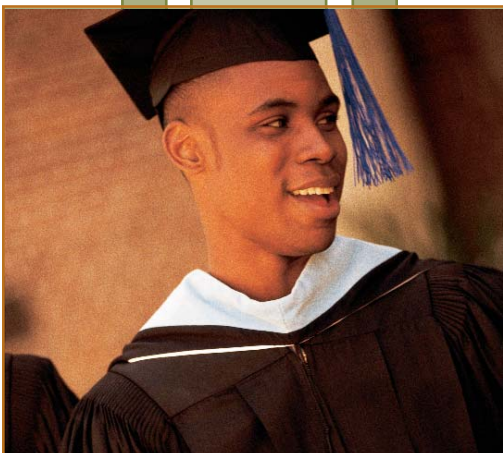


Connecticut State Department of Education  
Division of Teaching and Learning Programs and Services  
Bureau of Special Education



# Part B ANNUAL Performance REPORT

February 2007

Reporting Period  
July 1, 2005-June 30, 2006

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# Overview of the Annual Performance Report Development

## **February 2007**

Connecticut's State Performance Plan (SPP) is a six-year plan that describes the state's performance on 20 indicators in special education. The SPP includes benchmarks and targets over the six year period, with activities for improvement on each indicator. Connecticut submitted its original SPP in December 2005 to the Office of Special Education Programs (OSEP), with an updated version submitted in February 2007.

The Department is required to report annually to OSEP and the public on its performance for each indicator in relation to the target that has been set. This Annual Performance Report (APR) reflects performance in the 2005-06 school year. Each district in the state submits data to the Department as it pertains to the indicators. The data is then analyzed by a broad group of stakeholders to determine progress and/or slippage and make recommendations for improvement activities.

### **Broad Input from Stakeholders:**

The Department divided the 20 indicators into six categories for its APR. Each category was designated as a workgroup with a consultant from the Bureau of Special Education facilitating each workgroup. The workgroups are:

- General Supervision – Indicators 11, 15, 16, 17, 18, 19, 20
- Early Childhood – Indicators 6, 7, 12
- Parent Involvement – Indicator 8
- Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) – Indicators 5, 6
- Academic Accomplishment – Indicators 1, 2, 3, 4, 9, 10
- Secondary Transition – Indicators 13, 14

Each work group was staffed with general education personnel from the Department that had expertise and perspective with a particular indicator. Each workgroup also included an employee of the State Education Resource Center (SERC) – our training and technical assistance center. Each work group was also comprised of families, district representatives, other state agencies, institutes of higher education, the State Advisory Council and Connecticut's Comprehensive System of Personnel Development (CSPD).

### **Public Dissemination:**

A press release will be prepared and submitted to major newspapers about the development and submission of the SPP and APR. Both documents will be posted on the Department's website and shared with other state agencies including, but not limited to, the Department of Mental Health, the Connecticut Birth to Three System, Department of Children and Families, Department of Mental Retardation, and the Commission on Children. The SPP and APR will be sent to each local education agency (LEA) and to other parent organizations including, but not limited to, the state's Parent Training and Information (PTI) Center, African Caribbean American Parents of Children with Disabilities (AFCAMP), ARC of Connecticut and Padres

Abriendo Puertas (PAP), as well as institutes of higher education throughout the state that have educator preparation programs. The SPP and subsequent APRs will also be available to the public through Infoline, the Department and SERC.

The Department will report annually to the public on the performance of each local educational agency located in the state on the targets in the SPP through an LEA-level Annual Performance Report, which will be posted on the state's website and disseminated to school districts each year. The updated SPP and subsequent APRs will be presented to the Connecticut State Board of Education for discussion.

**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

See Overview, Page i

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2005	68.0%

**Actual Target Data for 2005:**

In December 2005, Connecticut reported 2003-04 school year graduation data as baseline. Please see the February 2007 SPP for 2004-05 school year baseline data; 2005-06 school year data are not available at this time. See explanation in “Revisions” section that follows.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

Explanation of Progress or Slippage

Due to the unavailability of 2005-06 school year graduation data, an explanation of progress or slippage cannot be provided at this time. See further details in the “Revisions” section that follows.

Discussion of Improvement Activities Completed

- a. State color-coded maps, by district, representing 2003-04 school year graduation rates for students with disabilities were disseminated to districts as well as posted on the Department website. Graduation rates were used as a data probe in the 2004-05 school year focused monitoring activities.
- b. Data on statewide and district graduation rates for both students with disabilities and all students in Connecticut were disseminated to all school districts via the Special

- Education Strategic School Profiles. These data were also available on the Department website.
- c. The Individualized Education Program (IEP) was revised to include a student's projected graduation date to inform students, their families and staff. This data element will be used in the calculation of the Governor's Four-Year Graduation Rate. The Department, State Education Resource Center (SERC) and Connecticut Parent Advocacy Center (CPAC) personnel conducted training on the revised IEP.
  - d. Several discussions and planning sessions were held with SERC personnel to discuss statewide and district specific activities and training to address increasing graduation rates and decreasing dropout rates. Discussions about technical assistance activities with Connecticut's Comprehensive System of Personnel Development (CSPD) Council are ongoing.
  - e. A consultant from the Department has been assigned the responsibility of dropout prevention and graduation for students with disabilities. This person has made contact with other state agencies - Department of Children and Families (DCF) and Department of Mental Health and Addiction Services - to strengthen and promote interagency collaboration. There is a Memorandum of Agreement between the Connecticut State Department of Education and the Department of Mental Health and Addiction Services to provide special education services to persons 18 - 21 who have in-patient status in state psychiatric hospitals. All the safeguards and procedures dictated by IDEA are in effect. Issues of graduation and dropout are part of the discussion as it pertains to delivering special education services. Initial contact has been made with DCF to collaborate on school completion and graduation for students with disabilities who fall under their jurisdiction.
  - f. Through attendance at the National Dropout Prevention Center's (NDPC), National State Education Agency Forum, Department and SERC personnel were exposed to several programs currently implemented, such as the Coca Cola Valued Youth Program; Achievement for Dropout Prevention and Excellence (APEX II); Rehabilitation, Empowerment, Natural Supports, Education and Work (RENEW); examples of positive behavioral supports in New Hampshire; and the Check & Connect Intervention Program in Iowa. These programs are being reviewed to explore the possibility of implementing them or adapting parts to help build a Connecticut model.
  - g. Department and SERC personnel have been working with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop a partnership for establishing a statewide dropout prevention initiative.
  - h. Discussions of the graduation data were included in a presentation at a statewide conference with the Connecticut Council of Administrators of Special Education (ConnCASE) on overrepresentation in special education.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**Revisions, with Justification, to Proposed Targets

In December 2005, Connecticut reported 2003-04 school year graduation data as baseline. Due to the data collection cycle in Connecticut, we did not have 2004-05 school year graduation rate data in time to report in the SPP. We have updated our SPP at this time with the appropriate 2004-05 baseline data. In light of the increase in graduation rate from 2003-04 to 2004-05, Connecticut determined it necessary and appropriate to revise our December 2005 SPP proposed graduation rate targets to reflect the increase in graduation rate when the appropriate year's baseline data are reported. Therefore, Connecticut has adjusted the 2005-06 through 2008-09 measurable and rigorous targets in the SPP upward (more rigorous) from 64 percent, 66 percent, 68 percent, and 73 percent to 68 percent, 69 percent, 72 percent and 75 percent, respectively.

Once again, Connecticut's 2005-06 school year graduation rate data are not available for publication in time for this APR. As discussed in the December 2005 SPP, until Connecticut's Public School Information System (PSIS) database *unregister system* is mandatory for all districts in the 2006-07 school year, we will continue to report graduation data one year late. This requirement was implemented statewide this year and should result in Connecticut having graduation data in a timely manner starting in fall 2007, for the 2006-07 school year. It is anticipated that our graduation rate data for 2005-06 will be ready for publication and reported in late spring 2007. Therefore, OSEP can expect Connecticut to report both 2005-06 and 2006-07 school year graduation rate data in the February 2008 APR, which will bring us up-to-date with the appropriate collection and reporting cycles required under IDEA.

Revisions, with Justification, to Improvement Activities/Timelines/Resources

- a. Graduation rates were not a key performance indicator for 2005-06 focused monitoring; therefore, no color-coded maps were distributed. Future use of these maps to show graduation rates has been eliminated.
- b. Special Education Strategic School Profiles will be combined with General Education Strategic School Profiles into one reporting document for schools and districts. District data as they pertain to this indicator will be disseminated via LEA-level Annual Performance Reports and posted on the Department website.
- c. The statewide conference on reducing suspension and expulsion was held. The links and connections between suspension, expulsion, dropout and graduation were the focus. A statewide summit on dropout prevention and graduation is scheduled for spring 2007. This conference will feature a model program about graduation coaches and mentors. A list of current research on dropout prevention will be provided to school district personnel at this conference. The purpose of the activities on dropout prevention is to increase the graduation rate of students with disabilities. Again, links and connections between suspension, expulsion, dropout and graduation will be the focus.



**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

See Overview, Page i

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

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

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

FFY	Measurable and Rigorous Target
2005	5.5%

**Actual Target Data for 2005:**

In December 2005, Connecticut reported 2003-04 school year dropout data as baseline. Please see the February 2007 SPP for 2004-05 school year baseline data; 2005-06 school year data are not available at this time. See explanation in “Revisions” section that follows.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

Explanation of Progress or Slippage

Due to the unavailability of 2005-06 school year dropout data, an explanation of progress or slippage cannot be provided at this time. See further details in the “Revisions” section that follows.

There is a strong relationship between dropout rates and graduation rates. Activities on dropout emphasize graduation as one outcome measure of the success of the dropout activities.

Discussion of Improvement Activities Completed

- a. State color-coded maps, by district, representing 2003-04 school year dropout rates for students with disabilities were disseminated to districts as well as posted on the Department website. Dropout rates were used as a data probe in the 2004-05 school year focused monitoring activities.

- b. Data on statewide and district dropout rates for both students with disabilities and all students in Connecticut were disseminated to all school districts via the Special Education Strategic School Profiles. These data were also available on the Department website.
- c. The Individualized Education Program (IEP) was revised to include a student's projected graduation date to inform students, their families and staff. The Department, State Education Resource Center (SERC) and Connecticut Parent Advocacy Center (CPAC) personnel conducted training on the revised IEP.
- d. Several discussions and planning sessions were held with SERC personnel to discuss statewide and district specific activities and training to address increasing graduation rates and decreasing dropout rates. Discussions about technical assistance activities with Connecticut's Comprehensive System of Personnel Development (CSPD) Council are ongoing.
- e. A consultant from the Department has been assigned the responsibility of dropout prevention and graduation for students with disabilities. This person has made contact with other state agencies - Department of Children and Families (DCF) and Department Mental Health and Addiction Services - to strengthen and promote interagency collaboration. There is a Memorandum of Agreement between the Connecticut State Department of Education and Department of Mental Health and Addiction Services to provide special education services to persons 18 - 21 who have in-patient status in state psychiatric hospitals. All the safeguards and procedures dictated by IDEA are in effect. Issues of graduation and dropout are part of the discussion as it pertains to special education services. Initial contact has been made with DCF to collaborate on school completion and graduation for students with disabilities who fall under their jurisdiction.
- f. Through attendance at the National Dropout Prevention Center's (NDPC) National State Education Agency Forum, the Department and SERC personnel were exposed to several programs currently implemented, such as the Coca Cola Valued Youth Program; Achievement for Dropout Prevention and Excellence (APEX II); Rehabilitation Empowerment, Natural Supports, Education and Work (RENEW); examples of positive behavioral supports in New Hampshire; and the Check & Connect Intervention Program in Iowa. These programs are being reviewed to explore the possibility of implementing them or adapting parts to help build a Connecticut model.
- g. Department and SERC personnel have been working with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop a partnership for establishing a statewide dropout prevention initiative.

- h. Discussions of graduation data were included in the overall presentation at a statewide conference with the Connecticut Council of Administrators of Special Education (ConnCASE) on overrepresentation in special education.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions, with Justification, to Proposed Targets

In December 2005, Connecticut reported 2003-04 school year dropout data as baseline. Due to the data collection cycle in Connecticut, we did not have 2004-05 school year dropout rate data in time to report in the SPP. We have updated our SPP at this time with the appropriate 2004-05 school year baseline data. In light of the decrease in dropout rates from 2003-04 to 2004-05, Connecticut determined it necessary and appropriate to revise our December 2005 SPP proposed dropout rate targets to reflect the decrease in dropout rates when the appropriate year's baseline data are reported. Therefore, Connecticut has adjusted the 2005-06 through 2006-07 measurable and rigorous targets in the SPP downward (more rigorous) from 6.0 percent and 5.5 percent to 5.5 percent and 5.3 percent, respectively.

Once again, Connecticut's 2005-06 school year dropout rate data are not available for publication in time for the APR. As discussed in the December 2005 SPP, until Connecticut's Public School Information System (PSIS) database *unregister system* is mandatory for all districts in the 2006-07 school year, we will continue to report dropout data one year late. This requirement was implemented statewide this year and should result in Connecticut having dropout data in a timely manner starting in fall 2007, for the 2006-07 school year. It is anticipated that our dropout rate data for 2005-06 will be ready for publication and reporting in late spring 2007. Therefore, OSEP can expect Connecticut to report both 2005-06 and 2006-07 school year dropout rate data in the February 2008 APR, which will bring us up-to-date with the appropriate collection and reporting cycles required under IDEA.

