21.1%
Native Hawaiian or Pacific Islander	2	0.1%	0.1%
Multiple Races	45	1.9%	1.3%
Total	2365	100.0%	100%

Primary Disability of Children in ECO FFY 2010 Data:



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 activities allow for enhanced data quality and reliability.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

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. It should be noted that state progress was made in outcome summary statement A1 as the state went from 54.3% in FFY 2009 to 54.7% in FFY 2010. CSDE cannot speculate on the factors that may have contributed to progress 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. The 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 information used statewide by 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 increasing the quality of the statewide data collected and reported.

7.3 The CSDE continued to provide and evaluate training and technical assistance and revised and refined the training and technical assistance and other professional development opportunities based on evaluation feedback. The CSDE worked with the RESCs and the SERC on this to increase 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.

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 2010:

Not Applicable.

Improvement Activities/Timelines/Resources:

Stakeholders did not make any revisions to the activities, timelines or resources.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	88.0%

Actual Target Data for FFY 2010:

Of the parents surveyed from 29 school districts in Connecticut, including regional school districts, during the 2010-2011 school year, 87.7 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 was not met.

1590 agreements with item 12 / 1,814 survey respondents × 100 = 87.7%

2010-11 survey administration district sample total:

- surveys sent = 9,251 in 29 school districts
- surveys returned completed = 1814
- response rate = 19.6%
- surveys returned non-deliverable = 523
- non-deliverable rate = 5.7%

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. In addition to 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 (PTI) 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 87.7 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	11.6%	11.4%
	6-12	46.0%	44.5%
	13-14	15.1%	16.1%
	15-17	21.8%	22.9%
	18-21	5.5%	5.1%
Gender	Male	68.8%	68.6%
	Female	31.2%	31.4%
Race/Ethnicity	American Indian/ Alaskan Native	0.5%	0.5%
	Asian	2.0%	3.1%
	Black	15.9%	10.4%
	White	58.6%	74.7%
	Hispanic	21.7%	9.7%
	Native Hawaiian or other Pacific Islander	0.1%	0.2%
	Two or more races	1.2%	1.5%
Grade	PK	6.9%	7.4%
	Elementary	36.9%	31.9%
	Middle	23.8%	26.3%
	High	32.5%	34.3%
Disability	LD	31.1%	28.7%
	ID	3.6%	5.0%
	ED	7.8%	5.7%

Variable	Grouping	2009-10 Statewide Data	2009-10 Survey Data
	SLI	19.0%	16.9%
Disability	OHI	17.3%	18.2%
	Autism	9.2%	13.4%
	Other	12.0%	12.1%

Variable	Chi-Sq Test (χ^2)	Cohen's Effect Size	Interpretation
Age	$\chi^2(4) = 3.71$	n/a	n/a
Gender	$\chi^2(1) = 0.02$	n/a	n/a
Race/Ethnicity	$\chi^2(4) = 248.7^*$	0.37	Medium
Grade	$\chi^2(3) = 19.7^*$	0.10	Small
Disability	$\chi^2(6) = 61.0^*$	0.18	Small

* Significant at .001 level.

Of the five areas assessed, both age and 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 race and ethnicity, grade and disability, only race/ethnicity had an effect size or practical significance level that warranted consideration. Effect sizes for grade and disability were small (below 0.30) and did not indicate any 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 2010-11 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 2010-11 survey were consistent with those from the 2005-06, 2007-08, 2008-09 and 2009-10 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 2010:

Explanation of Progress or Slippage

Of the parents surveyed from 29 school districts in Connecticut during the 2010-2011 school year, 87.7 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. There is a decrease of 0.8 percent in item 12 agreements this year from last year's 88.5 percent, but the current year data are in line with 2008-09 with 87.5 percent agreement. This decrease of less than one percent is not statistically significant compared to last year regarding parent satisfaction with their child's overall special education program, $\chi^2(1) = 3.23$, $p > 0.05$. Therefore, while the raw data indicate a reduction in parental agreement that their schools facilitated their involvement, statistically, there was no change.

At the same time, a further examination of parent survey items indicates that the majority (86.6 percent) of survey respondents agreed that they are satisfied with their child's overall special education program [Q1] and 91.7 percent indicated their child is accepted within the school community [Q5]. Additionally, over 92.5 percent of parents agreed that they have the opportunity to talk with their child's teacher on a regular basis [Q2]. Thus, we can conclude that Connecticut continues to meet its target under this indicator.

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 least restrictive environment (LRE). The Individuals with Disabilities Education Improvement Act (IDEA) Part B 619 program, the Connecticut Parent Advocacy Center (CPAC), which is Connecticut's PTI Center, 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 four workshops for families which included information about the difference between natural environments and the least restrictive environment. Four workshops were provided through CPAC for Birth to Three service coordinators and early Head Start staff. A total of 99 participants were documented. CPAC also developed a webinar on Birth to Three Transition which had over 40 views to date. LRE information was also accessed via "Hot Topics" page on Inclusion Web site -319 page views and LRE/Inclusion: What's the Difference? -535 page views and 459 unique visitors. 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.

8.6 CPAC offered parent training opportunities and responded to requests from districts for training related to educating students in the LRE. Seven school districts requested parent workshops during the period. In some cases districts requested multiple trainings covering specific topics, focusing on the value of and skills needed for meaningful collaboration, effective transitions, resolving disputes, developing individualized education programs (IEPs) and monitoring student progress. The CPAC Web site had over 103,219 page views by over 78,708 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 learning disabilities (LD) guidelines, restraint/seclusion notification, bullying, in-school suspension guidelines and the Part B Parent Survey. Technical assistance was provided by phone, email or in person and the most frequent issues addressed were related to IEP development (305 inquiries), legal rights under the IDEA (262 inquiries), dispute resolution (142 inquiries) and transition to adult life (140 inquiries). Annual phone survey results of callers indicate that 88% of parents reported they received information they needed to make a decision about their child's education. Six percent of parents reported that they were more knowledgeable about how to work with schools.

Workshops were jointly offered to parents and district staff across the state by CSDE and partners. Topics included but were not limited to:

- Developing the IEP
- Understanding Challenging Behaviors
- Accommodations and Modifications for children with Learning Disabilities
- Progress Monitoring
- Help: My Child is Struggling in School
- Understanding Attention Deficit Hyperactivity Disorder (ADHD)
- Resolving Disputes
- Meaningful Collaboration
- Effective Transition
- The Intersection of Scientific Researched-Based Interventions (SRBI) and the LD Guidelines
- Faith, Families and Schools Conference
- Connecticut's Revised Guidelines for Identifying Children with Learning Disabilities
- Faith, Families and Schools Conference
- Parent Leadership Training

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 May 2011. There were 1,134 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 State Performance Plan (SPP).

8.14 A summary of the results of the 2010-2011 Parent Survey was developed and translated into Spanish and will be posted on the CSDE's Web site in the winter of 2011-12. In addition, translation resources in a variety of languages were available.

8.15 CPAC participated in data wall training and improvement planning sessions with district teams and SERC staff, and in Focus Monitoring Steering Committee meetings. CPAC staff participated in the site visits conducted in the spring of 2011. CPAC staff attended all Focused Monitoring Steering Committee meetings as well as additional planning meetings. CPAC's involvement focused on training their staff in the school improvement process and using district-level data for measuring and improving student achievement in the district.

8.16 Parent input and participation in the focused monitoring system was obtained through phone surveys. CPAC staff/parents contacted a random sample of 35 parents from each of the seven districts involved in 2010-11 focused monitoring (245 parents).

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 2010-2011 year, the Web site reported 27 page views and 14 unique page views.

8.19 The CSDE developed four topic briefs related to secondary transition: *Writing Transition Goals and Objectives*; *Guidelines on Writing Post-School Outcome Goal Statements (PSOGS)*; *PSOGS Frequently Asked Questions*; and *PSOGS Sample Statements*. These topic briefs were used as the basis for providing technical assistance and training to parents/families. All documents are posted on the CSDE, Connecticut Parent Advocacy Center (CPAC) and SERC Web sites. Parent advocacy training with respect to secondary transition was provided to the Learning Disabilities Association (LDA), Autism Spectrum Resource Center (ASRC), and African Caribbean American Parents of Children with Disabilities (AFCAMP) as well as two cadres of approximately 40 professionals and parents who provide *Transition 101* training to parent groups throughout the state via the Train-the-Trainers collaborative between CSDE and SERC. The *Transition 101* trainers offered 15 parent presentations in 2010-11 to 190 parents, 46 district personnel, and 17 students. CSDE, in collaboration with SERC and CPAC, provided professional development and technical assistance on specific transition services and resources to adult service agency and district personnel, parents/families, and students with disabilities, including: Job Coaching and Job Development, Person-Centered Planning (i.e., MAPS), Assistive Technology, Employment for Students on the Autism Spectrum, and Self-Advocacy & Self-Determination as well as similar sessions at four conferences: *Transition to College*, DPH - *Launching into Adulthood*; DDS – *School Days to Pay Days*, and a combined *School Days to Pay Days: Launching into Adulthood* .

8.20 A draft model improvement plan has been developed by the Parent Work Group for dissemination to districts as a resource to increase parent involvement as a means of improving services and results for children with disabilities.

8.21 The parent work group has reviewed the Parent Survey for revision and is developing recommended changes related to language and format. This group is also considering changes in dissemination with a focus on increasing dissemination options and creating a survey schedule which is more useful to districts enhancing parent partnerships, increasing overall parent satisfaction and measuring improvement in response to Item #12 (In my child's school,

administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Activity	Timelines	Resources	Justification
<p>8.22 (New) Partner with selected schools to develop and implement individualized local plans to enhance collaboration between families and schools specifically to promote PBIS and literacy initiatives, in connection with new State Personnel Development Grant (SPDG).</p>	<p>2011-2012 school year through 2013</p>	<ul style="list-style-type: none"> • Department personnel • SERC • CPAC • Funding from the SPDG 	<ul style="list-style-type: none"> • A new SPDG was awarded to the state to address the implementation of PBIS and Literacy initiatives within an SRBI framework.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	0

Actual Target Data for FFY 2010:

In the 2010-11 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 2010:Explanation of Progress or Slippage

In the 2010-11 school year, the state demonstrated 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 FFY 2010, there were no districts that had data of concern when assessed for disproportionate representation using the CSDE's definition.

Discussion of Improvement Activities Completed

9.1 As reported in previous year's APRs, The CSDE issued an updated draft guideline documents for intellectual disability and speech and language impairments and provided training. The revision of the *Guidelines for Identifying and Educating Students with Emotional Disturbance* has been completed, a draft documented has been disseminated and initial orientation to its content was delivered at the December 2011 Connecticut Council of Administrators of Special Education (ConnCASE) to approximately 100 administrators of special education. The guidelines are in final review by the CSDE, prior to on line publication. A comprehensive training plan has been developed to support stakeholders. Trainings will address the specific components of the revised guidance, appropriate implementation and alignment with the SRBI framework, and the integration of positive behavior supports. Trainings are targeted to begin in the spring of 2012.

