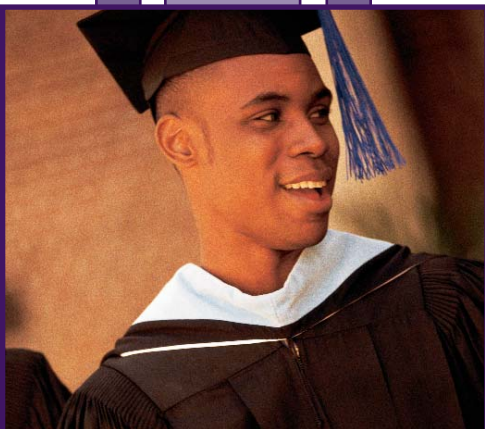


Connecticut State Department of Education
Division of Family and Student Support Services
Bureau of Special Education



Part B ANNUAL *Performance* REPORT

February 2010

Reporting Period

July 1, 2008 - June 30, 2009



Contents

Overview of Annual Performance Report Development

Broad Input from Stakeholders	i
Public Dissemination	i-ii
Revisions Made.....	ii

Monitoring Priority: FAPE in the LRE

Indicator 1: Graduation	1-7
Indicator 2: Dropout.....	8-15
Indicator 3: Participation and Performance on Statewide Assessments	16-30
Indicator 4: Suspension and Expulsion.....	31-46
Indicator 5: Least Restrictive Environment (LRE).....	47-54
Indicator 6: Early Childhood LRE	55
Indicator 7: Early Childhood Outcomes	56-57
Indicator 8: Parental Involvement.....	58-64

Monitoring Priority: Disproportionality

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services	65-71
Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories	72-81

Monitoring Priority: Effective General Supervision Part B

Indicator 11: Evaluation Timelines.....	82-92
Indicator 12: FAPE at Age 3.....	93-99

Contents

Monitoring Priority: Effective General Supervision Part B (continued)

Indicator 13: Secondary Transition Goals and Services	100-103
Indicator 14: Postsecondary Outcomes.....	104-105
Indicator 15: General Supervision	106-122
Indicator 16: Complaints.....	123-125
Indicator 17: Due Process Hearing Requests.....	126-128
Indicator 18: Resolution Session Agreements	129-130
Indicator 19: Mediation Agreements	131-132
Indicator 20: Timely and Accurate Reporting	133-135

Appendix

Attachment 1: Indicator 15 Worksheet	136-139
Attachment 2: Indicator 20 Rubric	140-141

Overview of the Annual Performance Report Development

February 2010

Broad Input from Stakeholders

With the first submission of the State Performance Plan (SPP) in December 2005, the Connecticut State Department of Education (CSDE) divided the 20 indicators into six categories for its SPP. In its updated revision of the SPP, the CSDE reorganized its work groups to reflect seven areas. Each category was designated as a work group with at least one CSDE consultant facilitating each. The work groups 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) – indicator 5
- Academic Accomplishment – indicators 3, 9, 10
- School Engagement and Completion – indicators 1, 2, 4
- Secondary Transition – indicators 13, 14

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

Public Dissemination

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

The CSDE will report annually to the public on the performance of each local education agency located in the state on the targets in the SPP through the District Annual Performance Report, which will be posted on the CSDE's Web site and announced in the Bureau of Special

Education's *Bureau Bulletin*. The updated SPP and subsequent APRs will be shared with the Connecticut State Board of Education for discussion.

Revisions Made

Due to the reorganization the CSDE underwent in June 2009, the *Bureau of School and District Improvement* and the *Bureau of Accountability, Compliance and Monitoring* have been combined and are now the *Bureau of Accountability and Improvement*. Similarly, the *Bureau of Curriculum and Instruction* and the *Bureau of Early Childhood* are now the *Bureau of Teaching and Learning*.

Any changes or revisions made within SPP indicators are specified, with an explanation and justification for those changes or revisions in the Annual Performance Report submitted February 2010.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target
2007	72.0%

Actual Target Data for FFY 2007

The 2007-08 school year graduation rate for students with disabilities was 79.4 percent. Target met.

$$[3,396 \text{ 2007-08 graduates} / (3,396 \text{ graduates} + 186 \text{ 2007-08 12th-grade dropouts} + 163 \text{ 2006-07 11th-grade dropouts} + 245 \text{ 2005-06 10th-grade dropouts} + 289 \text{ 2004-05 ninth-grade dropouts})] \times 100 = 79.4\%$$

The Connecticut State Department of Education (CSDE) has seen a seven-year increase in the graduation rate for students with disabilities. Since school year 2004-05, the graduation rate for students with disabilities has increased from 67.7 to 79.4 percent.

A state issued and approved diploma defines graduation with a regular high school diploma. Graduation with a General Educational Development (GED) or a Certificate of Completion does not constitute graduation with a regular high school diploma. A minimum of twenty credits is required for graduation with a regular high school diploma, including no fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education. In 2001, Connecticut General Statutes were revised to require that by September 1, 2002, each district had to specify basic skill levels necessary for graduation for classes graduating 2006 and later, and the district had to specify a process for assessing competency. This process needed to include, but could not be limited to, assessment on the

statewide Grade 10 Connecticut Academic Performance Test (CAPT). Districts were also required to create a course of study for students unsuccessful in meeting these competency requirements so they could reach a satisfactory level of competency before graduation. The same rules are applicable for youth with IEPs.

Data are collected from a statewide data source and are used to report federally required Section 618 data. Sampling is not used. Data are valid and reliable as verified by the series of validation checks built into the collection system.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008.

Discussion of Improvement Activities Completed will be based on the work during the 2008-09 school year. The Explanation of Progress or Slippage that occurred will be based on data from the 2007-08 school year.

Explanation of Progress or Slippage that occurred in FFY 2007

The target set for the 2007-08 school year graduation rate is 72.0 percent. The target was exceeded, with the actual rate being 79.4 percent. Data used to calculate the graduation rate are from two sources: the statewide Public School Information System (PSIS) register/unregister system and the Special Education Data Application and Collection (SEDAC) system.

Discussion of Improvement Activities Completed 2008-09

1.5 Collaboration with State Education Resource Center (SERC) staff members to identify priorities and establish statewide and district-specific activities and training to address graduation and dropout continued through the Connecticut's Comprehensive System of Personnel Development (CSPD). Responsibility for the coordination, development, and ongoing evaluation of Connecticut's CSPD has been assigned to SERC by the CSDE.

1.6 CSDE staff participated in the National Dropout Prevention Center Network (NDPC-N) conference in November 2008 with the intent of strengthening collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) and NDPC-N. There has been ongoing development in strategies for sharing current resources and information pertaining to dropout prevention efforts and to support schools in addressing the precursors to dropout. A specific focus was given to identifying early indicators that emerge in students as early as their elementary education experience. Resources provided to districts include *Guidelines for In-school and Out-of-school Suspension*, which can be found on the CSDE's Web site.

1.7 Priorities for collaboration with other State agencies include efforts addressing graduation and dropout as they pertain to delivering special education services. The CSDE and the Department of Mental Health and Addiction Services (DMHAS) continued to collaborate concerning special education services to persons ages 18-21 who have in-patient status in state psychiatric hospitals and have not yet completed their high school education. Recent activities include heightened fiscal oversight and review of educational services provided to these young adult clients. Quarterly reviews of expenditures and services rendered have been instituted to

ensure incorporation of best practices and scientific, research-based interventions. Safeguards and procedures mandated through IDEA continued to be addressed through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. Program components have included particular emphasis on students who are represented by surrogate parents. Furthermore, the CSDE and DCF began revisions to state regulations related to Social Security Act Section 475 addressing educational stability for students, including students with disabilities, who are in foster placements. Efforts to provide broad interpretation and acceptable provision of the McKinney-Vento Act have developed improved responses to those students meeting criteria for homelessness and who, because of their condition, face interruption in their academics. Finally, the CSDE has been collaborating with the Judicial Department and DCF to develop appropriate services necessary to keep students in school and avoid the juvenile or adult justice system.

1.8 Data on statewide and district graduation rates for both students with disabilities and all students in Connecticut continued to be disseminated to all school districts via the Strategic School Profiles, which incorporate both general and special education data, and District Annual Performance Reports (APRs). These data are also available on the CSDE Web site.

1.9 The CSDE has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. The module titled *Improving School Climate to Support Student Achievement* was first implemented during the 2008-09 school year and has been offered to staff in approximately 85 districts throughout the state. Additionally, CSDE staff members have provided school climate workshops to district boards of education, the regional chapters of the Connecticut Association of Public School Superintendents (CAPSS) and to parent-community groups. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members have participated in contributing to developing the *National School Climate Standards* through an interstate collaborative task force.

1.10 The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 11 of 12 districts being monitored. Individual districts implemented numerous strategies in the following areas:

- procedures outlined in various CSDE guidelines for the identification of students with disabilities;
- curriculum and instruction;
- positive behavioral supports;
- social and emotional health; and

- school-based record keeping procedures for discipline and attendance.

1.11 The Request for Proposal (RFP) was not reissued due to the CSDE’s work to align the RFP to its strategic plan on secondary school reform, suspension/expulsion and dropout prevention. RFPs were delayed until the 2009-10 school year.

1.12 The CSDE established an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multistakeholder group has contributed to the planning and development of guidelines addressing discipline, efforts toward credit recovery, and district needs that might be addressed by the CSDE through policy, practice or publications. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state.

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

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

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008.

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources	Justification
1.7 (Revised) Assign a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education	July 2006 through Fall 2011	<ul style="list-style-type: none"> • Department personnel • Connecticut Department of Children and 	<p>The timeline has been updated.</p> <p>The responsible bureau</p>

Activity	Timelines	Resources	Justification
<p>for dropout prevention and graduation for students with disabilities. This person will work with the Department and other state agencies to strengthen and promote interagency collaboration.</p>		<p>Families personnel</p> <ul style="list-style-type: none"> • Connecticut Department of Mental Health and Addiction Services personnel • Connecticut Department of Justice, Court Support Services Division 	<p>was changed due to reduction in workforce.</p>
<p>1.9 (Revised) Continue training through the Connecticut Accountability for Learning Initiative's (CALI) module titled <i>Improving School Climate to Support Student Achievement</i> to facilitate the reduction of suspensions/expulsions that affect graduation and dropout rates. The Department offers basic and certification training through our CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement personnel • SERC personnel 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>1.10 (Revised) Monitoring from the Bureau of Accountability and Improvement to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Personnel from the Bureau of Accountability and Improvement • Personnel from the Bureau of Data Collection, Research and Evaluation 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>1.11 (Revised) Explore components of school engagement model to be included in Request for Proposal (RFP) to develop demonstration</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel and IDEA and other funding sources 	<p>The Request for Proposal was not reissued due to the CSDE's work to align the RFP to its strategic plan on secondary school</p>

Activity	Timelines	Resources	Justification
<p>programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>			<p>reform, suspension/expulsion and dropout prevention. RFPs were delayed until the 2009-10 school year.</p> <p>Funding sources have been expanded to address all students.</p>
<p>1.12 (Revised) Department will establish an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel • Other state agency personnel • Representatives from local educational agencies (LEAs) and other stakeholder groups • In-school suspension guidelines 	<p>Changes in resources to better reflect input from outside representation and to include strategies of the new in-school suspension guidelines developed by the CSDE.</p>
<p>1.13 (Revised) The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. An interagency taskforce will work with the Bureau and include representation from special education. The taskforce will implement the following recommendations from the Department report to the State Board of Education titled <i>A Review of Programs for Reducing the Dropout and Suspension Rates of Those Children At Risk of Dropping Out or Being Suspended from School</i>:</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel • Representatives from LEAs • Representatives from other state agencies • Representatives from community groups 	<p>Changes in resources to better reflect input from various stakeholders.</p>

Activity	Timelines	Resources	Justification
<ol style="list-style-type: none"> 1. Conduct in-depth analysis of dropout and suspension data among Connecticut’s school children. 2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant. 3. Complete an analysis of local programs in Connecticut to identify exemplary models. 4. Promote the use of scientific research-based interventions (SRBI) to identify youth at risk of dropping out of school. 			
<p>1.15 (Revised) In collaboration with the Governor’s P-20 Council, conduct a Dropout Prevention Summit.</p>	<p>Fall 2009</p>	<ul style="list-style-type: none"> • Department personnel • Representatives from LEAs • Representatives from other state agencies • Representatives from other shareholder groups • Grant funds from America’s Promise Alliance • Grant funds from State Farm Insurance • Reallocated funds within Department 	<p>Changed resources to reflect multiple stakeholders and funding sources to serve all students.</p>

Part B State Annual Performance Report (APR) for 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: FAPE in the LRE

1. **Indicator 2:** Percent of youth with IEPs dropping out of high school.

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

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2007	5.0%

Actual Target Data for 2007:

The 2007-08 school year dropout rate for students with disabilities was 3.7 percent. Target met.

$$(803 \text{ 2007-08 dropouts} / 21,944 \text{ students with disabilities in Grades 9-12 in 2007-08}) \times 100 = 3.7\%$$

Although the 2007-08 school year dropout rate for students with disabilities is higher than the 2006-07 rate (2.8 percent), the Connecticut State Department of Education (CSDE) has seen an overall trend of decline in the dropout rate for students with disabilities, significantly reducing the existing gap between students with disabilities and their nondisabled peers, using the same dropout formula for both groups. During the last four years, the dropout rate among special education students fell from 5.6 to 3.7 percent.

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

Data are collected from a statewide data source and are used to report federally required Section 618 data. Sampling is not used. Data are valid and reliable as verified by the series of validation checks built into the collection system.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008.

Discussion of Improvement Activities Completed will be based on the work during the 2008-09 school year. The Explanation of Progress or Slippage that occurred will be based on data from the 2007-08 school year

Explanation of Progress or Slippage that occurred in FFY 2007

The target for 2007-08 was exceeded. According to research, there is a strong relationship between dropout rates and graduation rates. Graduation is emphasized as one measure of the success of activities to reduce dropout rates. In addition, Connecticut subscribes to the research findings that suspension and expulsion rates also affect the dropout rate. Therefore, activities implemented to reduce suspensions and expulsions are also targeted at dropout and graduation rates, in which improvement activities are purposely similar among all three areas.

The 2007-08 school year dropout rate for students with disabilities is higher than the 2006-07 rate (2.8 percent). The CSDE investigated the dropout data further and found that the Department of Corrections (DOC) had a major contribution to the increase of the state rate. In the 2007-08 school year, the Department of Corrections reported 110 dropouts, as compared to 10 dropouts in the 2006-07 school year. The drastic increase is attributed to the DOC's revised student tracking and reporting practices and procedures in the 2007-08 school year.

While working with the DOC and all other local districts following the 2006-07 school year, it was determined that as students exited from DOC due to the completion of their court sentence, historically the DOC would exit these eligible students as transfers back to their previous town of residence. If the formerly incarcerated student failed to register with the previous local district, the student tended to fall off the radar as a “transfer” rather than a dropout. New procedures were implemented in the 2007-08 school year that resulted in DOC reporting the exiting students from DOC as dropouts. Then, if the student registered in another district in the state, the dropout status would resolve itself within the state’s registrations system and the student’s records would reflect the transfer rather than the exit as a dropout. Therefore, in the 2007-08 school year, 110 students completed their sentence with the DOC, were exited from the DOC education system and did not register for educational services in another public school district before the end of the reporting year.

Discussion of Improvement Activities Completed 2008-09

2.5 Collaboration with State Education Resource Center (SERC) staff members to identify priorities and establish statewide and district-specific activities and training to address graduation and dropout continues through the Connecticut’s Comprehensive System of Personnel Development (CSPD). Responsibility for the coordination, development, and ongoing evaluation of Connecticut’s CSPD has been assigned to SERC by the CSDE.

2.6 CSDE staff participated in the National Dropout Prevention Center Network (NDPC-N) conference in November 2008 with the intent of strengthening collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) and NDPC-N. There has been ongoing development in strategies for sharing current resources and information pertaining to dropout prevention efforts and to support schools in addressing the precursors to dropout. A specific focus was given to identifying early indicators that emerge in students as early as their elementary education experience. Resources provided to districts include *Guidelines for In-school and Out-of-school Suspension*, which can be found on the CSDE's Web site.

2.7 Priorities for collaboration with other state agencies include efforts addressing graduation and dropout as they pertain to delivering special education services. The CSDE and the Department of Mental Health and Addiction Services (DMHAS) continued to collaborate concerning special education services to persons ages 18-21 who have in-patient status in state psychiatric hospitals and have not yet completed their high school education. Recent activities include heightened fiscal oversight and review of educational services provided to these young adult clients. Quarterly reviews of expenditures and services rendered have been instituted to ensure incorporation of best practices and scientific, research-based interventions. Safeguards and procedures mandated through IDEA continued to be addressed through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. Program components have included particular emphasis on students who are represented by surrogate parents. Furthermore, the CSDE and DCF began revisions to state regulations related to Social Security Act Section 475 addressing educational stability for students, including students with disabilities, who are in foster placements. Efforts to provide broad interpretation and acceptable provision of the McKinney-Vento Act have developed improved responses to those students meeting criteria for homelessness and who, because of their condition, face interruption in their academics. Finally, the CSDE has been collaborating with the Judicial Department and DCF to develop appropriate services necessary to keep students in school and avoid the juvenile or adult justice system.

2.8 Data on statewide and district graduation rates for both students with disabilities and all students in Connecticut continued to be disseminated to all school districts via the Strategic School Profiles, which incorporate both general and special education data, and District Annual Performance Reports (APRs). These data are also available on the CSDE Web site.

2.9 The CSDE has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as "in need of improvement" through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. The module titled *Improving School Climate to Support Student Achievement* was first implemented during the 2008-09 school year and has been offered to staff in approximately 85 districts throughout the state. Additionally, CSDE staff members have provided school climate workshops to district boards of education, the regional chapters of the Connecticut Association

of Public School Superintendents (CAPSS) and to parent-community groups. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members have participated in contributing to developing the *National School Climate Standards* through an interstate collaborative task force.

2.10 The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 11 of 12 districts being monitored. Individual districts implemented numerous strategies in the following areas:

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

2.11 The Request for Proposal (RFP) was not reissued due to the CSDE's work to align the RFP to its strategic plan on secondary school reform, suspension/expulsion and dropout prevention. RFPs were delayed until the 2009-10 school year.

2.12 The CSDE established an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multistakeholder group has contributed to the planning and development of guidelines addressing discipline, efforts toward credit recovery, and district needs that might be addressed by the CSDE through policy, practice or publications. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state

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

2.14 Guideline development for Student Success Plans (SSPs) was initiated by a multidisciplinary group of CSDE and SERC staff. The CSDE offered, through our Career and Technical Education initiative, RFPs to high schools to develop SSPs for the 2009-10 school year. By using competitive Innovation Grant funds authorized under the Perkins Act, eligible districts applied for funds to develop electronic SSPs. These pilot plans will mirror the elements proposed for Student Success Plans for the middle and high school under the Connecticut Plan for Secondary School Reform. The SSPs are based on three major core components: academic,

career, and social/emotional/physical development aligned to *Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development*.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008.

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources	Justification
<p>2.7 (Revised) Assign a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education for dropout prevention and graduation for students with disabilities. This person will work with the Department and other state agencies to strengthen and promote interagency collaboration.</p>	<p>July 2006 through Fall 2011</p>	<ul style="list-style-type: none"> • Department personnel • Connecticut Department of Children and Families personnel • Connecticut Department of Mental Health and Addiction Services personnel • Connecticut Department of Justice, Court Support Services Division 	<p>The timeline has been updated.</p> <p>The responsible bureau was changed due to reduction in workforce.</p>
<p>2.9 (Revised) Continue training through the Connecticut Accountability for Learning Initiative’s (CALI) module titled <i>Improving School Climate to Support Student Achievement</i> to facilitate the reduction of suspensions/expulsions that affect graduation and dropout rates. The Department offers basic and certification training through our CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement personnel • SERC personnel 	<p>Change of bureau name due to CSDE reorganization.</p>

Activity	Timelines	Resources	Justification
state capacity.			
<p>2.10 (Revised) Monitoring from the Bureau of Accountability and Improvement to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Personnel from the Bureau of Accountability and Improvement • Personnel from the Bureau of Data Collection, Research and Evaluation 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>2.11 (Revised) Explore components of school engagement model to be included in Request for Proposal (RFP) to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel and IDEA and other funding sources 	<p>The Request for Proposal was not reissued due to the CSDE’s work to align the RFP to its strategic plan on secondary school reform, suspension/ expulsion and dropout prevention. RFPs were delayed until the 2009-10 school year.</p> <p>Funding sources have been expanded to address all students.</p>
<p>2.12 (Revised) Department will establish an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disability.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel • Other state agency personnel • Representatives from local educational agencies (LEAs) and other stakeholder groups • In-school suspension guidelines 	<p>Changes in resources to better reflect input from outside representation and to include strategies of the new in-school suspension guidelines developed by the CSDE.</p>
<p>2.13 (Revised) The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel • Representatives from LEAs • Representatives from other state agencies • Representatives from 	<p>Changes in resources to better reflect input from various stakeholders.</p>

Activity	Timelines	Resources	Justification
<p>primary responsibility for dropout prevention services. An interagency taskforce will work with the Bureau and include representation from special education. The taskforce will implement the following recommendations from the Department report to the State Board of Education titled <i>A Review of Programs for Reducing the Dropout and Suspension Rates of Those Children At Risk of Dropping Out or Being Suspended from School</i>:</p> <ol style="list-style-type: none"> 1. Conduct in-depth analysis of dropout and suspension data among Connecticut’s school children. 2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant. 3. Complete an analysis of local programs in Connecticut to identify exemplary models. 4. Promote the use of scientific research-based interventions (SRBI) to identify youth at risk of dropping out of school. 		community groups	
<p>2.15 (Revised) In collaboration with the</p>	Fall 2009	<ul style="list-style-type: none"> • Department personnel • Representatives from 	Changed resources to reflect multiple

Activity	Timelines	Resources	Justification
Governor’s P-20 Council, conduct a Dropout Prevention Summit.		LEAs <ul style="list-style-type: none"> • Representatives from other state agencies • Representatives from other shareholder groups • Grant funds from America’s Promise Alliance • Grant funds from State Farm Insurance • Reallocated funds within Department 	stakeholders and funding sources to serve all students.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target		
2008	3A: 50.0%	3B: 95.0%	3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%

Actual Target Data for FFY 2008:

In the school year 2008-09:

3A: Of the districts meeting the state’s minimum *n*, 12.8 percent achieved AYP for the special education subgroup. Target not met.

$$(17/133) \times 100 = 12.8\%$$

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

CMT Reading	=	98.6%	(30,771 / 31,223) x 100
CMT Math	=	99.1%	(30,930 / 31,223) x 100
CAPT Reading	=	92.6%	(4,531 / 4,891) x 100
CAPT Math	=	92.8%	(4,537 / 4,891) x 100

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

CMT Reading	=	28.3%	(8,833 / 31,223) x 100
CMT Math	=	40.3%	(12,571 / 31,223) x 100
CAPT Reading	=	33.3%	(1,627 / 4,891) x 100
CAPT Math	=	28.9%	(1,415 / 4,891) x 100

Assessment data reported here for the 2008-09 school year are the same assessments used for reporting under the Elementary and Secondary Education Act (ESEA). The Connecticut Mastery Test (CMT) is the statewide assessment designated for students in elementary and middle school; the Connecticut Academic Performance Test (CAPT) is the statewide assessment designated for secondary students. New in this year, CMT/CAPT Modified Assessment System (MAS) was piloted to eligible students with disabilities as determined by the IEP team. The MAS is intended to evaluate individual learning needs and reveal results that more accurately reflect students' academic progress.