Revisions, with Justification, to Improvement Activities/Timelines/Resources

- a. Dropout rates were not a key performance indicator for 2005-06 focused monitoring; therefore, no color-coded maps were distributed. Future use of these maps to show dropout rates has been eliminated.
- b. Special Education Strategic School Profiles will be combined with General Education Strategic School Profiles into one reporting document for schools and districts. District data as it pertains to this indicator will be disseminated via LEA-level Annual Performance Reports and posted on the Department website.
- c. The statewide conference on reducing suspension and expulsion was held. The links and connections between suspension, expulsion, dropout and graduation were the focus. A statewide summit on dropout prevention and graduation is scheduled for spring 2007. This conference will feature a model program about graduation coaches and mentors. A list of current research on dropout prevention will be provided to school district personnel at this conference. The purpose of the activities on dropout prevention is to increase the graduation rate of students with disabilities. Again, links and connections between suspension, expulsion, dropout and graduation will be the focus.

**Part B State Annual Performance Report (APR) for 2005**

**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 disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

**Measurement:**

- A. Percent =  $[(\# \text{ of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}) \div (\text{total } \# \text{ of districts that have a disability subgroup that meets the State's minimum "n" size in the State})] \times 100$ .
- B. Participation rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in regular assessment with no accommodations (percent =  $[(b) \div (a)] \times 100$ );
  - c. # of children with IEPs in regular assessment with accommodations (percent =  $[(c) \div (a)] \times 100$ );
  - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $[(d) \div (a)] \times 100$ ); and
  - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $[(e) \div (a)] \times 100$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent =  $[(b + c + d + e) \div (a)]$ .

- C. Proficiency rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent =  $[(b) \div (a)] \times 100$ );

c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);

d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and

e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

FFY	Measurable and Rigorous Target		
2005	3A: 35.0%	3B: 95.0%	3C: CMT reading = 68.0% CMT math = 74.0% CAPT reading = 72.0% CAPT math = 69.0%

**Actual Target Data for 2005:**

In the school year 2005-06:

3A: Of the districts meeting the state’s minimum *n*, 35.8 percent achieved AYP for the special education subgroup.  
(49/137 x 100 = 35.8%)

3B: The participation rates on statewide assessments were as follows:  
 CMT reading = 98.3% (32,087/32,614 x 100 = 98.3%)  
 CMT math = 98.7% (32,195/32,614 x 100 = 98.7%)  
 CAPT reading = 95.1% (5,061/5,323 x 100 = 95.1%)  
 CAPT math = 94.5% (5,031/5,323 x 100 = 94.5%)

3C: The proficiency rates on statewide assessments were as follows:  
 CMT reading = 29.3% (9,544/32,614 x 100 = 29.3%)  
 CMT math = 38.6% (12,574/32,614 x 100 = 38.6%)  
 CAPT reading = 33.6% (1,790/5,323 x 100 = 33.6%)  
 CAPT math = 33.6% (1,790/5,323 x 100 = 33.6%)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

Assessment data reported here for the 2005-06 school year are the same assessments used for reporting under NCLB. All data are valid and reliable.

Explanation of Progress or Slippage

3A: The target has been met. Of the districts meeting the state's minimum  $n$ , 35.8 percent achieved AYP for the special education subgroup ( $49/137 \times 100 = 35.8\%$ ). In Connecticut, 167 districts can be assessed under this indicator. In 30 of these districts, the special education subgroup was too small ( $n < 40$ ) for inclusion in the AYP analysis. Of the remaining 137 districts meeting the minimum  $n$  requirement, 88 did not achieve AYP for students with disabilities for the 2005-06 school year assessment, while 49 met the AYP standard for the special education subgroup.

3B: The target has been met for three of the four statewide assessments in the 2005-06 school year. The Grade 10 CAPT math assessment fell 0.5 percent short of meeting the target. It appears that absenteeism during the Grade 10 CAPT assessment is the greatest contributor to the low participation rate. The participation rates on statewide assessments were as follows:

$$\begin{aligned} \text{CMT reading} &= 98.3\% && ((4,974 + 24,015 + 2,098 + 0) / 32,614 \times 100 = 98.3\%) \\ \text{CMT math} &= 98.7\% && ((5,966 + 24,131 + 2,098 + 0) / 32,614 \times 100 = 98.7\%) \\ \text{CAPT reading} &= 95.1\% && ((588 + 4,091 + 382 + 0) / 5,323 \times 100 = 95.1\%) \\ \text{CAPT math} &= 94.5\% && ((571 + 4,078 + 382 + 0) / 5,323 \times 100 = 94.5\%) \end{aligned}$$

3C: The students with disabilities subgroup failed to meet the AYP proficiency targets on all statewide assessments. The SPP targets for students with disabilities are aligned to the state's NCLB targets for all students. We continue to work collaboratively and intensely with our School Improvement Unit colleagues in the Department to work towards our targets. The proficiency rates on statewide assessments were as follows:

$$\begin{aligned} \text{CMT reading} &= 29.3\% && ((9,261 + 283 + 0) / 32,614 \times 100 = 29.3\%) \\ \text{CMT math} &= 38.6\% && ((12,176 + 398 + 0) / 32,614 \times 100 = 38.6\%) \\ \text{CAPT reading} &= 33.6\% && ((1,725 + 65 + 0) / 5,323 \times 100 = 33.6\%) \\ \text{CAPT math} &= 33.6\% && ((1,760 + 30 + 0) / 5,323 \times 100 = 33.6\%) \end{aligned}$$

At this time, the Department cannot separate the data for children with IEPs who are proficient on the regular assessment with and without accommodations. Therefore, the formula used in 3C above is  $[(b + c) + d + e / a]$ . As identified in OSEP federal Table 6 (assessment), Connecticut collects data on students with disabilities who participate in assessments with and without accommodations. At this time, the assessment file and the accommodations file are not integrated.

Discussion of Improvement Activities Completed

- a. The Department has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as "in need

of improvement.” To advance this work, we have partnered with two entities: The Stupski Foundation and the Center for Performance Assessment (CPA), whose philosophy and approach are well aligned with Connecticut’s vision of student achievement. Through this partnership, the Department is providing ongoing district- and school-level support and technical assistance in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS) and Accountability in District and School Improvement Planning. A summary of the work of this initiative during 2005-06 includes:

- Basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from Regional Education Service Centers (RESCs), the State Education Resource Center (SERC) and the Center for Performance Assessment (CPA) in the areas of DDDM/DT, MSW and ETS. Certification training was provided by CPA in each area. Currently, the state has 187 DDDM/DT Certified Trainers, 165 MSW Certified Trainers and 82 ETS Certified Trainers.
- Partnerships with Connecticut organizations provide ongoing, focused professional development to support the goals of the Connecticut Accountability for Learning Initiative. These organizations include, but are not limited to Connecticut Association of Schools, Connecticut Association of Boards of Education, Center for School Change, SERC, Connecticut Association of Supervision and Curriculum Development, RESCs and Connecticut Association of Public School Superintendents.
- A RESC/SERC alliance was established to provide schools identified as “in need of improvement” with technical assistance and in-depth training. RESC/SERC Certified Trainers worked on-site in these schools to provide customized training and support. The certified trainers provided 482 days of technical assistance during the 2005-06 school year.
- Two district cohorts of leadership teams met regularly throughout the year with Department and CPA personnel to develop district improvement/accountability plans. Experts in the field of special education assisted in the development of plans to address the students with disabilities subgroup. The purpose of the cohorts has been to help districts develop plans with clear, measurable goals and targets, with high leverage strategies to close achievement gaps and a clear method to monitor implementation and results on a frequent basis. Follow-up and on-site technical assistance was provided to these districts.
- An executive coaching skills and technical assistance model was developed to provide support and improve the skills of leaders in low performing schools. Three highly successful retired principals of urban schools were hired and trained in executive coaching skills and provided support and technical assistance to leaders in eight of the lowest performing schools in three districts.
- The Stupski Foundation trained state consultants and state educational leaders to conduct district organizational assessments so that the Department will have the

capacity to offer this support to interested districts throughout the state. This organizational assessment is based on the Baldrige Criteria for Performance Excellence and is designed to help districts identify their strengths, their opportunities for improvement and to measure the district's growth over time. Organizational assessments were conducted in four districts during the 2005-06 school year. Experts in the field of special education assisted in conducting the organizational assessments.

- The Department held the first annual Data Showcase in April 2006. Four hundred educators from districts and schools across the state attended this conference. Student achievement data, including achievement of students with disabilities and statewide progress in the areas of LRE and disproportionality, were featured on tri-fold display boards and served as a centerpiece for knowledge sharing and professional dialogue.
- b. The School Improvement Unit of the Department has performed ongoing evaluation of the activities listed above and modified technical assistance offerings as appropriate. By focusing on the on-site provision of training and technical support, a very tailored and individualized process was developed to meet the diverse needs of participating districts.
- c. A consultant from the Bureau of Special Education has been formally assigned to the School Improvement Unit and regularly attends meetings, trainings and planning sessions to coordinate appropriate activities.
- d. Professional development activities provided statewide on:
- Co-Teaching Facilitator Training
  - Enhancing Instructional Programs within Schools (training for administrators)
  - Linking IEPs to the General Curriculum; nine sessions provided at RESC sites and for targeted audiences
  - Assessing and Teaching in the Differentiated Classroom
  - Assistive Technology
  - Fourth Annual Assistive Technology Conference: Making Connections with Writing
  - Classroom Instruction that Works
  - Bilingual Education: What Administrators Need to Know; scheduled but cancelled
  - Supporting Students with Disabilities on Statewide Assessments
  - What Every Administrator Should Know about Assessment Accommodations for the CMT/CAPT
- e. The Step by Step Approach for Inclusive Schools training was a three-day comprehensive program presented by Stetson and Associates Inc. of Houston, Texas, that focused on LRE/inclusive education, multilevel instruction, staffing and scheduling, and peer supports. As the demand for this training has grown, the Department and SERC purchased the rights from Stetson and Associates Inc., in order to certify SERC consultants to provide Step by Step training and expand the capacity to provide training throughout the state. SERC has selected 12 consultants who will be fully certified to provide Step by Step training by fall 2006.



During 2005-06 a total of 102 statewide school-based teams, representing 42 school districts, participated in the Step by Step training. An additional 16 teams from six focused monitoring districts completed the training.

- f. Meetings have been held with SERC personnel to formulate preliminary plans for trainings and activities to address the subgroup of students with disabilities who are not making AYP. A draft plan is included below with additional revisions to improvement activities. Additionally, in order to facilitate ongoing dialogue between the CSPD Council and the Department about the State Performance Plan (SPP) goals and the State Personnel Development Grant (SPDG), the SPP and SPDG Coordinator has become a member of the CSPD Council. Further, the Connecticut State Personnel Development Plan 2005-2008 was prepared by the CSPD coordinators in collaboration with the Department, Connecticut Birth to Three Program, the CSPD Council, and the Continuous Improvement Planning Team. The CSPD Council will undertake the alignment of the Connecticut State Personnel Development Plan 2005-2008 with the SPP.
- g. The Access Center has been used as a resource for information and technical assistance.
- h. Using data from the March 2006 assessments, 66 schools were identified as not making AYP solely for the subgroup of students with disabilities. Using this data, a comprehensive plan has been developed to provide targeted training to these districts beginning in fall 2007.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions, with Justification, to Proposed Targets

The inclusion of additional grades (3, 5, and 7) to statewide assessments dramatically impacted the number of districts meeting the state's minimum *n* requirement for determination of AYP. Because of this change, more districts failed to meet the state's AYP standard for the students with disabilities subgroup. As this increase in participants has such a dramatic impact on Indicator 3A, the Department has chosen to re-align Indicator 3A annual targets while maintaining the 2010-11 target. Therefore, Connecticut has adjusted the 2005-06 through 2010-11 measurable and rigorous targets downward (less rigorous) from 45.0 percent, 50.0 percent, 55.0 percent, 60.0 percent, 65.0 percent, and 70.0 percent to 35.0 percent, 37.5 percent, 40.0 percent, 50.0 percent, 60.0 percent and 70.0 percent, respectively.

With regard to Indicators 3B and 3C, the Department has decided to align these targets with the NCLB targets previously established in an effort to avoid confusion regarding different targets for statewide assessments being published in our state. For Indicator 3B, OSEP requires states to move toward an eventual target of 100 percent participation for students with disabilities, thus explaining the movement in the revised targets from 95.0 percent to 100 percent. Indicator 3C targets have been revised to align with the state's approved NCLB workbook.