9.2 Disproportionate representation data for the 2010-11 school year for each district and for the state were posted to the CSDE's Web site in May 2011. 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 not held during the 2010-2011 school year as the state began a transition to more targeted professional development through regionally based forums. Although feedback on the statewide symposium was generally positive and participants found the content valuable, the topics from year to year remained similar and the large group size prohibited meaningful interaction among participants. It was determined that smaller, more targeted forums such as the "Black Hispanic/Latino Male

Forum” and the “Empowering Young Women Forum” would provide greater opportunity for participants to engage in action planning for change.

9.5 Building capacity to address the needs of students from diverse backgrounds prior to a referral for special education services continued in 2010-2011. Basic and advanced/certification trainings were provided to over 2,000 school personnel 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 made available in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Engaging Classroom Assessments (ECA), Effective Teaching Strategies (ETS), Common Formative Assessments (CFA), Best Practices for Educating our English Language Learners (ELL) Basic, Scientifically Research Based Interventions (SRBI), and Improving School Climate to Support Student Achievement. DDDM/DT, SRBI and ETS were the three most attended trainings during the year.

Also in 2010-2011, the CSDE developed a new training, Best Practices for Educating our English Language Learners – Advanced. This training was designed for general education, student services and school administrators who completed Best Practices for Educating our English Language Learners Basic Training and focused on three stand alone but interrelated modules: Vocabulary Development for Literacy, Linguistic & Authentic Content Assessment & the CT ELL Framework, and Learning Disabilities vs. Language Development.

9.6 During the 2010-2011 school year, SERC worked in collaboration with the CSDE to establish SRBI Anchor Trainers from each RESC and SERC in order to regionalize SRBI Basic and Implementation Training and to strengthen capacity of these lead trainers to provide technical assistance. The SRBI Anchor Trainers met quarterly as a professional learning community; utilizing time together to receive updates from CSDE, share experiences with quality implementation, explore common responses to FAQs, and discuss provision of technical assistance to better assist educators with certain aspects of implementation. This group provided items for discussion to CSDE Internal Expert Group, with cross-bureau representation, to drive necessary district guidance/policy recommendations.

Recognizing that schools are at varying phases of implementation, SERC, on behalf of CSDE, applied for the State Personnel Development Grant (SPDG) in order to establish a comprehensive continuum of academic and behavioral support to improve student outcomes, including students with disabilities, students of color, and students acquiring English. The application was designed to support quality implementation in 100+ schools over five-years while simultaneously establishing statewide system of professional development and cadre of trainers/technical advisors capable of supporting an integrated model reflective of students’ diverse strengths and needs. The state received the SPDG and selected the first cadre of schools for support beginning in January 2012.

9.8 The CSDE created a topic brief which provides a comprehensive approach for successful student learning that addresses the academic, physical, social, emotional, behavioral and mental health domains. This document, *Addressing the Needs of the Whole Child: A Connecticut*

Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health, was used for developing technical assistance. 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. The brief has been posted on the CSDE’s Web site and started to be presented at professional development workshops in 2011-12.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Improvement Activities	Timelines	Resources	Justification
9.3 (Deleted) 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"> • Bureau of Special Education • SERC 	<ul style="list-style-type: none"> • The activity has been deleted due to a shift to more targeted forums that allow greater opportunity to impact disproportionality.

Part B State Annual Performance Report (APR) for FFY 2010

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 2010	0%

Actual Target Data for FFY 2010:

In the 2010-11 school year, zero districts in Connecticut had overrepresentation across the seven 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 met.

$0/170 \times 100 = 0\%$

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.

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 2010-11 school year, the CSDE required the 29 districts with “data of concern” to complete a self-assessment and student file review protocols based upon compliance with the

requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon review by CSDE staff via desk audit, it was verified that each district was correctly implementing the related regulatory requirements and had appropriate identification policies, procedures and practices.

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 2010 (2010-2011)	170	29	0	0%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:

Explanation of Progress or Slippage

In total, 29 districts were initially contacted regarding potential “data of concern” in 32 areas when assessed for disproportionate representation using the CSDE’s definition. There were 30 areas of concerning data for overrepresentation and two areas for underrepresentation.

Twenty-seven (84.4 percent) of the 32 areas of disproportionate data were in the racial category of white:

- 14 = White Autism
- 3 = White Learning Disabilities
- 7 = White Other Health Impairment
- 1 = White Serious Emotional Disturbance
- 2 = White Speech/Language Impairment (1 = underrepresentation)

One (3.1 percent) of the 32 areas of disproportionate data was in the racial category of black:

- 1 = Black Autism

The remaining four (12.5 percent) of the 32 areas of disproportionate data were in the racial categories of Hispanic/Latino:

- 1 = Hispanic/Latino Autism (1 = underrepresentation)
- 3 = Hispanic/Latino Speech/Language Impairment

Among the 29 districts with “data of concern,” 26 had numeric disproportionate representation in only one area, and three districts had it in two areas.

All 29 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 student file review protocols, the CSDE verified that each of the 29 districts with data of concern in the area of disproportionate representation was not due to inappropriate identification.

Progress may be attributable to districts engaging in efforts to help teachers and administrators understand the ways in which race, ethnicity, culture, social class, ability and language influence learning and achievement for students. Districts reported that 2010-2011 professional development activities included: diversity training for staff, training on language disability versus language difference, cultural sensitivity training, addressing the needs of English Language Learners (ELL) and second language acquisition. Districts also reported increased focus on developing positive behavioral interventions and supports (PBIS) and introducing the Tribes Learning Communities[®] program to elementary, middle and high schools.

Additionally, professional development and support focusing on differentiated instruction and scientific research-based interventions was also prevalent throughout the state during 2010-2011. Districts provided administrators, teachers and related service personnel with training on a variety of topics including: selecting assessment instruments, data teams, literacy and effective teaching strategies. Paraprofessional training supported efforts to provide appropriate instruction and interventions to students, including students with disabilities.

Discussion of Improvement Activities Completed

10.1 As reported in previous year’s APRs, The CSDE issued an updated draft guideline documents for intellectual disability and speech and language impairments and provided training. The revision of the *Guidelines for Identifying and Educating Students with Emotional Disturbance* has been completed, a draft document has been disseminated and initial orientation to its content was delivered at the December 2011 Connecticut Council of Administrators of Special Education (ConnCASE) to approximately 100 administrators of special education. The guidelines are in final review by the CSDE, prior to on line publication. A comprehensive training plan has been developed to support stakeholders. Trainings will address the specific components of the revised guidance, appropriate implementation and alignment with the SRBI framework, and the integration of positive behavior supports. Trainings are targeted to begin in the spring of 2012.

10.2 Disproportionate representation data for the 2010-11 school year for each district and for the state were posted to the CSDE’s Web site in May 2011. 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.

10.3 The statewide symposium titled, “The Intersection of Race and Education” was not held during the 2010-2011 school year as the state began a transition to more targeted professional development through regionally based forums. Although feedback on the statewide symposium was generally positive and participants found the content valuable, the topics from year to year remained similar and the large group size prohibited meaningful interaction among participants. It was determined that smaller, more targeted forums such as the “Black Hispanic/Latino Male Forum” and the “Empowering Young Women Forum” would provide greater opportunity for participants to engage in action planning for change.

10.5 Building capacity to address the needs of students from diverse backgrounds prior to a referral for special education services continued in 2010-2011. Basic and advanced/certification trainings were provided to over 2,000 school personnel 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 made available in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Engaging Classroom Assessments (ECA), Effective Teaching Strategies (ETS), Common Formative Assessments (CFA), Best Practices for Educating our English Language Learners (ELL) Basic, Scientifically Research Based Interventions (SRBI), and Improving School Climate to Support Student Achievement. DDDM/DT, SRBI and ETS were the three most attended trainings during the year.

Also in 2010-2011, the CSDE developed a new training, Best Practices for Educating our English Language Learners – Advanced. This training was designed for general education, student services and school administrators who completed Best Practices for Educating our English Language Learners Basic Training and focused on three stand alone but interrelated modules: Vocabulary Development for Literacy, Linguistic & Authentic Content Assessment & the CT ELL Framework, and Learning Disabilities vs. Language Development.

10.6 During the 2010-2011 school year, SERC worked in collaboration with the CSDE to establish SRBI Anchor Trainers from each RESC and SERC in order to regionalize SRBI Basic and Implementation Training and to strengthen capacity of these lead trainers to provide technical assistance. The SRBI Anchor Trainers met quarterly as a professional learning community; utilizing time together to receive updates from CSDE, share experiences with quality implementation, explore common responses to FAQs, and discuss provision of technical assistance to better assist educators with certain aspects of implementation. This group provided items for discussion to CSDE Internal Expert Group, with cross-bureau representation, to drive necessary district guidance/policy recommendations.

Recognizing that schools are at varying phases of implementation, SERC, on behalf of CSDE, applied for the State Personnel Development Grant (SPDG) in order to establish a comprehensive continuum of academic and behavioral support to improve student outcomes, including students with disabilities, students of color, and students acquiring English. The application was designed to support quality implementation in 100+ schools over five-years

while simultaneously establishing statewide system of professional development and cadre of trainers/technical advisors capable of supporting an integrated model reflective of students’ diverse strengths and needs. The state received the SPDG and selected the first cadre of schools for support beginning in January 2012.

10.8 The CSDE created a topic brief which provides a comprehensive approach for successful student learning that addresses the academic, physical, social, emotional, behavioral and mental health domains. This document, *Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health*, was used for developing technical assistance. 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. The brief has been posted on the CSDE’s Web site and started to be presented at professional development workshops in 2011-12.

10.11 In the 2010-11 school year, CSDE staff continued to collaborate with the SERC in planning professional development to address the appropriate identification of students with autism. Investigation of policies, procedures and practice took place with reviewing district self-assessments as required by this indicator. Reduced staffing levels prevented the finalization of a training plan/program.

Correction of FFY 2009 Findings of Noncompliance (if State reported more than 0% compliance):
Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 1.8%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	9
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	9
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

In FFY 2009, the nine findings of noncompliance were identified in three districts:

District	Systemic noncompliance	Individual student noncompliance	# of findings made in FFY 2009
045	0	3	3
163	1	0	1
900	4	1	5

Each of the nine findings of noncompliance (four instances of individual student noncompliance and five instances of systemic 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 2009:

District 045 was found to be out of compliance by not completing regular classroom observations as part of evaluation process. The district was required to submit corrected IEP and eligibility documentation. The CSDE verified via desk audit that the three individual student findings of noncompliance were corrected by reviewing individual student IEP documentation developed from planning and placement team (PPT) eligibility reevaluation meetings. A subsequent review of data included a sample of IEPs for White students identified for special education and related services during the 2010-11 school year. Bureau staff conducted a desk audit on the submitted documentation and were able to verify that the district was correctly implementing the regulatory requirements related to conducting observations in the regular classroom environment. This process ensured that the individual student noncompliance was corrected and the district was correctly implementing the related regulatory requirements at 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311, as required by OSEP *Memo 09-02*.