Public reports of assessment results can be found at the Connecticut Education Data and Research (CEDAR) Web site: <http://www.csde.state.ct.us/public/cedar/index.htm> and [ctreports.com](http://www.csde.state.ct.us/public/cedar/reports.com).

All data are valid and reliable. Data presented here match section 618-Table 6 submitted in accordance with February 1, 2010 timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

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

Of the 25 districts reported last year as having met AYP targets for students with disabilities, 21 of those districts met the target via the Safe Harbor provision in Connecticut's Accountability Workbook under ESEA. These 21 districts that met Safe Harbor in the prior year did not meet AYP, but were reported as having met AYP due to the allowance of Safe Harbor as defined in the Connecticut's Accountability Workbook. This year, 16 of the 21 districts did not meet AYP, nor were they protected under Safe Harbor, therefore these 16 districts contributed to this year's slippage. Additionally, two districts that met AYP targets last year, did not meet AYP targets or

have Safe Harbor protection this year and one district went from Safe Harbor to no longer reported because of not meeting the minimum “n” requirement. Eleven districts which did not meet targets in the previous year met target this year, eight of which achieved the target via the Safe Harbor provision, and six districts maintained their “met target” status in both years.

Slippage in this indicator may be attributed to several factors identified by staff from the Connecticut State Department of Education (CSDE) and the State Education Resource Center (SERC) through their interactions with districts. These factors include: IEP goals and objectives not aligned with Connecticut’s curricular standards, vague individualized education program (IEP) goals and objectives, teacher unfamiliarity with the curriculum standards, a teacher belief system that students with disabilities are not able to perform at grade level standards, and the quality of classroom teachers’ skills to teach students with disabilities. These attributing factors exist despite efforts in professional development and job-embedded training, increases in regular class placement and time with nondisabled peers for students with disabilities and an increase in teachers’ acceptance of students in their classrooms.

With the recent development and dissemination of Connecticut’s grade-level equivalent document that is aligned with the curriculum standards, it is expected that both general and special educators will have a clearer understanding of both expectations for students and how to write appropriate, meaningful IEP goals and objectives. Additionally, the Connecticut Benchmark Assessment System will yield more timely and accurate formative assessment information about students’ abilities, for use in the instructional development process. These combined efforts will support appropriate planning and implementation of IEP goals and objectives.

Rules regarding the coding of students taking the MAS pilot this year may have lowered the percent of students with disabilities reaching proficient and, in turn, may have affected the percent of districts reaching AYP targets. See 3C for further explanation.

3B: The CSDE met the participation target for CMT Reading and Math Assessments and did not meet the participation target of 95 percent for CAPT (high school) Reading or Math Assessments. Connecticut has seen increased participation rates for all four assessments. The CMT participation increased from 97.6 to 98.6 percent in reading and 98.4 to 99.1 percent in mathematics, while the CAPT increased from 91.5 to 92.6 percent in reading and 90.7 to 92.8 percent in mathematics. The CSDE attributes the increase in participation rates to decreases in absenteeism and students with invalid test scores. There was a 23 percent reduction in absenteeism for the 2008-09 assessment year. Contributing factors include public dissemination of district participation rates via AYP and APR report cards and district efforts to encourage student attendance during testing periods. A 40 percent reduction in students with invalid test scores also impacted the increased participation rates. Nearly one-third of the students who were invalid last year, but had a valid test score in 2008-09, participated in the CSDE’s new MAS pilot. This implies that the MAS allowed increased access for students with disabilities to appropriate assessment tools.

3C: The CSDE did not meet its proficiency rate targets for 2008-09 school year. The MAS pilot administration partially contributes to the decreases on all CMT and CAPT Reading and Math

Assessments for students with disabilities from the 2007-08 school year. For the 2008-09 CMT and CAPT, identified students with disabilities participated in the MAS pilot testing in mathematics and reading. In accordance with Connecticut's federally approved MAS Pilot Administration Plan; MAS students were counted as participants for statewide assessments and automatically received a score of Level 1 – Basic for performance. All MAS students were coded as “participating and non-proficient.” This rule may have lowered the percent of students with disabilities reaching proficient and, in turn, may have affected the percent of districts reaching AYP targets for indicator 3A.

The MAS administration complies with U.S. Department of Education requirements. Connecticut was faced with two options. The first option would have been to test all students on the standard grade-level CMT or CAPT and then require all applicable students to also take the MAS pilot in reading and mathematics. This, the CSDE determined, would have been unfair to those students. The only other option was to have this group of students take only the MAS pilot and count them as “participating and non-proficient” on statewide assessments. Students with disabilities were selected for participation in the MAS pilot based on the determination of the IEP team. The CSDE provided guidance to IEP teams on the selection of students with disabilities to take the regular assessment, the MAS or the alternate skills checklist. While this guidance led to more students participating appropriately on the MAS, this in turn led to lower proficiency scores.

Discussion of Improvement Activities Completed

3.2 Consultants and managers, formerly assigned to the Bureau of Special Education (BSE), continued to be assigned to the Bureau of Accountability and Improvement (BAI) to assist with the coordination and alignment of ESEA and IDEA. Additionally, consultants still in the BSE are assigned to districts that are monitored under the BAI to ensure compliance and capacity-building for those districts around IDEA. BAI staff provided ongoing oversight of special education issues as it pertained to students with disabilities. Where more extensive and targeted oversight was required, BSE consultants became part of the monitoring team for that district. Consultants from the BSE also attended training with colleagues from the BAI around the Connecticut Accountability for Learning Initiative (CALI) to ensure there is alignment and common understanding when either bureau is working with districts in school improvement.

The BSE's focused monitoring system for special education has aligned some activities with the BAI, as well as consultants from that bureau serving on the Focused Monitoring Steering Committee. In the past year, there has been more of an emphasis on common language and planning documents so that either bureau is able to communicate and work effectively with districts. Many districts have found this alignment to be very beneficial in focusing their work and in working with their community stakeholders.

The CSDE developed a Scientific Research-Based Interventions (SRBI) Leadership Team through the BAI to develop and implement the response to intervention framework for Connecticut. This committee is comprised of both CSDE staff from multiple bureaus, as well as external stakeholders from the SERC/RESC Alliance. A consultant from the BSE serves on this committee to ensure special education's role and expectations are embedded into this framework. As the BSE has simultaneously worked on revising its *Guidelines for Identifying Children with*

Learning Disabilities, consultants from the BAI also served on the Learning Disabilities Advisory Task Force to ensure alignment between both the SRBI framework and the learning disabilities guidelines.

3.3 Training around academic achievement for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC presented 37 different training opportunities related to academic achievement in the following areas:

- Making a Difference Through Co-teaching
- Designing IEPs for Participation and Progress in the General Education Curriculum
- Differentiated Instruction for Today’s Classrooms
- Assistive Technology
- Educational Benefit Review Process
- English Language Learners and Literacy
- Educating Students who are Visually Impaired
- Educating Students with Hearing Loss
- Meeting AYP: Preventative and Corrective Measures to Improve Academic Achievement for Students with Disabilities
- Modifying General Education Curriculum for Students with Significant Disabilities Utilizing Responsible Inclusive Practices
- What Every Administrator Should Know about Assessment Accommodations for the CMT and CAPT
- Data-Driven Decision Making/Data Teams

Additionally, the Connecticut Parent Advocacy Center (CPAC) conducted 11 trainings for families in the areas of strategies and accommodations for learning disabilities and/or attention deficit hyperactivity disorder (ADHD), IEP goals, progress monitoring, and helping children succeed in school, which is part of the NextSTEPS[®] training content.

The CSDE’s Bureau of Student Assessment provided three types of training opportunities throughout the state related to understanding special education students and providing appropriate accommodations and assessments. There were a total of 31 sessions across the three trainings. These included:

- What Every CT Educator Should Know About Assessment Accommodations for the CMT and CAPT
- CMT/CAPT Skills Checklist Training
- CMT/CAPT Skills Checklist Certified Rater Training

3.2, 3.4, 3.7, 3.13 The CSDE continued to implement CALI to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through ESEA. This initiative was designed in response to Connecticut’s accountability legislation placing requirements upon districts falling into this category. To advance this work, the CSDE continued collaboration with the Leadership and Learning Center (LLC) whose philosophy and approach are well aligned with Connecticut’s

vision of student achievement. Through this partnership, the CSDE continued to provide 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), Common Formative Assessment (CFA) and Accountability in District and School Improvement Planning, and Improving School Climate to Support Student Achievement. A summary of the work in this initiative during 2008-09 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 CSDE, SERC and the LLC in the areas of DDDM/DT, MSW, CFA, ETS and School Climate. Additionally, the CSDE added modules for SRBI and Best Practices for English Language Learners. Currently, the state has 78 DDDM/DT Certified Trainers, 17 MSW Certified Trainers, 68 CFA trainers, 102 ETS Certified Trainers, 38 School Climate Certified Trainers, and 54 SRBI Certified Trainers. In addition, the state trained 516 Connecticut educators in the seven training modules in the 2008-09 school year.
- The CSDE continued to partner with stakeholders to support the goals of CALI including the Connecticut Association of Schools, Connecticut Association of Boards of Education (CABE), Center for School Change, SERC, Connecticut Association of Supervision and Curriculum Development, RESCs, Cambridge Education, Institutes of Higher Education, the leadership of the two state teachers’ unions and the Connecticut Association of Public School Superintendents.
- The CSDE, through its legislative mandate, added three more partner districts and continued to focus its work on intensive and strategic work with districts that were in year 3 of not making AYP under ESEA in the 2008-09 school year. In-district reviews took place for each of the three new districts focused on classroom instruction, curriculum, governance, student and family engagement, community partnerships, and fiscal accountability. Recommendations from the visits were reported to school and district personnel, the local board of education and the community. Districts partnered with CSDE staff to develop improvement plans that were later approved by the State Board of Education. Each of the superintendents in those three districts met with the Commissioner and the State Board of Education to discuss the results of their assessments and their plans to improve outcomes for students in their district. In addition, these three districts received an additional job-embedded professional development from the LLC. These three districts also participated in monthly advisory meetings.
- Two schools in each of the three districts were selected as demonstration schools and received an executive coach for their leadership team and a data-team facilitator. A coaching model was developed to provide support to improve the skills of leaders in low-performing schools. Retired successful school principals were trained in executive coaching through the CSDE’s partnership with the Connecticut Association of Schools, an organization dedicated to improving the leadership skills of Connecticut school principals.

- The CSDE held the third annual Data Showcase for one day in May 2009. More than 400 educators from districts and schools across the state attended. Student achievement data, including achievement of students with disabilities were featured and served as a centerpiece for knowledge sharing and professional dialogue.

3.5 In the 2008-09 school year, training was targeted to 42 districts, accounting for 51 schools, that did not make AYP solely for the subgroup of students with disabilities. The training titled, “Meeting AYP: Preventative and Corrective Measures to Improve Academic Achievement for Students with Disabilities,” required school-based teams that included both special education and general education staff to attend together. This session assisted school teams analyze their data, identify students that were close to proficiency, design instruction with precision, and identify strategies to support students with disabilities in meeting CMT/CAPT goals. A review of the evaluations of this session from school personnel reflect themes around a greater understanding of looking at student data, the ability to target instruction around students’ curricular areas of need ask reflective questions to move forward in lesson planning, and the ability to collaborate to improve the achievement of students with disabilities.

3.6 CMT/CAPT Skills Checklist Training was required for any staff person administering the skills checklist to students with severe cognitive disabilities. This first level training was offered at 19 sessions statewide. These sessions were intended to clarify the identification process for students taking Connecticut’s skills checklist or modified assessment, understand alignment between the general education performance standards and skills checklist essence statements and downward extensions, understand the skills checklist procedures, online registration and submission process, and how to use assessment data from the skills checklist to plan instruction and monitor student progress.

The second level of CMT/CAPT Skills Checklist training called Certified Rater Training was provided to over 100 teachers through three full day training sessions. This level of training provided by CSDE and the Certified Rater process provide fidelity in the assessment process for students with significant cognitive disabilities, provides for ongoing, systematic and increasingly comprehensive training for Connecticut teachers that administer the CMT/CAPT Skills Checklist, and is advanced training for veteran teachers providing consistency and accuracy of rating student performance over time.

3.8 In the 2008-09 school year, planning and development took place with the CSDE and institutions of higher education to provide CALI resources and trainings. Four sessions were developed for higher education personnel including “School-Wide Approach to SRBI,” “The Role of Leadership in Change and Sustainability,” “Translating Tier I Instructional Practices for All Students including English Language Learners” and “Developing a Climate of Inclusion.” These will take place in the 2009-10 school year.

Connecticut’s accountability legislation prescribes the training required for boards of education in districts that are being monitored under this regulation. In the 2008-09 school year, the BAI partnered with CUBE to develop and deliver training to local boards of education around CALI and the monitoring of student achievement. A team attended training through the Iowa School Boards Association to develop capacity within the SDE and CUBE. The purpose of the training

is to create and improve leadership and governance in student learning. Eleven modules were developed in Connecticut with the first district receiving training in 2008-09. Six districts have since generated commitment to receive training. The modules included topics such as: defining student achievement, defining leadership, learning how to use data to improve student achievement, learning how to support professional development aligned with district goals, develop and update policies to sustain governing for student achievement, and embedding district improvement into the culture of the district, school and community.

3.9 During 2008-2009, the Transition Initiative offered statewide training titled, “Ensuring Educational Benefit at the High School Level: designing IEPs Using Transition Assessments, Accommodations and/or Modifications, and the Class Profile Matrix (CPM) with a Standards-Based Curriculum.”

In these trainings, the importance of first starting in the general education classroom with the curriculum frameworks and standards when planning for students with disabilities was stressed, then moving to accommodations and/or modifications, as appropriate. These training stressed the importance that students are less likely to perform well on standardized tests when moving toward modifications and further away from the general education curriculum.

The Transition Assessment Resource Manual was developed/disseminated by the Transition Task Force (TTF) which helped identify likes/interests/strengths and preferences and then aligning with classes in the general education setting. The revised curriculum frameworks and standards are used in these trainings for examples.

3.10 District Annual Performance Reports (APRs) were posted to the CSDE’s Web site in May 2009 reflecting district performance for the 2007-08 school year. An article was published in the Bureau Bulletin and an e-mail was sent to all directors announcing the posting of these documents. These reports included an executive summary of performance for each district on each indicator over multiple years, which was not included previously. The Strategic School Profiles were posted to the CSDE’s Web site in Fall 2009 reflecting both special education and non-special education data for districts from the 2007-08 school year. Many districts report using both the District APR and Strategic School Profile for accountability and monitoring activities and often present to their Boards of Education on the performance of these data.

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

3.12 In January 2009, the BSE conducted six statewide trainings to school-based teams regarding the Executive Summary of the *Guidelines for Identifying Children with Learning Disabilities* that was released in June 2009. Technical assistance was also provided at a number of regional Connecticut’s Council of Administrators of Special Education (ConnCASE) meetings for directors of special education and other school personnel. The guidelines were developed with input from the Learning Disabilities Advisory Task Force, consisting of a broad stakeholder

group from institutes of higher education, districts, families, personnel from a variety of bureaus within the CSDE and SERC. An ad hoc committee simultaneously met to discuss professional development and training that would support the implementation of the guidelines. The full document continues to be refined and is scheduled to be released in spring 2010 with ongoing training and technical assistance.

3.13 Section 10-223e of the Regulations of Connecticut State Agencies outlines the measures required for districts in year 3 of not making AYP under ESEA. This regulation includes actions that both the CSDE and districts must take once they are designated as a low achieving school or school in need of improvement. In the 2008-09 school year, there were a total of 15 districts being monitored under this regulation. All districts have developed a district improvement plan in collaboration with the CSDE, with 12 of those districts receiving State Board of Education approval. Three districts are in the process of finalizing their plans for approval by the State Board of Education. Districts also continuously collect and analyze data in relation to their district goals for reporting progress to their local boards of education and the State Board of Education.

3.14 The Bureau of Teaching and Learning developed the *Connecticut Curriculum Development Guide* (CCDG), and while not an evaluation tool, is an instrument designed to lead the planning, review and development of PK-12 curriculum. In an effort to increase consistency within and among programs, districts, schools, grade levels and subject areas statewide, the guide provides a common language and structure for curriculum design by using an inventory of components recommended for all PK-12 curriculums. The CSDE consultants used the guide when working with districts or providing feedback about district curriculum. By utilizing the guide in this manner, the CSDE intended to improve communication between districts and the CSDE, while empowering districts to inventory and plan their own curriculum design.

The CCDG provides indicators that address curriculum development, support, components, and organization as it applies to the curriculum being inventoried. Districts then reviewed and scored their curriculum against established goals to determine priorities and next steps.

The *Connecticut Walkthrough Protocol Guide* was developed. This guide aligns to the CCDG, and is a tool to support CSDE and the state's district and school personnel with school and classroom walkthroughs. The one-page guide was designed so a person or team conducting the classroom or school walkthrough can perform it efficiently and effectively. A *Walkthrough Protocol Bank of Professional Practice Indicators* was provided so the targeted professional practice indicators may be chosen, highlighted, copied and pasted into the Professional Practice Indicators column of the guide.

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

3.16 The CSDE began work on the articulation of a balanced comprehensive assessment system in 2005. This effort focused on creating a continuum of assessment activities that ranged from formative assessment to assist with instructional planning to summative assessment to evaluate student competencies. Following a series of discussions with representatives from districts, regional organizations and national experts, the CSDE launched its initial attempt at implementing interim assessments in 2006, which evolved into the *Connecticut Benchmark Assessment System* (CBAS) for mathematics and reading comprehension in grades 3-8. CBAS was designed to provide more frequent assessment information in an online, low-stakes environment with rapid scoring and reporting to aid in instructional planning.

During the 2008-09 school year, the CSDE in cooperation with 10 local school districts pilot-tested online benchmark assessments in reading comprehension and mathematics. Three forms in each content area were developed for administration three times a year (fall, winter and spring). Connecticut's benchmark assessments are based on the grade-level expectations (GLE) for mathematics and the assessment strands for reading which are defined in the CSDE's *Sequenced Mathematics grade-level expectations for Grades 3-5*, the *Mathematics Curriculum Pacing Guides for Grades 6-8*, and the *Grades 3-8 Reading Comprehension GLEs and Pacing Guide*. Whereas the CMT and CAPT are based on mastery objectives (material that entered into instruction a year or two earlier and has been supported through instruction until testing at the current grade-level), these benchmark assessments focus on material that would have been recently taught if the district were using the state curriculum and pacing guides.

CBAS is administered in Grades 3-8 corresponding with three testing windows, fall (October), winter (February), and spring (May). Each test was designed to require approximately one hour to complete and results are available to students and teachers immediately upon completion. Additional information including test blueprints can be found on the CBAS page on the CSDE's Web site. CBAS is a new opportunity that is available for use by any district free of charge. Districts may start at any point during the school year with whatever test is current at that time.

The CBAS is currently operational with more than 60 districts participating. Teachers receive immediate feedback on their students with part-scores at the GLE level. Districts receive an electronic dataset every two weeks containing the results of all of the tested students in the district. The Public School Information System (PSIS) is used to provide updated location information about students who move so that receiving districts can have access to their new student's data. Overwhelmingly, administrators have indicated that the next area of expansion should be into Grade 9. The CSDE has begun work to develop the blueprints for a Grade 9 test while at the same time, have been working to add writing as the next benchmark assessment using an interface to an automatic essay scoring system. Additional test forms are being piloted to expand the item bank for the currently tested GLEs so that multiple comparable forms can be available for assessments of growth.

3.17 Consultants in the Bureau of Teaching and Learning developed GLEs for the Connecticut English Language Arts Curriculum Standards, Mathematics Curriculum Standards and Science Curriculum Standards. Correlating lesson plans for particular grade levels were developed and each content document was reviewed by a consultant from the LLC. The document was also

vetted so that districts and teachers could make suggestions and provide input prior to finalization.

The documents were created so that districts and educators would have a more delineated document to refer to other than the broad *CT English Language Arts (ELA), Mathematics, and Science Frameworks and Standards*. The documents provide year-end expectations for PreK-Grade 8. The assessment column was purposefully left blank except for mandated assessments (CMT - all districts and the DRA2 - Priority School Districts). Districts can add their own assessments were applicable and may add another column for resources that support a particular area.

The ELA document was shared with all Language Arts Councils from RESCs, the Literacy Leaders for the Priority School Districts, the supported and partner districts and Think Tank (a group of higher education representatives that met five times last year with CSDE consultants). Many districts have begun to use the GLEs as part of their curriculum revision process and some have included them in grade level binders as a cross reference or supporting resource.

3.18 Focused monitoring visits occurred in four districts in the 2008-09 school year. The four districts were selected based on the performance of students with disabilities on statewide assessments. Site visit teams consisted of CSDE staff from multiple bureaus, parents trained by CPAC, administrators from other districts not being monitored, and SERC consultants. Staff were interviewed, parents were surveyed, file reviews were conducted and classroom observations took place. Each district received a session of the Educational Benefit Review Process to look at the alignment and quality of IEPs. An improvement planning session was held for each district to address deficiencies found during the visits. Districts are currently implementing their improvement plans and correcting any noncompliance found during the visits.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

The targets for indicator 3B, participation, have been revised to align with the ESEA target.