FFY	Measurable and Rigorous Target		
<b>2005</b> <b>(2005-2006)</b>	3A: 35.0%	3B: 95.0%	3C: CMT reading = 68.0% CMT math = 74.0% CAPT reading = 72.0% CAPT math = 69.0%
<b>2006</b> <b>(2006-2007)</b>	3A: 37.5%	3B: 96.0%	3C: CMT reading = 68.0% CMT math = 74.0% CAPT reading = 72.0% CAPT math = 69.0%
<b>2007</b> <b>(2007-2008)</b>	3A: 40.0%	3B: 97.0%	3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%
<b>2008</b> <b>(2008-2009)</b>	3A: 50.0%	3B: 98.0%	3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%
<b>2009</b> <b>(2009-2010)</b>	3A: 60.0%	3B: 99.0%	3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%
<b>2010</b> <b>(2010-2011)</b>	3A: 70.0%	3B: 100%	3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0% CAPT math = 90.0%

Revisions, with Justification, to Improvement Strategies/Timelines/Resources

See the revised 2007 SPP for revisions to improvement strategies, timelines and resources. The revised activities were developed to focus on the schools that did not make AYP solely for students with disabilities.

**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

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**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts identified by the State 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; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

- A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target	
2005	4A: 25.0%	4B: 0%

**Actual Target Data for 2005:**

In December 2005, Connecticut reported 2003-04 school year suspension and expulsion data as baseline. Please see the February 2007 SPP for 2004-05 school year baseline data; 2005-06 school year data are not available at this time. See explanation in “Revisions” section that follows.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**Explanation of Progress or Slippage

Due to the unavailability of 2005-06 school year suspension and expulsion data, an explanation of progress or slippage cannot be provided at this time. See explanation in “Revisions” section that follows.

Information Required by the OSEP SPP Response Letter

The response of the Office of Special Education Programs to the Department’s 2003 APR required that specific actions be taken regarding disproportionate suspension and expulsion rates of students with disabilities. It was reported that data collection methods were different for three consecutive years; no comparisons of suspension data could be done. The review of the data revealed 23 districts with atypical suspension and expulsion rates for the 2003-04 school year. These districts received letters from the Commissioner asking them to review the accuracy of their data. The data were explained and districts were directed to review their policies, practices and procedures. Districts reported that they had reviewed their policies, practices and procedures and had developed strategies to address the issues of disproportionate identification including suspension and expulsion.

During the 2004-05 school year suspension and expulsion was used as one of the probes for selecting school districts for focused monitoring of disproportionate identification including suspension and expulsion rates. Of the 23 districts identified using 2003-04 data, four were monitored during the 2005-06 school year for disproportionate identification, as well as suspension and expulsion rates. As part of the focused monitoring activities, suspension and expulsion data, by district, were displayed on data maps and disseminated to all districts in fall 2005.

During spring 2006, the Department’s Focused Monitoring Steering Committee reviewed the suspension and expulsion data. It was recommended that suspension and expulsion data be used as the Key Performance Indicator (KPI) for the 2006-07 school year, using 2004-05 school year suspension and expulsion data.

Discussion of Improvement Activities Completed

- a. In July 2005, superintendents of LEAs received correspondence from associate commissioners regarding the disproportionate suspension and expulsion of students with disabilities and/or a high rate of suspension and expulsion of students with disabilities, using 2003-04 school year data. District personnel reviewed and revised policies, procedures and practices related to development of IEPs, use of behavioral interventions, and procedural safeguards.
- b. The 2004-05 school year suspension and expulsion data were used as a data point to select districts for focused monitoring for the 2006-07 school year. Four data probes were used: unique out-of-school suspension and expulsion rates for general education students; unique out-of-school suspension and expulsion rates for students with disabilities; difference between unique out-of-school suspension and expulsion

- rates for general and special education students, and greater than 10 days out-of-school suspension and expulsion rates for students with disabilities.
- c. State color-coded maps representing suspension and expulsion rates were disseminated to all districts in the state in September 2005 and 2006, using 2003-04 and 2004-05 school year data, respectively.
  - d. Suspension and expulsion data were disseminated to all school districts via Special Education Strategic School Profiles in October 2005 and 2006, using 2003-04 and 2004-05 school year data, respectively. Data were also available on the Department website.
  - e. Statewide professional development activities on Positive Behavioral Support (PBS), a proactive, comprehensive and systematic continuum of support designed to develop positive school climate in order to enhance the academic and social successes of all students have been offered through the State Education Resource Center (SERC).
  - f. Department and SERC personnel met, discussed and planned statewide and district-specific activities and training to address rates of suspension and expulsion. A statewide conference for targeted and at risk districts is planned for fall 2006.
  - g. Discussions about technical assistance activities with Connecticut's Comprehensive System of Personnel Development (CSPD) Council, SERC and the Department are ongoing.
  - h. A consultant from the Department has been working on the issue of suspension and expulsion of students with disabilities. This person has made contact with other state agencies- Department of Children and Families (DCF) and Department of Mental Health and Addiction Services - to strengthen and promote interagency collaboration. There is a Memorandum of Agreement between the Connecticut State Department of Education and the Department of Mental Health and Addiction Services to provide special education services to persons 18 - 21 who have in-patient status in a state psychiatric hospital. All the safeguards and procedures required by IDEA are in effect.
  - i. PBS consultants from SERC use resources and technical assistance of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) on an ongoing basis. Frequent collaboration between national PBS expert Dr. George Sugai and SERC occurs through SERC's partnership with the Neag School of Education's Center for Behavioral Education and Research at the University of Connecticut. The SERC/UConn PBS training uses the resources initially developed by the OSEP Center on PBIS. SERC participates in the PBS State Leadership Team to coordinate efforts between UConn, the Department and SERC. Future plans include expanding the team to include a wider group of stakeholders including the Connecticut Parent Advocacy Center (CPAC), Department of Children and Families,

Department of Mental Health and Addiction Services, Department of Mental Retardation and other pertinent agencies.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions, with Justification, to Proposed Targets

Due to the data collection practices within the Department associated with the collection of suspension and expulsion data, it is not anticipated that these data will be reported within federal timelines (November 1 – Table 5; February 1 APR/SPP) for the foreseeable future. Currently, it is Department policy to open the discipline data collection in mid-July and allow reporting through late October. This timeline allows the Department to conduct multiple validation checks and align the discipline file with the state's Public School Information System (PSIS) and assessment data collection files. The Department will meet in spring 2007 to discuss how and when it will be possible to convert the discipline data collection to an online system linked directly to PSIS and enable collection in a manner that facilitates timely reporting of suspension and expulsion data.

Revisions, with Justification, to Improvement Activities/Timelines/Resources

- a. In response to the recommendation of the Focused Monitoring Steering Committee, district data will be analyzed using four data probes:
  - Special education unique student suspension and expulsion rate
  - General education unique student suspension and expulsion rate
  - Difference score between the general education and the special education unique student suspension and expulsion rates
  - Special education unique greater than 10 days student suspension and expulsion rate
- b. A suspension and expulsion conference will be held in the 2006-07 school year. All districts represented at the conference will receive bibliographies on current research alternatives to suspension and expulsion.
- c. General and Special Education Strategic School Profiles will be combined into one report for districts and schools. District data, as it pertains to this indicator, will be disseminated via LEA-level Annual Performance Reports and posted on the Department website.

**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

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**Monitoring Priority: FAPE in the LRE**

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

- A. Removed from regular class less than 21% of the day;<sup>1</sup>
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

**Measurement:**

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% 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 public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>		
2005	5A: 62.5%	5B: 10.0%	5C: 6.0%

<sup>1</sup> At the time of the release of this package, revised forms for collection of 618 State reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-2006 State reported data collections.

**Actual Target Data for 2005:**

In the school year 2005-06:

- 5A. The percentage of students with disabilities aged 6 - 21 removed from regular class less than 21 percent of the day was 65.2 percent in the 2005-06 school year.  
[(41,792 / 64,088) x 100 = 65.2%]
- 5B. The percentage of students with disabilities aged 6 - 21 removed from regular class greater than 60 percent of the day was 7.7 percent in the 2005-06 school year.  
[(4,909 / 64,088) x 100 = 7.7%]
- 5C. The percentage of students with disabilities aged 6 - 21 served in public or private separate schools, residential placements, or homebound or hospital placements was 6.7 percent in the 2005-06 school year.  
[(4,312 / 64,088) x 100 = 6.7 %]

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**Explanation of Progress or Slippage

We increased the percentage of students in regular class placement (5A) by 4.5 percent, exceeding the target of 62.5 percent, moving from 60.7 percent to 65.2 percent. As a result of this improvement, there was additional improvement with the decrease in the percentage of students in segregated settings of 2.6 percent (5B). Students removed from the regular class more than 60 percent of their day decreased from 10.3 percent to 7.7 percent, exceeding the 10.0 percent target (5B). The intensive focus on poor performing districts in the *P.J., et al. v. State of Connecticut, State Board of Education, et al.* settlement agreement had a significant impact on students placed in regular class placement, contributing to achieving the target in 5A and 5B.

One area of regression was the placement of students into separate schools, residential placements, or homebound or hospital settings (5C). Our target in this area was 6.0 percent and the 2005-06 data indicate 6.7 percent of students with disabilities were placed in these settings. As districts worked to increase 5A and 5B, they redeployed staff to more collaborative or co-teaching arrangements creating more effective programming for students in general education classes, thus reducing the ability to provide a self-contained option in the district. As districts focused on increasing time with nondisabled peers resulting in progress on Indicators 5A and 5B, some districts reduced the availability of the continuum of services in the district. Therefore, students were placed at an increasing rate in out-of-district placements in order to provide a continuum of placement options. Districts have reported that by creating in-district separate classes (which would create a possible increase in 5B) they are quickly filled given the phenomenon of “build it and they will come”. By making a separate placement more difficult to actualize (i.e., having to place out-of-district to provide a separate class), IEP teams were more likely to develop in-district options with increased time with nondisabled peers.

An analysis of the data by age grouping and disability category indicated that slippage was created by an increase in students with autism and emotional disturbance being placed in



separate schools, residential settings, or homebound or hospital settings; Grades 7-10 were the most affected. There was intense emphasis in training on instructional strategies that primarily focused on academic and curriculum achievement related to LRE. The Department has initiated training on districtwide positive behavioral support. It is anticipated that this will affect data over the next two years on this population of students.

There is a difficulty in decreasing in-district separate class placements (5B) while simultaneously decreasing separate schools, residential settings, or homebound or hospital placements (5C). IEP teams perceive that as students return from these settings or as the IEP team reduces sending students to these settings, the next least restrictive setting would be a separate educational program in-district. Yet, this was not an option as districts were expected to reduce this as well. It is believed this dilemma is creating confusion for IEP teams to know how to proceed.

This indicator's stakeholder group perceives there to be an increase in the litigiousness of parents of children with autism desiring separate, out-of-district placements, with districts agreeing to these placements to avoid lengthy, contentious and expensive due process proceedings. Additionally, they are reporting that students are exhibiting increased aggression and mental illness at younger ages, all which are contributing to a greater need for highly specialized out-of-district placements.

#### Discussion of Improvement Activities Completed

Successes in 5A and 5B are attributed to the following explanations and implementation of improvement activities as ascertained through data review, observation and stakeholder group input:

- a. Color-coded maps and LRE data disseminated through Special Education Strategic School Profiles compelled districts to conduct self-examinations and comparisons, and thus make program changes to affect their data. Public reporting of data on the Special Education Strategic School Profile was revised to separate LRE data for students educated in-district from all students for whom a district is responsible. The illumination of these separate categories has assisted in focusing districts' attention to these indicators.
- b. The continued intense monitoring of the *P.J., et al. v. State of Connecticut, State Board of Education, et al.* settlement agreement, the selection of LRE for focused monitoring in 2005-06 school year and the specificity and comprehensiveness of the monitoring tools proved effective with those monitored. As part of focused monitoring, communication to superintendents requiring self-assessments of LRE data and submission of action plans to address their explanations created notable changes in Indicators 5A and 5B. The quarterly data reports and action plans required of the 43 districts placed intense focus on them by the Department.
- c. Staff development training was determined on past lessons learned from monitoring, participation with the National Center for Special Education Accountability Monitoring (NCSEAM) and involvement in the LRE Community of Practice. Also, Department personnel's expertise in systems change and LRE helped to inform the

- trainings. These specific trainings contributed to the changes particularly in 5A. The training was also directly linked to focused monitoring results yielding changes in the specific districts that were monitored for LRE and *P.J., et al. v. State of Connecticut, State Board of Education, et al.* settlement agreement.
- d. Teachers and parents are more skilled with developing appropriate goals and objectives for educating students in general education classes. This is attributed to supporting training of advocacy organizations, the CMT/CAPT Skills Checklist having been aligned with state grade-level Connecticut Curriculum Frameworks and the staff development training provided through the State Education Resource Center (SERC) to school personnel. Trainings that were directly linked to the Individualized Education Program (IEP), curriculum, and learning/behavioral strategies were of particular impact.
  - e. Consortium on Inclusive School Practices highlighted leadership as a significant contributor to change. Specifically, the training of principals was helpful in informing and engaging administrators in the LRE issues.

Areas of slippage occurred in 5C for several reasons as ascertained through data review, observation and stakeholder group input.

- a. The use of the color-coded data maps, while effective for 5A and 5B, were not used and thus could not bring the same impact to 5C data.
- b. The leadership activities had less focus than anticipated. The training that did occur was more related to structural and instructional changes, with minimal emphasis on how behavioral interventions and supports can contribute to affecting 5A and 5B.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions, with Justification, to Proposed Targets

In the 2005 SPP, Connecticut used the wrong denominator for Indicator 5A and 5B. The denominator used was all students with IEPs in public school settings rather than the total number of students with IEPs, regardless of setting. Therefore, the baseline data has been recalculated using the appropriate denominator for both Indicator 5A and 5B. Baseline data for Indicator 5C stayed the same.