District 163 was out of compliance by failing to be consistent with State policies on the evaluation of students to determine eligibility for special education and related services. The district was required to update its 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. The CSDE verified via desk audit that the district had corrected the noncompliance by reviewing the district’s updated policy and procedures manual, copies of notification memos, as well as subsequent data which were obtained from a sample of IEPs for Hispanic students identified for special education and related services during the 2010-11 school year. This process ensured that the district was correctly implementing the regulatory requirements at 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311, as required by OSEP *Memo 09-02*.

District 900 had systemic noncompliance by not reviewing existing evaluation data, conducting observations and completing specific documentation for eligibility determinations. Additionally, individual student noncompliance was identified for not using a variety of assessment tools to determine the student’s eligibility; however, the student was no longer within the district’s jurisdiction, and therefore, the State did not have an obligation to ensure that the district corrected the individual case of noncompliance per guidance outlined in OSEP *Memo 09-02*. For the four instances of systemic noncompliance, a subsequent review of data included documentation from a sample of eligibility determination PPT meetings for White students held during the 2010-11 school year. Bureau staff reviewed the documentation via desk audit and were able to verify that the district was correctly implementing the regulatory requirements related to reviewing existing evaluation data, using a variety of assessment tools, conducting observations in the regular classroom environment (including observation after parental consent for evaluation was obtained), including a statement of the observed relevant behavior, if any, and the relationship of the behavior to the child’s academic functioning. This process ensured the district was correctly implementing the related regulatory requirements at 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):

Improvement Activities	Timelines	Resources	Justification
10.3 (Deleted) 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"> • Bureau of Special Education • SERC 	<ul style="list-style-type: none"> • The activity has been deleted due to a shift to more targeted forums that allow greater opportunity to impact disproportionality.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	100%

Actual Target Data for FFY 2010:

For the 2010-11 school year, 99.2 percent of children with parental consent to evaluate were evaluated within the state established timeline. Target not met.

$[12,313 / 12,415] \times 100 = 99.2\%$

- a. # of children for whom parental consent to evaluate was received = 12,415
- b. # of children whose evaluations were completed within 60 days = 12,313

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	12,415
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	12,313
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)	99.2

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

There were 102 children statewide (served by 40 districts) during the 2010-11 school year included in (a) but not included in (b). In other words, these 102 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 187 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 are consistent with last year and 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.

Of the 40 districts that were determined to be out of compliance with Indicator 11 based on 2010-11 initial evaluation data being below 100 percent, 30 of the 40 districts had percentages falling in the 95-99% range. All 40 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 2010-11 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 40 districts were required to participate in a monitored submission process for their 2011-12 evaluations timelines data. This process required 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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Explanation of Progress or Slippage

Connecticut continued to make progress toward its 100 percent target with an increase from 98.2 percent in 2009-2010 to 99.2 percent in 2010-2011. Despite an increase of 1,703 initial evaluations completed in 2010-2011 over the previous year, there were 94 fewer evaluations that went beyond the required timeline. 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 continued 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 frequently asked questions (FAQ) section that was updated 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. The district's performance data on Indicator 11 was included in the District APR and was one of the factors used to make the district's 2011 determination.

11.8 In 2010-2011, the CSDE used the automated system to notify districts of compliance status and issue corrective actions if needed. Each district with less than 100 percent compliance upon the certification was required to review, and, if necessary, revise policies, procedures and practices related to initial evaluations, as well as submit subsequent data for BSE review and verification. Targeted technical assistance was provided to districts to assist with the required review and data submission as well as 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 during 2010-2011. 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 were identified. These data continue to be part of regular BSE discussions on district performance.

11.10 The leadership team, which includes membership across the entire CSDE, continued to meet during 2010-2011 to discuss needs and develop 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 the group and the field, including parents, concerning referrals for special education and initial evaluations for determining special education eligibility aligned to SRBI. A dedicated BSE staff member was 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. The leadership team began planning an interactive parent forum to be held in the spring of 2012. BSE staff members continued to participate in various levels of the SRBI trainings offered statewide.

11.11 The CSDE analyzed the reasons for noncompliance that districts submitted via the online evaluation timeline data system. These reasons include: 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. Support and guidance for districts was provided by CSDE staff through individualized technical assistance. Examples of actions districts have taken as a result of this technical assistance include staff training, deliverable dates written into contracts with independent/outside evaluators, and district staff use of an online calendar calculator. An article aimed at resolving compliance issues with evaluation timelines is currently being planned for inclusion in the BSE's *Bureau Bulletin*.

11.12 Training on evaluation timelines requirements was provided for data managers and district directors of special education at twelve regional data training sessions as well at the BSE's annual Back to School meeting held in September 2010. In addition, a separate half-day session designed for new special education administrators was developed to ensure understanding of the regulatory requirement, each of the data collections and how they contribute to the monitoring of evaluation timelines.

The user guide created to support this data system was revised as the system continued to be fine tuned. Updated procedures, answers to questions around compliance issues and usage issues were all addressed in the revisions. This user guide contains a system overview, a record layout and data cleaning reporting section, a procedures section with systematic instructions for each component of the data system and an extensive FAQ section. A public help site regarding all special education data collections was launched and included all training materials, user guides and functional specification documents for each of the data systems.

A dedicated Indicator 11 manager within the BSE continued to work closely with the Bureau of Data Collection, Research and Evaluation, technical assistance providers, and districts during 2010-2011. 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 was also available for 1:1 technical assistance to district personnel and was accessed frequently.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 98.2%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	52
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	52
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2009 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

There were 52 districts determined to be out of compliance with Indicator 11 based on 2009-2010 initial evaluation data. 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 BSE staff via desk audit.

The 52 districts also were required to submit the following information for each child in 2009-2010 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 52 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 52 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 2010

The improvement activities were reviewed to determine if any changes needed to be made to the activities, timelines or resources. No revisions are proposed for FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	100%

Actual Target Data for FFY 2010:

$$[1636 / (2362 - 390 - 251 - 85)] * 100 = 100\%$$

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.	2362
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	390
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1636
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	251
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>	85
# 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% = [1636/(2362-390-251-85)] * 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 2010:**Explanation of Progress or Slippage**

The CSDE achieved full compliance for Indicator 12. The FFY 2010 statewide data were 100 percent. 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 utilized 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 were 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 2010-11 for personnel from Part C and school districts.

12.4 Data from July 1, 2010, through June 30, 2011, indicate that 656 parents requested information from the Connecticut Parent Advocacy Center (CPAC) upon completion of the Part B survey. Survey respondents included: seven parents of children under age 1, 127 parents of children age 1, 322 parents of children age 2, 173 parents of children age 3 and 27 parents whose children's ages were unknown. CPAC distributed a *Guide to Educational Terms* and the following publications and information: *Diagnosis versus Disability Category: Defining Eligibility and Preparing for a PPT Meeting*, *Identifying and Explaining Your Child's Needs*, and *How to Communicate Effectively with Early Childhood Professionals*. CPAC also responded to 26 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 seven workshops and one webinar in consultation with the CSDE and Part C on the topic of the transition process from Birth to Three to special education services. These trainings were presented to 42 parents and 102 professionals working with young children and their families.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2009 through June 30, 2010).	0
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding).*	0
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)].	0

Correction of FFY 2009 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)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	NA
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	NA

Actions taken if Noncompliance Not Corrected

Not Applicable.

Verification of Correction (either timely or subsequent)

In FFY 2009 there was no school district that was determined to be out of compliance for Indicator #12, FAPE by Age 3.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

No revisions are being proposed for FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2010

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.

Actual Target Data for FFY 2010:

FFY	Measurable and Rigorous Target
FFY 2010	100%

Actual Target Data for FFY 2010 (2010-11):

Youth with IEPs aged 16 and above with an IEP that included appropriate measurable postsecondary goals that were 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 was 93.8 percent in the 2010-11 school year. Target not met.

There was also evidence that the student was invited to the planning and placement team (PPT) meeting where transition services were discussed and evidence that, if appropriate, a representative of any outside/ participating agency was invited to the PPT meeting with the prior written consent of the parent or student who has reached the age of majority.

$$12,547 / 13,376 \times 100 = 93.8\%$$

The data utilized 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. The data are the federally required Section 618 data. The data are collected annually in accordance with the established timelines for federal reporting. Data were not obtained from sampling. All data reported here are valid and reliable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:

Explanation of Progress or Slippage

Connecticut made progress toward its 100 percent target with an increase from 77.8 percent in 2009-10 to 93.8 percent in 2010-11.

Progress is attributed to an extensive provision of professional development and technical assistance by multiple Connecticut State Department of Education (CSDE) staff members from the Bureau of Special Education (BSE) and the Bureau of Data Collection, Research and Evaluation as well as the State Education Resource Center (SERC). 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 the development of an IEP for students with disabilities between the ages of 16 and 21. Progress may also be attributed to the development of a variety of guidelines regarding the writing of Post-School Outcome Goal Statements (PSOGS) and annual goals and objectives, sample PSOGS statements, and an extensive FAQ document (NOTE: In Connecticut, the “postsecondary goal” is called a “Post-School Outcome Goal Statement”). In addition, the CSDE provided on-site transition site visits and technical assistance as needed to address the compliance of specific secondary transition regulatory requirements.

Of the 143 districts in Connecticut who serve youth with disabilities aged 16 and above who have an IEP that includes coordinated, measurable, annual IEP goals and transition services, 69 districts met the 100 percent target for this indicator. Seventy-four districts contributed to the 6.2 percent of students ($n = 829$) without coordinated, measurable, annual IEP goals and transition services or who were not invited to the PPT meeting or did not have appropriate outside/participating agencies invited. While we have not yet reached 100 percent compliance on this indicator, significant improvement has been made from 2009-10 to 2010-11 (see summary table below).

Indicator 13	2009-10	2010-11	Percent Change
Districts with 100% Compliance	19	69	+ 363.2%
Student IEPs Out-of-Compliance	2,914	829	- 71.2%
Student-level Compliance %	77.8%	93.8%	+ 120.6%

This indicator is quite complex as there are three distinct ways for a student’s IEP to fail to meet the criteria necessary to answer “yes” to the overarching indicator question. First, the student’s IEP may not meet the criteria for coordinated, measurable, annual IEP goals and transition services; second, the student may not have been invited to the PPT meeting to plan transition activities; and third, appropriate outside/participating agencies may not have been invited to attend the PPT planning meeting. The 829 IEPs with the answer “no” may have failed any one or a combination of all three criteria.

Coordinated, Measurable, Annual IEP Goals and Transition Services

Statewide, 99.8 percent of student IEPs met the goals and services criteria (13,354/13,376 = 99.8%). Seven districts were responsible for the 22 students without appropriate postsecondary goals and transition services. Two of these districts had only one IEP fail the criteria, two districts had two IEPs fail, two districts had five IEPs fail and one district had six IEPs fail the criteria. Only one of these districts fell below 95 percent compliance (94.3).