FFY	Measurable and Rigorous Target		
<p>2008 (2008-2009)</p>	<p>3A: 50.0%</p>	<p>3B: 95.0%</p>	<p>3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%</p>
<p>2009 (2009-2010)</p>	<p>3A: 60.0%</p>	<p>3B: 95.0%</p>	<p>3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%</p>
<p>2010 (2010-2011)</p>	<p>3A: 70.0%</p>	<p>3B: 95.0%</p>	<p>3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0%</p>

			CAPT math = 90.0%
--	--	--	-------------------

Activity	Timelines	Resources	Justification
<p>3.2 (Revised) Coordinate No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) activities at the Department as they relate to student achievement and districts making adequate yearly progress.</p>	<p>July 2005 through 2011</p>	<ul style="list-style-type: none"> • Consultants and managers with expertise in the education of students with disabilities are assigned full time to the Bureau of Accountability and Improvement 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>3.3 (Revised) Provide professional development activities statewide to better understand special education and effectively instruct students with disabilities in the following areas:</p> <ul style="list-style-type: none"> • co-teaching; • differentiated instruction; • education benefit; • assistive technology; • standards based IEPs; and • bilingual education and ELL. <p>Additional trainings and professional development will be developed based on an analysis of data and district needs.</p>	<p>July 2005 to 2011</p>	<ul style="list-style-type: none"> • Allocate a portion of IDEA and Title I funds to professional development providers 	<p>Activity revised to reflect general topics identified through data-driven decision making of district needs rather than identifying specific titles of trainings.</p>
<p>3.4 (Revised) Provide training to school and district personnel by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and Improving School Climate to Support Student Achievement. The Department offers basic</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement 	<p>Change of bureau name due to CSDE reorganization.</p>

Activity	Timelines	Resources	Justification
<p>and certification training through our Connecticut Accountability for Learning Initiative (CALI) professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>			
<p>3.7 (Revised) Develop a menu of training opportunities for use by schools not making adequate yearly progress for students with disabilities, especially for those students who are increasing their time in regular classrooms. Components will include trainings by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, gap analysis, Educational Benefit Review Process and excerpts from Step by Step.</p>	<p>2006-07 through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • Bureau of Special Education • SERC 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>3.8 (Revised) Disseminate information and partner with the Connecticut Institutes of Higher Education to provide resources and essential components of the Leadership and Learning Center trainings (Data Teams, Data-Driven Decision-Making, Making Standards Work Effective Teaching Strategies, Common Formative Assessment) so that these concepts can be integrated into teacher</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • SERC/RESC Alliance • Institutes of Higher Education (IHE) 	<p>Change of bureau name due to CSDE reorganization.</p>

Activity	Timelines	Resources	Justification
<p>preparation programs. Beginning with the 2007-08 school year, partner with Connecticut Association of School Principals (CAS), Connecticut Association of Boards of Education (CABE) and the leadership of the state’s teachers’ unions about the Department’s CALI work with school and district personnel.</p>			
<p>3.11 (Revised) Evaluate prior training activities to determine future technical assistance to school districts not making adequate yearly progress.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • SERC • RESC • IHE 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>3.12 (Revised) Develop publication and conduct statewide training on Scientific Research-Based Interventions (SRBI): Connecticut’s Response to Intervention Framework.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>3.13 (Revised) Continue to implement legislation enacted in 2007 that focuses on school and district improvement relative to increased outcomes for all students. This law gives authority to the Department to conduct school and district assessments and monitor district improvement plans for those schools and districts that are in year 3 of not making adequate yearly progress under NCLB.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement 	<p>Change of bureau name due to CSDE reorganization.</p>
<p>3.14 (Revised) Through the work of the Bureau of Teaching and Learning, develop tools for school personnel to improve core instruction such as grade level</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Teaching and Learning 	<p>Change of bureau name due to CSDE reorganization.</p>

Activity	Timelines	Resources	Justification
expectations aligned with Curriculum Frameworks, Walkthrough Protocol, and a Model for Curriculum Development and Implementation Guide.			
3.16 (Revised) Develop math and reading benchmark assessments that would be available in the fall, winter and spring of grades 3 through 8 for educators to use with students. The assessments cover, at minimum, the math grade level expectations (GLEs) and the reading substrands of the CMT. The Connecticut benchmark assessments are computer-based, using the Measurement Incorporated Secure Test. Volunteer districts provide feedback about the system with the anticipated statewide launch date of fall 2009.	2007-08 school year through 2011	<ul style="list-style-type: none"> • Bureau of Teaching and Learning • Bureau of Student Assessment 	Change of bureau name due to CSDE reorganization.
3.19 (New) Develop training and materials for families to assist with understanding school or district improvement planning, understanding CMT/CAPT reports, the SRBI Framework, and IEP goals and objectives aligned with the general education curriculum.	2009-10 school year, annually as needed	<ul style="list-style-type: none"> • Department Personnel • Connecticut Parent Advocacy Center (CPAC) 	The stakeholder group identified the need for targeted parent training and resources in these areas.

Part B State Annual Performance Report (APR) for FFY 2008**Overview of the Annual Performance Report Development:**

See Overview page i

Monitoring Priority: FAPE in the LRE**Indicator 4: Rates of suspension and expulsion:**

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

Note: 4B is new for FFY 2009. Baseline, targets and improvement activities are to be provided with the FFY 2009 APR, due February 1, 2011.

In analyzing data for this indicator, the State must:

Use the data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days). Sampling from State's 618 data is not allowed.

Data on suspensions and expulsions of students with disabilities is derived from 618 data submitted by districts via the state's database. Data are not taken from sampling. Data collected are valid and reliable, as ensured through a series of manual verification checks after the electronic submission of the data.

Definition of Significant Discrepancy and Methodology

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

Actual Target Data for FFY 2008:

FFY	Measurable and Rigorous Target
FFY 2007	4A 25%

For this indicator, report data for the year before the reporting year (FFY 2007 data).

18.24%

Describe the results of the State examination of the data.

FFY 2007 Data

In the 2007-08 school year, 31 districts, or 18.24 percent, had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target met.

$(31 / 170) \times 100 = 18.24\%$

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

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2007 (2007-2008)	170	31	18.24%

Review of Policies, Procedures, and Practices (FFY 2007):

If any LEAs are identified with significant discrepancies, describe how the State reviewed and, if appropriate, revised (or required the affected LEAs to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that such policies, procedures, and practices comply with applicable requirements.

- a. *Describe how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The failure of the State to conduct this review is noncompliance with 34 CFR §300.170(b).*

For each of the 31 districts that the CSDE identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the CSDE conducted the review required by 34 C.F.R. §300.170(b). The CSDE reviewed each of the 31 districts' *policies and procedures* relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure compliance with the Individuals with Disabilities Education Act (IDEA). District *practices* and implementation of policies and procedures were reviewed by requiring each of the 31 districts to submit student-level documents (student IEPs, evidence of manifestation determination process, functional behavioral assessments, behavioral intervention plans) for a random sample of the most recent students suspended or expelled from school for more than 10 days. The CSDE completed a desk audit of the information submitted for each child and verified that 30 of the 31 districts with significant discrepancy under this indicator based on FFY 2007 data were correctly implementing the specific regulatory requirements required by 34 C.F.R. §300.170(b).

- b. *Describe how the State, if appropriate, revised (or required the affected LEA(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Report if the State identified any noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). In addition to conducting the review required by 34 CFR §170(b), the State must report on the results of its review.*

One district had appropriate *policies and procedures* relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; however, this district has been required to revise its *practices* in the use of appropriate forms. Additionally, this district has begun to provide staff training which will cover procedural safeguard requirements related to discipline, functional behavioral assessments, behavior intervention planning, the provision of a free appropriate public education (FAPE) for students suspended for more than 10 days, schoolwide positive behavior support systems, and components of the IEP that are related to discipline. Finally, this district will be implementing a review process for discipline data that would allow for the early identification of inconsistent or inappropriate implementation of the regulatory requirements under 34 C.F.R. §300.170(b). The

CSDE is within the one-year timeline of verification of corrective actions and will report on this in the FFY 2009 APR.

Discussion of Improvement Activities Completed 2008-09 and Explanation of Progress or Slippage that occurred in FFY 2007:

Explanation of Progress or Slippage that occurred in FFY 2007

Significant progress in this indicator is attributed to the CSDE's efforts in providing updated data to districts, thus enabling districts to plan for improvement and correction of noncompliance in a timely manner.

During spring 2007, the CSDE gathered all its personnel responsible for the collection and reporting of suspension/expulsion data regarding students with disabilities. This team reviewed the U.S. Office of Special Education Programs (OSEP) correspondence regarding indicator 4 and outlined barriers to data collection and reporting within federal timelines, as well as potential solutions. The team detailed an extensive timeline of events for each step in the data submission, communication, cleaning and reporting process that needed to occur between June 30, 2007, and October 31, 2007, to ensure compliance with federal timelines for FFY 2007, as well as individuals responsible at each step.

In addition, data collection and cleaning processes were streamlined, and additional staff was temporarily assigned to the team to facilitate timely file intake, processing and edit validation production. Cross-bureau collaboration was instituted to provide necessary pressure to critical district and school leadership responsible for timely data reporting and cleaning.

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

Progress in this area for the 2007-08 school year is attributed to clarification regarding the definition of a suspension as defined by Connecticut Education Statute [Sec. 10-233a(b)]: "exclusion from regular classroom activities beyond 90 minutes"; identification of suspension as the key performance indicator for focused monitoring; increased collaboration with the State Education Resource Center (SERC) to provide training and technical assistance to districts in the areas of developing appropriate behavioral goals and objectives, conducting functional behavior assessments, developing behavior intervention plans, and data-driven decision making to understand and define behavior; training aligned with the CSDE's data collection system in using definitions and terminology so all stakeholders gained a common understanding; and mandatory tri-annual suspension data reporting for districts with significant discrepancy under this indicator.

Discussion of Improvement Activities Completed 2008-09

4.6 Collaboration with SERC staff members to identify priorities and establish statewide and district-specific activities and training to address graduation and dropout continued through Connecticut's Comprehensive System of Personnel Development (CSPD). Responsibility for the coordination, development, and ongoing evaluation of Connecticut's CSPD has been assigned to SERC by the CSDE.

4.7, 4.10, 4.11 Implementation of positive behavior supports (PBS) has been facilitated through technical assistance from SERC to targeted districts in collaboration with the Center on Positive Behavioral Supports. Six sites were designated as model sites. These sites met several criteria and a comprehensive list of implementation expectations related to schoolwide positive behavior supports (SW-PBS).

4.8 Priorities for collaboration with other state agencies include efforts addressing graduation and dropout, as well as suspension and expulsion as they pertain to delivering special education services. The CSDE and the Department of Mental Health and Addiction Services (DMHAS) continued to collaborate concerning special education services to persons ages 18-21 who have in-patient status in state psychiatric hospitals and have not yet completed their high school education. Recent activities include heightened fiscal oversight and review of educational services provided to these young adult clients. Quarterly reviews of expenditures and services rendered have been instituted to ensure incorporation of best practices and scientific, research-based interventions. Safeguards and procedures mandated through IDEA continue to be addressed through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. Program components have included particular emphasis on students who are represented by surrogate parents. Furthermore, the CSDE and DCF began revisions to state regulations related to Social Security Act Section 475 addressing educational stability for students, including students with disabilities, who are in foster placements. Efforts to provide broad interpretation and acceptable provision of the McKinney-Vento Act have developed improved responses to those students meeting criteria for homelessness and who, because of their condition, face interruption in their academics. Finally, the CSDE has been collaborating with the Judicial Department and DCF to develop appropriate services necessary to keep students in school and avoid the juvenile or adult justice system.

4.9 Data on statewide and district suspension and expulsion rates for students with disabilities in Connecticut continued to be disseminated to all school districts on the District Annual Performance Reports (APRs). These data are also available on the CSDE Web site.

4.12 The Request for Proposal (RFP) was not reissued due to the CSDE's work to align the RFP to its strategic plan on secondary school reform, suspension/expulsion and dropout prevention. RFPs were delayed until the 2009-10 school year.

4.13, 4.16 The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 11 of 12 districts being monitored. Individual districts implemented numerous strategies in the following areas:

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

The CSDE conducted eight sessions to inform Connecticut school personnel about the *Guidelines for In-School and Out-of-School Suspensions*. The trainings were conducted in December 2008 and January and February of 2009. The effective date for implementing these guidelines of July 1, 2009, has been extended by legislation to July 1, 2010.

4.14 The CSDE established an intra-agency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multistakeholder group has contributed to the planning and development of guidelines addressing discipline, efforts toward credit recovery, and district needs that might be addressed by the CSDE through policy, practice or publications. The group continued to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state.

4.15 The CSDE has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. The module titled *Improving School Climate to Support Student Achievement* was first implemented during the 2008-09 school year and has been offered to staff in approximately 85 districts throughout the state. Additionally, CSDE staff members have provided school climate workshops to district boards of education, the regional chapters of the Connecticut Association of Public School Superintendents (CAPSS) and to parent-community groups. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members have participated in contributing to developing the *National School Climate Standards* through an interstate collaborative task force.

Information Required by OSEP Response Letter

The following information is the state’s response to OSEP’s Response Letter and is presented to cover FFY 2005 (2005-06 school year), FFY 2006 (2006-07 school year), as well as data for FFY 2007 (2007-08 school year).

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

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

* The CSDE made findings of noncompliance with 34 C.F.R. §300.170(b) based on FFY 2007 data in FFY 2009. See details in the “Additional Information Required by the OSEP APR Response Table” section below.

** Due to the fact that findings of noncompliance based on FFY 2007 data occurred in FFY 2009, the CSDE is still within the one-year verification timeline. See details in “Additional Information Required by the OSEP APR Response Table” section below.

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

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

** Due to the fact that findings of noncompliance based on FFY 2007 data occurred in FFY 2009, the CSDE is still within the one-year verification timeline. See details in “Additional Information Required by the OSEP APR Response Table” section below.

Actions Taken if Noncompliance Not Corrected:

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

The CSDE made findings of noncompliance with 34 C.F.R. §300.170(b) based on FFY 2007 data in FFY 2009. See details in “Additional Information Required by the OSEP APR Response Table” section below. Due to the fact that findings of noncompliance based on FFY 2007 data occurred in FFY 2009, the CSDE is still within the one-year verification timeline. See details in “Additional Information Required by the OSEP APR Response Table” section below.

Verification of Correction (either timely or subsequent):

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

The CSDE made findings of noncompliance with 34 C.F.R. §300.170(b) based on FFY 2007 data in FFY 2009. See details in “Additional Information Required by the OSEP APR Response Table” section below. Due to the fact that findings of noncompliance based on FFY 2007 data occurred in FFY 2009, the CSDE is still within the one-year verification timeline. See details in “Additional Information Required by the OSEP APR Response Table” section below.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):

For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	0
2. Number of remaining FFY 2006 findings the State has verified as corrected	0
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

**PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

**MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):

Provide information regarding correction using the same format provided above.

1. Number of remaining FFY 2005 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	6
2. Number of remaining FFY 2005 findings the State has verified as corrected	6
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	0

Six districts (033, 047, 060,102, 143, 146) were identified with noncompliance during focused monitoring visits during the 2007-08 school year. All six districts were required to revise practices and procedures, and four districts (060, 102, 143, 146) were required to change policies. The CSDE verified through desk audit the 6 districts’ revisions of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive

behavioral interventions and supports, and procedural safeguards to ensure compliance with 34 C.F.R. §300.170(b).

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

Statement from the Response Table	State’s Response
<p>The State must demonstrate, in the FFY 2008 APR, due February 1, 2010, that the noncompliance identified in FFY 2007-2008 for six LEAs identified with significant discrepancies for FFY 2005 was corrected, by reporting that it has verified that each LEA with noncompliance is correctly implementing the specific regulatory requirements.</p>	<p>The CSDE has verified within the one-year timeline that the noncompliance identified in FFY 2007-2008 for the six LEAs identified with significant discrepancies for FFY 2005 has been corrected. All six districts were required to revise practices and procedures, and four districts (060, 102, 143, 146) were required to change policies. The CSDE verified through desk audit the six districts’ revisions of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with 34 C.F.R. §300.170(b).</p>
<p>The State’s failure to conduct the review and, if appropriate, revision of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards required by 34 CFR §300.170(b) for 21 districts identified based on FFY 2006 data 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 constitutes noncompliance. With respect to these 21 districts, the State must report in the FFY 2008 APR, due February 1, 2010, whether the State conducted the review and, if appropriate, revision of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA.</p>	<p>In FFY 2008, the CSDE reviewed the remaining 21 districts from FFY 2006 that were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The CSDE reviewed each of the 21 districts’ <i>policies and procedures</i> relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure compliance with IDEA. District <i>practices</i> and implementation of policies and procedures were reviewed by requiring each of the 21 districts to submit student-level documents for evidence of appropriate IEP goals and objectives, functional behavioral analyses, behavioral intervention plans for a random sample of students suspended or expelled out of school for more than 10 days. The CSDE completed a desk audit of the information submitted for each child to ensure compliance with IDEA.</p> <p>The CSDE verified that all 21 districts with significant discrepancy under this indicator</p>

Statement from the Response Table	State's Response
	<p>based on FFY 2006 data were correctly implementing the specific regulatory requirements. Therefore, the CSDE did not revise or require the 21 districts to revise policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards required by 34 CFR §300.170(b).</p>
<p>In addition, as noted in the revised Part B Indicator Measurement Table, in reporting on this indicator in the FFY 2008 APR, due February 1, 2010, the State must again describe the results of the State's examination of data from FFY 2007 (2007-2008).</p>	<p>See section above titled "FFY 2007 Data"</p>
<p>The State must also describe the review, and if appropriate, revision of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the LEAs identified with significant discrepancies in FFY 2006 and 2007, as required by 34 CFR §300.170(b). The State must also report, for the LEAs identified with significant discrepancies based on FFY 2006 and FFY 2007 data, whether the State identified any noncompliance with the IDEA, and if so, whether the noncompliance was corrected, by reporting that it has verified that each LEA with noncompliance is correctly implementing the specific regulatory requirements.</p>	<p><u>FFY 2006</u> As described in the FFY 2007 APR, the CSDE reported on conducting the review required by 34 C.F.R. §300.170(b) for 16 of 37 LEAs identified with significant discrepancies in FFY 2006.</p> <p>In FFY 2008, the CSDE reviewed the remaining 21 districts from FFY 2006 that were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The CSDE reviewed each of the 21 districts' <i>policies and procedures</i> relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure compliance with IDEA. District <i>practices</i> and implementation of policies and procedures were reviewed by requiring each of the 21 districts to submit student-level documents for evidence of appropriate IEP goals and objectives, functional behavioral analyses, behavioral intervention plans for a random sample of students suspended or expelled out of school for more than 10 days. The CSDE completed a desk audit of the information submitted for each child to</p>

Statement from the Response Table	State's Response
	<p>ensure compliance with IDEA.</p> <p>The CSDE did not identify noncompliance with the regulatory requirements of 34 C.F.R. §300.170(b) for the 37 districts identified with significant discrepancy in FFY 2006.</p> <p><u>FFY 2007</u></p> <p>For each of the 31 districts that the CSDE identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, the CSDE conducted the review required by 34 C.F.R. §300.170(b). The CSDE reviewed each of the 31 districts' <i>policies and procedures</i> relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure compliance with IDEA. District <i>practices</i> and implementation of policies and procedures were reviewed by requiring each of the 31 districts to submit student-level documents (student IEPs, evidence of manifestation determination process, functional behavioral assessments, behavioral intervention plans) for a random sample of the most recent students suspended or expelled out of school for more than 10 days. The CSDE completed a desk audit of the information submitted for each child to ensure compliance with 34 C.F.R. §300.170(b).</p> <p>The CSDE verified that 30 of the 31 districts with significant discrepancy under this indicator based on FFY 2007 data were correctly implementing the specific regulatory requirements. One district had appropriate <i>policies and procedures</i> relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; however, this district has been required to revise its</p>

Statement from the Response Table	State's Response
	<p><i>practices</i> in the use of appropriate forms. Additionally, this district has begun to provide staff training which will cover procedural safeguard requirements related to discipline, functional behavioral assessments, behavior intervention planning, the provision of a free appropriate public education (FAPE) for students suspended for more than 10 days, schoolwide positive behavior support systems, and components of the IEP that are related to discipline. Finally, this district will be implementing a review process for discipline data that would allow for the early identification of inconsistent or inappropriate implementation of the regulatory requirements under 34 C.F.R. §300.170(b). The CSDE is within the one-year timeline of verification of corrective actions and will report on this in the FFY 2009 APR.</p> <p>For FFY 2007, 31 districts were identified as having a significant discrepancy under this indicator. One district was identified in FFY 2009 as being out of compliance by not correctly implementing the specific regulatory requirements under 34 C.F.R. Section 300.170(b). The CSDE is still within the one-year timeline of verification of corrective actions and will report on this in the FFY 2009 APR.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

Activity	Timeline	Resources	Justification
<p>4.8 (Revised) Assign a consultant from the Bureau of Health/Nutrition, Family Services and Adult Education for suspension and expulsion for</p>	<p>July 2005 through 2011</p>	<ul style="list-style-type: none"> Department personnel 	<p>The timeline has been updated.</p>

Activity	Timeline	Resources	Justification
<p>students with disabilities. This person will work with the Department and other state agencies to strengthen and promote interagency collaboration.</p>			
<p>4.9 (Revised) Disseminate suspension and expulsion data to all school districts via District Annual Performance Reports (APRs) and the CSDE Web site.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel 	<p>The activity has been revised to reflect the movement of content from the CSDE’s Strategic School Profiles (SSPs) to the CSDE’s longitudinal data system and the Connecticut Education Data and Reporting (CEDAR) system on the CSDE Web site.</p>
<p>4.12 (Revised) Explore components of school engagement model to be included in RFP to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel and IDEA and other funding sources 	<p>The RFP was not reissued due to the CSDE’s work to align the RFP to its strategic plan on secondary school reform, suspension/expulsion and dropout prevention. RFPs were delayed until the 2009-10 school year.</p> <p>Funding sources have been expanded to address all students.</p>
<p>4.13 (Revised) Monitoring from the Bureau of Accountability and Improvement to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> • Personnel from the Bureau of Accountability and Improvement • Personnel from the Bureau of Data Collection, Research and Evaluation 	<p>Change of bureau name due to CSDE reorganization.</p>