In light of changes to baseline data, the Department brought together the LRE Workgroup to revisit the discussion about targets. When targets were originally established in December 2005, the Department simply established targets on a downward gradient from the baseline. When the LRE Workgroup was convened to revisit these targets, the discussion changed from simply setting decreasing targets to a larger discussion regarding fundamental beliefs about student placement.

A lengthy philosophical discussion regarding LRE was facilitated by the Department. In the end, the stakeholder group indicated that placement for students with disabilities should be based on individual student need. The stakeholder group determined the following:

- Removed from regular class < 21% of the day = 75.0% (5A)
- Removed from regular class 21% - 60% of the day = 15.0%
- Removed from regular class >60% of the day = 5.0% (5B)
- Public or private separate schools, residential settings, or homebound or hospital settings = 5.0% (5C)

These proportions were used to establish the 2010-11 targets for Indicator 5.

While the stakeholder group and Department recognize it is not inconsistent with IDEA Part B to indicate numeric targets regarding LRE, the Department will monitor school districts to ensure that placement decisions are made on an individual basis (34 CFR sections 300.550 – 300.556) and not due to numeric targets established here. See the revised 2007 SPP for revisions to targets.

Revisions, with Justification, to Improvement Activities / Timelines / Resources

The stakeholder group, in its analysis of the data highlighted effective strategies and recommended additional activities. The following table shows justification to revisions of improvement activities submitted in the SPP on February 1, 2007.

<b>Activity</b>	<b>Justification</b>
A Department committee will determine alternative methods of displaying data outside the use of the LEA-level APR that serve to highlight district standing on state SPP targets.	Provide districts with comparisons to other districts and state benchmarks, because we do not want to overuse maps, as this will deplete their effectiveness. Maps will be used for focused monitoring indicators only.
Conduct a statewide summit on dropout prevention, graduation and alternatives to suspension. This activity is already planned for Indicators 1, 2 and 4.	The connection between graduation, dropout and discipline will be drawn to placement of students in the LRE and participation in the general curriculum.
Provide “Families as Partners” training to parents and LEAs participating in STARS and Coaches Academy.	Continually reach out to parents to provide information about LRE so they are well informed when making decisions about their child’s IEP and placement.

<b>Activity</b>	<b>Justification</b>
<p>Develop a menu of training opportunities and a “toolkit” of resources for use by schools not making AYP for students with disabilities, especially for those students who are increasing their time in regular classrooms.</p>	<p>Components will include trainings by the Center for Performance Assessment on Data Teams and Data-Driven Decision Making, Making Standards Work and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, gap analysis and excerpts from Step by Step.</p>
<p>Provide resources and training to LEAs regarding transition services in college, university and community settings for at-risk and 18- to 21-year-old students.</p>	<p>This is to address the likelihood that as students get older there is potential to be placed out-of-district or in more segregated settings. Therefore, specific attention to transition is critical for students in this age population.</p>
<p>Discussions with the Department of Children and Families about placement boundaries and impact on out-of-state and out-of-district placements, and determine next steps.</p>	<p>Department of Children and Families placements may be unnecessarily restrictive, so we want to better understand their procedures regarding how they determine placement boundaries.</p>
<p>Investigate alternative strategies to separate programming for students with emotional disturbances and autism to educate in-district and increase their time with nondisabled peers.</p>	<p>As behavioral issues appear to be creating increased separate programming decisions, there is a need for greater focus on strategies to support students in less restrictive settings.</p>
<p>Continue emphasis on Positive Behavior Support training and technical assistance.</p>	<p>As behavioral issues appear to be creating increased separate programming decisions, there is a need for greater focus on strategies to support students in less restrictive settings.</p>
<p>Continue to examine data on expansion of out-of-district placement and causal factors, and the quality of programming at separate and out-of-district placements to determine next steps.</p>	<p>There is a need for greater focus on specifics contributing to this issue and to identify services and practices in out-of-district placements that explain why separate or out-of-district placements are occurring and what could be replicated in district programs.</p>
<p>Investigate reading and behavioral supports and methods of delivery that can be implemented at younger ages to reduce out-of-district placements of students later for reading difficulties and behavioral concerns.</p>	<p>There is a need for greater focus on specifics contributing to this issue and to identify services and practices in out-of-district placements that explain why separate or out-of-district placements are occurring and what could be replicated in district programs.</p>

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**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
2005	64.0%

**Actual Target Data:**

The actual target data for the 2005-06 school year is 70.0 percent. In Connecticut, of 7,881 children ages 3 - 5 with an IEP, 5,520 children received their special education and related services in an early childhood setting, spending 80-100 percent of time with typically developing children.

The Department utilized the new educational environment categories approved by the Office of Management and Budget for the 2005-06 school year collection and reporting of LRE data for children aged 3 - 5 with an IEP. The SPP was revised to reflect that the Department changed its data collection to represent the use of new educational environment categories and definitions for children ages 3 - 5 with an IEP in accordance with the requirements for the collection and reporting of Section 618 data.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**Explanation of Progress or Slippage

The Department made progress from the reporting of baseline data in the 2004-05 school year which showed baseline at 61.0 percent. The 2005-06 school year data indicate that 70.0 percent of 3-, 4- and 5-year-old children received 80-100 percent of their special education and related services in an early childhood setting using the new federal data definitions for the educational environments of children ages 3 - 5 with an IEP.

Changes were made to the SPP, Indicator 6, regarding the percentage of preschool children with IEPs who received special education and related services in settings with typically developing peers. The changes in the SPP were made in the section “Overview of Issue/Description of System or Process” and were specific to the fact that Connecticut moved forward in response to the federal change in the Section 618 data with regard to the collection and reporting of the educational environments of children ages 3 - 5 with an IEP. No changes were made to the SPP “Improvement Activities, Timelines or Resources”. The “Measurable and Rigorous Targets” established in the SPP have been amended in the APR with the appropriate justification provided for the change in the targets.

Data Utilized for Analysis and Reporting

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 to the preschool-age population. 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. Data are valid and reliable.

The Department utilized one subset of data for reporting in the APR, namely, children attending an early childhood environment 80-100 percent of the time. The data reported in “Actual Target Data for 2005” do not include the percentage of children attending an early childhood program less than 80 percent of the time thereby eliminating children by number and percentage in either the 40-79 percent or 0-39 percent subcategories of the early childhood category. The Department and the Early Childhood stakeholders wanted to identify and use a more stringent and appropriate measure for which to compel the performance of school districts across the state.

Assurance of Data Accuracy

Data are provided to the Department through an electronic data submission. The Department has unique student identification numbers for students ages 3 - 21. Each school district has a mechanism to annually input required data. The data on submission are verified by the superintendent of schools to be accurate. Additionally, the Department data system has verifications and checks to ensure validity.

The Department offers annual and ongoing training and technical assistance to all school districts and most specifically the data managers in school districts to ensure the accuracy of reporting

information. Upon computation of the information, Department personnel follow up with individual school districts if there are any questions or concerns about the validity of the data provided. Targeted technical assistance and guidance are available from the Department to assist school districts in their data reporting. Corrections are made by the Department upon verification.

### Data Findings

The Department's Section 618 data represent the new federal reporting definitions and categories for the educational environments of 3-, 4-, and 5-year-old children with an IEP. The data indicate that 70.0 percent ( $n = 5,520$ ) of all children ages 3 - 5 with an IEP spend 80-100 percent of their time in a regular early childhood program. In drilling down into the data by age, of those children spending 80-100 percent of time in a regular early childhood environment, the data indicate that 60.9 percent of 3-year-olds, 69.3 percent of 4-year-olds and 76.7 percent of 5-year-olds spend 80-100 percent of their time in an early childhood environment. The percentages increase by age with the greatest percentage being for 5-year-olds. This increase by age may be due to the availability of more preschool opportunities for 4-year-olds and a public elementary education opportunity for 5-year-olds in kindergarten.

Within the federal definition of an early childhood program, there are two other categories that are defined by the amount of time children with an IEP spend with typically developing peers. There were 731 children, or 9.3 percent of children ages 3 - 5 with an IEP spending 40-79 percent of time with typically developing peers. There were 164 children, or 2.1 percent of children ages 3 - 5 with an IEP spending 0-39 percent of time with typically developing peers. If the Department were to include these two groups of children in the APR reporting, the total percentage of children ages 3 - 5 with an IEP in an early childhood environment would represent 81.4 percent of all children ages 3 - 5 with an IEP.

The Department also reviewed the other educational environment categories for 3-, 4-, and 5-year-old children with an IEP. In the category of "separate special education class with less than 50 percent of typical peers", the data indicate that the numbers and percentages of children by age went down each year with the least numbers and percentages of 5-year-old children in a separate special education class with less than 50 percent of typical peers. The data identify that 14.0 percent of 3-year-olds, 10.4 percent of 4-year-olds and 8.7 percent of 5-year-olds spend time in a separate special education class with less than 50 percent of typical peers. Again, the data lead one to speculate that the increasing public and private opportunities for 4-year-olds and the public educational opportunity for kindergarten as a 5-year-old offer a greater availability to a regular educational opportunity for young children with disabilities.

The educational environments that reflect separate special education school and home comprise small numbers and percentages. Separate special education school and home combined represent 51 children ages 3 - 5 with an IEP. There were nine children who received their special education and related services solely at home which represent 0.1 percent of the population of children ages 3 - 5 with an IEP. There were 42 children who received their special education and related services in a separate special education school which represent 0.5 percent of the population of children ages 3 - 5 with an IEP.

Lastly, the numbers of children 3, 4, and 5 years of age receiving only itinerant services and who are not enrolled nor receiving any services in a program with typically developing peers total 576 children or 7.3 percent of the population of children 3 - 5 with an IEP. In reviewing the data by age, 13.0 percent of 3-year-olds, 10.0 percent of 4-year-olds and 1.0 percent of 5-year-olds received only itinerant services with no opportunities to participate in programs with typically developing peers. Again, the data demonstrate that the numbers and percentages of children who are not enrolled nor receiving any services in a program with typically developing peers decrease as children get older and more opportunities and public education are available.

The Department examined the reporting of children ages 3 - 5 using the old federal educational environment categories and the new federal educational environment categories. The analysis indicates no significant difference for children who were served in a separate school, residential facility, or home. The children who were previously reported in the old category of reverse mainstream were now all in the new category “early childhood”. The children previously in a part-time early childhood/early childhood special education program were now in the new category “early childhood”. The children receiving itinerant services in 2004-05 school year either stayed in the itinerant category or moved to the category “early childhood” depending on whether they were receiving any services with typically developing peers. Essentially, the analysis showed no significant difference as the state moved from one data collection of educational environments to the new categories approved by the U.S. Department of Education.

#### Discussion of Improvement Activities Completed

- a. The Department, in partnership with the State Education Resource Center (SERC), offered an Early Childhood Menu book of training and technical assistance on topics related to providing an LRE for young children, ages 3 - 5, with disabilities.
- b. The Department, in partnership with SERC personnel, met to discuss, identify and implement a training calendar of events relative to LRE and related issues. The state Comprehensive System of Personnel Development (CSPD) Council received a presentation and discussed the implications of universal preschool in the state.
- c. The Department utilized the resources and training opportunities of National Early Childhood Technical Assistance Center (NECTAC). Materials and information regarding LRE, the new federal educational categories and other information was obtained from NECTAC. A Department staff member participated in the National Inclusion Institute offered by NECTAC.
- d. Department personnel monitored LRE for students ages 3 - 21 and included a focus on LRE at the preschool level. LRE for preschool was included in the focused monitoring priorities for the 2004-05 and 2005-06 school years.
- e. Fifteen consultants from the Department conducted focused monitoring site visits in the 2005-06 school year with specific sites receiving intentional review of LRE at the preschool level due to state data identifying an issue with LRE for the preschool population.