In order to answer “yes” to this individual compliance component that indicates that a student’s transition goals are coordinated, measurable, and annual, an LEA must answer “yes” to each of the following five criteria:

- PSOGS for Postsecondary Education/Training;
- PSOGS for Employment;*
- Annual Goal and Objectives for PSOGS in Postsecondary Education/Training;
- Annual Goal and Objectives for PSOGS in Employment;* and
- All PSOGSs are based on age-appropriate transition assessment.

* AND if appropriate Independent Living Skills.

Student Invited to Transition PPT Meeting

Statewide, 99.1 percent of student IEPs met the student invited criteria (13,256/13,376 = 99.1%). Forty-five districts were responsible for the 120 students who were not invited to the PPT meeting to plan transition services. Seven of the 45 districts fell below 95 percent compliance. The table below demonstrates the range of the number of students not invited to the transition planning PPT meeting.

	<i>1 Student not Invited</i>	<i>2-4 Students not Invited</i>	<i>5-9 Students not Invited</i>	<i>10 or more Students not Invited</i>
Number of Districts	18	20	5	2

Appropriate Outside/Participating Agencies Invited to Transition PPT Meeting

Statewide, 94.7 percent of student IEPs met the agency invited criteria (12,668/13,376 = 94.7%). Fifty-two districts were responsible for the 708 IEPs where an outside/participating agency was not invited to the transition planning PPT meeting. Thirty-seven of the 52 districts fell below 95 percent compliance. The table below demonstrates the wide range of the number of IEPs where outside/participating agencies were not invited to the transition planning PPT meeting.

	<i>1 IEP - Agency not Invited</i>	<i>2-4 IEPs - Agency not Invited</i>	<i>5-9 IEPs - Agency not Invited</i>	<i>10-49 IEPs - Agency not Invited</i>	<i>50 or more IEPs - Agency not Invited</i>
Number of Districts	7	15	9	17	4

Discussion of Improvement Activities Completed

13.1 The CSDE revised the transition planning and annual goals and objective sections of the state’s IEP form (ED 620) and the corresponding sections in the IEP Manual to include all updated criteria regarding secondary transition (i.e., postsecondary goals, outside/participating agency invited, student invited, transition assessment) as of October 2010. Revisions made to the state *Summary of Performance* form (ED 635) in late spring included a demographic data section to facilitate the collection of Post-School Outcome Survey data. Additional information about inviting outside/participating agencies to the transition PPT was included in the revised *Notice of Planning and Placement Team Meeting* (ED 623) to facilitate accurate secondary transition data collection. In addition to disseminating changes via email and posting updated documents on CSDE’s Web site, CSDE and SERC staff offered multiple trainings via the Back to School Meeting for Special Education Directors and their staff, Regional Transition Network Meetings, Connecticut Council of Administrators of Special Education (ConnCASE) Regional Meetings, and parent transition training sessions.

13.2 The CSDE and SERC developed two major trainings to provide districts with tools for using the results of age-appropriate transition assessment to develop appropriate, measurable postsecondary goals (i.e., PSOGS) and annual goals and objectives that would assist students to meet their postsecondary goals. A one-day overview that was offered six times in 2009-2010, *Transition Assessment and the IEP*, was updated and presented in a statewide session as well as in three urban districts during 2010-2011. The next level of training, *Education Benefit – Making the IEP a Living Document*, a two-day session provided to teams of teachers, was piloted in January of 2011 and was designed to assist district personnel better connect all of the components of secondary transition to help students to meet their postsecondary goals thus resulting in more positive post-school outcomes.

13.3 The CSDE developed four topic briefs related to secondary transition: *Writing Transition Goals and Objectives*; *Guidelines on Writing Post-School Outcome Goal Statements (PSOGS)*; *PSOGS Frequently Asked Questions*; and *PSOGS Sample Statements*. These topic briefs were

used as the basis for providing technical assistance and training to parents/families, district transition and special education teachers, administrators, PPT chairpersons, and state agency personnel. All documents are posted on the Department, Connecticut Parent Advocacy Center (CPAC) and SERC Web sites.

13.4 Extensive training on best practices in secondary transition was provided to district transition and special education personnel, administrators, support services secretaries, PPT chairpersons, related services staff (school counselors, school psychologists, social workers, school nurses), surrogate parents, adult education personnel, private special education programs and state agency staff, including four conferences in collaboration with the Connecticut School Counseling Association, Department of Public Health (DPH), Department of Developmental Services (DDS), and the Bureau of Rehabilitation Services (BRS). CSDE provided targeted technical assistance at five of the regional meetings of the ConnCASE and at the five Regional Transition Networks, which also included training on *Legal Issues Impacting Transition*. Parent advocacy training with respect to secondary transition was provided to the Learning Disabilities Association (LDA), Autism Spectrum Resource Center (ASRC), and African Caribbean American Parents of Children with Disabilities (AFCAMP) as well as two cadres of approximately 40 professionals and parents who provide *Transition 101* training to parent groups throughout the state via the Train-the-Trainers collaborative between CSDE and SERC. The *Transition 101* trainers offered 15 parent presentations in 2010-11 to 190 parents, 46 district staff, and 17 students. To accommodate the vast number of recently hired rehabilitation counselors, *Introduction to Secondary Transition* was offered as mandatory training in all three BRS regions.

13.5 The CSDE, in collaboration with SERC and CPAC, provided professional development and technical assistance on specific transition services and resources to adult service agency and district personnel, parents/families, and students with disabilities, including: Job Coaching and Job Development, Person-Centered Planning (i.e., MAPS), Assistive Technology, Employment for Students on the Autism Spectrum, and Self-Advocacy & Self-Determination as well as similar sessions at four conferences: *Transition to College*, DPH - *Launching into Adulthood*; DDS – *School Days to Pay Days*, and a combined *School Days to Pay Days: Launching into Adulthood*. A collaboration between BRS, CSDE, and SERC offered multiple trainings to transition personnel, state agency staff, students and families on student-centered career resources available on the Connect-Ability Web site, developed through a BRS five-year statewide interagency project funded by Centers for Medicare and Medicaid Services to promote employment for persons with disabilities.

13.6 Although the majority of technical assistance and professional development offered in secondary transition by CSDE, SERC, and CPAC includes information about the preparation for postsecondary education for students with disabilities, the primary venue for highlighting the preparation needs of students who desire to attend college is the *Transition to College Conference*. This conference provides three tracks, one each for parents, professionals and students as well as several general sessions. In 2010-11 approximately 175 participants attended this annual event.

13.7 In October 2010, CSDE and SERC, along with other state agencies, collaborated with the national Division of Career Development and Transition (DCDT), a division of the Council for Exceptional Children (CEC), to host the second bi-annual Regional DCDT Transition Conference in Mystic, CT – the first in New England. Approximately 350 participants from across the US attended the national conference. The day after, some of the national attendees and an additional 130 parents and students from across New England participated in a Connecticut sponsored Saturday session. These conferences helped to highlight the recent establishment of the Connecticut DCDT Chapter, an organization that has become a major player in improving post-school outcomes for students with disabilities.

13.8 In collaboration with SERC and CPAC, CSDE developed and posted several transition publications electronically: *The Directory of Transition/Vocational Service Providers*; *The Directory of Transition Services in College, University and Community-Based Settings* (listing 30 districts/sites that serve 18-21 year old students with disabilities 100 percent in the community); *The Connecticut Transition Manual* and a Spanish version of Connecticut's transition manual for families and students: *Building A Bridge*. A summary, of the second round of the *Transition Services Survey (2011)* received from 100 percent of the districts that provide secondary transition services, was also completed and posted on the CSDE's Web site.

13.9 The CSDE and SERC trained a second cadre of parents and professionals to provide professional development to parents and students in districts and at regional transition expos throughout the state via the Transition Train-the-Trainers initiative. This initiative started in 2007 with 20 participants and gained an additional 30 parents and professionals in the second training in 2010-11. An average of 20 training sessions were provided to over 300 parents, students, and professionals each year.

13.10 The CSDE developed email dissemination databases through grant funding from BRS and DPH for the following district constituent groups: school counselors (middle and high school), school social workers, school psychologists, school nurses and transition contact persons). The dissemination lists are monitored by the CSDE consultant responsible for each stakeholder group. Secondary transition information, as well as other material deemed relevant by each monitor, is distributed at least monthly to expand the range of district personnel who receive appropriate information to assist students with disabilities meet their post-school outcome goals.

13.11 Through two-year funding from BRS, CSDE collaborated with BRS, SERC, and CPAC to develop the capacity of the six Regional Education Service Centers (RESCs) beyond a K-12 focus to provide information, training, and resources regarding transition and specifically, access to adult service agencies. Each RESC hired a Transition Resource Counselor (TRC) to provide technical assistance and information to parents, families, districts, students and adult agencies regarding the eligibility and referral processes for students with disabilities to access adult service agencies, community resources for students transitioning out of high school, and provide feedback from these constituents to improve district/agency relationships and services. As the TRCs enter their second year, they have coordinated Transition Expos in every region, facilitated the BRS referral process particularly in low-referring districts, and developed a process to identify regional district needs regarding transition and adult service agencies.

13.12 The CSDE initiated the refinement of the secondary transition on-site technical assistance and training visits to districts as a second level of corrective action to address the specific needs of LEAs with respect to providing appropriate transition services. The development of an electronic survey, *Transition Services Survey*, that was administered in 2008 and again in the spring of 2011, provides information across all districts with regard to the transition services offered in each district and the degree to which students with IEPs are also participating in general education services relevant to college and career readiness. This survey, to be administered approximately every three years, allows CSDE to keep track of the types of transition services provided by districts and informs the type of TA and training required during site visits. The National Secondary Transition Technical Assistance Center (NSTTAC) Indicator #13 Checklist was aligned with Connecticut’s IEP, piloted with Transition Task Force (TTF) member districts and revised based on feedback. The state site visit team was expanded to include professionals and parents from a wider range of constituent groups in addition to the TTF, including: Department, SERC, and CPAC personnel; adult service agency representatives; as well as qualified members from advocacy groups and professional organizations working with students with disabilities. All revisions were applied during a single site visit this spring and resulted in a range of tools to aid in the district improvement planning process: checklist report format, transition process diagrams, and a desk audit implementation plan for follow-up on IEPs with transition goals.

13.3 Connecticut’s TTF has been advising CSDE for the past 20+ years and within the past year and half underwent a major re-organization to better utilize the time and talent of the members, expand the constituent groups represented, and assist the stakeholders to improve the transition services and post-school outcomes of students with disabilities. To that end, the TTF revised its Mission Statement, developed 12 principles to guide its focus, and identified two primary goals for the 2011-12 academic year, 1) Develop a crosswalk between the Student Success Plan (Connecticut’s Individual Learning Plan) and those plans unique to students with medical needs or disabilities (i.e., IEP, 504 Plan, Individualized Healthcare Plan, Summary of Performance) and 2) Review the Common Core Standards and identify/develop specific transition standards to assist students with disabilities to become career and college ready.