Activity	Timeline	Resources	Justification
issues.			
<p>4.14 (Revised) The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. An interagency taskforce will work with the bureau and include representation from special education. The taskforce will implement the following recommendations from the Department report to the State Board of Education titled, <i>A Review of Programs for Reducing the Dropout and Suspension Rates of Those Children At Risk of Dropping Out or Being Suspended from School</i>:</p> <ol style="list-style-type: none"> 1. Conduct in-depth analysis of dropout and suspension data among Connecticut’s schoolchildren. 2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant. 3. Complete an 	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel • Representatives from LEAs • Representatives from other state agencies • Representatives from community groups 	<p>Changes in activity resources to better reflect input from various stakeholders and demonstrate alignment with graduation and dropout efforts.</p>

Activity	Timeline	Resources	Justification
<p>analysis of local programs in Connecticut to identify exemplary models.</p> <p>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youth at risk of dropping out of school.</p>			
<p>4.15 (Revised) Continue training through the CALI module titled Improving School Climate to Support Student Achievement to facilitate the reduction of suspensions/expulsion that impact graduation and dropout rates. The Department offers basic and certification training through our CALI professional development offerings. Certification training gives participants license to conduct basic training to develop state capacity.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • SERC personnel 	<p>Change of bureau name due to CSDE reorganization.</p> <p>Change in resources to more accurately reflect CALI module training personnel.</p>
<p>4.17 (New) Department will establish an intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Department personnel • Other state agency personnel • Representatives from Local Educational Agencies (LEAs) and other stakeholder groups • In-school 	<p>This activity has been added to reflect the CSDE’s efforts to increase interagency collaboration.</p>

Optional APR Template – Part B (4)

Activity	Timeline	Resources	Justification
		suspension guidelines	
<p>4.18 (New) Design and implementation of new Web-based Suspension and Expulsion Data Collection System (ED 166).</p>	2009-2010	<ul style="list-style-type: none"> • Department personnel 	<p>The new system will increase the timely and accurate reporting of suspension/expulsion data.</p>
<p>4.19 (New) Department personnel will provide integrated data systems training to LEA data managers.</p>	2009-10 through 2011	<ul style="list-style-type: none"> • Department personnel • SEDAC • Public School Information System (PSIS) • ED 166 	<p>Collaborative data systems training to increase the timely and accurate reporting of suspension/expulsion data.</p>

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

FFY	Measurable and Rigorous Target		
2008	5A: 70.0%	5B: 7.0%	5C: 5.4%

Actual Target Data for FFY 2008:

In the school year 2008-09:

5A.The percentage of students with disabilities aged 6-21 served inside the regular class 80 percent or more of the day was 71.4 percent. Target met.

$$(43,489 / 60,942) \times 100 = 71.4\%$$

5B.The percentage of students with disabilities served inside the regular class less than 40% of the day aged 6-21 was 5.6 percent. Target met.

$$(3,404 / 60,942) \times 10 = 5.6\%$$

5C. The percentage of students with disabilities aged 6-21 served in separate schools, residential placements, or homebound or hospital placements was 7.0 percent. Target not met.

$$(4,244 / 60,942) \times 100 = 7.0\%$$

On Indicator 5A, the Connecticut State Department of Education (CSDE) has reported 43,489 of 60,942 students with disabilities (SWD) were served inside the regular class 80% or more of the day. On the Federal Environments Table 3, cell G14 on page 17, the CSDE reported that 42,572 SWD were served inside the regular class 80% or more of the day. The difference between these two numbers represents the students with disabilities, receiving a FAPE by an LEA in correctional facilities and enrolled in private placements that were also served inside the regular class 80% or more of the day. The same explanation holds true for Indicator 5B: 2008 APR data show that 3,404 of 60,942 SWD were served inside the regular class less than 40% of the day in comparison to 3,348 on the Federal Environments Table 3, cell G16 on page 17.

In 2004-05 and 2005-06, (baseline and first year of progress data) the data reported for this indicator were also drawn from the Federal Environments Table 3. At that time, the previous federal environments data collection required the duplicate reporting of students with disabilities receiving a FAPE by an LEA served in correctional facilities and enrolled in private placements. Therefore, the baseline data and targets for this indicator include these students with disabilities in both “5A - served inside the regular class 80% or more of the day” and “5B - served inside the regular class less than 40% of the day.”

Due to the fact that our baseline data and targets reflect the inclusion of all students with disabilities (including, on average, 1,000 students per year in correctional facilities and private placements combined), the CSDE has continued to include these students in our Indicator 5 reporting every year, even after the changes were made to the federal environments table structure.

It is the CSDE’s contention that our data match the data reported in the Federal Environments Table 3. The 60,942 count of all students ages 6-21 reported as the denominator is an exact match in both documents, and the students we include in the 5A and 5B numerators are all reported on Table 3. The explanation for the difference between the numerators of indicators 5A and 5B and Table 3 is that the APR data include students with disabilities receiving a FAPE by an LEA served in correctional facilities and enrolled in private placements. The Indicator 5 measurement table does not specifically outline that the requirement to match “the State’s 618 data reported in Table 3” actually means that the data should match cell G14 and G16 on page 17 in Table 3. If the recommendation is that Connecticut should not use the data as currently reported in Indicator 5, we would need to work with our stakeholder group to consider if a reset of baseline and targets is necessary due to the impact of excluding this large proportion of our served population.

Data reported are valid and reliable. Sampling was not used. Data are valid and reliable as verified by the series of validation checks built into the collection system. Data presented here match section 618-Table 3 submitted in accordance with February 1, 2009, timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

The percentage of students in regular class placements (5A) increased by 1.2 percent, exceeding the target of 70.0 percent, moving from 70.2 percent in the 2007-08 school year to 71.4 percent in the 2008-09 school year. Additionally, the Connecticut State Department of Education (CSDE) saw a reduction in the percentage of students in segregated settings (5B) meeting our target of 7.0 percent (6.2 in 2007-08 down to 5.6 percent in 2008-09).

The target for placement of students into separate schools, residential placements, or homebound or hospital settings (5C) was 5.4 percent, and the 2008-09 data indicate 7.0 percent of students with disabilities in Connecticut were placed in these settings. The target was not met.

The increase in the placement of students in regular class settings was influenced most by students with Other Health Impairments (OHI) and autism (AU). Students with OHI in 5A — settings increased 1.6 percent (192 students) and students with autism in 5A — settings increased 3.6 percent (439 students). Interestingly, these same two groups of students (OHI and autism) have the greatest influence on the separate schools, residential placements, or homebound or hospital settings as well. Students with OHI in 5C — settings increased by 62 students and students with autism in 5C — settings increased 81 students.

It appears that there is a divergence occurring in the placement of students with OHI. These students are moving out of placements with 0-39 percent and 40-79 percent time with nondisabled peers and into highly inclusive (80-100 percent) settings or other/separate segregated settings.

On the other hand, students with autism are seeing an overall increase in identification (16 percent increase over 2007-08), which is directly accounting for the placement count increases seen across the continuum for these students. It is important to note, however, that while there are more students with autism in each placement category, the proportions of students placed in exclusive settings is slightly lower (see Table 1). Additionally, while the proportion of students with autism in segregated settings is decreasing, the increase in the identification of students with autism is having the greatest contribution to students placed in 5C — settings because of the impact of those 439 new students with autism on the all students with disabilities’ 5C count.

Table 1.

	AU 0708 Count	AU 0809 Count	AU 0708 Percent	AU 0809 Percent
80-100%	1700	2139	44.7	48.3
40-79%	882	957	23.2	21.6
0-39%	518	547	13.6	12.4
Other/Separate	700	781	18.4	17.7
Total	3800	4424	100.0	100.0

Further analysis examined the number of students in 5B and 5C (which implies less opportunity to be with nondisabled peers; refer to the bottom of Table 2). This analysis identified that the combined percentages of 5B and 5C have been decreasing for multiple years. This trend began in the 2004-05 school year. This is a positive direction for the decrease in placement of students in what are considered the most restrictive settings.

Table 2.

Indicator	% of students w/ disabilities (SWD) in 2006-07	# of students w/ disabilities (SWD) 06-07	% of students w/ disabilities (SWD) in 2007-08	# of students w/ disabilities (SWD) 07-08	% of students w/ disabilities (SWD) in 2008-09	# of students w/ disabilities (SWD) 08-09
5A Inside the regular class 80% or more of the day;	68.3%	42,562 / 62,294 (5A / total # of SWD in 2006-07)	70.2%	43,082 / 61,327 (5A / total # of SWD in 2007-08)	71.4%	43,489 / 60,942 (5A / total # of SWD in 2008-09)
5B Inside the regular class less than 40% of the day	6.2%	3,877 / 62,294 (5B / total # of SWD in 2006-07)	6.2%	3,806 / 61,327 (5B / total # of SWD in 2007-08)	5.6%	3,404 / 60,942 (5B / total # of SWD in 2008-09)
5C Separate schools, residential, homebound, hospital placements	6.9%	4,302 / 62,294 (5C / total # of SWD in 2006-07)	6.8%	4,184 / 61,327 (5C / total # of SWD in 2007-08)	7.0%	4,244 / 60,942 (5C / total # of SWD in 2008-09)
Inside the regular classroom 40-79%	18.7%	11,553 / 62,294 (students inside 40-79% / total of # of SWD in 2006-07)	16.7%	10,255 / 61,327 (students inside 40-79% / total of # of SWD in 2007-08)	16.1%	9,805 / 60,942 (students inside 40-79% / total # of SWD in 2008-09)
5A + 40-79% category	86.9%	54,115 / 62,294	87%	53,337 / 61,327	87.5%	53,294 / 60,942
5B + 5C	13.1%	8,659 / 62,294	13.0%	7,990 / 61,327	12.5%	7,648 / 60,942

Discussion of Improvement Activities Completed

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

5.14 Increased time with nondisabled peers and an increase in regular class placement is the result of the CSDE’s continual scrutiny of districts based on the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement, which included oversight of districts’ progress toward increased time with nondisabled peers for students with disabilities. The 47 targeted districts were required to submit data if their districtwide percentages of time with nondisabled peers and regular class placement for students with intellectual disability continued to fall below the state average. A review of subsequent data revealed that approximately one-third of the districts made progress in these two data points.

5.15 Consortium on Inclusive School Practices highlighted leadership as a significant contributor to change. Continued training of principals and other district leaders was helpful in informing and engaging administrators in least restrictive environment (LRE) issues. A national expert on providing educational services in the LRE was brought to Connecticut to work with the CSDE regarding next steps informing quality of inclusive practices in the general education classrooms and increase in percentage of students with emotional disturbance (ED) and autism presently in out placements. Training provided by the State Education Resource Center (SERC) uses the consortium’s framework of vision, policy, structures and practices.

5.16 Training around LRE issues and solutions continues to be a focus of the CSDE’s professional development activities. Forty-seven targeted districts continued to be the focus, but all districts in the state were invited to these professional development activities. SERC presented 56 different training opportunities related to least restrictive environment including topics such as Differentiation of Instruction (e.g., Response to Intervention [RTI] – CT’s Scientific Research-Based Interventions [SRBI]), Positive Behavior Supports (PBS), and interventions for students with Autism Spectrum Disorders.

5.17 Staff development training continued to be determined on past lessons learned from monitoring and participation with the National Center for Special Education Accountability Monitoring/Data Accountability Center (NCSEAM/DAC) and involvement in the LRE Community of Practice. Specific statewide professional development was conducted with an emphasis on differentiated instruction, inclusive education and co-teaching. In addition, Department personnel’s expertise in systems change, LRE, and reducing suspensions and expulsions helped to inform the trainings. These specific trainings contributed to the changes, particularly in 5A.

5.18 The CSDE’s 11th Annual Expanding Horizons Annual Conference on Educating Students with Disabilities in General Education Classrooms was held during National Inclusive Schools Week. General and special education staff, community agencies, parents and students attended sessions titled, “Technology Benefits All Students.” Short courses were provided as response to this format was positive the previous year. Alternative augmentative communication devices, transition, universal design for learning, MIMEO for creating whiteboards from written compositions and vendors were available to discuss individual educational technology products available to users.

5.19 District information targets for students with intellectual disabilities in regular class placement and time with nondisabled peers’ percentages over the last three years were available

on the CSDE Web site. District percentages, status and determinations were available as well as supporting documents including the determination decision-making process, enforcement actions, improvement plans and *Points to Consider in Determining the Least Restrictive Environment*.

5.20 Trainings that pertain to transition services to colleges, universities and community settings for at-risk youths and 18- to 21-year-olds involved two meetings for the Start on Success Programs and two annual trainings by the University of Maryland's PERC/TransCen Inc., for districts that have transition services for students with disabilities in college, university and community settings. The transition coordinator at the Bureau of Special Education (BSE) provides a wide array of informational resources, technical assistance and training to districts around transition services.

5.21, 5.24 During this past year, a greater emphasis has emerged to address the issue of more inclusive programming for students with emotional disturbance and autism. In November 2008, an Emotional Disturbance Guidelines Advisory Task Force convened to begin discussion regarding the revision of the *Guidelines for Identifying and Educating Students with Serious Emotional Disturbance*. The task force consisted of representatives from local education agencies (LEAs), regional educational service centers (RESCs), SERC, Connecticut Parent Advocacy Center (CPAC), institutions of higher education, Connecticut Council of Administrators of Special Education (ConnCASE), the CSDE, Department of Developmental Services (DDS) and Department of Children and Families (DCF). Individuals represented a variety of fields in education including teachers and administrators, social workers, school and clinical psychologists, as well as parents. The guidelines are currently being drafted and will undergo a final review by the task force in the late spring of 2010 before publication. A rollout plan will be developed to provide training to stakeholders statewide. A large contingent of school districts are involved in PBS training and implementation. Parental training and forums, especially targeted at parents of students with autism, have taken place during the past year to raise the comfort level of parents in how their child can be educated in general education classrooms in their child's home school.

5.22, 5.23, 5.28 The CSDE analyzed out-of-district placement data to more closely examine trends and variables to begin understanding causal factors. These variables included disability category, time with nondisabled peers (TWNDP), race, age, gender and placement codes. The CSDE began to explore additional statistical techniques to more accurately represent this data. Additionally, various CSDE stakeholder groups provided input to analyzing out-of-district placement data in the areas of ED and autism.

5.25, 5.26 These professional development activities were presented by SERC to special education staff as well as general education staff, including general education teachers, related services staff, central office general education administrators and building level administrators including principals. Training on nursing services as part of the individualized education program (IEP) was not offered in 2008-09. New additional professional development sessions for modifying general education curriculum for students with significant disabilities, working with visual and hearing-impaired students, and implementing the autism initiative were offered.

5.25, 5.27 Training that included strategies to promote LRE were included with targeted professional development for districts that did not meet adequate yearly progress (AYP) for the subgroup of students with disabilities and those districts that had been identified as problematic for LRE of students with intellectual disability. Training was offered to the identified districts through a collaborative effort between the Bureau of Accountability and Improvement and the BSE. Fee waivers, which were previously successful, were offered to encourage targeted districts to send teams of school-based personnel, including principals. In addition, two public forums were held to gather information on LRE from parents, advocates, school district personnel and other state agency personnel. Input from the attendees will be used for CSDE improvement and to inform future public forum topics.

5.27 The following professional development was provided to school district personnel throughout the state: Meeting Adequate Yearly Progress (AYP); Preventative and Corrective Measures to Improve Academic Achievement for Students with Disabilities; A Step by Step Approach for Inclusive Schools; and Developing IEPs that Ensure Educational Benefit and Standards-Based IEPs. In addition, on-site technical assistance was provided to schools and districts, through the RESC/SERC alliance to support these trainings.

5.29 The CSDE hosted the following statewide trainings: Multi-Sensory Structured Language Instruction: A Literacy Intervention Approach for Children K-2; Paraprofessionals as Partners; Meeting Adequate Yearly Progress (AYP): Preventative and Corrective Measures to Improve Academic Achievement for Students with Disabilities; Enhancing Students’ Executive Skills: Strategies to Support Student Learning and Behavioral Regulation; A Step by Step Approach for Inclusive Schools; Autism Consortium Learning Opportunity: Educating and Supporting Students on the Autism Spectrum; and Designing Standards-Based IEPs for Participation and Progress in the General Education Curriculum. These trainings were designed to inform general and special education teachers, general and special education administrators, related services staff, paraprofessionals, parents and other state agency personnel in the investigation of reading and behavioral supports and methods of delivery to younger students in the LRE.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

Activity	Timeline	Resources	Justification
<p>5.13 (Revised) Disseminate <i>P.J. et al. v. State of Connecticut, Board of Education, et al.</i> settlement agreement data to all school districts via individual district determination letters. Data are available on State Web site.</p>	<p>2005-06 school year through 2010</p>	<ul style="list-style-type: none"> • Department personnel 	<p>The activity has been revised to more accurately reflect the current practice for the dissemination of P.J. settlement data.</p>

Activity	Timeline	Resources	Justification
<p>5.21 (Revised) Investigate alternative strategies to separate programming for students with ED, OHI, and autism to educate in-district and increase their time with nondisabled peers. Continue emphasis on PBS training and technical assistance.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • Department to review resources, visit programs, gather information to inform these issues • Allocate a portion funds awarded to SERC. 	<p>Inclusion of OHI as category in need of examination due to increased numbers in outplacements.</p>
<p>5.26 (Revised) Provide professional development activities statewide on:</p> <ul style="list-style-type: none"> • co-teaching; • differentiated instruction and assessment; • administrator training; • curriculum topics; • learning strategies; • collaborative teaching; • speech pathologists as co-teachers; and • positive behavior supports. 	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> • Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to offer statewide professional development training on LRE/Inclusion 	<p>List of professional activities more accurately reflects actual training provided</p>
<p>5.27 (Revised) Develop a menu of training opportunities for use by schools not making adequate yearly progress for students with disabilities, especially for those students who are increasing their time in regular classrooms. Components will include trainings by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, gap analysis, Educational Benefit Review Process and excerpts from Step by Step.</p>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> • SERC personnel • Bureau of Accountability and Improvement • Bureau of Special Education 	<p>Change of bureau name due to CSDE reorganization.</p>

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See overview page i

Monitoring Priority: FAPE in the LRE

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

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

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

FFY	Measurable and Rigorous Target
2008	N/A

Actual Target Data for FFY 2008:

Reporting is not required pursuant to the instructions for the FFY 2008 SPP/APR. Baseline and targets are to be submitted with the FFY 2009 SPP/APR due February 1, 2011.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Reporting is not required pursuant to the instructions for the FFY 2008 SPP/APR. Baseline and targets are to be submitted with the FFY 2009 SPP/APR due February 1, 2011.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

[If applicable]

Reporting is not required pursuant to the instructions for the FFY 2008 SPP/APR. Baseline and targets are to be submitted with the FFY 2009 SPP/APR due February 1, 2011.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

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

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:
 Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

FFY	Measurable and Rigorous Target
2008	N/A

Actual Target Data for 2008:

Baseline and targets submitted with Connecticut’s revised FFY 2008 SPP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:

Reporting is not required pursuant to the instructions for the FFY 2008 SPP/APR. Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2009-10 are to be submitted FFY 2009 SPP/APR due February 1, 2011.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008
[If applicable]

Reporting is not required pursuant to the instructions for the FFY 2008 SPP/APR. Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources are to be submitted with the FFY 2009 SPP/APR due February 1, 2011.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2008	87.5

Actual Target Data for 2008:

Of the parents surveyed from 30 school districts in Connecticut, including regional school districts, during the 2008-09 school year, 87.5 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. Data reported are valid and reliable. Target met.

$1,595 \text{ agreements with item 12} / 1,822 \text{ survey respondents} \times 100 = 87.5\%$

2008-09 survey administration district sample total:

- surveys sent = 9,152 in 30 school districts
- surveys returned completed = 1,822
- response rate = 19.9%
- surveys returned nondeliverable = 511
- nondeliverable rate = 5.6%

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

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

Parent responses to survey item 12, “In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities,” were analyzed to determine state performance on indicator 8. Parent responses in the categories of Strongly Agree, Moderately Agree and Slightly Agree constitute the 87.5 percent reported above. The responses collected from 30 districts in this year’s survey sample were analyzed for representativeness by age, gender, race and ethnicity, grade and disability as compared to the total statewide population of students with disabilities. The analysis for response representativeness was conducted using both a statistical significance test (chi-square) and a practical or meaningful significance test (effect size). Below are the actual proportions for each area assessed.

Variable	Grouping	2008-09 Statewide Data	2008-09 Survey Data
Age	3-5	11.5%	16.4%
	6-12	46.2%	47.2%
	13-14	15.5%	15.0%
	15-17	21.6%	16.6%
	18-21	5.1%	4.8%
Gender	Male	69.1%	70.2%
	Female	30.9%	29.8%
Race/Ethnicity	American Indian/ Alaskan Native	0.5%	0.3%
	Asian	1.9%	1.8%
	Black	16.1%	6.9%
	White	61.6%	81.9%
	Hispanic	19.9%	9.1%
Grade	PK	6.8%	10.9%
	Elementary	37.7%	39.4%
	Middle	23.6%	23.9%
	High	31.9%	25.9%
Disability	LD	31.8%	27.5%
	ID	3.8%	4.1%
	ED	8.1%	6.0%
	SLI	20.6%	19.0%
	OHI	16.7%	17.8%
	Autism	7.4%	10.9%
	Other	11.7%	14.7%

Variable	Chi-Sq Test (χ^2)	Cohen's Effect Size	Interpretation
Age	$\chi^2(4) = 59.5^*$	0.18	Small
Gender	$\chi^2(1) = 1.0$	n/a	n/a
Race/Ethnicity	$\chi^2(4) = 326.1^*$	0.42	Medium
Grade	$\chi^2(3) = 66.6^*$	0.19	Small
Disability	$\chi^2(6) = 67.3^*$	0.19	Small

* Significant at .001 level.