- f. Department personnel used the Section 618 data on educational environments for children ages 3 - 5 in the Special Education Strategic School Profiles. The information was made publicly available through the Department web site and other public venues.
- g. Department personnel designed and disseminated color-coded maps, which showed the LRE for children ages 3 - 5 with an IEP. The maps were put on the Department web site and were used in training and technical assistance with school districts.
- h. Funds up to \$80,000 biannually were provided to the state's Accreditation Facilitation Project (AFP) to support the accreditation of programs that provide an LRE for 3- and 4-year-old children with an IEP. More than 47 programs in 44 towns received financial support including training and technical assistance in the process towards accreditation through the National Association for the Education of Young Children (NAEYC).
- i. Department personnel, in partnership with the Connecticut Parent Advocacy Center (CPAC), the state's Parent Training and Information Center (PTI), conducted a training series called "Promoting School Success". This was a three session training series with one session devoted to parents whose children were transitioning from Part C to B with a focus on LRE. Additionally, CPAC and the Department provided a number of other less formal parent training opportunities statewide, regionally and at the local level.
- j. Department personnel worked specifically with two-year higher education institutions and provided financial resources to design and implement an Inclusive Child Care training and a training series on serving children with special needs. Additionally, many of the early childhood/early childhood special education trainings offered through SERC were approved so that the hours participants attended the trainings would be put towards a Child Development Associate (CDA) certificate or college credit. Work with four-year institutions of higher education centered on personnel preparation and certification for early childhood/early childhood special education personnel.
- k. Department administrative personnel represented all children, including children with disabilities, in work with the Governor's Early Childhood Cabinet and related work groups.
- l. The Department, Connecticut banks and personnel from the Connecticut Health and Educational Facilities and Bonding Authority (CHEFA) in partnership with the work groups of the Governor's Early Childhood Cabinet are working to develop and implement an infrastructure that will provide low-cost and low-interest loans for facility construction to community-based programs that meet high-quality standards in providing an early childhood program. The Department also provides state bond dollars for new school construction and is expanding its school construction and bonding projects by making available a 10 percent financial bonus for schools that offer a public preschool.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions, with Justification, to Proposed Targets

The Department’s “Measurable and Rigorous Targets” for this indicator were changed. The justification for the change is due to the result of the conversion from the “old” federal reporting categories for the education environments for children ages 3 - 5 to the “new” federal reporting categories. Additionally, since the data for 2005-06 school year exceeded the 2005-06 target, the Department and its stakeholders agreed to establish more rigorous targets to ensure the increase of the LRE for the population of children ages 3 - 5 with an IEP.

<b>Federal Fiscal Year</b>	<b>Targets in SPP</b>	<b>Revised Targets in APR</b>
<b>2006 (2006-07)</b>	67.0% *	72.0% *
<b>2007 (2007-08)</b>	70.0% *	74.0% *
<b>2008 (2008-09)</b>	74.0% *	76.0% *
<b>2009 (2009-2010)</b>	77.0% *	78.0% *
<b>2010 (2010-11)</b>	80.0% *	80.0% *

\* *Note:* The Department recognizes that while it is not inconsistent with the IDEA Part B to include numerical targets to increase the number of preschool and kindergarten-age children with IEPs to receive their special education and related services with typically developing peers, the Department will monitor school districts to ensure that placement decisions are made on an individual basis in conformity with 34 CFR sections 300.550 through 300.556 and that decisions regarding educational placements are not based upon any numerical target established by the Department.

Revisions, with Justifications to Improvement Activities, Timelines, Resources

The Department and the state’s stakeholder group closely examined the “Improvement Activities, Timelines and Resources” identified in the 2005 SPP, considered whether the Department needed to change or adjust any activities, timelines or resources and determined that no changes or modifications were necessary.

Part B State Annual Performance Report (APR) for 2005

## Overview of the Annual Performance Report Development:

**Monitoring Priority: FAPE in the LRE****Indicator 7:** Percent of preschool children 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:**

- A. Positive social-emotional skills (including social relationships):
  - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 the (# 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 the (# 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 the (# 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 the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
  - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 the (# 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 the (# 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 the (# 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 the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# 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 the (# 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 the (# 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 the (# 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 the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005	To be submitted with FFY 2007 APR, due February 1, 2009.

**Actual Target Data for 2005:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2007 APR, due February 1, 2009.

Part B State Annual Performance Report (APR) for 2005

**Overview of the Annual Performance Report Development:**

**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
2005	To be submitted with FFY 2006 APR, due February 1, 2008.

**Actual Target Data for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2006 APR, due February 1, 2008.

Part B State Annual Performance Report (APR) for 2005

Overview of the Annual Performance Report Development:

**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.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2005	To be submitted with FFY 2006 APR, due February 1, 2008.

**Actual Target Data for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2006 APR, due February 1, 2008.

**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

**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.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005	To be submitted with FFY 2006 APR, due February 1, 2008.

**Actual Target Data for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2006 APR, due February 1, 2008.



**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

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

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

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

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

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

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005	To be submitted with FFY 2006 APR, due February 1, 2008.

**Actual Target Data for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2006 APR, due February 1, 2008.

**Part B State Annual Performance Report (APR) for 2005**

**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 birthday.

(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 eligibility determination.
- b) # of those referred determined to be NOT eligible and whose eligibilities were 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 who parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. 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)] times 100.

FFY	Measurable and Rigorous Target
2005	100 %

**Actual Target Data for FFY 2005:**

The Department data for the 2005-06 school year is 91.9 percent. The Department’s data indicates that 1,478 children were served in Part C and referred to Part B, 115 children were found not eligible for Part B services, while 1,062 were found eligible for Part B and were provided a FAPE by their third birthday.

[(1,062/1,478) x 100 = 91.9%]

The measurable and rigorous target data to be achieved is 100 percent. All children who exit Part C and who are found eligible for Part B prior to age 3 are to have an IEP developed and implemented by their third birthday. This IDEA requirement is a compliance indicator and the Department expects no less than 100 percent compliance for all school districts in the state.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

#### Explanation of Progress or Slippage in 2005

The Department made progress from the reporting of baseline data in 2004. The 2005 data indicates that 91.9 percent of children who exited from Part C received a FAPE no later than their third birthday as compared to the 2004 baseline of 85.4 percent.

No changes were made to the SPP, Indicator 12, regarding transition and the provision of a FAPE by age 3 for children who transitioned from the state's Part C Program, the Connecticut Birth to Three System to Part B services. For the 2005 APR, the Department incorporated the new data element identified in the APR measurement requirement to include "*the number of children for who a parent's refusal to provide consent caused delays in the child's evaluation or initial services*".

#### Data Utilized for Analysis

The data used to report on this indicator include statewide data that are inclusive of every school district in the state that provides special education and related services to the preschool-age population. It also includes Part C statewide data that are inclusive of every Birth to Three program serving each eligible infant and toddler with disabilities. Data utilized was obtained through two electronic sources. One source is the electronic submission to the Department. Every school district has the capability to enter data electronically on an annual basis. The data utilized by Department are Section 618 data that identify the number of 3-year-old children receiving special education and related services. The Department data system also captures the "start date" of the provision of a child's special education and related services (i.e., implementation of FAPE). Data from the Part C Lead Agency is also specific to Section 618 "exit data" for Part C that identifies the number of 3-year-olds who exit Part C to Part B with a transition conference held at least 90 days before the child's third birthday. Both the Department and Part C databases have a unique student identifier. Each system currently uses a different student identification number. Plans and activities are occurring to move to a single unique student identification number that will be given by the Department to Part C by summer/fall 2006.

Data was not obtained from sampling.

#### Data Merge Activity

The Department and the Part C Lead Agency conducted a data merge to determine the number and percent of children who exited Part C and who had an IEP developed and implemented no later than their third birthday. The data merge activities between the two state agencies reflect

adherence to IDEA confidentiality requirements and the regulations under the Family Educational Rights and Privacy Act (FERPA).

The Department data definition for this indicator includes the start date that the child began receiving his/her special education and related services. The state's IEP form and IEP manual were revised to include a query where the child's IEP Team would identify the start date of services (i.e., the beginning of a FAPE for a child). The start date on the child's IEP is the date entered electronically on an annual basis into the state's data collection system. The data are analyzed by identifying the "start date" of services indicating that an IEP is "being implemented" for a child. The "start date" is compared to the child's birth date to match the date of a child's IEP implementation with the child's third birthday.

### Initial Findings

There were a total of 1,478 children that were identified in the Department and Part C data merge. Of the 1,478 children, there were 322 children who were determined not eligible for special education and related services or were not timely referred by Part C ( $n = 207$  due to parents' refusal). Of the remaining 1,156 children, the data merge indicated that 1,062, or 91.9 percent received a FAPE by age 3 as compared to 85.4 percent in 2004.

The 2005 data merge identified that there were 94 children from 53 school districts that did not receive a FAPE by age 3. While the expected compliance target requires 100 percent performance, the 2005 data show improvement both in the numbers of children and in the numbers of school districts as compared to the identification of 158 children from 68 school districts in 2004.

The Department did drill down to determine if noncompliance was due to accurate and appropriate reporting of data and if so, if the noncompliance was systemic or localized. The Department's initial data indicated the following:

- 31 of the 53 school districts had only one child who did not receive a FAPE by age 3;
- nine of the 53 school districts had two children that did not receive a FAPE by age 3;
- 10 of the 53 school districts had three children that did not receive a FAPE by age 3;
- one school district had four children that did not receive a FAPE by age 3;
- one school district had five children that did not receive a FAPE by age 3; and
- one school district had six children that did not receive a FAPE by age 3.

### Data Verification and Assurance of Data Accuracy in 2005

The Department followed up with all 53 school districts regarding each of the 94 children who were identified in the data merge as not receiving a FAPE by age 3 in order to verify the data and ensure accuracy of the data before analysis and reporting in the APR.

The Department contacted each school district by letter. Along with the letter was a "Data Verification Grid" that was developed by the Department. Each school district was required to

respond to the letter and complete the Data Verification Grid. A completed Data Verification Grid by a school district for each child was intended to: (a) capture the dates and transition activities that led up to the provision of a FAPE for a child, (b) verify that the identified date of a child's FAPE in the Department data was accurate, (c) require the submission of supporting documentation (for example, the first page of a child's IEP which would document the start date of the delivery of special education and related services), and (d) collect the reasons why a FAPE was not provided for each child.

Each school district was given four weeks to collect and submit the required information. The Department followed up with telephone calls and e-mails as needed and was available for technical assistance if requested by the school district. Information was submitted to the Department and each district's information regarding each child that was analyzed. The following information was obtained from the 53 school districts regarding each of the 94 children:

- 29 children had a delay in the provision of a FAPE for a parent reason;
- 13 children had a delay in the provision of a FAPE due to a move – either a parent's move from one community to another during the transition process or a child's move into a foster placement by the state's child welfare and child protection agency;
- five children began receiving their special education and related services after their third birthday because they were initially found not eligible for special education and related services and were later re-referred to the school district for an evaluation and determination of eligibility;
- 12 children had a delay in the provision of a FAPE because the parent's and the child's IEP Team determined that the child's start date of services would begin the first school day after a school vacation (for example, a child turns age 3 on December 22 and the child's IEP Team with the parents determined that starting after the holiday vacation would be in the best interests of the child);
- 24 children actually had a FAPE provided by their third birthday; and
- 11 children were found not to have a FAPE by age 3.

The data indicated that the range of days for the 11 children who did not receive a FAPE by age 3 was from six to 73 calendar days or from approximately four to 53 school days.

Based upon the Department follow-up and recalculation, the actual statewide percentage of children referred by Part C prior to age 3, who were found eligible for Part B and who had an IEP developed and implemented by their third birthday was 97.6 percent. The Department added to the calculation the 66 children who did not receive a FAPE for a parent reason yielding a more accurate representation of the percentage of children who received a FAPE by age 3. The Department will provide ongoing targeted training and technical assistance based upon the information collected during the follow-up activities, including the assurance of data accuracy in the electronic collection of data from school districts.

The Department further analyzed the data and documentation on each of the 11 children who did not receive a FAPE by age 3. In reviewing the documentation, three school districts reported a

delay in obtaining assessment information for a variety of reasons (e.g., child illness, waiting for updated assessments from the child's service coordinator, etc.); one was due to a personnel shortage in the speech and language area; four were related to the children having a late summer birthday and services began after the start date of school; three children had birthdays at the beginning of the school year and services began in the later part of the month. No systemic issues were found, but rather the Department identified localized issues specific to individual school districts.

Overall, the Department ensured the accuracy of the data by conducting follow-ups and data verification. The Department then analyzed the data collected to identify whether problems were systemic or localized and determined whether policies, procedures and/or practices needed to be amended or revised to ensure full compliance. As part of the state's system of general supervision, the Department provided technical assistance, targeted guidance and enforcement, if needed.

Information Required by the OSEP SPP Response Letter  
General Supervision for Transition in 2004:

The Department followed up with school districts that were identified in the SPP submitted in December 2004. The SPP provided the following information:

“In FFY 2004 were 926 children or 85.4% who received a FAPE by their third birthday. There were 158 children who did not receive a FAPE by their third birthday.

Children who did not receive a FAPE by their third birthday in FFY 2004 came from 68 school districts. The data indicated that there were 32 school districts that had one child and 15 school districts that had two children that did not receive a FAPE by their third birthday. Of the remaining school districts: 11 school districts had three children, four school districts had four children, two school districts had six children, two school districts had seven children, one school district had eight children and one school district had 13 children who did not have a FAPE by their third birthday.”

The Department followed up with all school districts through one or more mechanisms. An emphasis was placed upon districts that had more than one child identified as not receiving a FAPE by age 3. The Department, in following up with school districts focused on verifying the data and, if the data was determined to be accurate, sought to identify the reason why a FAPE was not provided. A total of 21 school districts received intensive follow-up because they had three or more children identified as not receiving a FAPE by age 3 indicating a potential systemic problem. Those 21 school districts had 96 of the 158 children identified as not receiving a FAPE by age 3.

The Department obtained the following information:

- 15 children had a delay in the provision of a FAPE related to a parent move (four of the 11 were related to foster home placement);
- 36 children had a delay in the provision of a FAPE due to a parent reason;

- three children were initially found not eligible for Part B and were re-referred and found eligible after their third birthday;
- 37 children did receive a FAPE by age 3; and
- six children did not receive a FAPE by age 3.