Correction of FFY 2009 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 77.82%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	124
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	113
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	11

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	11
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	11
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

N/A

Verification of Correction (either timely or subsequent):

For the 124 districts identified with noncompliance under Indicator 13 in FFY 2009, CSDE personnel worked closely with local district personnel to immediately correct the individual cases of noncompliance. In all cases, individual correction occurred within 3 months of the finding being issued and was verified through a review of student IEPs. The CSDE verified within the one-year timeline that 113 districts are correctly implementing the specific regulatory requirements (34 C.F.R. Sections 300.320(b) and 300.321(b)) through a review of subsequent data in the state’s special education data system, consistent with *OSEP Memo 09-02*. For 11 districts, the verification of correction did not occur within the one-year timeline, but has since been completed prior to the submission of the FFY 2010 APR. The CSDE subsequently verified that the 11 districts are correctly implementing the specific regulatory requirements (34 C.F.R. Sections 300.320(b) and 300.321(b)) by examining subsequent data in the state’s special education data system, consistent with *OSEP Memo 09-02*.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009:

All 124 districts were required to provide evidence of training for all staff members who were responsible for writing IEPs that include appropriate postsecondary transition goals and annual goals which addresses the accurate and thorough completion of IEPs with particular attention to the secondary transition sections of the IEP - pages 4, 5, 6, and 7 - including information on pages 9 – 16 of the revised *IEP Manual* and page 6 of the special education database handbook and record layout for 2009-2010.

The 124 districts also were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to providing measurable postsecondary goals and annual goals and objectives, including inviting the student to the PPT where transition services were being discussed, and if appropriate, inviting a representative from an outside/participating agency to the PPT, for any factors that may have contributed to inappropriate transition services and submit any changes or revisions for review by BSE staff.

Finally, for each student in 2009-2010 without coordinated, measurable, annual IEP goals and transition services, districts were required to:

1. Hold a PPT to develop an IEP that includes appropriate, measurable postsecondary goals (PSOGS) in the areas of postsecondary education/training and employment, and independent living skills if appropriate, that are based upon an age-appropriate transition assessment; transition services, including courses of study, and annual IEP goals and objectives (at least one annual goal for each PSOGS area) related to the student’s transition services needs;
2. Update the special education database for every student with noncompliant IEP under this indicator;
3. Submit the updated IEP pages as appropriate to the identified noncompliance to CSDE for further analysis; and
4. Provide a statement along with each IEP to identify the reason for each case of noncompliance.

The CSDE used the special education database to verify that the 124 districts were correctly implementing the specific regulatory requirements (34 C.F.R. Sections 300.320(b) and 300.321(b)), consistent with *OSEP Memorandum 09-02*. BSE staff also reviewed any actions taken by the district to address the development of an IEP with coordinated, measurable, postsecondary and annual goals and transition services, including inviting the student to the PPT where transition services are discussed and if appropriate, inviting a representative from an outside/participating agency such as staff training, the development of a “checks and balance” review system of secondary IEPs, or revisions to clerical procedures.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

Since the State did not report 100% compliance in the FFY 2010 APR, CSDE reviewed and revised its improvement activities with secondary transition stakeholders in the TTF as indicated below.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010 (if applicable):

Improvement Activities	Timelines	Resources	Justification
13.2 (Revised) 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	2010- 11 school year through 2013	<ul style="list-style-type: none"> • Department personnel • SERC • TTF 	<ul style="list-style-type: none"> • This activity has been revised to be more specific and aligned with state priorities.

Improvement Activities	Timelines	Resources	Justification
<p>within the general curriculum framework (Common Core Standards) that will reasonably enable students to meet their postsecondary goals (e.g., Transition Assessment & the IEP; Education Benefit – Making the IEP a Living Document) to be college and career ready.</p>			
<p>13.14 (New) In alignment with its revised Mission Statement and 12 Guiding Principles, the TTF will work on two new activities to support the Department in its efforts to inform and guide students with disabilities, families, school districts, and community organizations to facilitate the movement from school to post-school activities, including: 1.) A crosswalk of the Student Success Plan with the IEP, 504 Plan, Individualized Healthcare Plan, and the Summary of Performance, and 2.) A review of the Common Core Standards to cull out career and college ready transition standards for students with disabilities.</p>	<p>2011- 12 school year through 2013</p>	<ul style="list-style-type: none"> • Department personnel • SERC • TTF 	<ul style="list-style-type: none"> • This activity has been added to reflect the outcomes of the reorganization of the TTF as described in activity 13.13.

Part B State Annual Performance Report (APR) for FFY 2010

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		
2010	14 A: 46.3%	14 B: 61.2%	14 C: 78.7%

Actual Target Data for FFY 2010:

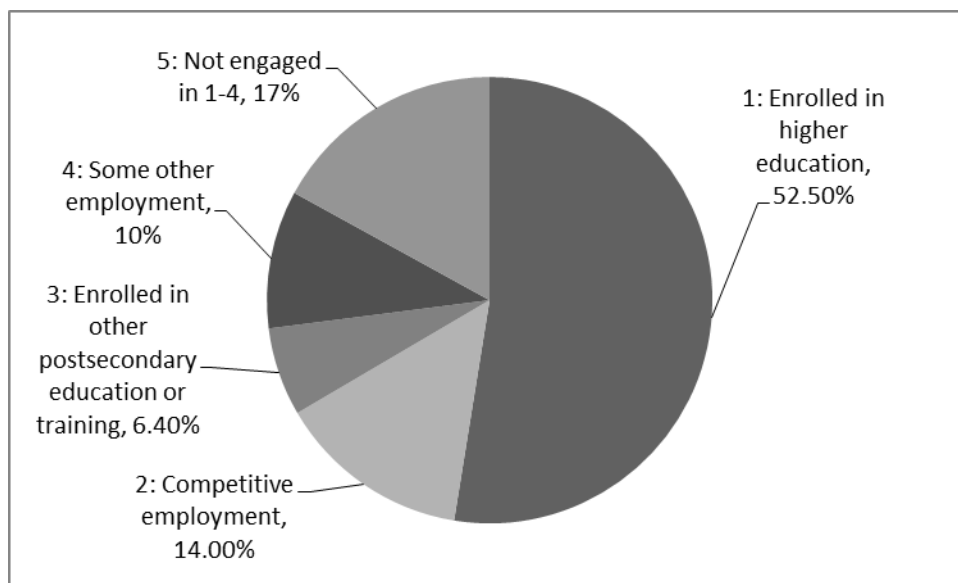
The results of the CSDE’s 2011 survey of students who exited special education in 2009-10 and were no longer in secondary education found the following:

- A. Percent enrolled in higher education = $[(433 \text{ youth enrolled in higher education within one year of leaving high school}) \div (824 \text{ survey respondents})] \times 100 = 52.5\%$.
Target Met.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $[(548 \text{ youth enrolled in higher education or competitively employed within one year of leaving high school}) \div (824 \text{ survey respondents})] \times 100 = 66.5\%$.
Target Met.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school = $[(683 \text{ youth enrolled in higher education or competitively employed within one year of leaving high school}) \div (824 \text{ survey respondents})] \times 100 = 82.9\%$.
Target Met.

Count of Respondents Enrolled in Higher Education	433
Count of Respondents Competitively Employed	115
Count of Respondents Enrolled in Other Education/Training	53
Count of Respondents in Some Other Employment	82
Count of Respondents Not Engaged in Education or Employment	141

See figure 1 below

Figure 1: Post-School Outcomes



2010 survey administration sample total: Surveys sent = 5251

Surveys returned completed = 824

Response rate = 15.7%

Surveys returned non-deliverable = 906

Non-deliverable rate = 17.3%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2010:

Explanation of Progress or Slippage

All targets under this indicator were met. Progress on this indicator is difficult to explain due to the fact that the cohort of students changes from year to year. However, progress may be attributed to the increased emphasis by the Bureau of Special Education (BSE) on effective transition planning which results in improved outcomes for students with disabilities. While the overall concept measured, engagement in postsecondary education and/or employment, showed an increase of 4.2% from the 2008-09 cohort to the 2009-10 cohort of student with disabilities exiting public education, the greatest growth can be seen in the percent of students enrolled in higher education (14A). This subcategory of engaged students with disabilities grew by 6.2% with the 2009-10 cohort.

Survey responses were analyzed to determine state performance on Indicator 14. The responses in this year’s survey sample were analyzed for representativeness by gender, race/ethnicity, exit type and disability as compared to the total exiting 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 Exit Data	2009-10 Exit Survey Data
Gender	Male	66.8%	62.7%
	Female	33.2%	37.3%
Race/Ethnicity	American Indian/ Alaskan Native	0.3%	0.2%
	Asian	1.1%	1.2%
	Black	18.5%	12.0%
	White	61.0%	78.4%
	Hispanic	19.1%	8.1%
Exit Reason	Grad. w/Diploma	79.3%	89.1%
	Grad. w/Certificate	1.3%	0.8%
	Dropped Out	16.7%	5.9%
	Reached Max. Age	2.6%	4.1%
Disability	LD	40.7%	38.8%
	ID	4.7%	5.3%
	ED	17.2%	11.0%
	SLI	6.0%	7.9%
	OHI	21.6%	21.3%
	Autism	4.0%	7.2%
	Other	5.8%	8.5%

Variable	Chi-Sq Test (χ^2)	Cohen’s Effect Size	Interpretation
Gender	$\chi^2(1) = 5.95$	0.09	miniscule
Race/Ethnicity	$\chi^2(4) = 108.7^*$	0.36	medium
Exit Reason	$\chi^2(3) = 75.4^*$	0.30	medium
Disability	$\chi^2(6) = 51.0^*$	0.25	small

* Significant at .001 level.

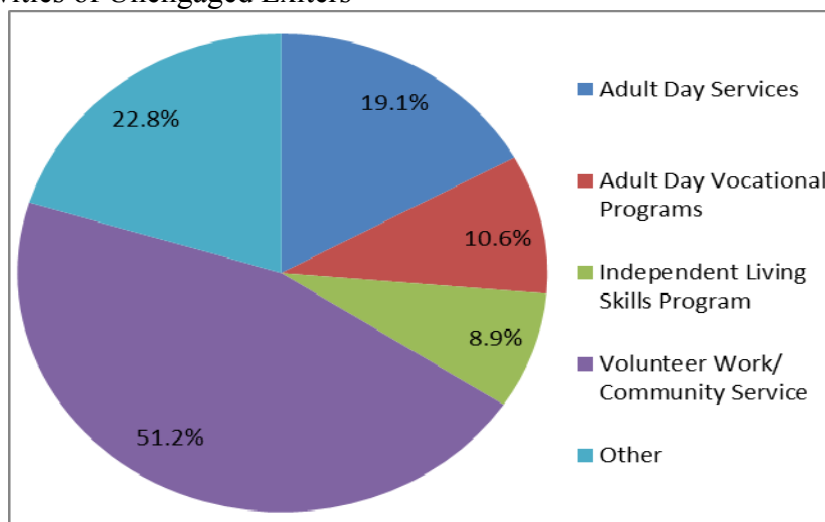
There was statistical support for differences between the respondents and the statewide population of exiters across all four areas assessed; however, the effect size or practical significance level warranted minimal consideration. Effect size for gender and disability was small (below 0.30) and did not indicate any practical or meaningful difference between the sample and the actual population, and both race/ethnicity and exit reasons were border-line between a small and medium practical significance. 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.