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

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

The parent survey was developed in the 2004-05 school year and responses from the 2005-06 and 2007-08 school year surveys were analyzed using exploratory factor analysis and reliability analysis to determine the factor structure of the survey and the internal consistency for each of the four resulting factors. Survey item 12 was included in a factor with very high internal consistency. The results indicated that the survey items were valid and reliable over time. A confirmatory factor analysis was conducted using the 2008-09 school year survey data to confirm the previous factor structure. The final resulting model has the chi-square statistic of 771.5 with 242 degrees of freedom, and the p-value is less than 0.001. The rejection of null hypothesis of good fit may be simply from having too much power (large sample size), and the χ^2/df ratio is less than 5, indicating the model might fit. Two model fit indices were examined: Root Mean Square Error of Approximation (RMSEA) and Comparative Fit Index (CFI). RMSEA is 0.071, between good (0.05) and adequate (0.08). CFI is 0.934 (a value >0.90 is considered as acceptable). Both indices show that the model is an acceptable model fit of the 2008-09 data.

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

Survey item 12 was included in a factor with 10 other items, all with factor loadings from 0.413 to 0.953. This factor had a very high internal consistency ($\alpha = 0.955$; $\alpha > 0.70$ are generally considered high or acceptable in survey research). Parent responses to the items in this factor showed percentages of agreements ranging from 85.4 percent to 92.4 percent, providing further support for the conclusions drawn from the specific question asked in response to indicator 8. The survey items were measuring what the survey was intended to measure about parental involvement in improving services and outcomes for their child consistently and reliably.

Considering the chi-square and factor analysis results, the CSDE is satisfied with the survey structure and the overall representativeness of the survey sample in 2008 and feels the conclusions drawn from this survey are both valid and reliable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:

Explanation of Progress or Slippage

Of the parents surveyed from 30 school districts in Connecticut during the 2008-09 school year, 87.5 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. The measurable and rigorous target set for 2008-2009 has been met. While there is a drop of 0.9 percent in item 12 agreement this year from last year's 88.4 percent, a goodness-of-fit test indicates that there is no statistically significant difference between the two years' data, $\chi^2(1) = 1.311$, $p > 0.05$. At the same time, a further examination of parent survey items indicates a statistically significant increase from last year in parent satisfaction with their child's overall special education program, $\chi^2(1) = 3.859$, $p < 0.05$, as well as a statistically significant increase in the inclusion of parents concerns being documented on the IEP, $\chi^2(1) = 4.619$, $p < 0.05$.

Discussion of Improvement Activities Completed

8.1, 8.6, 8.19 Training opportunities were provided that varied in geography as well as sponsoring partners, including the Connecticut Parent Advocacy Center (CPAC), which is Connecticut's Parent Training and Information Center (PTI), the State Education Resource Center (SERC), the Connecticut Birth to Three System, the Connecticut Coalition for Inclusive Education, as well as the Connecticut Department of Developmental Services (DDS). Parent stipends to defray cost of childcare and transportation were provided and Spanish translation was available.

8.1, 8.17, 8.18, 8.19 CPAC provided parent training opportunities through two different workshops to ensure that parents are knowledgeable and informed about LRE settings for children 3, 4, and 5 years of age with disabilities, particularly those families transitioning from the Connecticut Birth to Three System. In connection with the State Personnel Development Grant (SPDG), CPAC also collaborated with four selected districts to develop and implement individualized local plans to enhance collaboration between families and schools. They disseminated over 1,000 materials to support parent involvement in those districts. In addition, five workshop targeting parent advocacy and four workshops addressing development of the IEP were provided. CPAC also addressed transition services through the provision of in-service for technical high school and pre service teachers. CPAC also provided information related to

participation in the special education process, coaching and information regarding community resources in response to over 5,700 requests.

Statewide workshops were jointly offered to parents and district staff on the following topics:

- 2008-2009 Transition Task Force Meeting
- An Introduction to Autism Spectrum Disorders
- Transition Assessment and the IEP
- Addressing Challenging Behaviors of Students with Autism and Related Disabilities
- Resolving Disputes in Educational Settings
- Teaching Social Skills to Children with Autism Spectrum Disorders
- Overview of Connecticut’s Revised Guidelines for Identifying Children with Learning Disabilities
- Teaming Together: Transition and Assistive Technology
- Transitioning Students with Autism to Higher Education and Employment
- Transition to College
- Faith Families and School Conference
- Transition Task Force
- Enhancing Instructional Programs
- Courageous Conversations on Race Parent Leadership Training Program Grant
- Together We Will Conference

8.13 The parent survey was administered in Spanish and English. CPAC provided an insert in English and Spanish that was included in the mailing of the parent survey in June 2009. There were 1,017 postcards returned requesting additional information about special education. Information included in publications increased parental knowledge related to indicators 3, 4, 5, 7, 8, 10, 11 and 13 of Connecticut’s SPP.

8.14 Results of the parent survey have not yet been disseminated in Spanish.

8.15 CPAC recruited and trained parents to participate in site visits for the CSDE’s Focused Monitoring System. Interviews of the parent representatives conducted after site visits indicated that they felt it was a valuable experience. Stipends were provided to parents to support training, participation in monitoring teams, participation in Statewide Focus Monitoring Steering Committee meetings and attendance at follow-up group feedback sessions.

8.16 Parent phone surveys were part of all focused monitoring visits conducted by the CSDE during the 2008-09 school year. There were 125 phone surveys conducted. The CSDE includes this as part of the Focused Monitoring System to ensure parents in the district being visited are given the opportunity to provide feedback to inform the visit.

8.17 “Families as Partners” training offered to parents and districts through CPAC is a multimodule training available online through the University Center on Excellence in Developmental Disabilities (UCEDD) at the University of Connecticut.

8.18 In connection with the SPDG, selected districts implemented individualized local plans to enhance collaboration between families and schools. District staff and families attended professional development sessions together around special education topical areas focused on enhancing relationships and communication between families. Data collection and impact evaluation is ongoing.

8.19 In collaboration with SERC, the CSDE developed a full-day training. This training, “Transition Assessment and the IEP,” was presented three times in March and April 2009, to about 200 educators and parents and replicated the October and December 2008 training. Participants in these trainings included special and general education teachers and administrators, related services personnel, transition specialists, agency personnel, paraprofessionals and family members. Using the Transition Task Force’s newly published *Transition Assessment Resource Manual*, this session provided training to districts and families regarding the use of appropriate and ongoing transition assessment to help identify a student’s interests, preferences, strengths and needs. Participants practiced using case study results of these assessment tools in writing measurable post-school outcome goal statements and annual IEP goals and objectives. A follow-up two-day training designed for district teams of general and special education personnel will be offered in January 2010 to help develop and implement transition goals and services in general education settings. A segment of this training will focus on the alignment of transition goals and objectives with content standards in general education as well as the expanded use of the Summary of Performance in general education settings.

In addition, information about writing appropriate Post-School Outcome Goal Statements and annual transition IEP goals and objectives was provided to district personnel and families via approximately 10 in-district trainings and 12 sessions to district parent groups by the SERC/CSDE Transition Train-the-Trainers program. In this program, a pair of trainers, one parent and one professional, provide a two-three hour session on the basics of secondary transition planning for invited parents within individual districts. Four workshops, titled “Transition from School to Adult Life,” were also conducted and over 2,048 inquiries on the CPAC Web site related to transition information were documented. Information related to transition was included in the winter 2008 and summer 2008 *SPEAK OUT* newsletter, which was sent to 38,000 stakeholders. Information was also shared at four Transition Expos and to Next STEPs Parent Advisors. CPAC disseminated 300 *Building a Bridge* publications.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

The CSDE and the state’s stakeholder group closely examined the Improvement Activities and considered whether the CSDE needed to change or adjust any activities, timelines or resources, and determined the following revision was necessary.

Activity	Timelines	Resources	Justification
<p>8.6 (Revised) Offer statewide workshops to parents and districts on effective transitions for children with special needs in early childhood education, diversity in education, integrated student support services, and resolving disputes in special education.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> • SERC personnel • CSDE personnel • CPAC 	<p>The timeline has been updated.</p> <p>Changes in resources to better reflect input from various stakeholders.</p>

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Based on its review of the 618 data for FFY 2008, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the **FFY 2008** reporting period, i.e., after June 30, **2009**. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2008	0

Actual Target Data for FFY 2008:

In the 2008-09 school year, zero districts in Connecticut had either overrepresentation or underrepresentation within the five racial and ethnic groups in special education and related services that was the result of inappropriate identification. Target met.

0/ 170 x 100 = 0%

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:Explanation of Progress or Slippage

In the 2008-09 school year, the state continues to demonstrate that zero districts in Connecticut had either significant overrepresentation or underrepresentation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

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

All four districts received correspondence from the CSDE concerning data that identified overrepresentation. Each district conducted an analysis of their policies, practices and procedures using the state-designed self-assessment based on the NCRESSSt tool. In turn, each district developed an action plan based on their self-assessment and submitted it to the CSDE. Upon review of the self-assessment using the NCRESSSt rubric and all accompanying documentation, the CSDE verified that zero of the four districts with data of concern in the area of disproportionality were due to inappropriate identification.

The CSDE has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI’s less than 0.25 and greater than 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification. See Connecticut’s State Performance Plan (SPP) for a complete explanation of the disproportionality analysis.

After examination of current practices, the CSDE has decided a reordering of activities was warranted. In the 2009-10 school year, the CSDE will require districts to complete a self-assessment. Upon review, if noncompliance exists, districts will be required to develop an action plan. The CSDE will move from using the NCRESSSt tools to having districts complete a self-assessment aligned with the state identification and eligibility guidelines for special education which include federal requirements. See the SPP for how the state is providing for the review of policies, procedures and practices and follow up activities.

Discussion of Improvement Activities Completed

9.1 As reported in previous year’s APRs, the CSDE issued updated guideline documents for intellectual disability and speech and language impairments and provided training. In November 2008, an Emotional Disturbance Task Group convened to discuss revisions to the *Guidelines for Identifying and Education Students with Serious Emotional Disturbance*. This group consisted of: district personnel; regional educational service centers (RESCs); the State Education Resource Center (SERC); Connecticut Parent Advocacy Center (CPAC); institutions of higher education; Connecticut’s Council of Administrators of Special Education (ConnCASE); Department of Children and Families (DCF); Department of Developmental Services (DDS);

CSDE personnel representing the fields of education; teachers; administrators; social workers; school and clinical psychologists; and family members. The guidelines are currently being drafted and will undergo a final review by the Emotional Disturbance Task Group in the spring of 2010, prior to publication. A training plan will be developed and implemented to support stakeholders statewide.

In January 2009, the Bureau of Special Education (BSE) conducted six statewide trainings to school-based teams regarding the Executive Summary of the *Guidelines for Identifying Children with Learning Disabilities* that was released in June 2009. Technical assistance was also provided at a number of regional ConnCASE meetings for directors of special education and other school personnel. The guidelines were developed with input from the Learning Disabilities Advisory Task Force, consisting of a broad stakeholder group from institutes of higher education, districts, family members, personnel from a variety of bureaus within the CSDE and SERC. An ad hoc committee simultaneously met to discuss further professional development and training that would support the implementation of the complete guideline document. The full document continues to be refined and is scheduled to be released in spring of 2010 with ongoing training and technical assistance.

9.2 Disproportionate representation data for the 2008-09 school year for each district and for the state were posted to the CSDE's Web site in May 2009. These data were also provided through the Special Education Data Application and Collection (SEDAC) distribution list email to directors of special education. SERC and CPAC used these data in delivering technical assistance and training to districts. These data were disseminated and referenced in multiple trainings throughout the state, including meetings with ConnCASE.

9.3 The statewide summit titled, "The Intersection of Race and Education" was held again for two days in May 2009, with over 500 participants from schools and communities around Connecticut. The outcomes were defined as building capacity in educators and community members to have serious, deep and on-going conversations about the intersection of race and education; to create adaptive solutions to the complex problems that maintain the current systemic racial educational disparities; and create time and space where educators and communities can work together in eliminating systemic racial educational disparities.

Each day began with keynote addresses focused on the conference outcomes for all students. Each keynote speaker then engaged participants in an in-depth, follow-up breakout session. Pedro A. Noguera, Ph.D., Metropolitan Center for Urban Education, New York University, spoke on "Changing the Discourse on the Relationship between Race and Achievement." Sonia Nieto, Ed.D., addressed "Affirming Diversity: Working to Close the Resource and Caring Gaps."

In addition, a sample of breakout sessions conducted by CSDE and SERC consultants included "Teacher's Reflections about Race, A Facilitated Discussion about Language Differences versus Language Disabilities", "Characteristics of an Effective Teacher of Students of Color, Creating Conditions to Close the Racial Achievement Gaps", "Meeting the Diverse Learning Needs of All Students, and Culturally Relevant Teaching: What is it and How can it make Education Equitable?"

Based on feedback and evaluations of this event, many comments focused on how participants didn't realize they had lowered expectations for teaching black and Hispanic youth, particularly those in special education. Comments that reflected themes throughout the symposium included the need to enhance their own cultural sensitivity and using culturally relevant teaching strategies, calling attention to student's strengths to promote academic success, helping staff see their actions as extensions of stereotypes, and better training for staff on distinguishing between a disability and stereotypes. It is expected that this continued focus on race in education challenges schools and communities to reflect on the systems and structures that perpetuate the racial overrepresentation of students with disabilities.

9.4 In order to ensure broad-based participation in the development, review, and periodic update of Connecticut's Comprehensive System of Personnel Development (CSPD), the CSDE Part B and the DDS Part C through SERC have established the CSPD Council. In the 2008-09 school year, the CSPD Council maintained a stated priority on race, ethnicity, language, and culture by continuing to embed each within all other CSPD Council priorities and all CSPD Council work. For example, the Council's Family Work Group made significant progress on the production of a DVD and accompanying curriculum to be used in teacher training classrooms regarding the importance of and need for pre-service educators to understand what students bring to the classroom from a cultural and family perspective. Additionally, the CSPD Council continued to engage in reviewing and providing feedback to the BSE around the activities listed in indicators 9 and 10 that address disproportionality.

Training around race/ethnicity, culture, and education for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC presented 35 different training opportunities related to academic achievement in the following sessions:

- Differentiated Instruction;
- English language learners;
- Transition Assessment and the IEP;
- Teaching Writing to Black and Latino Students in the Primary Grades;
- SRBI Training Series 1, 2, 3: Building Capacity for the Implementation of SRBI, Considerations When Implementing RTI with Culturally and Linguistically Diverse Students, and Applications for Social-Emotional Learning and Behavior Supports Using the SRBI Framework;
- Culturally Relevant Literacy Instruction;
- Reflective Team Process;
- Courageous Conversations on Race: Beyond Diversity; and
- Early Intervention Process.

Additionally, the CPAC provided workshops titled, "The Nuts and Bolts of Special Education," and Response to Intervention (RtI) workshops directly to parents across the state. This information was also distributed to CPAC's Next STEPs[®] Parent Advisors as they continue their work with individual districts in special education.

9.5 Basic training was provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from the RESCs, CSDE, SERC and the Leadership and Learning Center (LLC). Through these partnerships, ongoing district- and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessment (CFA) and Accountability in District and School Improvement Planning, and Improving School Climate to Support Student Achievement. Currently, the state has 78 DDDM/DT certified trainers, 17 MSW certified trainers, 68 CFA trainers, 102 ETS certified trainers, 38 School Climate certified trainers and 54 SRBI certified trainers. In addition, the state trained 516 Connecticut educators in the seven training modules in the 2008-09 school year.

9.6, 9.8 The CSDE began drafting a “blueprint” designed to address the non-academic domains (social, emotional, behavioral, and physical health) as outlined in the CSDE’s framework *Using Scientific Research-Based Interventions (SRBI): Improving Education for All Children*. The *CT Comprehensive System for Successful Student Learning: Addressing Social, Emotional, Behavioral, Mental and Physical Health Part I*, is intended to promote a common understanding of the “whole student” and builds on the SRBI framework in addressing the social, emotional, behavioral, and physical health domains through a three tier model. The contributors to this document included representatives from various bureaus within the CSDE and SERC, and while the primary audience for this section is internal to the CSDE and key partners, it may be shared with other audiences. Using Part I as a foundation, Part II will identify and align various state and local evidence based activities and initiatives to support coordinated, comprehensive services addressing all domains in support of academic achievement of students within public and private schools/programs, pre-K through grade 12.

9.7 See description above in section titled, “Explanation of Progress or Slippage.”

9.9 The CSDE’s Racial Equity Team met multiple times in the 2008-09 school year to ensure racial equity remained a priority for the CSDE. Eighteen percent of the CSDE’s staff from all divisions were trained in Courage Conversations about Race, and Beyond Diversity; this included 22 managers. The Equity Team also initiated conversations with the Bureau of Accountability and Improvement to consider the implementation of a culturally relevant teaching module within the CALI framework. Brown bag lunches were held as an opportunity to build capacity among the CSDE and viewed footage from films such as, “A Girl Like Me” and “Little Rock 50 Years Later”, to continue engaging CSDE staff in conversations about racial equity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

Activity	Timelines	Resources	Justification
<p>9.7 (Deleted) Districts who fail to meet the target for this indicator continue to be closely monitored through their action plans (see indicator 15). All districts are given data through electronic correspondence and districts with a $0.25 \leq RRI \leq 2.0$ are considered districts of concern and receive correspondence from the Department. These districts examine their policies and practices through a self-assessment adapted from NCCRESt. The districts then develop action steps based on the self assessment that are aligned with their District Improvement Plan. Department personnel examine the self-assessment and action plan to determine if plan is accepted, rejected or</p>	<p>2007-08 school year; annually as needed</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • Bureau of Special Education 	<p>This activity has been deleted because it is the statistical methodology used to measure this indicator and is fully explained in the SPP.</p>

<p>needs revisions. adapted from NCCRESt. The districts then develop action steps based on the self assessment that are aligned with their District Improvement Plan. Department personnel examine the self-assessment and action plan to determine if plan is accepted, rejected or needs revisions.</p>			
<p>9.10 (New) Develop a brief publication outlining the key points around what families should know about good evaluations for special education. Ensure alignment with SRBI framework.</p>	<p>2009-10 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Special Education • CPAC 	<p>There is a need for families to understand the components of a good evaluation for determination of special education, particularly in light of multiple revised guidelines and the implementation of SRBI.</p>

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

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

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Actual Target Data for FFY 2008:

In the 2008-09 school year, two districts in Connecticut had overrepresentation and zero districts had underrepresentation within the five racial and ethnic groups in specific disability categories that was the result of inappropriate identification. Target not met.

$$2/170 \times 100 = 1.2\%$$

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

FFY	Measurable and Rigorous Target
2008	0%

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

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2008 (2008-2009)	170	38	2	1.18%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

In total, 38 districts were initially contacted regarding potential “data of concern” in 49 areas when assessed for disproportionate representation using the CSDE’s definition. There were 47 areas of concerning data for overrepresentation and two areas for underrepresentation.

The CSDE has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI’s less than 0.25 and greater than 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification. See Connecticut’s State Performance Plan (SPP) for a complete explanation of the disproportionality analysis.

After examination of current practices, the CSDE has decided a reordering of activities was warranted. In the 2009-10 school year, the CSDE will require districts to complete a self-assessment. Upon review, if noncompliance exists, districts will be required to develop an action plan. The CSDE will move from using the NCRESSt tools to having districts complete a self-assessment aligned with the state identification and eligibility guidelines for special education which include federal requirements. See the SPP for how the state is providing for the review of policies, procedures and practices and follow up activities.

Forty-one (84 percent) of the 49 areas of disproportionate data in the racial category of White were found across 35 districts:

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

Eight (16 percent) of the 49 areas of disproportionate data in the racial categories of Black or Hispanic/Latino were found across six districts:

- 1 = Black Serious Emotional Disturbance
- 1 = Black Intellectual Disability/MR
- 2 = Black Learning Disabilities
- 1 = Black Speech/Language Impairment
- 3 = Hispanic/Latino Speech/Language Impairment

Among the 38 districts with data of concern, thirty-one had numeric disproportionate representation in only one area, four districts had two areas, and three districts had three areas.

All 38 districts received correspondence from the CSDE concerning data that identified disproportionate representation within specific disability categories. Each district conducted an analysis of their policies, practices and procedures using the state-designed self-assessment based on the NCRESSt tool. In turn, each district developed an action plan based on their self-

assessment and submitted it to the CSDE. Upon review of the self-assessment using the NCRESSt rubric and all accompanying documentation, the CSDE verified that 36 of the 38 districts with data of concern in the area of disproportionate representation were not due to inappropriate identification. Two districts were determined to have disproportionate representation due to inappropriate identification.

Overrepresentation by disability, 2008-09 school year data:

District	Overrepresentation Category	Systemic Noncompliance	# of individual student findings of noncompliance	Total # of findings
118	White Other Health Impairment (OHI)	0	3	3
155	Hispanic/Latino Speech/Language Impairment	0	3	3

District 118 completed a file review on a sample of student files in the area of White Other Health Impairment (OHI). District 155 completed a file review on a sample of student files in the area of Hispanic/Latino Speech Language Impairment. Both districts submitted the results of the file review, the CSDE found instances of individual noncompliance with the requirements under 34 CFR 300.304. For 2008-09 school year data, both districts are being required to complete corrective actions and update their existing action plans to address areas of individual noncompliance. There were no systemic findings of noncompliance for either district. These districts will continue to be monitored. The CSDE is within the one year timeline of verification of corrective actions and will report on this in the FFY 2009 APR.

The CSDE has seen an increase in the number of districts that have numeric overrepresentation in the area of Autism and has shared this data trend with the indicator 10 stakeholder group. Indicator 10 stakeholders will collaborate with members of the indicator 5 stakeholder group to investigate this issue. One area of common interest across the indicators is the number of students in out-of-district placements for this population. The relationship between the identification practices of Autism and placement options for these students is unclear.

Discussion of Improvement Activities Completed

10.1 As reported in previous year’s APRs, the CSDE issued updated guideline documents for intellectual disability and speech and language impairments and provided training. In November 2008, an Emotional Disturbance Task Group convened to discuss revisions to the *Guidelines for Identifying and Education Students with Serious Emotional Disturbance*. This group consisted of: district personnel; regional educational service centers (RESCs); the State Education Resource Center (SERC); Connecticut Parent Advocacy Center (CPAC); institutions of higher education; Connecticut’s Council of Administrators of Special Education (ConnCASE); Department of Children and Families (DCF); Department of Developmental Services (DDS); CSDE personnel representing the fields of education; teachers; administrators; social workers; school and clinical psychologists; and family members. The guidelines are currently being drafted and will undergo a final review by the Emotional Disturbance Task Group in the spring

of 2010, prior to publication. A training plan will be developed and implemented to support stakeholders statewide.