The Department followed up with the six school districts regarding the six children who did not receive a FAPE by age 3 in the 2004-05 school year. If the Department were to add the 88 children back into the calculation which includes children who did not receive a FAPE by age 3, the recalculation of FAPE at age 3 for 2004-05, based upon the information obtained indicates that 93.5 percent of children who exited Part C received a FAPE by age 3 instead of the 85.4 percent captured solely by the data system.

The Department followed up with each school district identified as not providing a FAPE by age 3. Each school district was given a specific directive to (1) review and, as appropriate, revise their district policies, procedures and/or practices to ensure a FAPE no later than age 3 for children who exit the state's Part C Program and/or (2) correct a specific issue (for example: address the provision of a FAPE for children having summer birthdays). Any school district that was again identified in the analysis of the 2005-06 transition data would receive a site visit and potentially would need to develop and submit a district specific improvement plan. All school districts took appropriate action in 2004-05 and the Department determined that no additional follow-up was needed within one year of identification.

In closing, the state's system of general supervision for the 2004-05 school year identified noncompliance, used both quantitative and qualitative information data to analyze and drill down to identify specific issues, followed up with school districts by providing targeted technical assistance and guidance to correct noncompliance, and followed up to ensure that noncompliance was addressed before notifying school districts that they would no longer be monitored.

#### General Supervision for Transition in 2005

The Department followed up with the 11 school districts that were identified as not providing a FAPE by age 3 in the 2005-06 school year. Each school district was given a specific directive to (1) review and as appropriate revise their district policies and procedures to ensure a FAPE no later than age 3 for children who exit the State's Part C Program and/or (2) correct a specific issue (for example: move assessment timelines to ensure the completion of assessment information, address the provision of a FAPE for children having summer birthdays, etc). None of the six school districts that were identified in the analysis of the 2004-05 transition data were identified in 2005-06. No school district issue was determined to be systemic but rather localized and individual. No school districts required a site visit by the Department and none needed to develop and submit a district specific improvement plan. All school districts took appropriate action in 2005-06 and the Department determined that no additional follow-up was needed.

The Department issued a number of policy reminders which emphasized that the provision of a FAPE by a child's third birthday was a compliance indicator. Mechanisms for dissemination included e-mail, mail, newsletters, web site information and other public venues. The

Department also enlisted its partners and collaborators including the Part C Lead Agency and the federally-funded Parent Training and Information Center (PTI), the Connecticut Parent Advocacy Center (CPAC).

In closing, in the Department's general supervision activities for the 2005-06 school year, the Department again focused the state's system of general supervision on improving educational, developmental and functional results for children ages 3 - 21. The Department used the same activities in the 2005-06 school year that it used in the previous school year to correct noncompliance including using both quantitative and qualitative information data to drill down to identify specific issues, following up with school districts by providing targeted technical assistance and guidance to correct noncompliance, and following up to ensure that noncompliance was addressed before notifying school districts that they would no longer be monitored. All activities took place within one year of the identification of noncompliance.

#### Discussion of Improvement Activities Completed

- a. Part B and Part C personnel conducted a data merge, with data verification checks, to capture data that would reflect the number of children who were timely referred by Part C prior to age 3 and had a transition conference no later than 90 days before the child's third birthday and were identified as receiving special education as a 3-year-old. The Department utilized these data to identify the children who received or did not receive a FAPE by their third birthday.
- b. Activities completed included Part C and B interagency collaboration that (a) determined the feasibility of providing a single unique student identification number to children receiving Part C that would follow a child into public education by age 3 and/or upon their later entry to the educational system; (b) identified the technological needs for both state agencies including the identification of resources and activities to build an infrastructure to ensure success; (c) conducted and/or facilitated numerous activities across both state agencies to obtain preliminary consent from the agency's Commissioners with a commitment to resources and began the infrastructure development and coordination; and (d) included plans to build the logistics such as giving the unique student identification number to school districts at the time of the child's referral to Part B.
- c. Department personnel conducted a systematic follow-up of all school districts ( $n = 53$ ) that were initially identified as not providing a FAPE by age 3. Of those, 11 school districts were identified as not providing a FAPE by age 3 and those school districts received targeted technical assistance to correct the noncompliance.
- d. The Part C Lead Agency, the Department and the State's Parent Training and Information Center (PTI), the Connecticut Parent Advocacy Center (CPAC) conducted a number of parent-training opportunities. The training, which includes technical assistance, has taken place through one-to-one requests for information, support or assistance; small group events that are program and school district specific; and more regionally based opportunities offered through the Department, birth to three programs, school districts and parent organizations.



- e. The Part C Lead Agency issued a “Request for Proposal” to encourage site-based playgroups where toddlers receiving Part C services could participate in playgroups with typically developing peers. Additionally, the Department and Part C have encouraged birth to three programs to begin the transition process by delivering a child’s individualized family service plan (IFSP) services at a school site and/or in a classroom program before the child exits Part C.
- f. The Department and Part C administrative personnel reviewed operational policies and procedures regarding transition and revised policies and procedures accordingly. The Part C Lead Agency revised their transition policies and procedures in 2005-06. The Department issued policy clarification letters to school districts throughout the state regarding compliance requirements for providing FAPE by age 3. In addition, the Department issued a policy clarification regarding required school-health physicals and immunizations to smooth the transition process for children enrolling in a public education.

#### Connecticut Progress Compared to National Data

Based upon the NECTAC review of the Early Childhood Transition indicator, Connecticut was:

- one of 36 states that provided baseline data in the SPP;
- one of 28 states that used statewide data and did not rely on a mechanism that did not provide statewide information such as sampling, monitoring or record reviews;
- one of 19 states that demonstrated performance above 80 percent; and was
- one of 15 states that could provide information on the range of days that a FAPE was not provided – and based upon Connecticut’s final 2004 data, is one of two states that provided a FAPE within 30 days after a child’s third birthday.

The Department looks forward to the 2005-06 school year analysis of national data to determine where Connecticut is compared to the rest of the nation and to identify state progress compared to the submission of the SPP in December 2005.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

##### Revisions to Proposed Targets

The Department and the state’s stakeholder group closely examined the Proposed Targets identified in the 2005 SPP, considered whether the Department needed to change or adjust any targets and determined that no changes or modifications were necessary.

##### Revisions to Proposed Improvement Activities, Timelines and Resources

The Department and the state’s stakeholder group closely examined the Improvement Activities, Timelines and Resources identified in the 2005 SPP, considered whether the Department needed to change or adjust any activities, timelines or resources and determined that no changes or modifications were necessary.

Part B State Annual Performance Report (APR) for 2005

**Overview of the Annual Performance Report Development:**

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

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

**Measurement:** Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2005	To be submitted with FFY 2006 APR, due February 1, 2008.

**Actual Target Data for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2006 APR, due February 1, 2008.

Part B State Annual Performance Report (APR) for 2005

Overview of the Annual Performance Report Development:

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

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

**Measurement:** Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2005	To be submitted with FFY 2007 APR, due February 1, 2009.

**Actual Target Data for 2005:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2007 APR, due February 1, 2009.

**Part B State Annual Performance Report (APR) for 2005**

**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.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2005	100%

**Actual Target Data for 2005:**

General supervision and monitoring findings corrected within one year were 99.5 percent.  
(216/217 x 100 = 99.5%)

Non compliance findings: 86 (monitoring) + 17 due process hearings + 131 complaints = 234

Number of findings that needed to be closed out in reporting period: 69 (monitoring) + 17 due process hearings + 131 complaints = 217

**Data from Focused Monitoring Visits**

District	Issue(s)	One year timeline	Status
064	Provision of IEP services General education teacher access to IEP Access to general education curriculum Placement decisions made on individual basis	February 2002	Open Level Four of sanctions
163	Evaluation practices Provision of IEP services Direction of 15% of funds for disproportionate identification	December 17, 2005	Closed December 17, 2005
077	Evaluation practices Provision of IEP services Direction of 15% of funds for disproportionate identification	December 7, 2005	Closed August 11, 2005
103	Evaluation practices Length of instructional day Direction of 15% of funds for disproportionate identification	December 22, 2005	Closed August 15, 2005
164	IEP goals and services individualized for student need	January 21, 2006	Closed August 11, 2005
147	Notice of planning and placement team meeting Out-of-district IEP implementation and notice of placement	March 28, 2006	Closed August 15, 2005

**APR Template – Part B (4)**

District	Issue(s)	One year timeline	Status
111	Data collection for time with nondisabled peers Evaluation practices Procedural violations Eligibility for speech/language services	March 29, 2006	Closed August 15, 2005
069	Functional behavioral assessment and behavioral support plans Involvement of parents in PPT meetings Evaluation practices Documentation of service delivery	April 25, 2006	Closed September 9, 2005
132	No findings of noncompliance	NA	NA
043	IEP link to general education curriculum Service delivery on IEP Transition planning Eligibility for speech/language services Regular education teacher present at PPT	May 11, 2006	Closed May 5, 2006
136	Completeness of IEP document	May 11, 2006	Closed August 16, 2005
015	Evaluation practices, timelines, consent for evaluation Homebound services Behavior management techniques Staff certification	December 22, 2006	Closed October 27, 2006

District	Issue(s)	One year timeline	Status
089	<p>Early Intervening Services and students with learning disabilities</p> <p>Identification of ELL students as learning disabled</p> <p>Disciplinary procedures</p> <p>Direction of 15% funds for disproportionate identification</p>	December 30, 2006	<p>Closed</p> <p>December 14, 2006</p>
135	<p>Eligibility determination and non biased assessment</p> <p>Direction of 15% of funds for disproportionate identification</p>	January 6, 2007	<p>Closed</p> <p>December 14, 2006</p>
064	<p>Data collection on preschool special education students</p> <p>Non biased assessment for ELL students</p> <p>Early intervening services for ELL students</p> <p>Direction of 15% of funds of disproportionate identification</p>	February 3, 2007	Open
083	<p>Age range of students in program</p> <p>Completeness of IEP documentation</p>	June 5, 2007	Open
153	Completeness of IEP documentation	May 6, 2007	Open
062	<p>Alternative program</p> <p>Training in LRE, co-teaching</p> <p>Location of self-contained classroom</p> <p>Attendance of general ed teacher at PPT</p> <p>Accuracy of data collection on extracurricular involvement</p>	May 4, 2007	Open

**APR Template – Part B (4)**

District	Issue(s)	One year timeline	Status
126	None	NA	NA
208	LRE Extracurricular involvement Transition Parent training	May 18, 2007	Open
022	Parent communication and involvement	May 9, 2007	Open
242 – RESC Program	Medical Advisor and delegation of nursing duties Cumulative Health Records Facility safety Emergency plan Suspension and expulsion policies, practices and procedures Provision of services on IEP Measurable goals and objectives Certified staff Access to general ed curriculum Age appropriate grouping of students Highly qualified staff Staff evaluation	May 18, 2007	Closed December 13, 2006
6 districts	FAPE at age 3	June 7, 2006	All closed
11 districts	FAPE at age 3	June 16, 2007	All closed



Monitoring Priority: Effective General Supervision Part B 2004-05		
Indicator	Measurement Calculation	Explanation
<p>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. (Compliance identified 2004-05 school year.)</p> <p>Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:</p> <p>a. # of agencies in which noncompliance was identified through other mechanisms.</p> <p>b. # of findings of noncompliance made.</p> <p>c. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = c divided by b times 100.</p>	<p>Due process hearing findings + complaint findings  <math>a = 12 + 35 = 47</math></p> <p><math>b = 17 + 114 = 131</math>  <math>c = 17 + 114 = 131</math></p> <p>100%</p> <p>100% of noncompliance identified were corrected in a timely manner</p>	<p>47 agencies/districts had issues in the dispute resolution system.</p> <p>There were 131 findings of noncompliance in the following areas:</p> <ul style="list-style-type: none"> <li>• Placement: private day and residential</li> <li>• Extended school year</li> <li>• Exclusion from class</li> <li>• Instructional services</li> <li>• Manifestation determination</li> <li>• Placement: general education</li> <li>• Eligibility</li> <li>• Timelines</li> <li>• Denial of FAPE</li> <li>• Failure to implement IEP</li> <li>• Behavior Plan/ FBA</li> <li>• Failure to evaluate</li> <li>• IEP not based on findings of evaluation study</li> <li>• Failure to process a special education referral</li> <li>• Failure to hold a PPT</li> <li>• Timely implementation of IEP</li> <li>• Education records</li> <li>• Notices</li> <li>• LRE</li> <li>• Confidentiality</li> <li>• Homebound/hospitalized instruction</li> <li>• Failure to involve parents in PPT process</li> <li>• Changes to IEP outside of PPT</li> <li>• Child Find</li> <li>• Transportation</li> </ul>

		<ul style="list-style-type: none"> <li>• Licensure of LEA employees</li> <li>• Failure to implement a due process order</li> <li>• Provision of extracurricular activities</li> <li>• Truancy</li> </ul>
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**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

Explanation of Progress or Slippage

Data were not obtained from sampling. All data reported here is valid and reliable. Progress from 95.0 percent to 99.5 percent is due to an increased number of findings of noncompliance and findings that were closed out. As reported in the 2005 APR and the SPP, one urban school district remains with an ongoing issue of noncompliance identified in the 1999-2003 cycle of review, in spite of the continued efforts of the Department to facilitate resolution of the issue. The identified concern is on the development of IEPs and that all services identified on the IEP are delivered. Worth noting, although the district continues to demonstrate noncompliance for some individual students, significant systemic progress has been made in ensuring IEPs are implemented, increasing the number of students and the amount of time students with disabilities spend in general education classrooms, and decreasing the overrepresentation of minority students in special education.