Considering the chi-square results, the CSDE is satisfied with the overall representativeness of the 2009-10 exit survey respondents and asserts the conclusions drawn from this survey are both valid and reliable.

Our overall response rate was 15.7 percent, slightly lower than past years. One explanation for the lower response rate is the high number of surveys (906 or 17.3%) returned as undeliverable. Another explanation for the lower response rate and increased undeliverable rate might include the high unemployment and cost of living in Connecticut. Studies show that young adults are leaving our state for employment opportunities and lower cost of living available elsewhere. See a discussion of a pilot activity conducted last spring in an effort to increase post-school exiter survey responses, below in the improvement activities section.

The survey found that 17.1 percent ($n = 141$) of the 2009-10 exiters who responded to the survey were not engaged in higher education or in any other postsecondary education or training program; and/or competitively employed or in some other employment, down from 21.3% for the 2008-09 cohort. One item on Connecticut’s PSOS collects information specific to unengaged exiters involvement in a variety of adult programs and services including volunteer work and community service, which was by far the most popular activity (Figure 2).

Figure 2: Activities of Unengaged Exiters



Discussion of Improvement Activities Completed

14.1 Through a Memorandum of Agreement (MOA-1) between the Department and the University of Connecticut (UConn) to conduct data collection and analysis activities for Indicator 14, the assistance of district personnel to follow up on post-school outcome survey (PSOS) non-responders was initiated. Six districts volunteered to make contact with their exiters who had either not responded to three mailed rounds of the PSOS or whose initial mailing was returned due to inaccurate contact information. From these six districts a total of 24 teachers participated in this post-school outcome survey follow up activity (i.e., Stratford Public Schools – 5 teachers, Stamford Public Schools – 4 teachers, Fairfield Public Schools – 5 teachers, West Hartford Public Schools – 3 teachers, Glastonbury Public Schools – 2 teachers, New Haven Public Schools – 5 teachers).

Participating teachers used a variety of resources (e.g., White Pages, staff knowledge of student whereabouts, etc.) to collect telephone numbers for exiters. Using this information, teachers then called exiters and, if able to be reached, conducted the PSOS, recording the exiter’s responses either on a paper survey or entering the responses directly into the on-line PSOS. Through these efforts, an additional 72 post-school outcome surveys were completed. Of those, 14 were entered into the on-line PSOS and 58 were returned via paper survey. For the purposes of reviewing that data, UConn had immediate access to surveys completed on-line, while paper copies completed during this activity were returned to UConn during September 2011. Participating teachers described the main challenge of conducting this follow up activity as the difficulty obtaining accurate, current telephone numbers for exiters.

In addition to the follow up activity described above, the BSE created and implemented a revision to the Summary of Performance (ED 635) which now assists district personnel in capturing a more robust bank of up-to-date contact information for each exiter prior to graduation. This revision became effective July 1, 2011, and therefore, may impact a subsequent PSOS data collection.

The revision to the ED 635 consists of the addition of Part 6 to that document in which a separate page of comprehensive contact information is solicited by the district from the exiter and family. This contact information goes beyond what is presently collected by the Bureau of Data Collection, Research and Evaluation. The new page is designed to be completed, detached and archived at the district level for use in assisting the district in obtaining post-school outcome data from their exiters who have not responded to the PSOS.

Part 6 – Additional Contact Information - This section has been added to assist in the collection of contact information that may improve the response rate for the annual Post-School Outcomes Survey. Best practice recommends that the final Summary of Performance (SOP) be reviewed in person with the student and family; it does not have to be reviewed in a formal PPT meeting. Please update the data at this review. If completing this section of the SOP significantly before the student exits, **please update data immediately prior to the student exiting. The district should archive this information for at least 18 months** for future student surveys. This form may be modified to meet district data collection requirements.

Student:	_____	Date:	_____
Mailing Address:	_____		
E-Mail:	_____	Cell Phone:	_____
Parent:	_____		
Mailing Address:	_____		
E-Mail:	_____	Cell Phone:	_____
Home Phone:	_____	Work Phone:	_____
Parent:	_____		
Mailing Address:	_____		
E-Mail:	_____	Cell Phone:	_____
Home Phone:	_____	Work Phone:	_____
Additional family contact close to student:			
Name:	_____		
Relationship:	_____		
Mailing Address:	_____		
E-Mail:	_____	Cell Phone:	_____
Home Phone:	_____	Work Phone:	_____

Once you have completed the Student section above, there is no need to duplicate data.
For Parent or Family information that is the same as the student's, write 'same' in that data field.

This information has been formatted to fit on a 5x8 index card or card stock for printing should a district choose to place it into a manual filing system.

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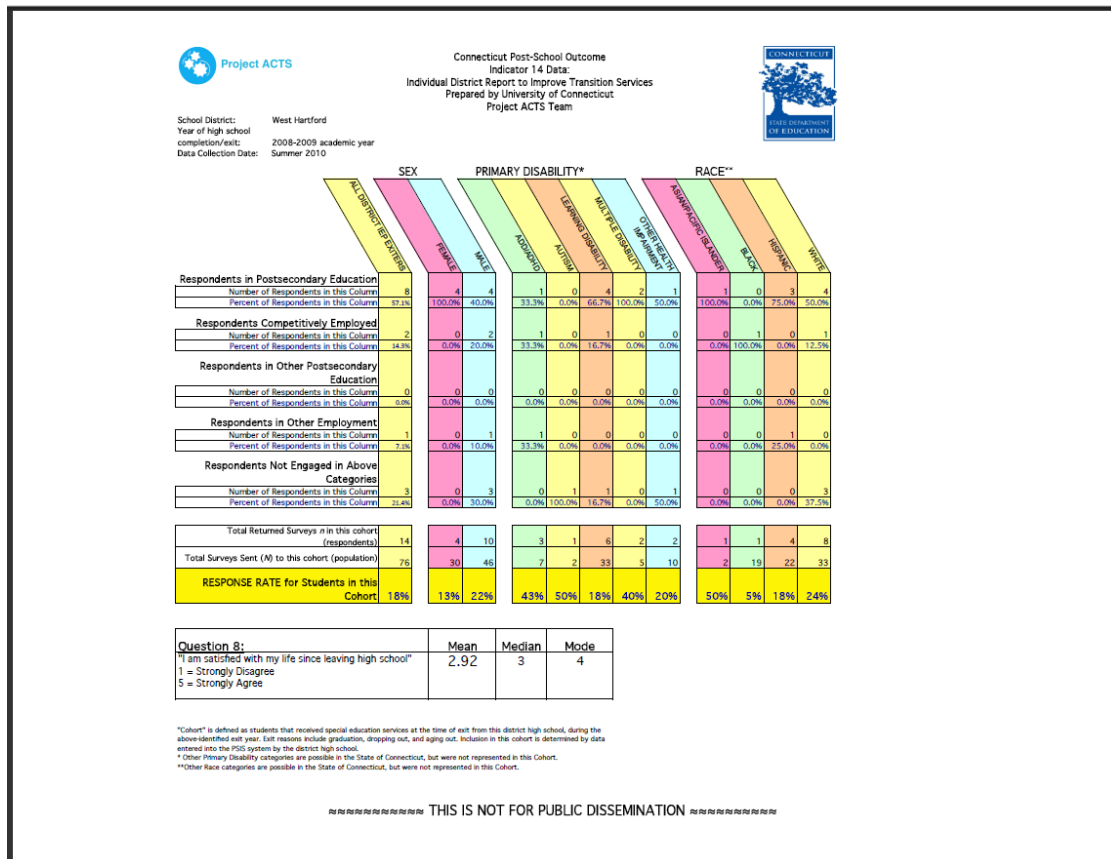
14.2 Through MOA-1, UCONN contacted each of the 50 states to discuss their PSOS data collection methodology and format. Of those 50 states 46 responded. While a complete statistical analysis of the data obtained will not be available until March 2012, initial results indicate:

- Allowing districts autonomy in obtaining the PSOS data and requiring district compliance had the greatest positive effect on increasing the overall PSOS response rate,
- Creating the survey in multiple languages, compensating district personnel to conduct the survey, using a census format versus survey sampling, and offering exiters incentives to complete the survey all had negligible effect on increasing the overall response rate.

14.3 Through MOA-1, UCONN and BSE engaged in the development of a protocol for reporting district-level post-school outcome data. This protocol is currently in draft form.

The protocol, titled *Connecticut Post-School Outcome Indicator 14 Data: Individual District Report to Improve Transition Services*, is designed to be individualized for each district, offering them their own post-school outcome data related to:

- Number and percent of exiter respondents who reported being in *higher education* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported being in *other postsecondary education or training* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported being *competitively employed* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported being in *some other employment* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported *not being engaged* in any of the aforementioned categories,
- Number and percent of exiter respondents in each of the aforementioned categories disaggregated by *gender, primary disability and race*,
- *Total surveys* sent to their exiters,
- *PSOS response rate* for their district, and
- *Mean, median and mode* feedback related to rating responses to survey item, “I am satisfied with my life since leaving high school.”



14.4 Through MOA-1, UCONN and BSE developed an online version of the PSOS. In the initial stages of this development, it was determined through feedback from the Indicator 14 stakeholder workgroup as well as previous respondents, that the language of the survey presented a partial barrier to respondent's completion. The BSE and UCONN responded by revising the survey to use simplified vernacular and breaking individual questions with multiple steps into multiple questions with individual steps. These revisions were reviewed by the Indicator 14 stakeholder workgroup prior to implementation. The simplified-language survey was then also translated into a Spanish version as well to further improve exiter accessibility.

Survey Monkey was selected as the on-line platform in which to conduct the survey since it is Section 508 compliant and is generally familiar to the public. Prior to the on-line PSOS survey going live, it was first piloted with a group of UCONN students with disabilities. These students assisted in identifying issues and errors in the survey which were then corrected. The on-line versions of the survey became available to potential respondents via a statement with the URL in the mailed survey cover letter. It is important to note that exiter e-mail addresses were not available. Ninety-six PSOSs were completed through the Survey Monkey format, two of which were taken in Spanish.

14.5 Cross-categorical data analysis was employed to examine exiter race, gender, disability type and exit reason as related to employment level, salary level and engagement in postsecondary education. Results indicated that no significant relationships existed between employment level and engagement in postsecondary education as related to race, gender, disability type or exit reason. Results did indicate a significant difference between salary level and disability type, however the effect size was not large enough to be reportable and, therefore, requires further inquiry in future surveys. Overall, no clear themes emerged as an immediate priority related to post-school outcomes.