In January 2009, the Bureau of Special Education (BSE) conducted six statewide trainings to school-based teams regarding the Executive Summary of the *Guidelines for Identifying Children with Learning Disabilities* that was released in June 2009. Technical assistance was also provided at a number of regional ConnCASE meetings for directors of special education and other school personnel. The guidelines were developed with input from the Learning Disabilities Advisory Task Force, consisting of a broad stakeholder group from institutes of higher education, districts, family members, personnel from a variety of bureaus within the CSDE and SERC. An ad hoc committee simultaneously met to discuss further professional development and training that would support the implementation of the complete guideline document. The full document continues to be refined and is scheduled to be released in spring of 2010 with ongoing training and technical assistance.

10.2 Disproportionate representation data for the 2008-09 school year for each district and for the state were posted to the CSDE's Web site in May 2009. These data were also provided through the Special Education Data Application and Collection (SEDAC) distribution list email to directors of special education. SERC and CPAC used these data in delivering technical assistance and training to districts. These data were disseminated and referenced in multiple trainings throughout the state, including meetings with ConnCASE.

10.3 The statewide summit titled, "The Intersection of Race and Education" was held again for two days in May 2009, with over 500 participants from schools and communities around Connecticut. The outcomes were defined as building capacity in educators and community members to have serious, deep and on-going conversations about the intersection of race and education; to create adaptive solutions to the complex problems that maintain the current systemic racial educational disparities; and create time and space where educators and communities can work together in eliminating systemic racial educational disparities.

Each day began with keynote addresses focused on the conference outcomes for all students. Each keynote speaker then engaged participants in an in-depth, follow-up breakout session. Pedro A. Noguera, Ph.D., Metropolitan Center for Urban Education, New York University, spoke on "Changing the Discourse on the Relationship between Race and Achievement." Sonia Nieto, Ed.D., addressed "Affirming Diversity: Working to Close the Resource and Caring Gaps."

In addition, a sample of breakout sessions conducted by CSDE and SERC consultants included "Teacher's Reflections about Race, A Facilitated Discussion about Language Differences versus Language Disabilities", "Characteristics of an Effective Teacher of Students of Color, Creating Conditions to Close the Racial Achievement Gaps", "Meeting the Diverse Learning Needs of All Students, and Culturally Relevant Teaching: What is it and How can it make Education Equitable?"

Based on feedback and evaluations of this event, many comments focused on how participants didn't realize they had lowered expectations for teaching black and Hispanic youth, particularly those in special education. Comments that reflected themes throughout the symposium included

the need to enhance their own cultural sensitivity and using culturally relevant teaching strategies, calling attention to student's strengths to promote academic success, helping staff see their actions as extensions of stereotypes, and better training for staff on true disabilities that challenge stereotypes. It is expected that this continued focus on race in education challenges schools and communities to reflect on the systems and structures that perpetuate the racial overrepresentation of students with disabilities.

10.4 In order to ensure broad-based participation in the development, review, and periodic update of Connecticut's Comprehensive System of Personnel Development (CSPD), the CSDE Part B and the DDS Part C through SERC have established the CSPD Council. In the 2008-09 school year, the CSPD Council maintained a stated priority on race, ethnicity, language, and culture by continuing to embed each within all other CSPD Council priorities and all CSPD Council work. For example, the Council's Family Work Group made significant progress on the production of a DVD and accompanying curriculum to be used in teacher training classrooms regarding the importance of and need for pre-service educators to understand what students bring to the classroom from a cultural and family perspective. Additionally, the CSPD Council continued to engage in reviewing and providing feedback to the BSE around the activities listed in indicators 9 and 10 that address disproportionality.

Training around race/ethnicity, culture, and education for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC presented 35 different training opportunities related to academic achievement in the following sessions:

- Differentiated Instruction;
- English language learners;
- Transition Assessment and the IEP;
- Teaching Writing to Black and Latino Students in the Primary Grades;
- SRBI Training Series 1, 2, 3: Building Capacity for the Implementation of SRBI, Considerations When Implementing RTI with Culturally and Linguistically Diverse Students, and Applications for Social-Emotional Learning and Behavior Supports Using the SRBI Framework;
- Culturally Relevant Literacy Instruction;
- Reflective Team Process;
- Courageous Conversations on Race: Beyond Diversity; and
- Early Intervention Process.

Additionally, the CPAC provided workshops titled, "The Nuts and Bolts of Special Education," and Response to Intervention (RtI) workshops directly to parents across the state. This information was also distributed to CPAC's Next STEPs[®] Parent Advisors as they continue their work with individual districts in special education.

10.5 Basic training was provided to school personnel in Title I schools identified as being "in need of improvement" by consultants from the RESCs, CSDE, SERC and the Leadership and Learning Center (LLC). Through these partnerships, ongoing district- and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching

Strategies (ETS), Common Formative Assessment (CFA) and Accountability in District and School Improvement Planning, and Improving School Climate to Support Student Achievement. Currently, the state has 78 DDDM/DT certified trainers, 17 MSW certified trainers, 68 CFA trainers, 102 ETS certified trainers, 38 School Climate certified trainers and 54 SRBI certified trainers. In addition, the state trained 516 Connecticut educators in the seven training modules in the 2008-09 school year.

10.6, 10.8 The CSDE began drafting a “blueprint” designed to address the non-academic domains (social, emotional, behavioral, and physical health) as outlined in the CSDE’s framework *Using Scientific Research-Based Interventions (SRBI): Improving Education for All Children*. The *CT Comprehensive System for Successful Student Learning: Addressing Social, Emotional, Behavioral, Mental and Physical Health Part I*, is intended to promote a common understanding of the “whole student” and builds on the SRBI framework in addressing the social, emotional, behavioral, and physical health domains through a three tier model. The contributors to this document included representatives from various bureaus within the CSDE and SERC, and while the primary audience for this section is internal to the CSDE and key partners, it may be shared with other audiences. Using Part I as a foundation, Part II will identify and align various state and local evidence based activities and initiatives to support coordinated, comprehensive services addressing all domains in support of academic achievement of students within public and private schools/programs, pre-K through grade 12.

10.7 See description above in section titled, “Explanation of Progress or Slippage.”

10.9 The CSDE’s Racial Equity Team met multiple times in the 2008-09 school year to ensure racial equity remained a priority for the CSDE. Eighteen percent of the CSDE’s staff from all divisions were trained in Courage Conversations about Race, and Beyond Diversity; this included 22 managers. The Equity Team also initiated conversations with the Bureau of Accountability and Improvement to consider the implementation of a culturally relevant teaching module within the CALI framework. Brown bag lunches were held as an opportunity to build capacity among the CSDE and viewed footage from films such as, “A Girl Like Me” and “Little Rock 50 Years Later”, to continue engaging CSDE staff in conversations about racial equity.

Correction of FFY 2007 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 1.2%

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

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

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

Verification of Correction (either timely or subsequent):

In the 2007-08 school year, two districts (103, 135) were reported as having disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. It was determined that these districts had policies and procedures that complied with 34 C.F.R. 300.173, 300.111, 300.201, 300.301 through 300.311. However, identification practices throughout these districts were not being carried out in accordance with district policies and procedures. Consequently, both districts were cited for noncompliance in district identification practices.

A consultant from the BSE was assigned specifically to monitor compliance and provide technical assistance to District 103 as a result of an extensive review of educational policies, procedures and practices for all students. This monitoring and technical assistance, in collaboration with the Bureau of Accountability and Improvement (BAI), began in the 2007-08 school year and is ongoing. The district was also required to review 192 student files and complete a file review based on compliance with the evaluation and identification for all students identified as having a learning disability or emotional disturbance in 2006-07 and 2007-08 in accordance with the U.S. Office of Special Education Programs (OSEP) memorandum 09-02.

Another consultant from the BSE was assigned specifically to monitor compliance and provide technical assistance to District 135 as a result of an extensive review of educational policies, procedures and practices for all students. This monitoring and technical assistance, in collaboration with the Bureau of Accountability and Improvement (BAI), began in the 2007-08 school year and is ongoing. The district was also required to review 170 student files and complete a file review based on compliance with the evaluation and identification for all students identified as having a speech language impairment or intellectual disability in 2006-07; and a speech language impairment or emotional disturbance in 2007-08 in accordance with OSEP memorandum 09-02.

A team of consultants from the BSE subsequently conducted an on-site visit to both districts and completed a file review of a sample of student files to verify correction of the systemic noncompliance. During these visits, individual student issues were discovered in one of the districts. The BSE verified the correction through a review of documents provided by the district. Therefore, there were no findings of individual student noncompliance in either district.

Optional APR Template – Part B (4)

Connecticut
State

Through this process, it was determined that both districts' practices are now in compliance with 34 CFR 300.173, 300.111, 300.201 and 300.301 through 300.311.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2006 findings noted in OSEP's June 1, 2009 FFY 2007 APR response table for this indicator	2
2. Number of remaining FFY 2006 findings the State has verified as corrected	2
3. Number of remaining FFY 2006 findings the State has not verified as corrected [(1) minus (2)]	0

As these two districts (103, 135) demonstrated noncompliance in both FFY 2006 and FFY 2007, correction of noncompliance for the FFY 2006 findings was completed through the process outlined above under "Verification of Correction" for FFY 2007.

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008:

Activity	Timelines	Resources	Justification
<p>10.7 (Deleted) Districts who fail to meet the target for this indicator continue to be closely monitored through their action plans (see indicator 15). All districts are given data through electronic correspondence and districts with a $0.25 \leq RRI \leq 2.0$ are considered districts of concern and receive correspondence from the Department. These districts examine their policies and practices through a self-assessment adapted from NCCRESt. The districts then develop action steps based on the self assessment that are aligned with their District Improvement Plan. Department personnel examine the self-assessment and action plan to determine if plan is accepted, rejected or needs revisions.</p>	<p>2007-08 school year; annually as needed</p>	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • Bureau of Special Education 	<p>This activity has been deleted because it is the statistical methodology used to measure this indicator and is fully explained in the SPP.</p>

<p>10.10 (New) Develop a brief publication outlining the key points around what families should know about good evaluations for special education. Ensure alignment with SRBI framework.</p>	<p>2009-10 school year through 2011</p>	<ul style="list-style-type: none"> • Bureau of Special Education • CPAC 	<p>There is a need for families to understand the components of a good evaluation for determination of special education, particularly in light of multiple revised guidelines and the implementation of SRBI.</p>
<p>10.11 (New) Develop and coordinate professional development and training opportunities for districts and families regarding the identification of students with Autism.</p>	<p>2009-10 school year, annually as needed</p>	<ul style="list-style-type: none"> • Bureau of Special Education • Professional development providers • CPAC 	<p>Due to the increase in the rate of identification of students with Autism across the state, the CSDE will increase opportunities for professional development and technical assistance regarding the identification of students with Autism.</p>

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

FFY	Measurable and Rigorous Target
FFY 2008	100%

Actual Target Data for FFY 2008:

For the 2008-09 school year, 97.3 percent of children with parental consent to evaluate were evaluated within the state established timeline. Target not met.

$$[(8647 + 4485) / 13499] \times 100 = 97.3\%$$

- a. Total number of students for whom consent was received = 13499
- b. Number of students found not eligible within timeline = 8647
- c. Number of students found eligible within timeline = 4485

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

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

- the number of children for whom parental consent to evaluate was received;
- the number of children determined not eligible whose evaluations and eligibility determinations were completed within 45 school days;
- the number of children determined eligible whose evaluations and eligibility determinations were completed within 45 school days;
- for any child not evaluated within 45 school days and determined not eligible, the number of days beyond the 45 school-day timeline when eligibility was determined and the reasons (if known) that the evaluation was not completed according to required timelines;
- for any child not evaluated within 45 school days and determined eligible, the number of days beyond the 45 school-day timeline when eligibility was determined and the reasons (if known) that the evaluation was not completed according to required timelines; and
- required explanation regarding all evaluations not completed within timelines including the number of days beyond the timeline and the reason for the delay.

As with previous years, the CSDE required electronic submission of initial evaluation data by each LEA for the 2008-09 school year. For this APR, in order to help assure 100 percent submission of data, the collection date was extended to August 30, 2009 to provide districts who had reduced support staff over the summer months a longer reporting period. Districts had until August 15th to be considered timely and then had a two week window to check their data entries for accuracy.

The Connecticut State Department of Education (CSDE) modified its data collection process for purposes of meeting the reporting requirements within the SPP-APR and for monitoring completion of corrective actions. The modification was the addition of a mid-year data submission requirement for all districts not in substantial compliance with this indicator.

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

a. Number of children for whom parental consent to evaluate was received	13499
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	13132
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	97.3

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

There were 367 children statewide during the 2008-09 school year included in (a) but not included in (b). In other words, these 367 children did not receive a timely initial evaluation upon the district's receipt of parent consent. The range of days beyond the timeline when the evaluations were completed was between 1 and 132 days. Districts were required to provide an explanation for students evaluated beyond the state established timeline if the explanation did not fit one of the categories that were considered justifiable explanations. The most frequently cited reasons by districts as causes for eligibility determinations made beyond the state mandated timeline that did not meet one of the acceptable explanations included:

- independent/outside evaluators not meeting timeline;
- clerical/tracking errors;
- inability to access multi-lingual evaluators or assessment instruments for non-native English speakers;
- locating qualified professionals specializing in low incidence populations to participate in PPT meetings;
- staff difficulties in keeping up with number and nature of referrals; and
- scheduling conflicts – parents, teachers and staff.

There were 70 districts determined to be out of compliance with indicator 11 based on 2008-09 initial evaluation data; however, 52 were substantially compliant by having percentages falling in the 95-99% range. All 70 districts were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to conducting and completing initial evaluations for any factors that may have contributed to untimely completion of initial evaluations and submit any changes or revisions. These districts also were required to submit the following information for each child in 2008-09 determined eligible beyond the timeline: the State Assigned Student Identifier (SASID); the reason for this delay; the extent to which the delay may have resulted in a denial of basic rights; and any action items taken to address the late evaluation and individualized education program (IEP) implementation. Three districts had late evaluations, but in all cases the student was found ineligible; therefore no additional corrective actions were issued. In the remaining 67 districts, the BSE had districts verify that the initial evaluation was completed and an IEP implemented for each of the eligible students whose evaluations exceeded the state timelines. Finally, the 67 districts were required to submit mid-year evaluations timelines data for review. As of the date of this report, 32 of the 67 districts have reached the 100% target. Verification of the completion of corrective actions for all districts is underway and remains within the one year timeline.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Explanation of Progress or Slippage

Connecticut is making progress toward its 100 percent target with an increase from 95.2 percent in 2007-08 to 97.3 percent in 2008-09. Progress is attributed to clarity in guidance documents disseminated by the BSE to districts as well as the extensive provision of technical assistance by multiple CSDE staff members from the BSE and the Bureau of Data Collection, Research and

Evaluation. The CSDE has dedicated an increased amount of resources in addressing the barriers to compliance with this indicator, including the development and hosting of workshops and webinars addressing Child Find requirements and thematic patterns of noncompliance discovered through the analysis of data. These resources are reflected in the following improvement activities.

Discussion of Improvement Activities Completed

11.7 The CSDE continued to issue District Annual Performance Reports (APR) and Determinations. In an effort to assist districts in understanding these reports, the CSDE highlighted the impact of noncompliance with Indicator 11 through multiple workshops and webinars during the 2008-09 year. The CSDE specifically publicized the enforcement actions and sanctions likely to occur for districts with consecutive years of noncompliance with the same indicator. The CSDE clearly communicated through these and other venues and through the BSE's online communication with the field, the *Bureau Bulletin*, the number of districts that were in either "Needs Assistance 1" or "Needs Assistance 2" due to not meeting target for Indicator 11. Further, the CSDE reinforced in its outreach to districts that they were required to have a "Meets Requirements" determination should they decide to reduce their Maintenance of Effort (MOE) by 50 percent.

11.8 The CSDE established criteria for corrective action with a stakeholder group representing multiple organizations and agencies including school districts. Districts were notified by telephone, e-mail and through the District APR of their indicator status. For those districts that failed to meet the 45 school-day timeline or had not corrected noncompliance within one year of identification, the CSDE implemented a series of required actions and targeted technical assistance to these districts. Districts were advised on common barriers to noncompliance with this indicator and were advised on technical assistance and professional development to consider in order to improve their policies, procedures and practices. Districts in "Needs Assistance 2" were contacted directly and advised on possible sanctions should there be ongoing noncompliance with this indicator. The CSDE implemented a series of corrective actions for these districts which included resubmission of data at least three times or more in the year: March 2009, May 2009, August 2009, and January 2010.

11.9 Data from complaints, mediations and due process hearings were reviewed for trends related to evaluation timelines. The CSDE looked for relationships between the districts where Child Find complaints were occurring and the extent to which the same districts were experiencing noncompliance with indicator 11. While there wasn't a clear, significant correlation across geographic regions, the information was included in BSE discussions. The BSE's database for tracking due process activity continues to be refined to include coding which allows easier access to cases involving Child Find compliance to better understand root causes of noncompliance with this indicator.

11.10 The CSDE continued the work of the previously established leadership team and statewide stakeholder group in providing guidance on Scientific Research Based Instruction (SRBI), a model grounded in RtI principles. The BSE has been closely involved in this department wide work and has provided guidance to these groups and the field including parents concerning referrals for special education and initial evaluations for determining special education eligibility

aligned to SRBI. There is a dedicated BSE staff member assigned to statewide SRBI initiatives who frequently informs other BSE staff, the State Advisory Council (SAC), the Comprehensive System of Personnel Development Council (CSPD) and districts of this work. BSE staff members have participated in the SRBI trainings.

11.11 The CSDE focused on increasing awareness among its districts, technical assistance providers, and parent organizations of the importance of indicator 11 requirements as part of a comprehensive Child Find system. In 2008-09, the CSDE continued its work with the Indicator 11 Work Group which reviewed national literature on states' Child Find processes and made recommendations on supports and strategies given the identified needs of districts. These recommendations were shared with SERC, the CSPD Council, and the Regional Education Service Center (RESC) Alliance. The CSDE publicized the availability of technical assistance to address the noncompliance barriers identified through the ongoing analysis of indicator 11 data. Finally, the CSDE designed multimedia technical assistance (webinar, PowerPoint presentations posted on CSDE Web site, BSE newsletter, electronic mailings to stakeholder groups) which was accessed by hundreds of district personnel and made available on both CSDE and SERC Web sites.

11.12 The CSDE has seen an increase in the quality of data received by districts for this data collection as measured by the number of changes made during the district data verification process, decrease in the number of districts out of compliance with this indicator, and the content of explanations submitted by districts concerning cases of noncompliance. This improvement is due to upgrades to the data system edit checks which increased the validity and reliability of initial data submissions reducing the reliance on follow-up data accuracy verification activities; the training module for Evaluation Timelines Data Collection (a training segment for SEDAC); the use of case study methodologies incorporated into trainings; collaboration with district data system vendors to ensure the collection of all necessary data fields to properly track and report evaluation timelines; and the availability of ongoing 1:1 technical assistance accessed frequently by district personnel. Additionally, districts report an increased level of internal scrutiny in their own data collection, tracking, and monitoring practices which contributed to increased data quality. The assignment of a dedicated indicator 11 manager within the BSE who works closely with the Bureau of Data Collection, Research and Evaluation, technical assistance providers, and districts has also supported the improved quality of data submissions. Across all training modules the CSDE used and provided consistently defined terminology.

11.13 After reviewing input received via e-mail from districts, recommendations from the Indicator 11 work group, and state training feedback, the CSDE found the timing of data collection to be appropriate, yet in need of an extension to accommodate the needs of school personnel responsible for submitting these data over the summer months. The extension yielded a 100% timely and accurate submission response. The CSDE originally intended to implement this improvement activity using 2009-10 evaluation data; however, at the request of districts the CSDE was able to adjust the timing of 2008-09 evaluation data collection, so that it could be submitted by districts in the summer and fall of 2009. This improvement activity was completed ahead of schedule.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 95.2%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	94*
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	94
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

* The CSDE reported that it made no formal findings of noncompliance in FFY 2007 with the timely initial evaluations requirements in 34 C.F.R. §300.301(c)(1). The CSDE made findings of noncompliance based on FFY 2007 data in 2009. See details in “Additional Information Required by the OSEP APR Response Table” section below.

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

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

Actions Taken if Noncompliance Not Corrected:

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

The CSDE made findings of noncompliance with 34 C.F.R. §300.301(c)(1) based on FFY 2007 data in 2009. The CSDE verified that all FFY 2007 findings were corrected within the one year timeframe.

Verification of Correction (either timely or subsequent):

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

In November 2009, districts with noncompliance occurring in FFY 2007 received notification of the requirement to submit the SASID information on all individual students they had reported as having late initial evaluations. Districts were required to verify that they completed the initial evaluation and an IEP was implemented. They also reported the number of days beyond the state timeline that the IEP was implemented. Districts were asked to consider the extent to which the delay may have caused a denial of basic rights and to provide any actions taken to address as necessary. Districts submitted all of the above information on individual students on December 23, 2009, in addition to a statement of assurance that each district had reviewed policies, procedures and practices around completing initial evaluations and were correctly implementing the specific regulatory requirements. Districts have policies and procedures on file with the CSDE; however, districts were instructed to make changes as needed as a result of reviewing these areas with their district personnel and to submit any revisions or newly developed material. Along with the CSDE’s notification, districts received data they had entered into the state system for all three years as well as corrective action items. Although not a required action, a majority of districts took the opportunity to explain the district-level action items underway in response to lessons learned through this activity. Many of these changes included holding staff at the school-level more accountable, developing better tracking systems, requiring more frequent reporting to school personnel on the status of completing initial evaluations, changing policies and procedures such as adding deadlines to contracts with independent consultants, and building networks among districts within the same region for purposes of sharing resources (i.e. evaluators, multi-lingual assessments, tracking systems). All districts required to submit individual student data, statements of assurance, and policy and procedure changes were timely in their submission.

The CSDE has verified that each district identified based on FFY 2007 data is correctly implementing the specific regulatory requirements. In January 2010, the CSDE reviewed the individual student cases of noncompliance in the 94 districts in two ways. First, for any cases where the district self-identified as being in violation of denying basic rights, or in cases where the IEP was implemented 90 days beyond the timeframe, the CSDE reviewed the district’s summary as well as confirmed in the state system the date on which the IEP was implemented. Second, the CSDE took a random sample of SASIDs from cases going beyond the timeline, but not considered a denial of basic rights by the district, and verified the information reported via SEDAC.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):

For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	88*
2. Number of remaining FFY 2006 findings the State has verified as corrected	88

3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0
--	---

* The CSDE reported that it made no formal findings of noncompliance in FFY 2006 with the timely initial evaluations requirements in 34 C.F.R. §300.301(c)(1). The CSDE made findings of noncompliance based on FFY 2006 data in November 2009. See details in “Additional Information Required by the OSEP APR Response Table” section below.