Since the last report in the 2005 SPP, the Department has maintained an ongoing presence in the district. A staff member from the Department worked collaboratively on issues relating to the general supervision of the district’s implementation of IDEA. In 2005-06, a portion of the district’s FY06 IDEA funds (\$185,000) were directed by the Department to retain an external consulting group to assist the district in accomplishing the following objectives: (1) conduct an audit of each student’s Individualized Education Program to determine and begin to systematically resolve service delivery issues; and (2) interview district and Department officials for the purpose of recommending practices in developing a district accountability model to ensure full implementation of IDEA.

The following are additional activities implemented by the Department to address ongoing noncompliance in district 064:

- Winter 2005 and spring 2006: Department personnel met with special education administration and teacher union leadership to discuss district issues and specific student issues. A system of intervention was discussed and procedures were implemented when concerns are brought to the attention of the district central office administration and school administration.
- Winter 2005 and ongoing: Regular communication between district special education officials, teacher union leadership and Department personnel regarding resolution of individual student issues raised by the teacher union leadership.

- Winter 2005 and ongoing: Meetings held with the district special education administration to discuss special education issues and district plans to achieve full IDEA compliance.
- Winter 2005 - summer 2006: Meetings and discussions were held with the external consulting group, the Urban Special Education Leadership Collaborative of the Education Development Center Inc. (EDC), and district officials to discuss the audit methodology, purpose, and the reporting of findings and recommendations.
- Spring 2006: The Department conducted a five-day organizational assessment of the entire school district.
- Spring 2006: Student file audits and focus groups were conducted by the external consulting group.
- Spring 2006: A department meeting was held with the acting superintendent of schools and a child advocacy group, Center for Children's Advocacy, to discuss issues related to service delivery, general district special education supervision and the directing of FY06 IDEA funds.
- Summer and fall 2006: Two reports were issued by the external consulting group. The Department directed FY07 IDEA funds (\$187,000) to have the external consulting group facilitate the district's implementation of the report recommendations with regard to (a) the implementation of an accountability plan and (b) additional audits of student files to ensure accountability practices and service delivery are in place. As a condition for the release of FY07 IDEA funds, the superintendent is required to submit a plan to address the noncompliance issues regarding student service delivery noted in the external consulting group's reports. Department discussions with the external consulting group continue regarding the audit methodology for 2006-07. Meetings and discussions will be held with district administration to establish clearer performance measures related to the use of IDEA funds.
- In addition to the ongoing involvement in the district regarding previously identified noncompliance, the Department conducted a focused monitoring visit on the key performance indicator related to overrepresentation of minority students in special education in December 2005. As part of the focused monitoring review, the district has met with focused monitoring team members on a regular basis, conducted a parent forum, attended an improvement planning session, developed an improvement plan, submitted verification of compliance with student corrective actions, and integrated focused monitoring recommendations into the above identified improvement efforts.

Discussion of Improvement Activities Completed

Data maps were revised for the 2005-06 school year. New data maps were developed for data on suspension and expulsion of students with disabilities in preparation for focused monitoring in the 2006-07 school year. In the 2005-06 school year the key performance indicators continued: overrepresentation of minority students in special education and the education of students with disabilities in the least restrictive environment (LRE), including disproportionate placement of minority students in particular educational settings. Fifteen districts were required to conduct self-assessments for LRE. Four districts received site visits for overrepresentation and five districts received site visits for LRE.

The key performance indicator for the 2006-07 school year was changed to: “Decrease the number of students in all disability categories who are suspended or expelled as defined by Connecticut General Statute (Sec. 10-233a(b)): ‘exclusion from regular classroom activities beyond 90 minutes’.” Data was disseminated for all districts, with 30 districts completing a self-assessment on suspension and expulsion, including the disproportionate suspension of minority students in special education. Eight districts will receive focused monitoring site visits for suspension and expulsion in the 2006-07 school year.

Information Required by the OSEP SPP Response Letter

Additional information regarding disproportionality can be found in Indicators 9 and 10. The Department is designing a data analysis that mirrors our current disproportionality initiative to address disproportionate suspension and placement of students with disabilities. The Department’s planning group has reviewed guidance from OSEP, NCCRESt, and other states through the NASDE survey to assist with determining our definition of significant disproportionality in these categories. The Department continues to struggle with concerns regarding small *n* size when assessing racial disproportionality in subgroups of subgroups of the students with disabilities subgroup in our state (i.e. students with disabilities suspended greater than 10 days). In the meantime, the Department has conducted in the past and continues to conduct focused monitoring visits on LRE and suspension of students with disabilities which include an analysis of disproportionality and policies, practices and procedures as part of the site visits. Additionally, discussions centered on the determination of directing funds for disproportionate suspension and placement. To date, the Department has directed funds for disproportionate identification by disability only.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**Revisions to Proposed Targets:

The Department and the state’s stakeholder group closely examined the “Proposed Targets” identified in the 2005 SPP, considered whether the Department needed to change or adjust any targets and determined that no changes or modifications were necessary.

Revisions, with Justifications to Improvement Activities, Timelines, Resources

The Department and the state's stakeholder group closely examined the "Improvement Activities, Timelines and Resources" identified in the 2005 SPP, considered whether the Department needed to change or adjust any activities, timelines or resources and determined that no changes or modifications were necessary.

**Part B State Annual Performance Report (APR) for 2005**

**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.

(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
2005	100%

**Actual Target Data for 2005:**

In the 2005-06 school year, 98.9 percent of signed written complaints with reports issued were resolved within appropriate timelines.

$[(91 + 3/95) \times 100 = 98.9\%]$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

The Department has demonstrated minor slippage in meeting complaint timelines from 100 percent to 98.9 percent. This decrease in demonstrated compliance is due to the issuing of one complaint reported beyond the allowable timeline. The Department continues to monitor timelines and requests for extensions of timelines closely. An extension of timelines to allow for mediation does not occur unless both parties agree to the extension. The Department provided training for any consultant in the Bureau of Special Education who was new to handling complaints, including the timeline requirements for the completion of the complaint. Data are valid and reliable.

The Department provided training and technical assistance to Department consultants, LEAs and families on alternatives to dispute resolution including IEP facilitation. The Department updated the “Complaint Resolution Process” document to update the process in accordance

with the new regulations. A statewide conference on Alternatives to Dispute Resolution was held in collaboration with the Quinnipiac School of Law, SERC and the Consortium for Appropriate Dispute Resolution in Special Education (CADRE). The Department developed and disseminated a brochure on the use of alternatives to dispute resolution. The title of the brochure is “Opportunities for Solutions: Improving Results for Students with Disabilities”. The Department updated the “Parent’s Guide to Special Education in Connecticut” to include a sample request form to simplify the process of filing a complaint.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**Revisions, with Justifications to Improvement Activities, Timelines, Resources

The Department and the state’s stakeholder group closely examined the “Improvement Activities, Timelines and Resources” identified in the 2005 SPP, considered whether the Department needed to change or adjust any activities, timelines or resources and determined that no changes or modifications were necessary.

**Part B State Annual Performance Report (APR) for 2005**

**Overview of the Annual Performance Report Development:**

See Overview, Page i

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

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(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
2005	100%

**Actual Target Data for 2005:**

Of due process hearing requests that were fully adjudicated, 95 percent were rendered within the required timelines in the 2005-06 school year.

$$((3 + 15 (18)) / 19 \times 100 = 95\%)$$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

Explanation of Progress or Slippage

The Department has made progress toward the 100 percent target. The Department’s efforts with hearing officers resulted in a 50 percent decrease in the number of decisions that were late. Of the total number of hearing requests (206), 19 resulted in fully adjudicated hearing decisions. Eighteen of these were rendered within the required timeline. One was issued three calendar days/one business day after such timeline. The Department continues to work diligently with the involved persons regarding adherence to timelines. Data are valid and reliable.

The due process hearing system is overseen by the Department, which appoints contracted hearing officers. All 10 hearing officers are attorneys in good standing with their respective state bar associations and have experience in education.



Within 45 calendar days of commencement of the hearing timeline a final decision and order is rendered. Hearing officers may grant a specific extension of time beyond the 45-day calendar timeline for certain reasons at the request of either party.

As alternate dispute resolution options, the Department has available complaint resolution, mediation and advisory opinion processes. At the local level resolution meetings are made available to the parties.

The Department provided training and technical assistance to mediators, LEAs and families on alternatives to dispute resolution including IEP facilitation. A statewide conference on Alternatives to Dispute Resolution was held in collaboration with the Quinnipiac School of Law, SERC and the Consortium for Appropriate Dispute Resolution in Special Education (CADRE). The Department developed and disseminated a brochure on the use of LEA and state alternatives to dispute resolution. The title of the brochure is “Opportunities for Solutions: Improving Results for Students with Disabilities”. Hearing officer training and professional development opportunities continue to be offered as described in the 2005 SPP.

The Department has designed the new database system that integrates management of mediations, complaints, resolution sessions, advisory opinions, and due process hearings. Implementation is expected in 2007.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions, with Justification, to Improvement Activities / Timelines / Resources

The revised activities were developed to eliminate any late hearing decisions.

Part B State Annual Performance Report (APR) for 2005

Overview of the Annual Performance Report Development:

**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
2005	To be submitted with FFY 2006 APR, due February 1, 2008.

**Actual Target Data for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2006 APR, due February 1, 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2006 APR, due February 1, 2008.

**Part B State Annual Performance Report (APR) for 2005**

**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
2005	67%

**Actual Target Data for 2005:**

For the school year 2005-06, the Department’s data show 68.6 percent of mediations resulted in agreements.

(140/204 x 100 = 68.6%)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

The Department’s 2005-06 school year data shows an increase in the percent of mediations (68.6 percent) that resulted in agreements in comparison to the 2004-05 school year (66 percent). This exceeds the target set by the Department. Data reported here are valid and reliable. The Department does not believe that tracking the number of agreements is an effective means of assessing the effectiveness of the mediation process. Sixty-four mediations did not result in agreements. Of these 64 nonagreements, only four went on to a hearing for adjudication. Of the 204 total mediations held, 200 did not result in an adjudicated hearing decision. In 98 percent of the cases where the parties used mediation, the due process hearing option was not needed to resolve the issues in dispute. The goal of mediation is to maximize the opportunity for the parties to reach a settlement. The effectiveness of mediation should not be rated on a percentage of written agreements.

The Department provided training and technical assistance to mediators, LEAs and families on alternatives to dispute resolution including IEP facilitation. A statewide conference on

Alternatives to Dispute Resolution was held in collaboration with the Quinnipiac School of Law, State Education Resource Center (SERC) and the Consortium for Appropriate Dispute Resolution in Special Education (CADRE). The Department developed and disseminated a brochure on the use of alternatives to dispute resolution. The title of the brochure is “Opportunities for Solutions: Improving Results for Students with Disabilities”. The “Parent’s Guide to Special Education in Connecticut” has been updated. Mediator meetings, mentorship, training and professional development opportunities continue to be offered as described in the 2005 SPP.

The Department has designed the new database system that integrates management of mediations, complaints, resolution sessions, advisory opinions and due process hearings. Implementation is expected in 2007.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

Revisions to Proposed Targets:

The Department closely examined the “Proposed Targets” identified in the 2005 SPP, considered whether the Department needed to change or adjust any targets and determined that no changes or modifications were necessary.

Revisions, with Justifications to Improvement Activities, Timelines, Resources

The Department closely examined the “Improvement Activities, Timelines and Resources” identified in the 2005 SPP, considered whether the Department needed to change or adjust any activities, timelines or resources and determined that no changes or modifications were necessary.

**Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act  
Complaints, Mediations, Resolution Sessions, and Due Process Hearings**

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	137
(1.1) Complaints with reports issued	95
(a) Reports with findings	69
(b) Reports within timeline	91
(c) Reports within extended timelines	3
(1.2) Complaints withdrawn or dismissed	42
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	239
(2.1) Mediations	
(a) Mediations related to due process	72
(i) Mediation agreements	48
(b) Mediations not related to due process	132
(i) Mediation agreements	92
(2.2) Mediations not held (including pending)	35

SECTION C: Hearing requests	
(3) Hearing requests total	208
(3.1) Resolution sessions	61
(a) Settlement agreements	41
(3.2) Hearings (fully adjudicated)	19
(a) Decisions within timeline	3
(b) Decisions within extended timeline	15
(3.3) Resolved without a hearing	187

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

**Part B State Annual Performance Report (APR) for 2005**

**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 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 February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005	100%

**Actual Target Data for 2005:**

Data reporting is 28.6 percent timely. In the 2005-06 school year, two of the seven required federal reports for special education were reported on time (Table 6 – Statewide Assessments and the SPP). Federal Tables 1 - 5 were all submitted late with the number of days late ranging from eight to 29 days including some reports for which there were approved extensions.