14.6 Extensive statewide training on secondary transition updates, available state agency resources and best practices for district administrators, teachers, paraprofessionals, agency staff, parents, families, and Department personnel continued to be offered during the course of the 2010-11 school year and remains substantial in the 2011-12 school year.

These training presentations, including large conferences, have continued to grow in number. The following list substantiates the training and technical assistance, committee leadership and participation by BSE staff toward the full implementation of this improvement activity. BSE staff were present at each of these activities in order to ensure accurate and thorough dissemination of information related to secondary transition while also advising on available resources from other state agencies. In many cases, BSE staff served as the main presenter on the topic of secondary transition.

1. State Transition Task Force,
2. Regional Transition Networks,
3. Connecticut Bureau of Rehabilitation Services case conferences,
4. Connecticut Council of Administrators of Special Education regional meetings and leadership forums,
5. BSE Annual Back to School meeting,
6. State Independent Living Council (SILC),

7. Council for Exceptional Children (CEC), Division on Career Development and Transition (DCDT) regional conference and local chapter meetings,
8. Connecticut surrogate parent - transition training,
9. Regional Education Service Centers (RESC) – transition training,
10. National Secondary Transition Technical Assistance Center (NSTTAC) annual conference and mid-year transition institute,
11. School counselor annual conference,
12. Connecticut Autism Spectrum Disorder Task Force,
13. Connecticut Department of Public Health (DPH) case management meetings,
14. African Caribbean American Parents (AFCAMP) of Children with Disabilities -transition training,
15. State Education Resource Center (SERC)/RESC transition resource counselor initiative advisory committee,
16. SERC Transition Assessment and the IEP training,
17. Transition Planning: How to develop a “Summary of Performance” and set goals – transition training,
18. Transition to College forum at Manchester Community College - Great Path,
19. Employment First Initiative conference – transition training,
20. Transition to College conference – transition training,
21. Student Success Plan conference – transition and other specialized plans training,
22. School Days 2 Paydays conference – transition training,
23. Launching into Adulthood conference– transition training,
24. School Days 2 Paydays: Launching into Adulthood conference– transition training,
25. Connecticut Autism Action Coalition– transition training,
26. SERC/RESC Transition 101 presentations,
27. Surrogate Parent program– transition training,
28. SILC - Youth Transition Advisory Group,
29. New school psychologist orientation– transition training,
30. New school counselor orientation– transition training,
31. Connecticut Association of Private Special Education Facilities annual conference – transition training,
32. State Performance Plan (SPP) Indicator 8 Parent Work Group – transition training,
33. Autism, Transition and Technology conference – transition training,
34. Transition: making the IEP a Living Document presentation,
35. Autism Spectrum Resource Center (ASRC) parent advocacy session – transition training,
36. Learning Disabilities Association parent advocacy session – transition training,

14.7 On a consistent basis, the BSE consultants were available to respond to inquiries related to secondary transition for a wide range of stakeholders. As received, notifications for secondary transition-related professional development sponsored by various entities, (e.g., Department of Education, Department of Rehabilitative Services, Department of Public Health, regional education service centers, and institutions of higher education) were forwarded via e-mail disseminations lists to Department personnel, transition services specialists, school psychologists, school social workers, and administrators of special education.

14.8 The Post-School Outcomes Survey Report was posted on the Department's Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676> .

14.9 Through MOA-1, the BSE, UCONN and SERC developed training sessions titled, *Advancing CT Transition Services: How to Use Your District's Post-School Outcome Data*, designed to fully implement this improvement activity.

Five training sessions were held, one at each RESC. These presentations to administrators and teachers included guided group analysis of newly created district reference group (DRG)-level PSOS data, introduction of a self-assessment tool, presentation and discussion of numerous methods, techniques, and tools designed to increase district-level PSOS response rate, and facilitated discussion regarding implications for program improvement. A total of 168 participants from varied districts across RESC regions received this training.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

No revisions are being proposed for FFY 2010

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	100%

Actual Target Data for FFY 2010:

Of the 675 findings of noncompliance identified in FFY 2009, 658 findings of noncompliance were timely corrected (97.5%). The seventeen 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 675 findings of noncompliance identified in FFY 2009 are corrected and verified. Target not met.

$(658 / 675) \times 100 = 97.5\%$

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 2010:

Explanation of Progress or Slippage

Connecticut has seen a decrease in the percent of timely correction of noncompliance from last year, moving from 98.9 percent to 97.5 percent. The 17 findings of noncompliance that were subsequently corrected represented 14 districts and were made under Indicator 13 (11 findings) and the state complaint procedures (6 findings). Due to the nature of the noncompliance for these findings, the districts were required to complete extensive corrective actions before the CSDE could verify the correction of noncompliance as outlined in the Office of Special Education Programs (OSEP) *Memo 09-02*. Although the CSDE provided targeted technical assistance to support the districts in completing these actions, the CSDE was not able to verify the districts' completion of the corrective actions and correction of the noncompliance within the one year timeframe.

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 2010, the CSDE required each district with a finding of noncompliance in FFY 2009 to revise any noncompliant policies, procedures and /or practices, correctly implement the specific regulatory requirement(s) 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 10, 11 and 13 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.

Complaints

For the noncompliance identified through the state complaint procedures in FFY 2009, CSDE personnel worked closely with local district personnel to correct the identified noncompliance outlined in the complaint report. The corrective actions assigned to the districts for these six occurrences were extensive and required additional time on the districts' part to implement and then for the state to verify. The verification of correction, conducted in FFY 2010, involved a desk audit review of documentation submitted by the districts, including student individualized education programs (IEPs).

Indicator 13

For the noncompliance identified through Indicator 13 FFY 2009 data, CSDE personnel worked closely with local district personnel to immediately correct the individual cases of noncompliance. In all cases, individual correction occurred within 3 months of the finding being issued and was verified through a review of student IEPs. Verification that each district was correctly implementing the specific regulatory requirements at 34 C.F.R. Sections 300.320(b) and 300.321(b)), involved a review of updated data through the state's special education data system. This verification, conducted in FFY 2010, did not occur within the one year timeline, but has since been completed prior to the submission of the FFY 2010 APR, consistent with *OSEP Memo 09-02*.

Correction of Finding of Noncompliance from FFY 2005

There remains one finding of noncompliance identified in FFY 2005 that requires correction (District 064). In FFY 2010, 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. There are no unresolved individual cases of noncompliance from the FFY 2005 finding. The district has made significant revisions to its

policies and procedures over the last few years in order to bring its practices toward compliance with the specific regulatory requirements from the FFY 2005 finding. The district, however, continues to demonstrate inconsistent success in implementing the specific regulatory requirements with 100% compliance. The CSDE has verified completion of the corrective action that required the district to develop a general supervision system adequately designed to reduce systemic complaints that would require corrective action. There continues to be outstanding corrective actions related to the implementation of the district's GSS. To date, the district has not provided the CSDE with sufficient evidence for verification of correction.

As a result, the CSDE continued previous enforcement actions with the district, implemented additional actions in FFY 2010 and anticipates ordering sanctions to address the longstanding noncompliance identified in FFY 2005:

1. Redirection of IDEA Funds

In FFY 2010, 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 CSDE required the district to use the redirected funds to address its continued implementation of a system of general supervision. The CSDE continued to collaborate with the district as it 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 feedback to the district as the district continued to implement 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 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 2010, 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.

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. Therefore, 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 purpose of the

visit was to evaluate the district's special education service delivery particularly for students with emotional disturbance (ED), including the impact of student-based budgeting on service delivery, and to evaluate the district's system of general supervision to identify trends in the district that have led to its continued noncompliance.

The program evaluation 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. Program evaluation activities included review of student files; consultation with central office special education administrators; interviews with principals and school staff; and classroom observations. Team members visited fifteen schools (elementary and secondary) as a part of this program evaluation.

4. Report of Sanctions

The CSDE issued a report in September 2011, to the district that detailed the visit activities and the information gathered through the program evaluation. Also, in accordance with the CSDE's responsibility to monitor districts' implementation of federal and state special education requirements, the CSDE ordered the district to draft an action plan for the CSDE's review and final approval. The action plan needed to address the district's operating procedures, IEP development and implementation, and student-based budgeting system to ensure students with disabilities receive a FAPE in the LRE in order to operationalize the district's general supervision system. The action plan had to include specific actions the district would take to address the trends noted through the program evaluation; detailed timelines for the completion of these actions; personnel/staff responsible for the completion of these actions; mechanisms to ensure the district's compliance with these actions; and outcomes the district anticipates from the completion of these actions. Currently, the CSDE and the district are collaborating to finalize the action plan. The CSDE is also considering placing special conditions on the district's use of its IDEA funds in consultation with OSEP.

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. A review of feedback and findings led to the revision, where necessary, of the site visit protocols, 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 the 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. The BSE also conducted on-site visits to seven districts during the 2010-11 school year. Teams conducting the on-site visits

utilized the monitoring tools to review student files; conduct interviews with district administrators, principals and staff; solicit input from parents; and conduct observations. 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 were awarded to the districts that were part of focused monitoring in the 2010-11 school year. Districts are in the process of drawing down these funds 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. BSE consultants met regularly with SERC personnel to evaluate and revise the technical assistance provided. The CSDE and SERC reviewed the state's professional development service delivery model and determined the need to provide more job-embedded professional development offerings. Provision of job-embedded professional development offerings was incorporated into the state's professional development plan for the 2010-11 school year. Moving forward, the CSDE and SERC will incorporate more job-embedded professional development in each school year's professional development offerings.

15.17 In 2010-11 BSE personnel developed a draft General Supervision System (GSS) manual, based upon the results of a spring 2010 comprehensive needs assessment the CSDE conducted last school year to identify strengths and weaknesses of the CSDE's current GSS system. 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. The draft GSS manual contains a description of the CSDE's GSS, written policies and procedures for identification and timely correction of noncompliance and a glossary of terms. BSE personnel also began work on the revision of the calendar of activities. BSE personnel investigated ways to evaluate the CSDE's GSS and ideas for a GSS Internal Evaluation Protocol.

15.20 The BSE maintained the position for the 2010-11 school year.

15.21 Based upon the information obtained through the spring 2010 needs assessment, 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. Due to decreased staff capacity in the 2010-11 school year and completing demands on staff time, the CSDE was limited to outlining the elements of the electronic system and identifying the external users in order to proceed with developing a responsive system. The CSDE will move forward with developing and implementing the general supervision electronic information system as future staffing levels allow.