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

Districts submitted 2007-08 evaluation data in August 2008. A comprehensive review of the August data indicated that multiple districts were unclear about timeline requirements such as: definition of a school day; timeline implementation; policy considerations for obtaining written parent consent; counting initial evaluations separately from re-evaluations; procedures involving student transfers outside district; documenting parent or guardian repeated failure to produce the child for evaluation; and practices concerning cases where additional evaluation information was necessary. In response to data patterns, the CSDE developed additional guidance that clarified these areas of concern. Additionally, a reference document for understanding the timeline was created which included examples illustrating exceptions to the 45 school-day timeframe. In September 2008, districts were provided the opportunity to receive direct support from a BSE consultant assigned to manage indicator 11 through the review and correction of previously reported data. Concurrently, the Bureau of Data Collection, Research and Evaluation highlighted indicator 11 themes and common errors discovered in the data collection as part of their annual data collection trainings.

In October 2008, districts had the opportunity to resubmit their 2007-08 data in light of the clarification and training opportunities. All districts were strongly encouraged to re-verify the accuracy of their August 2008 reporting and alerted that APR determinations would be based on the October 2008 submission. Their data were embargoed on November 3, 2008. Due to this resubmission timeframe and the commitment to identify meaningful, corrective actions aligned with root causes of noncompliance, the CSDE took two months to review data submissions, first within the BSE, then with the Indicator 11 Work Group and finally with the SERC staff.

In February 2009, 42 LEAs with timely evaluation data below 95 percent received formal written findings within three months of the CSDE’s discovery of noncompliance with 2007-08 data. The districts were required to: submit statements of assurance that each had reviewed relevant policies and were correctly implementing the specific regulatory requirements; explain actions that were to be taken at the district level to address the noncompliance; and submit current year evaluation data as of March 2009 with a further update in May 2009. All 42 districts completed their corrective actions and the CSDE verified completion as of June 30, 2009.

In November 2009, 52 additional districts were cited for noncompliance based on 2007-08 data. These districts were found to be in substantial compliance with this indicator due to 95-99.9 percent of their evaluations completed within the 45 school-day timeline. The districts were required to: submit statements of assurance that each had reviewed relevant policies and were

correctly implementing the specific regulatory requirements and explain actions that were to be taken at the district level to address the noncompliance. All 52 districts completed their corrective actions and the CSDE verified completion as of January 12, 2010.

Also in November 2009, 88 districts were cited for noncompliance based on 2006-07 data. The districts were required to: submit statements of assurance that each had reviewed relevant policies and were correctly implementing the specific regulatory requirements; and explain actions taken at the district level to address the noncompliance. As of January 12, 2010, all 88 districts completed their corrective actions and the CSDE verified completion as described in the “State’s Response” section of the below table.

Statement from the Response Table	State’s Response
<p>The State reported that it made no findings of noncompliance in FFY 2006 with the timely initial evaluations requirements in CFR §300.301(c)(1), and would make findings of noncompliance based on FFY 2006 data in January 2009.</p>	<p>The CSDE made 88 findings of noncompliance based on FFY 2006 data in November 2009. Districts were required to submit individual student information for all students determined eligible beyond the timeline during the 2006-07 school year, including reason for the delay and actions taken if the delay resulted in a denial of basic rights. Districts were required to submit a statement of assurance that policies and practices specific to Child Find and conducting initial evaluations had been reviewed. Additionally, districts were required to send any relevant policy changes to the BSE for verification. The BSE verified the completion of corrective actions for all 88 districts in January 2010. The verification of corrective actions will be reported under Indicator 15 in the FFY 2009 APR.</p>
<p>The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance under this indicator identified based on FFY 2006 and FFY 2007 data: (1) is correctly implementing the specific regulatory requirements; and (2) has completed the initial evaluation although late, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.</p>	<p>In November 2009, districts with noncompliance occurring in 2006-07 and 2007-08 received notification of the requirement to submit the SASID information on all individual students they had reported as having late initial evaluations. Districts were required to verify that they completed the initial evaluation and an IEP was implemented. They also reported the number of days beyond the state timeline that the IEP was implemented. Districts were asked to consider the extent to which the delay may have caused a denial of basic rights and to provide any actions taken to address as necessary. Districts submitted all of the above information on individual students on December 23, 2009, in addition to a statement of assurance that each district had reviewed policies, procedures and practices</p>

	<p>around completing initial evaluations and were correctly implementing the specific regulatory requirements. Districts have policies and procedures on file with the CSDE; however, districts were instructed to make changes as needed as a result of reviewing these areas with their district personnel and to submit any revisions or newly developed material. Along with the CSDE’s notification, districts received data they had entered into the state system for both years as well as corrective action items. Although not a required action, a majority of districts took the opportunity to explain the district-level action items underway in response to lessons learned through this activity. Many of these changes included holding staff at the school-level more accountable, developing better tracking systems, requiring more frequent reporting to school personnel on the status of completing initial evaluations, changing policies and procedures such as adding deadlines to contracts with independent consultants, and building networks among districts within the same region for purposes of sharing resources (i.e. evaluators, multi-lingual assessments, tracking systems). All districts required to submit individual student data, statements of assurance, and policy and procedure changes were timely in their submission.</p> <p>The CSDE has verified that each district identified based on FFY 2006 and FFY 2007 data is correctly implementing the specific regulatory requirements. In January 2010, the CSDE reviewed the individual student cases of noncompliance in the 88 districts (FFY 2006) and 94 districts (FFY 2007) in two ways. First, for any cases where the district self-identified as being in violation of denying basic rights, or in cases where the IEP was implemented 90 days beyond the timeframe, the CSDE reviewed the district’s summary as well as confirmed in the state system the date on which the IEP was implemented. Second, the CSDE took a random sample of SASIDs from cases going beyond the timeline, but not considered a denial of basic rights by the district, and verified the information reported via SEDAC.</p>
--	---

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

Improvement Activities	Timeline	Resources	Justification
<p>11.13 (Revised) Assess appropriateness of data collection timing. Action Step: Review data collection timing and federal requirements. Action Step: Survey districts and programs for timing considerations.</p>	<p>2008-09 school year</p>	<ul style="list-style-type: none"> • Department personnel • Bureau of Data Collection, Research and Evaluation 	<p>This activity was completed before the original timeline date. The timeline has been updated.</p>

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthday.
- c. # of those found eligible who have an IEP developed and implemented by their third birthday.
- d. # of children for who parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

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

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

FFY	Measurable and Rigorous Target
FFY 2008	100%

Actual Target Data for FFY 2008:

99.9%

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

State Data Collection Method

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

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

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

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1985
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	24
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1938
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	22

<p>e. # of children who were referred to Part C less than 90 days before their third birthdays.</p> <p><i>[This information is not required until the 2011 submission but may be reported in 2010 if the State's data are available.]</i></p>	<p>Not Applicable –</p> <p>Will be included in the analysis and reporting in 2011</p>
<p># in [a] but not in [b], [c], [d], or [e].</p>	<p>1</p>
<p>Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays</p> <p style="text-align: center;">Percent = [(c) / (a-b-d-e)] * 100</p>	<p>[1938 / (1985-24-22-0)] =</p> <p>99.9%</p>

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

One child in one school district (district #046) did not receive a free appropriate public education (FAPE) by the time of his third birthday.

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

The range of days beyond the child’s third birthday for the one child identified was two (2) days. The child’s third birthday fell on a weekend. The district did not implement a FAPE for the identified student until after a holiday weekend instead of before the holiday weekend.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

The CSDE maintained substantial compliance in Indicator 12. The FFY 2008 statewide data were 99.9% (1 student) compared to the FFY 2007 data of 99.8 percent (3 students). The one student that did not receive a FAPE by age 3 in FFY 2008 was not in a school district that had previously been identified in FFY 2007. Continued substantial compliance is related to: collaboration with Part C; joint policies, procedures and practices with Part C; and continued professional development and technical assistance in this area.

Discussion of Improvement Activities Completed

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

12.3 CSDE personnel provided training and technical assistance to school district and early intervention personnel on transition and transition-related issues. There were three Transition Forums held in the school year 2008-09 for personnel from Part C and school districts. Two school districts were identified as not providing a FAPE by age 3 in the 2007-08 data year. One of those districts received a site review. Individual student records documented that a FAPE was provided by age 3. The state provided that district with a Part C and Part B technical assistance

session and targeted technical assistance which resulted in better documentation, data verification checks and data submission to the CSDE. The other district identified for non-compliance was provided technical assistance which resulted in the correction of policies, procedures and practices. The identified school district found out of compliance received support to correct their non-compliance and was closed out within one year.

12.4 The CSDE, the Part C lead agency, and the Connecticut Parent Advocacy Center (CPAC), the state's Parent Training and Information Center (PTI), addressed parent training, technical assistance and support opportunities through a number of mechanisms. Training and technical assistance took place through one-to-one requests for information, support or assistance; small group events that were program- and school-district specific; and more regionally based opportunities offered through the CSDE, Part C programs, school districts and parent organizations. The majority of families were reached by CPAC through one-to-one individualized technical assistance. In the 2008-09, CPAC responded to 508 parents of 2-year-old children receiving Part C services and to 273 parents of 3-year-olds. CPAC recorded 32 specific requests by parents for transition information and support. CPAC provides a packet of information for families leaving Part C. A glossary of special education terms and definitions, fact sheets and information on how parents can meaningfully participate in their child's IEP team meetings is also provided to parents. Additionally, CPAC conducted three workshops on the transition from the Birth to Three System to help inform and support families. CPAC has found that when parents of young children connect with CPAC early in their child's life, such contact helps foster an early and ongoing positive relationship between CPAC, families, the Part C lead agency and the CSDE.

12.5 The Part C lead agency institutionalized the manner in which it encouraged site-based playgroups for toddlers receiving Part C services so those children could participate in playgroups with typically developing peers. The Part C lead agency, through its contract with Birth to Three programs, provides a level of funding that can be used to help support a toddler's participation in a community-based program, service or activity with typically developing peers. The level of funding a Birth to Three program receives is related to the overall size of the Birth to Three program. Additionally, the CSDE and Part C have encouraged Birth to Three programs to begin the transition process by delivering a child's Individualized Family Service Plan (IFSP) services at a school site and/or in a classroom program before the child exits Part C. Continuation of this activity will be contingent upon the availability of Part C funds.

12.6 The CSDE and Part C administrative personnel reviewed operational policies, procedures and practices regarding transition and revised policies and procedures accordingly. The CSDE and Part C agency updated the Memorandum of Agreement between the two agencies that included specific collaborative activities relative to transition. The Part C lead agency updated its transition policies and procedures in 2008-09. The CSDE issued policy clarification letters to school districts throughout the state regarding compliance requirements for providing FAPE by age 3.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2007 for this indicator:

99.8%.

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

*One of the two school districts initially identified as out of compliance for FAPE by Age 3 for FFY 2007, was determined to be in compliance through a site and individual student record review. Training and technical assistance on keeping and maintaining documentation, data verification and data submission was provided.

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

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

Actions taken if Noncompliance Not Corrected

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

Not Applicable.

Verification of Correction (either timely or subsequent)

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

In FFY 2007 there were two (2) school districts that were determined to be out of compliance for Indicator #12, FAPE by Age 3. One school district (#146) was found to be out of compliance for two students and one school district (#151) was found to be out of compliance with one student.

In school district #146, the root cause for not providing a FAPE by Age 3 to the two students was related to the issue of a summer birthday. The CSDE provided targeted technical assistance and the district undertook improvement activities that resulted in changes to the district’s policies, procedures and practices. The school district revised its policies, practices and procedures to

ensure that all students who transition from Part C have their eligibility determined prior to their third birthday, even if that birthday occurs during the summer months, and if needed, ensure the provision of extended school year services (ESY) prior the start of the school year. The district received its notification of noncompliance and was closed out within one year. The analysis of FFY 2008 data on this indicator finds that the district is in full compliance and is correctly implementing the specific regulatory requirements for early childhood transition for FFY 2008 and has developed and implemented the IEP and provided a FAPE by Age 3, unless the child is no longer within the jurisdiction of the LEA, consistent with the OSEP Memo 09-02.

In school district #151, the root cause for misidentification of noncompliance was related to a data entry issue that identified a recent date of a FAPE for the student rather than the date of FAPE at the time of the student’s initial transition to Part B. This misidentification was primarily related to the state’s data collection elements. In FFY 2008, the CSDE created edit checks that allow districts to provide data on the date of the meeting held to design and implement the student’s initial Individualized Education Program (IEP). The CSDE provided targeted technical assistance and the district undertook improvement activities that resulted in increased attention to their documentation and data submission. The analysis of FFY 2008 data on this indicator finds that the district is in full compliance and is correctly implementing the specific regulatory requirements for early childhood transition. FFY 2008 data indicate that this district has developed and implemented the IEP and provided a FAPE by Age 3.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

Not Applicable.

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	0
2. Number of remaining FFY 2006 findings the State has verified as corrected	0
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable)

Provide information regarding correction using the same format provided above.

Not Applicable.

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

Statement from the Response Table	State’s Response
The State must report, in its FFY 2008 APR, due February 1, 2010, that it has verified that each LEA with noncompliance reported by	CSDE actions completed. See APR narrative.

Statement from the Response Table	State's Response
<p>the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed and implemented the IEP, although late, unless the child is no longer within the jurisdiction of the LEA consistent with the OSEP Memo 09-02.</p>	
<p>If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary, to ensure compliance.</p>	<p>The CSDE reviewed the improvement activities and has determined that revisions are not warranted at this time.</p>

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

There were no revisions to the Improvement Activities, Timelines or Resources for FFY 2008. Improvement activity 12.2 is fully completed. Improvement activities 12.1, 12.3, 12.4, and 12.6 will continue in FFY 2009. Activity 12.5 will continue if Part C funds are available.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

NOTE:

- *States are not required to report actual target data for this indicator in the FFY 2008 APR. If a State reports actual target data for this indicator, OSEP will consider the data in the Determination process.*
- *This template is ONLY for reporting in the FFY 2008 APR on the timely correction of noncompliance reported in the FFY 2007 APR.*

Correction of FFY 2007 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 99.1%.

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	5
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	5
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

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

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

Verification of Correction (either timely or subsequent):

For those findings for which the State has reported correction, describe the process the State used to verify that the LEA: 1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02.

In 2007-08, progress data showed 99.1 percent of students had measurable, annual individualized education program (IEP) goals and transition services, in which five districts (025, 118, 134, 163, 210) contributed to the 0.9 percent of students ($n = 125$) whose IEPs did not have measurable, annual IEP goals and transition services. Letters of findings were disseminated to the five districts, requesting that an improvement plan be completed by the beginning of June 2009. This plan included a conference call with Connecticut State Department of Education (CSDE) personnel to receive individualized consultation and technical assistance to uncover the root cause of the noncompliance and correct it. All districts were required to perform a self-assessment of the IEPs of the students who were reported not to have annual IEP goals and transition services. The results of the self-assessment, including any corrections due to data error, and copies of the IEPs that did not have annual IEP goals and transition services were provided to the CSDE before the conference call. CSDE personnel performed a desk audit of all IEPs submitted and provided systemic and student specific feedback to the district for discussion during the conference call.

At the end of May, the five districts were required to submit corrected IEPs for all of the individual cases that previously did not have annual IEP goals and transition services. CSDE personnel reviewed the corrected IEPs and verified that each previously noncompliant IEP included the required transition content for each individual case of noncompliance. The local education agency (LEA) was not required to correct the lack of annual IEP goals and transition services for those students who were no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

Subsequently, CSDE personnel verified via desk audit and site visits that each district’s policies, procedures and/or practices that had contributed to the noncompliance had been revised. Letters indicating correction of noncompliance were sent to the five districts on June 18, 2009. All instances of noncompliance with this indicator were verified corrected within the one year timeframe. Based on a review of 2008-09 data collected through the Special Education Data Application and Collection (SEDAC), the CSDE verified that the five districts were correctly

implementing the regulatory requirements in 34 C.F.R. Section 300.320(b), consistent with OSEP Memo 09-02.

Correction of Remaining FFY 2006 Findings of Noncompliance:

For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	0
2. Number of remaining FFY 2006 findings the State has verified as corrected	0
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

In 2006-07, progress data showed 99 percent of students had measurable, annual IEP goals and transition services, in which six districts contributed to the 1 percent of students ($n = 152$) whose IEPs did not have measurable, annual IEP goals and transition services. Through a letter issued from the CSDE to the 143 districts in Connecticut that serve youths with disabilities aged 16 and above who have an IEP that includes transition services, the CSDE identified a trend toward failure to understand the reporting parameters of this indicator. As a result, the CSDE conducted a data verification procedure for the 2006-07 data and provided clarification regarding the data collection parameters.

Through the CSDE’s clarification, the initial 2006-07 data revealed that 71 of the 143 districts in Connecticut that service youth aged 16 and above contributed to the 5.1 percent ($n = 739$) of students without coordinated, measurable, annual IEP goals and transition services. Further investigation identified that complications in using electronic IEP databases were the major reason for the increase in students without transition services in their IEPs. CSDE personnel contacted each district directly and through a review of all transition IEPs, the actual number of students without coordinated, measurable, annual IEP goals and transition services was reduced to 1 percent ($n = 152$) in only six districts.

For the six districts identified as having a significant discrepancy in 2006-07, it was determined that five of the six districts were out of compliance. CSDE personnel provided technical assistance, including professional development and root cause analyses. These five districts achieved 100 percent compliance in 2007-08 because of heightened awareness across the state on this indicator and training regarding writing coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable students to meet the postsecondary goals.

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable):
NA

Additional Information Required by the OSEP APR Response Table for this Indicator:

The sixth district reported as out of compliance in 2006-07 was reported in the 2009 APR as unresolved noncompliance. In actuality, this district's issues, unlike the other five, were limited to students who were no longer within the jurisdiction of the LEA, therefore the LEA was not required to correct the lack of annual IEP goals and transition services, consistent with the guidance later outlined in OSEP Memo 09-02. In 2007-08, this district underwent individualized consultation and technical assistance from the CSDE as described in the above section titled "Correction of FFY 2007 Findings of Noncompliance." Preliminary data from the 2008-09 school year indicate that this district is at 100 percent compliance. Therefore, the CSDE has verified that the district's IEPs for students age 16 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the students to meet the postsecondary goals.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
2008	Per OSEP’s instructions, Connecticut will report data in the FFY 2010 APR, due February 1, 2012.

Actual Target Data for FFY 2008:

Per OSEP’s instructions, Connecticut will report data in the FFY 2010 APR, due February 1, 2012.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Per OSEP’s instructions, Connecticut will report information in the FFY 2010 APR, due February 1, 2012.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008

Per OSEP’s instructions, Connecticut will report information in the FFY 2010 APR, due February 1, 2012.

Part B State Annual Performance Report (APR) for FFY 2008

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) and 1442)

Measurement:

Percent of noncompliance corrected within one year of identification:

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

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

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

FFY	Measurable and Rigorous Target
FFY 2008	100%

Actual Target Data for FFY 2008:

98.84%

$171/173 \times 100 = 98.84\%$

There were 173 findings of noncompliance in the 2007-08 school year, of which 171 were verified as corrected in 2008-09, resulting in 98.84 percent of noncompliance corrected within one year of identification. Target not met, but significant improvement shown over previous year.

Data are collected from all monitoring activities described below and tracked in the Department's general supervision database. Sampling is not used. Data are valid and reliable based on the use of consistently implemented procedures for collection and verification of data. In addition, ongoing staff training in these procedures is developed and implemented to ensure this reliability.

Describe the process for selecting LEAs for Monitoring:

All Bureau of Special Education (BSE) staff is involved in general supervision by way of managing and/or participating in monitoring activities. In Connecticut there are six major monitoring activities described below that the BSE engages in to ensure compliance with federal and state requirements. These activities are conducted to determine the functioning of a program or services compared to what is required by a regulation or requirement for the purpose of accountability. Once a monitoring activity begins, data are taken from the other five general supervision system components, analyzed and used to further inform decisions about program compliance. Monitoring involves activities which may result in the issuance of a finding which is a written conclusion that includes the citation of the regulation/requirement and a description of the quantitative and/or qualitative data supporting a decision of compliance or noncompliance with that regulation/requirement. Finally, trends identified through these components of general supervision are reviewed to inform bureau-level practices and technical assistance offerings.

A. Focused Monitoring

The intent of Connecticut's focused monitoring system is to move from solely analyzing procedural requirements to a system that focuses more on results for students. Through the identification of key performance indicators and analysis of data, the Connecticut State Department of Education (CSDE) identifies districts where the data indicates a need for improvement. The key performance indicators define the basis of the focused monitoring area for investigation. Focusing on one or two priorities concentrates the CSDE's and the district's efforts, which increases the likelihood of identifying systemic issues and creating improvement plans that address the root cause of the issue. One of the key components of our focused monitoring system is the inclusion of parents, school personnel and other stakeholders in identifying what is important. This is achieved through the Focused Monitoring Steering Committee, which meets multiple times throughout the year to evaluate and further develop the focused monitoring system. The key performance indicators are determined in collaboration with stakeholders and based on state, district and national data. Each district in the state is examined on the measure established for key performance indicators. The Department informs the district of their data and performance on the indicators and, when necessary, requires the district to submit a self-assessment analyzing and explaining their data. Bureau consultants review the self-assessments using a scoring guide or rubric. These practices lead to identification of districts that will receive targeted technical assistance and/or a site visit in order to investigate the key performance indicator.

While the on site team is investigating a specific key performance indicator, the CSDE is required to address any areas of noncompliance if found during the visit. This includes individual student noncompliance as well as systemic noncompliance. Noncompliance through the focused monitoring system may be identified through file reviews, classroom observations, a review of

policies and procedures, or interviews with staff and/or parents regarding district practices. If noncompliance is found, the district is notified during the exit interview. The report identifies the noncompliance and corresponding regulatory citation. Districts are required to correct noncompliance with the Department verifying correction no later than one year from written notification.