Data are 97.1 percent accurate. In all, there are seven reports during the 2005-06 school year contributing to the overall accuracy. The six federal tables were 100 percent accurate and the SPP was 80 percent accurate, giving an overall 97.1 percent accuracy.  
(6.8/7 x 100 = 97.1%)

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

The timely reporting of data is clearly a systemic issue within the state. The Department collects child count data and personnel data in a manner that should adequately support the timely reporting of Table 1 (child count), Table 2 (personnel), and Table 3 (FAPE/environments).

Exiting data is not collected in a manner that facilitates the reporting of Table 4 by the November 1 deadline, as the collection period opens one month after the federal table is due to OSEP/Westat. The collection of discipline data occurs in late summer and early fall and does not currently facilitate the state's ability to report Table 5 by the November 1 federal deadline.

The reporting of assessment data and the SPP/APR has been on time and are expected to remain timely with the exception of unanticipated catastrophic events.

Data are 97.1 percent accurate. Tables 1, 3, 4 and 5 were revised in an effort to represent the extensive data verification and cleaning activities employed by the state to ensure 100 percent accuracy of final data submitted to OSEP/Westat. Data Tables 2 and 6 were 100 percent accurate at the first submission. The December 2005 SPP required the revision of four indicators. In three of the indicators, although the data were accurate, the wrong year's data were reported (see Indicators 1, 2, and 4 for detailed explanation) and in Indicator 5, the wrong denominator was used for the reporting 5A and 5B and has been revised in this year's submission of the SPP. Guidance received from Ruth Ryder on January 11 during the OSEP SPP/APR technical assistance conference call to states, indicated that revision of these four indicators should be reported as not accurate; therefore, the December 2005 SPP is only 80 percent accurate ( $16/20 \times 100 = 80\%$ ). In all, there are seven reports contributing to the overall accuracy. The six federal tables are 100 percent accurate and the SPP is 80 percent accurate, giving an overall 97.1 percent accuracy ( $6.8/7 \times 100 = 97.1\%$ ).

**Explanation of Progress or Slippage**

In most cases, this section of the APR would report on activities to be implemented from July 2006 to June 2007. While the Department would like to indicate improvement in the reporting of data in the 2006-07 reporting cycle, we do not anticipate improving our timeliness until the Department redesigns its data collection and information technology structures. In October 2006, the Department sent an email to Westat in an effort to confirm our timely reporting prior to writing the SPP and APR. It was at this time that we became aware of the extent of our late reporting issues. We discovered that we were 28.6 percent timely for 2005-06 school year reporting of data and were already in a position to fail to meet due dates for the 2006-07 school year reporting.

At this point, communication occurred between the chiefs of the Department's Bureau of Special Education and the Bureau of Research, Evaluation and Assessment. Meetings were organized to facilitate a discussion regarding the lack of compliance with federal timelines which included all key department personnel including management. It was determined that

the implementation of the Special Education Data Application and Collection (SEDAC) and the change from a collection date of December 1 to October 1 would facilitate the collection of child count (Table 1) and FAPE/environment (Table 3) data. It is anticipated that timely reporting will occur for the 2007-08 school year. Due to the challenges associated with implementing a new data system, the 2006-07 school year data for these two tables were not collected in time to meet reporting requirements. Tables 1 and 3 were revised to represent the extensive data verification and cleaning activities employed by the state to ensure 100 percent accuracy of final data submitted to OSEP/Westat.

The personnel table will be submitted on time in the 2007-08 school year. There are no collection issues that explain the eight-day late submittal of this federal table for 2005-06 or the one day late submittal for 2006-07. Data Table 2 was 100 percent accurate at the first submission.

The collection period for the exiting data (Table 4) has historically opened in December, one month after the federal table is due to OSEP/Westat. With the implementation of SEDAC, all exiting data for special education was incorporated into the Public School Information System (PSIS) registration system for the state. This system allows the state to collect, for the first time, all exiting data for all students (with and without disabilities) in the same manner at a student level. This new exit-data collection system combines three previous standalone systems into one. The use of PSIS to register and unregister students is anticipated to become mandatory during the 2006-07 school year. Additionally, the state passed a new education statute requiring districts to register and unregister students within 10 days of a change in status. This new system will ensure the timely reporting of Table 4 for the 2006-07 school year, due in November of 2007. For the 2005-06 school year data, a separate collection has been implemented to insure the proper reporting of data, although the implementation of the one-year work around data collection does not allow for the timely reporting of exiting data by November 2006, even with an extension to February 1, 2007. Implementation challenges associated with SEDAC has backed up all state reporting deadlines. But again, we anticipate full timeline compliance in November 2007 with the reporting of 2006-07 exit data. Table 4 was revised in an effort to represent the extensive data verification and cleaning activities employed by the state to ensure 100 percent accuracy of final data submitted to OSEP/Westat.

The discipline data (Table 5) will be submitted on December 1 for the 2006-07 school year report about 2005-06 discipline data, with an extension from OSEP. Due to practices within the state associated with this data collection, at this time, it is not anticipated that Table 4 will be reported within federal timelines (November 1) for the foreseeable future. Currently, it is department policy to open the discipline data collection in mid-July and allow reporting through late October. This timeline allows the Department to conduct multiple validation checks and align the discipline file with the state's PSIS and assessment data collection files. The Department is examining the potential for conversion of the discipline data collection to an online system linked directly to PSIS and enable collection in a manner that facilitates timely reporting of Table 5. Table 5 was revised in an effort to represent the extensive data verification and cleaning activities employed by the state to ensure 100 percent accuracy of final data submitted to OSEP/Westat.



Table 6, assessment data, was timely and accurate for the 2004-05 assessments and will be reported on time for the 2005-06 assessments as well. Data Table 6 was 100 percent accurate at the first submission. We anticipate continued compliance with the accurate and timely reporting of these data.

The SPP was 100 percent timely for the December 2005. Both the SPP revisions and the APR will be reported on time in February 2007 as well. The December 2005 SPP required the revision of four indicators. In three of the indicators although the data were accurate, the wrong year's data were reported (see Indicators 1, 2, and 4 for detailed explanation) and in Indicator 5, the wrong denominator was used for the reporting 5A and 5B and has been revised in this year's submission of the SPP. Guidance received from Ruth Ryder on January 11 during the OSEP SPP/APR technical assistance conference call to states, indicated that revision of these four indicators should be reported as not accurate therefore, the December 2005 SPP is only 80 percent accurate ( $16/20 \times 100 = 80\%$ ). We anticipate continued compliance with the timely submission of these reports.

As indicated in Indicators 1 and 2 the Department will be on the correct year's reporting cycle effective in the February 2008 APR which will bring us up-to-date with the appropriate collection and reporting cycles required under IDEA and will contribute to more accurate reporting of these indicators. Indicator 5 has been corrected in this year's submission of the SPP/APR and will continue to remain accurate in the future.

As described in Indicator 4 and above, it is unknown when Connecticut's data collection practices regarding discipline will be converted to an online system that will allow for the reporting of the appropriate year's data in the APR and therefore, this indicator will remain inaccurate according to OSEP's definition (appropriate reporting year) for the foreseeable future. Failure to be 100 percent accurate for the SPP fails to reflect the reality of the data reported and, instead, is a reflection of Connecticut's timeliness in reporting due to data collection policies within the state thereby causing late collection to also be considered inaccurate reporting.

#### Discussion of Improvement Activities Completed

All improvement activities reported in the December 2005 SPP were completed and contribute to the 100 percent accuracy of all final 618 data (revised following thorough data cleaning and validation checks) reported to OSEP/Westat.

#### **Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

#### Revisions, with Justification, to Improvement Activities / Timelines / Resources

The following is justification for additional activities stated in the SPP submitted February 1, 2007.

<b>Activity</b>	<b>Justification</b>
Implementation of the Special Education Data Application and Collection (SEDAC)	Creation of a web-based data collection system that is open 24/7/365 will improve the timely reporting of data and allow implementation of automated data cleaning procedures
Implementation of mandatory PSIS registration system	To allow for the timely collection of exit data for all Connecticut students in one system
Change the Connecticut OSEP child count data collection from December 1 to October 1	To allow the Department to work from a single comprehensive data system in the state
Convene meetings across multiple bureaus to address timely data collection and reporting	To ensure compliance with 618 data reporting requirements
Convene meetings across multiple bureaus to address collection procedures and timelines for discipline data	To ensure compliance with 618 data reporting requirements

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4838	42311
4	5341	43072
5	5575	42887
6	5610	43847
7	5623	44896
8	5627	45131
HIGH SCHOOL (SPECIFY GRADE:) 10	5323	44596

<sup>1</sup>At a date as close as possible to the testing date.

2005-2006

STATE: CT - CONNECTICUT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	4465	3550	0	32
4	4959	4124	0	27
5	5180	4253	0	38
6	5206	4330	0	51
7	5181	4024	0	56
8	5106	3851	0	67
HIGH SCHOOL : 10	4649	4078	0	253

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL :                      10	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	344	344	0	0	0
4	356	356	0	0	0
5	352	352	0	0	0
6	333	333	0	0	0
7	346	346	0	0	0
8	367	367	0	0	0
HIGH SCHOOL : 10	382	382	0	0	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	29	0
4	0	26	0
5	0	43	0
6	0	71	0
7	0	96	0
8	0	154	0
HIGH SCHOOL :	10	292	0

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

2005-2006

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CMT	1726	708	939	835	225	0	0	0	0	4433
4	CMT	1884	784	1122	902	240	0	0	0	0	4932
5	CMT	2065	931	1049	896	201	0	0	0	0	5142
6	CMT	2115	1029	1149	710	152	0	0	0	0	5155
7	CMT	2195	1086	973	687	184	0	0	0	0	5125
8	CMT	2117	1010	1039	713	160	0	0	0	0	5039
HIGH SCHOOL : 10	CAPT	1497	1139	1220	400	140	0	0	0	0	4396

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.



TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

2005-2006

STATE: CT - CONNECTICUT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	1 - Basic	2 - Proficient	3 -							9B ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Skills Checklist	250	70	24	0	0	0	0	0	0	344
4	Skills Checklist	272	70	14	0	0	0	0	0	0	356
5	Skills Checklist	260	76	16	0	0	0	0	0	0	352
6	Skills Checklist	290	35	8	0	0	0	0	0	0	333
7	Skills Checklist	300	39	7	0	0	0	0	0	0	346
8	Skills Checklist	328	25	14	0	0	0	0	0	0	367
HIGH SCHOOL : 10	Skills Checklist	352	26	4	0	0	0	0	0	0	382

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **2 - Proficient**

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL <sup>2</sup>
		3		0	0	0	0	0	0	0	
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score. If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) <sup>1</sup>	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	4433	344	0	61	4838
4	4932	356	0	53	5341
5	5142	352	0	81	5575
6	5155	333	0	122	5610
7	5125	346	0	152	5623
8	5039	367	0	221	5627
HIGH SCHOOL : 10	4396	382	0	545	5323

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		4838	42311
4		5341	43072
5		5575	42887
6		5610	43847
7		5623	44896
8		5627	45131
HIGH SCHOOL (SPECIFY GRADE:)	10	5323	44596

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	4463	3551	0	85
4	4925	4102	0	71
5	5175	4226	0	62
6	5199	4300	0	79
7	5149	4004	0	69
8	5078	3832	0	97
HIGH SCHOOL : 10	4679	4091	0	305

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 10	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	344	344	0	0	0
4	356	356	0	0	0
5	352	352	0	0	0
6	333	333	0	0	0
7	346	346	0	0	0
8	367	367	0	0	0
HIGH SCHOOL : 10	382	382	0	0	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

2005-2006

STATE: CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	23	8
4	0	46	14
5	0	38	10
6	0	70	8
7	0	119	9
8	0	176	6
HIGH SCHOOL : 10	0	254	8

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.



2005-2006

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CMT	2641	486	497	626	128	0	0	0	0	4378
4	CMT	2903	544	528	759	120	0	0	0	0	4854
5	CMT	3042	539	514	877	141	0	0	0	0	5113
6	CMT	2875	613	606	907	119	0	0	0	0	5120
7	CMT	2861	526	549	997	147	0	0	0	0	5080
8	CMT	2684	551	529	1068	149	0	0	0	0	4981
HIGH SCHOOL : 10	CAPT	1436	1213	1286	317	122	0	0	0	0	4374

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	1 - Basic	2 - Proficient	3 - Independent							9B ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Skills Checklist	311	27	6	0	0	0	0	0	0	344
4	Skills Checklist	310	37	9	0	0	0	0	0	0	356
5	Skills Checklist	286	54	12	0	0	0	0	0	0	352
6	Skills Checklist	296	27	10	0	0	0	0	0	0	333
7	Skills Checklist	293	43	10	0	0	0	0	0	0	346
8	Skills Checklist	319	40	8	0	0	0	0	0	0	367
HIGH SCHOOL : 10	Skills Checklist	317	42	23	0	0	0	0	0	0	382

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: **2 - Proficient**

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: CT - CONNECTICUT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9C ROW TOTAL <sup>2</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.  
 If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

2005-2006

STATE: CT - CONNECTICUT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	4378	344	0	116	4838
4	4854	356	0	131	5341
5	5113	352	0	110	5575
6	5120	333	0	157	5610
7	5080	346	0	197	5623
8	4981	367	0	279	5627
HIGH SCHOOL : 10	4374	382	0	567	5323

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

Please explain the difference between column 11 and the number reported in column 1, Section A.