15.25 In 2010-11 BSE personnel reviewed and revised GSS policies and procedures and in the summer of 2011 began drafting a GSS manual. The draft GSS manual contains written policies and procedures regarding the use of enforcement actions and sanctions against districts that are found in longstanding noncompliance. Over the last few years and including FFY 2010, the CSDE has crafted enforcement actions and sanctions specific for use with districts like the district that has a finding of noncompliance from FFY 2005. In the fall 2011, the SPP Indicator 15 stakeholder group also met to begin brainstorming a menu of additional enforcement actions

and sanctions that the CSDE may consider when making future revisions to the GSS manual. The stakeholder group will continue this conversation in the 2012 calendar year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010
[If applicable]

Improvement Activities	Timeline	Resources	Justification
15.20 (Revised) Hire FTE consultant to oversee development and implementation of the Department’s system of general supervision within available IDEA appropriations.	2007-08 school year, maintain indefinitely	<ul style="list-style-type: none"> • Department personnel 	<ul style="list-style-type: none"> • The activity has been revised due to reductions in FFY 2011 IDEA grant award funds and anticipated further reductions in FFY 2012 IDEA grant award funds.
15.21 (Revised) Develop and implement a comprehensive general supervision electronic information system within available IDEA appropriations.	2008-09 through 2013	<ul style="list-style-type: none"> • Department personnel to design and implement • Independent contractors to develop • Training to use the system • Fiscal support for resources to build and maintain system 	<ul style="list-style-type: none"> • The activity has been revised due to reductions in FFY 2011 IDEA grant award funds and anticipated further reductions in FFY 2012 IDEA grant award funds.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	100%

Actual Target Data for FFY 2010:

During the 2010-11 school year, 96.0 percent of signed written complaints with reports issued were resolved within the 60-day timeline. Target not met.

$$[(93 + 4) / 101] \times 100 = 96.0\%$$

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 2010:

Explanation of Progress or Slippage

The Connecticut State Department of Education (CSDE) had a slight decrease in meeting the 100 percent measurable, rigorous target moving from 97.9 percent in 2009-10 to 96.0 percent in 2010-11. It is important to note that 96.0 percent represents 4 complaint reports which were issued late, and the range for the number of days late only varied from 3 to 14 days. This slippage is attributed to staffing issues including an unexpected leave of absence during FFY 2010 and a significant reallocation of personnel to the investigation and subsequent reporting of several complicated systemic complaints in one of the state’s urban districts.

Discussion of Improvement Activities Completed

16.2 The capability of the Dispute Resolution database was not expanded during 2010-11. Resources within the Bureau of Data Collection, Research and Evaluation did not permit the planned expansion of the database. Further improvements and additional functions continue to be requested. 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 2010-2011, the dispute resolution data was shared at monthly bureau general supervision “Roll Call” meetings. Additional tools for use in verifying the performance of corrective actions continued to be requested from the Bureau of Data Collection, Research and Evaluation. Written policies regarding the identification, notification and correction of noncompliance procedures within the complaint resolution process continued to be aligned with the general supervision system (GSS). Instances of longstanding noncompliance and the implementation of enforcement actions and sanctions identified through the complaint resolution process were addressed through the GSS.

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 Although the CSDE was unable to replace a retired staff in the Due Process Unit during 2010-2011, additional bureau consultants were assigned to investigate complaints.

16.8 The BSE reviewed data periodically to determine if there were trends in not meeting timelines with specific districts, consultants, across indicators and with specificities related to general supervision expectations. A trend was noted involving one district’s failure to timely implement individualized education program (IEP) recommendations for out of district placements. Additionally, the complaint coordinator continued to play 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 2010-11 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.

16.11 The Due Process Unit staff presented information on the dispute resolution process during approximately 10 presentations to parent and professional organizations during 2010-2011. These organizations included: African and Caribbean American Parents of Children with Disabilities (AFCAMP), Autism Spectrum Resource Center (ASRC), Connecticut Council of Administrators of Special Education (ConnCASE) and individual school districts.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The CSDE closely examined the Improvement Activities and considered the need to revise any activities, timelines or resources. No revisions are proposed for FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	100%

Actual Target Data for FFY 2010:

The Connecticut State Department of Education (CSDE) rendered 100 percent of its hearing decisions within the required timelines. Target met.

$$[(4 + 11) / 15] \times 100 = 100\%$$

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 2010:

Explanation of Progress or Slippage

The CSDE met the 100 percent target for this indicator. The number of hearing decisions increased by 66 percent over last year and our timeliness in issuance of decisions rose from 88.9 to 100 percent compliance. Progress is attributed to both the use of new due process database tracking reports and to an increase in the monitoring of hearing officers by the assigned consultant who oversees the hearing and mediation system.

Discussion of Improvement Activities Completed:

17.7 Consultants with the Due Process Unit continued to work with the Bureau of Special Education (BSE) 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.

17.8 Eight days of professional development were provided to due process hearing officers during 2010-2011 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, magnet and charter schools and secondary transition planning.

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 were not an issue during 2010-2011; however, if they were an issue, this would be considered when the hearing officer contracts are renewed.

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.

17.14 In 2010-2011, the CSDE solicited and screened applications and interviewed 20 potential new hearing officers. Six were offered contracts which began September 1, 2011.

17.15 The CSDE designed trainings, developed materials and set a schedule for trainings during 2011-2012, for all new and current hearing officers. Topics will address state and federal statutes and regulations, procedural issues and current case law.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The CSDE closely examined the Improvement Activities and considered the need to revise any activities, timelines or resources. No revisions are proposed for FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2010

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

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
2010	67.7%

Actual Target Data for FFY 2010:

For the 2009-10 school year, 71.9 percent of resolution sessions resulted in settlement agreements. Target met.

$(46 / 64) \times 100 = 71.9\%$

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 2010:

Explanation of Progress or Slippage

While the target of 67.7 percent was met, the percent of resolution meetings that resulted in a settlement agreement slipped from 79.5 percent in 2009-10 to 71.9 percent in 2010-11. Slippage, most likely, can be attributed to districts’ hesitation to settle on agreements that would incur additional costs for the district during a year of significant financial constraints. In addition, the data reported for this indicator do not take into account whether the parties eventually settled prior to a hearing being convened. The state’s data regarding fully adjudicated hearing decisions would suggest that most parties did, in fact, settle.

Discussion of Improvement Activities Completed

18.7 The BSE continued to require districts to complete and return a form 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 provided a more consistent manner for the BSE to gather this data.

18.9 During 2010-2011, training continued to be provided to hearing officers 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.

18.11 During the 2010-2011, a reporting data point was added to the special education data application and collection (SEDAC) system to allow districts the ability to do "real-time" reporting of resolution sessions and their outcomes on an individual student basis. This became operational in July 2011; districts are now required to provide this data to the CSDE in student level format, rather than aggregate.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The CSDE closely examined the Improvement Activities and considered the need to revise any activities, timelines or resources. No revisions are proposed for FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2010

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

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
2010	72%

Actual Target Data for FFY 2010:

In the 2010-11 school year, 65.2 percent of mediations held resulted in mediation agreements. Target not met.

$$[(56 + 94) / 230] \times 100 = 65.2\%$$

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 2010:

Explanation of Progress or Slippage

Technically, the FFY 2010 data show slippage in the percent of mediations that resulted in agreements, from 66.7 percent in 2009-10, to 62.5 percent in 2010-11. This reduction of 1.2 percent is highly misleading as it is simply a function of the denominator. Last year, the CSDE held 195 mediations and this year the number of mediations increased dramatically to 230, an 18 percent jump. This change in denominator had the greatest influence on the reduction in percentage of mediation agreements reached. In fact, the actual number of mediation agreements reached rose by 15.4 percent; an additional 20 agreements reached between districts and families with the assistance of state mediators.

Discussion of Improvement Activities Completed

19.2 Mediator meetings to provide ongoing support occurred on both a formal and informal basis during 2010-2011.

19.6 The CSDE continued to monitor data on mediation agreements and track nonagreements through the due process data system. Information is shared with consultants as needed at the monthly general supervision meetings.

19.7 The Due Process Unit staff provided training and served as mentors for continuing mediators. 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 2010:

The CSDE closely examined the Improvement Activities and considered the need to revise any activities, timelines or resources. No revisions are proposed for FFY 2010.

Part B State Annual Performance Report (APR) for FFY 2010

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
2010	100%

Actual Target Data for FFY 2010

Data reported are 95.45 percent timely and accurate. Target not met.

$$[(45 + 40.91) / 90] \times 100 = 95.45\%$$

For the 2010-11 school year, all federal reports were completed on time, although six of the eight required federal reports did not pass all edit checks and therefore contained accuracy concerns requiring resubmission. All 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 2010

Explanation of Progress or Slippage

The Connecticut State Department of Education (CSDE) experienced progress from 95.24 percent timely and accurate in FFY 2009 to 95.45 percent in FFY 2010. The continued inability to obtain 100 percent compliance is due to failed edit checks. The CSDE was able to replace some staff

members and the learning curve for the creation of EdFacts files resulted in some minor total and subtotal errors that were easily corrected within 24 hours of identification by the Data Accountability Center (DAC). We anticipate 100 percent compliance for FFY 2011.

The CSDE had six federal tables reported in a timely and accurate manner for FFY 2010 (Table 1 – Child Count, Table 2 – Personnel, Table 3 – Environment, Table 6 – Assessment, Table 7 – Dispute Resolution, and Table 8 – MOE/CEIS). The two tables with errors on the edit checks were Table 4 – Exiting and Table 5 – Discipline. All data notes were submitted for all data tables.

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 2010-11 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education (BSE) 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 2010-11 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 2010-11 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 school years 2005-06 through 2009-10. 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 eight-page document outlining, in consistent format and language, the requirements for timely and accurate reporting of all federal data was shared via multiple forms of communication including, the CSDE Web site; the BSE 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 2010

The CSDE reviewed the improvement activities and determined that no revisions are necessary.

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 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
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.	Dispute Resolution: Complaints, Hearings	0		
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	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(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		
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site	0		
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	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		
	Dispute Resolution: Complaints, Hearings	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	3	9	9

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	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	52	52	52
	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	0		
	Dispute Resolution: Complaints, Hearings	0		
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	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	124	124	113

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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.	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	57	366	366
	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	124	118
Other areas of noncompliance: Focused Monitoring	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Sum the numbers down Column a and Column b			675	658
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	97.48%

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 2010 APR (Connecticut)

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
		Subtotal	40
APR Score Calculation	Timely Submission Points - If the FFY 2010 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45.00

FFY 2010 APR (Connecticut)

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/2/11	1	1	1	1	4
Table 2 - Personnel Due Date: 11/2/11	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4
Table 4 - Exiting Due Date: 11/2/11	1	1	0	N/A	2
Table 5 - Discipline Due Date: 11/2/11	1	1	0	N/A	2
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	20
618 Score Calculation			Grand Total (Subtotal X 2.045) =		40.91

Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	40.91
C. APR Grand Total (A) + 618 Grand Total (B) =	85.91
Total N/A in APR	0
Total N/A in 618	0
Base	90.00
D. Subtotal (C divided by Base*) =	0.955
E. Indicator Score (Subtotal D x 100) =	95.45

* Note any cell marked as N/A will decrease the denominator by 1 for APR and 2.045 for 618