The BSE verifies correction of noncompliance by the dates specified in the focused monitoring report, not to exceed a one year timeline. The BSE conducts activities to verify noncompliance has been corrected such as desk audits, sampling IEPs, follow up interviews, classroom observations or a review of policies and procedures. At this point, the BSE issues a letter to the district stating that while correction of noncompliance is verified, monitoring of the improvement plan will continue. Monitoring of improvement occurs through ongoing consultation between the BSE and the district using the district's submission of progress reports at six-month intervals. The district will continue to submit progress reports and updated data to the BSE until such a time that improvement is demonstrated. A second letter is then issued stating that improvement has been demonstrated and the district will no longer be monitored for this key performance indicator.

B. Dispute Resolution

As part of our system of general supervision, the BSE examines district/program dispute resolution data to identify issues related to performance as well as to inform other monitoring areas. The Due Process Unit is tasked with handling complaints, hearings and mediations, and a staff member is assigned to manage each. BSE consultants in the Due Process Unit are responsible for following individual cases from the beginning through resolution and log information relevant to monitoring into the Dispute Resolution database. Two consultants are tasked with tracking the number and nature of investigations at regular intervals and sharing information with other monitoring managers in the General Supervision System. Corrective action requirements are differentiated by district need, level of violation and the extent to which the district was already completing requirements through other monitoring, including accountability activities in progress through other bureaus. The BSE annually examines trends and explores themes with the intent of improving current practices within the Due Process Unit. The Due Process Unit maintains a log of inquiries, actions, results, timelines and other information necessary for tracking cases and verifying corrective actions.

C. State Performance Plan (SPP)/Annual Performance Report (APR)

All districts are monitored annually based on their performance on the SPP indicators. The State has organized the 20 indicators into seven workgroups with a CSDE consultant assigned as a manager to each one. The workgroup managers collaborate with various stakeholder groups, State Education Resource Center (SERC), outside agencies and other bureaus within the CSDE to discuss progress, identify areas of need and coordinate activities such as professional development workshops and technical assistance related to the improvement activities outlined for each indicator in the SPP.

Data sources used to monitor district performance and develop District APRs come from the Special Education Data Application and Collection (SEDAC), the Public School Information System (PSIS), the ED 166 discipline data report, the Early Childhood Outcomes (ECO) data, the Evaluation Timelines Data Collection, assessment data, and survey results. District

determinations in Connecticut are based on the SPP compliance indicators 9, 10, 11, 12, 13, 15 and 20, and are made in accordance with IDEA section 616 requirements. Workgroup managers use data from these collections to track progress on their indicators. Findings are made throughout the year in response to data gathered in partnership with the Bureau of Data Collection, Research and Evaluation.

D. Fiscal Management

The state system of general supervision includes mechanisms to provide oversight in the distribution and use of the IDEA funds at the state and local level. Connecticut monitors subrecipient's use of federal funds through reporting, site visits, regular contact with special education administrators and by other means to ensure legal requirements are met and performance goals are achieved. Connecticut monitors to ensure that local education agencies (LEAs) are spending a proportionate amount of IDEA Part B funds on providing special education and related services for students with disabilities attending non-profit, private schools at parent expense; the BSE calculates proportionate share for each district based on data provided by LEAs. Additionally, the LEAs assure the BSE that they maintain an updated list of parentally-placed private school students with disabilities. The CSDE annually reviews assurances that each LEA maintained an inventory of equipment and supplies placed in private schools. With each grant submission, the BSE verifies information from subgrantees that includes:

- a) appropriate use of funding based on an applicant's determination status and disproportionality data;
- b) consultation and other communication between districts and non-profit private schools located within district boundaries;
- c) analysis of census data and eligibility determinations generated through the Evaluation Timelines data collection to verify accurate lists of eligible students with disabilities who are enrolled in non-profit private schools at parent expense.
- d) a match between grant figures and BSE calculated proportionate share;
- e) assurance that the districts will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under the applications; make reports to the CSDE as necessary and maintain records for a five-year period.

As part of fiscal management, Connecticut monitors how LEAs develop and implement coordinated early intervening services (CEIS) for students who are currently not identified as needing special education. Each LEA with significant disproportionality based on race and ethnicity is required to reserve 15% of Part B funds for CEIS. LEAs determined to have significant disproportionality (and LEAs without significant disproportionality who choose to use CEIS funds) are required to annually submit documentation as a component of their IDEA Part B grant application to address how CEIS funds will be used.

Finally, the BSE began the development of a fiscal verification site visit process. The CSDE anticipates randomly selecting districts when conducting this audit.

E. Approved Private Special Education Programs

Every approved private special education program is monitored by the CSDE. Monitoring activities consist of reviewing documentation including policies and procedures, individual student files, personnel files and discipline data that ensures that a school is in compliance with federal and state requirements.

Existing programs receive a site visit and are reviewed on a cyclical basis using standardized data collection and reporting. Based on the outcome of the program review, ongoing approval status is determined and corrective actions assigned as needed. If a program receives a written finding of noncompliance as a result of the review, a BSE consultant verifies timely correction within one year of the citation.

For new programs seeking initial approval, a required one day on-site visit is scheduled after receipt of a program's application. This visit allows the BSE to assess whether the program meets the standards outlined in the CSDE's *Principles, Procedures and Standards* manual. New programs that are successful in obtaining this initial approval are then reviewed within the first year by a site team and ongoing approval is determined at that time.

F. Other Monitoring Activities

In addition to monitoring instances of systemic noncompliance through the mechanisms above, the CSDE monitors for compliance with IDEA 2004 and state requirements through two other efforts.

One of these monitoring efforts is the *P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement* which applies to all districts. In order to assure continuous improvement and sustain progress to date, the CSDE identifies the level of concern and need for each district with respect to the *P.J. settlement*. The CSDE informs the district of their data and performance on the agreement's goals of regular class placement and mean time with non-disabled peers for students with an intellectual disability. District determinations are made annually. BSE consultants review improvement plans to identify districts for site visits and technical assistance. Districts are required to participate in monitoring, training and technical assistance activities prescribed by the State. Districts must submit a progress report on their improvement plans twice a year.

Secondly, monitoring occurs when a district has been identified as an *At-Risk grantee*. A district receives this status as a result of unwillingness to comply with CSDE directives, ongoing noncompliance with IDEA and state statutes/regulations, and/or by obtaining a determination status of *Needs Substantial Intervention*. The BSE reviews existing data, develops an individualized corrective action plan, tracks performance through a monitoring plan and administers sanctions as appropriate.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:Explanation of Progress or Slippage

The BSE improved its performance on this indicator. Connecticut has a system of general supervision and the necessary authority, oversight, and interagency agreement mechanisms to assure that it can exercise its general supervision obligations. The BSE has a set of purposeful and coordinated activities designed to meet accountability requirements and improve outcomes for students with disabilities. As a result of conducting monitoring activities and holding regular meetings for sharing insights on trends in data, Connecticut is able to meet its obligations under federal and state requirements and manage a comprehensive system. Progress toward our target is attributed to this work and the successful implementation of the improvement activities.

Discussion of Improvement Activities Completed

15.4 Regular meetings of the Focused Monitoring Steering Committee continued to be an integral process to the focused monitoring activity. Using data from other SPP areas, the steering committee was instrumental in guiding the BSE to look at academic achievement and the gaps that exist between students with and without disabilities.

15.6 The BSE collected feedback from those serving on the site visit teams, districts receiving site visits, and other stakeholders involved in the process. Additionally, during the 2008-09 focused monitoring cycle the BSE partnered with SERC and conducted its own internal evaluation of the process. A review of feedback and findings made across sites led to the revision of the individual student file review checklist, interview protocol, training for site team leaders, and the technical assistance provided to districts.

15.7 The BSE continued to conduct focused monitoring using a comprehensive set of standardized tools and procedures to ensure compliance with IDEA. The monitoring tools were utilized to review student records; interview administrators, teachers (general and special education), and related service professionals; solicit input from parent through forums; and conduct observations of implementation of student IEPs.

15.8 The BSE continued to distribute district grant funds to implement improvement plans developed for improving outcomes and ensuring future compliance with federal and state requirements.

15.16 The BSE collaborated with SERC to examine data across monitoring areas and identify root causes with respect to ongoing noncompliance. SERC reviewed the needs identified by the BSE, examined existing resources for alignment with targeted areas and developed new technical assistance offerings to support compliance monitoring.

15.17 The plan for regularly looking at our General Supervision System has been developed but not fully implemented at this time. The creation of the General Supervision System manual and calendar has involved the entire BSE. BSE staff began an internal review of the BSE's general supervision system using the Critical Elements Analysis Guide (CrEAG) to identify strengths and weaknesses of the current system. Information obtained through this process is guiding the next steps toward refinement of the system.

15.18 Each monitoring activity was assigned a lead or coordinator who is responsible for oversight of the monitoring process. These managers and coordinators met regularly to ensure ongoing communication across multiple monitoring areas. The BSE also investigated several monitoring database infrastructures for alignment with components of our general supervision and state accountability systems.

15.19 The BSE revised the *Connecticut’s System of General Supervision and Focused Monitoring* manual to clearly explain terms, definitions, procedures, and requirements related to all monitoring activities. A bureau retreat in 2009 provided the BSE with the opportunity to better understand monitoring requirements across multiple areas and develop greater consistency in our approach to monitoring. Further, there were two meetings of the newly formed Indicator 15 General Supervision work group. This group of representative stakeholders agreed to review information on monitoring and the completed general supervision manual before public dissemination.

15.20 The BSE maintained the position for the 2008-09 school year.

15.21 The BSE identified information management needs in its general supervision system and researched compatible commercial and state developed products. A plan to be used in developing and implementing a general supervision data system was developed.

15.22 Materials such as monitoring checklists and technical assistance protocols for reducing district-level suspension/expulsion rates among children with disabilities were prepared and shared with districts struggling with noncompliance issues.

15.23 The BSE formed an Indicator 15 work group to examine current monitoring procedures. The work group is comprised of parents, advocates, nonprofit leaders, school administrators, teachers, and CSDE staff. Discussion focused around the components of general supervision and how to best convey this complex system to parents, families and other stakeholder groups.

15.24 The BSE continued the integration of multiple monitoring components as outlined in its revised general supervision system manual. General supervision monitoring activities occur across the following areas: focused monitoring; dispute resolution; SPP/APR; fiscal; approved private special education programs; and other state accountability requirements. The protocols and practices for each specific area continue to be developed.

Note: For this indicator, report data on the correction of findings of noncompliance the State made during FFY 2007 (July 1, 2007 through June 30, 2008).

Correction of FFY 2007 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):

<p>1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) (Sum of Column a on the Indicator B15 Worksheet)</p>	<p>173</p>
--	-------------------

2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	171
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	2

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

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	2
5. Number of findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	1
6. Number of findings <u>not</u> yet verified as corrected [(4) minus (5)]	1

Actions Taken if Noncompliance Not Corrected

For FFY 2007 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance

A spring 2009 audit conducted by the independent contractor hired by the district (064) indicated progress in the compliance of the development and implementation of IEPs. An audit from the previous year, 2007-08, indicated that nearly half of the target questions reviewed did not reach the district’s interim 90% compliance target. However, the spring 2009 audit indicated 68% of the target questions reached the district’s interim 90% compliance target. This data trend shows progress toward the CSDE’s 100% compliance target.

In the 2008-09 school year, the district began the process of implementing a system of general supervision. Since this process was not completed in the 2008-09 school year, the CSDE continued to require that the district redirect a portion of its 2009-10 IDEA funds for this purpose. While the district continues to work towards compliance with the above issue, individual and systemic noncompliance issues revealed through the CSDE’s due process system are also being addressed.

The following is a report of activities the CSDE has conducted in efforts to monitor and provide assistance to support completion of corrective actions:

1. Monthly meetings with the district’s Director of Special Education and the BSE liaison for regular communication regarding pending due process complaints and corrective actions, results of audits conducted by outside contractor, planning and development of

programs for students and staff, systemic compliance with IDEA and state regulations, and general discussion of questions arising as leadership in the district transitioned through the year.

2. BSE liaison met with school principals at the elementary and secondary level to discuss school-level implications of noncompliance. This assisted in further alignment between schools and the district central office to develop and maintain accountability measures as the district's system of general supervision was implemented.
3. Facilitated partnership between SERC and the district to provide structured and targeted technical assistance to teachers and principals around secondary transition, paraprofessional job-related training, parent workshop on autism, advocacy, literacy, and emotional disabilities, needs assessments for students with ED and autism.
4. Addressed larger systems-level issues that often arose regarding special education finding resolution that also transcended other bureaus in the CSDE. Previously, these conversations were held in isolation with little to no resolution. However, with more open lines of communication, these issues were resolved before rising to the level of a due process complaint, hearing, or mediation.
5. In 2007-08, a total of 21 due process complaints were filed, with 2 systemic corrective actions being issued. In 2008-09, a total of 27 due process complaints were filed, with 3 systemic corrective actions being issued. While an increase in complaints is demonstrated, it is important to note that both the district and the CSDE made progress in helping parents and students understand their due process rights and achieve access to the system to file complaints to be resolved. It is also important to note a significant change in administration for the position of Senior Director of Special Education and a number of assistant directors. This caused some disruption in the guidance of policies, practices and procedures to building level staff. Analysis of the complaints filed indicates they were initiated at the time of this transition.
6. Began implementation of general supervision system including: piloting of IEP rubric; bi-weekly staff meetings; bi-weekly 1:1 meetings; and desk audits for related services. Previously, these meetings had not taken place and impeded the communication process. With the implementation of these meetings, policies, procedures and practices are much more aligned and coherent.
7. Revised and updated policies around tutoring services for students who are pregnant, prompt referral to PPT for students with a pattern of suspension and challenging behaviors, transportation, and planning for students in need of paraprofessionals or adult support. Previously, these policies were neither clear nor disseminated among staff, creating situations for noncompliance to occur. With the issuance of these policies, there is a uniform process to address these situations.
8. An RFP for an electronic IEP and database system was issued in April 2009. Thirteen vendors replied to the RFP. A district wide committee was developed to assist in the

selection of a system that was compatible with the district’s all student data system and to meet the demands of the state level data collection. A vendor was selected and a contract was developed. The contract is currently going through the city and board of education approval process.

Verification of Correction (either timely or subsequent)

For those findings for which the State has reported correction, describe the process the State used to verify that the LEA: 1) is correctly implementing the specific regulatory requirements: and (2) has corrected all instances of noncompliance (including noncompliance identified through the State’s monitoring system, through the data system and by the Department), consistent with OSEP Memorandum 09-02.

Of the 173 findings of noncompliance identified in FFY 2007, the CSDE was able to verify that 172 were corrected. Each LEA was informed through a written report of finding(s), which included a citation of the specific regulation(s), and was notified that correction must occur and be verified by the CSDE within one year from receipt of the report. The CSDE worked diligently to uncover the root cause of the noncompliance to inform decision-making and to provide appropriate technical assistance to the LEA as a proactive approach for future compliance.

As part of its monitoring system, the CSDE required each LEA with a finding of noncompliance in FFY 2007 to revise any noncompliant policies, procedures and /or practices and correct each individual case of noncompliance. The BSE considered both the breadth and scope of the noncompliance in its assignment of appropriate corrective actions. Also, the unique nature of each monitoring area helped to define the corrective action the LEA was required to complete to correct the noncompliance and ensure the proper implementation of the specific regulatory requirements. As part of the corrective actions assigned, all LEAs were required to submit updated data and/or documentation, including student IEPs. CSDE personnel reviewed the data submitted by the LEA and performed desk audits on the documentation. CSDE personnel also conducted, as appropriate to the specific monitoring area, on-site visits, file reviews and/or interviews, in order to verify that each individual case of noncompliance had been corrected and that the LEA was correctly implementing the specific regulatory requirements, consistent with OSEP Memo 09-02.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

For FFY 2006 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.

If the State reported <100% for this indicator in its FFY 2006 APR and did not report that the remaining FFY 2006 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	3
--	---

2. Number of remaining FFY 2006 findings the State has verified as corrected	2
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	1

**PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click for a menu of options, and then select "update field."*

**MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

The following is a report of activities the CSDE has conducted in efforts to monitor and provide assistance to support completion of corrective actions for this one remaining FFY 2006 district (064) that had a finding of noncompliance that has not yet been verified as corrected:

1. Monthly meetings with the district’s Director of Special Education and the BSE liaison for regular communication regarding pending due process complaints and corrective actions, results of audits conducted by outside contractor, planning and development of programs for students and staff, systemic compliance with IDEA and state regulations, and general discussion of questions arising as leadership in the district transitioned through the year.
2. BSE liaison met with school principals at the elementary and secondary level to discuss school-level implications of noncompliance. This assisted in further alignment between schools and the district central office to develop and maintain accountability measures as the district’s system of general supervision was implemented.
3. Facilitated partnership between SERC and the district to provide structured and targeted technical assistance to teachers and principals around secondary transition, paraprofessional job-related training, parent workshop on autism, advocacy, literacy, and emotional disabilities, needs assessments for students with ED and autism.
4. Addressed larger systems-level issues that often arose regarding special education finding resolution that also transcended other bureaus in the CSDE. Previously, these conversations were held in isolation with little to no resolution. However, with more open lines of communication, these issues were resolved before rising to the level of a due process complaint, hearing, or mediation.
5. In 2007-08, a total of 21 due process complaints were filed, with 2 systemic corrective actions being issued. In 2008-09, a total of 27 due process complaints were filed, with 3 systemic corrective actions being issued. While an increase in complaints is demonstrated, it is important to note that both the district and the CSDE made progress in helping parents and students understand their due process rights and achieve access to the system to file complaints to be resolved. It is also important to note a significant change in administration for the position of Senior Director of Special Education and a number

of assistant directors. This caused some disruption in the guidance of policies, practices and procedures to building level staff. Analysis of the complaints filed indicates they were initiated at the time of this transition.

6. Began implementation of general supervision system including: piloting of IEP rubric; bi-weekly staff meetings; bi-weekly 1:1 meetings; and desk audits for related services. Previously, these meetings had not taken place and impeded the communication process. With the implementation of these meetings, policies, procedures and practices are much more aligned and coherent.
7. Revised and updated policies around tutoring services for students who are pregnant, prompt referral to PPT for students with a pattern of suspension and challenging behaviors, transportation, and planning for students in need of paraprofessionals or adult support. Previously, these policies were neither clear nor disseminated among staff, creating situations for noncompliance to occur. With the issuance of these policies, there is a uniform process to address these situations.
8. An RFP for an electronic IEP and database system was issued in April 2009. Thirteen vendors replied to the RFP. A district wide committee was developed to assist in the selection of a system that was compatible with the district’s all student data system and to meet the demands of the state level data collection. A vendor was selected and a contract was developed. The contract is currently going through the city and board of education approval process.

Correction of Any Remaining Findings of Noncompliance from FFY 2005 or Earlier (if applicable)

Provide information regarding correction using the same format provided above.

If the State reported <100% for this indicator in its FFY 2005 APR and did not report that the remaining FFY 2005 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2005 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	1
2. Number of remaining FFY 2005 findings the State has verified as corrected	0
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	1

**PC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled “0”), then right click for a menu of options, and then select “update field.”*

**MAC Users - To utilize the auto-calculating function; enter numbers in the appropriate boxes. Next, place the cursor in the grey box (in front of the text labeled "0"), then right click (PC) or select the control key (Mac) for a menu of options, and then select "update field."*

The following is a report of activities the CSDE has conducted in efforts to monitor and provide assistance to support completion of corrective actions for this one remaining FFY 2005 district (064) that had a finding of noncompliance that has not yet been verified as corrected:

1. Monthly meetings with the district's Director of Special Education and the BSE liaison for regular communication regarding pending due process complaints and corrective actions, results of audits conducted by outside contractor, planning and development of programs for students and staff, systemic compliance with IDEA and state regulations, and general discussion of questions arising as leadership in the district transitioned through the year.
2. BSE liaison met with school principals at the elementary and secondary level to discuss school-level implications of noncompliance. This assisted in further alignment between schools and the district central office to develop and maintain accountability measures as the district's system of general supervision was implemented.
3. Facilitated partnership between SERC and the district to provide structured and targeted technical assistance to teachers and principals around secondary transition, paraprofessional job-related training, parent workshop on autism, advocacy, literacy, and emotional disabilities, needs assessments for students with ED and autism.
4. Addressed larger systems-level issues that often arose regarding special education finding resolution that also transcended other bureaus in the CSDE. Previously, these conversations were held in isolation with little to no resolution. However, with more open lines of communication, these issues were resolved before rising to the level of a due process complaint, hearing, or mediation.
5. In 2007-08, a total of 21 due process complaints were filed, with 2 systemic corrective actions being issued. In 2008-09, a total of 27 due process complaints were filed, with 3 systemic corrective actions being issued. While an increase in complaints is demonstrated, it is important to note that both the district and the CSDE made progress in helping parents and students understand their due process rights and achieve access to the system to file complaints to be resolved. It is also important to note a significant change in administration for the position of Senior Director of Special Education and a number of assistant directors. This caused some disruption in the guidance of policies, practices and procedures to building level staff. Analysis of the complaints filed indicates they were initiated at the time of this transition.
6. Began implementation of general supervision system including: piloting of IEP rubric; bi-weekly staff meetings; bi-weekly 1:1 meetings; and desk audits for related services. Previously, these meetings had not taken place and impeded the communication process.

With the implementation of these meetings, policies, procedures and practices are much more aligned and coherent.

7. Revised and updated policies around tutoring services for students who are pregnant, prompt referral to PPT for students with a pattern of suspension and challenging behaviors, transportation, and planning for students in need of paraprofessionals or adult support. Previously, these policies were neither clear nor disseminated among staff, creating situations for noncompliance to occur. With the issuance of these policies, there is a uniform process to address these situations.

8. An RFP for an electronic IEP and database system was issued in April 2009. Thirteen vendors replied to the RFP. A district wide committee was developed to assist in the selection of a system that was compatible with the district’s all student data system and to meet the demands of the state level data collection. A vendor was selected and a contract was developed. The contract is currently going through the city and board of education approval process.

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

Statement from the Response Table	State’s Response
<p>The State must demonstrate, in the FFY 2008 APR, due February 1, 2010, that the State has corrected the remaining findings of noncompliance identified in FFY 2005 and FFY 2006 that were not reported as corrected in the FFY 2007 APR. In reporting on correction of noncompliance, the State must report that it has: (1) corrected all instances of noncompliance (including noncompliance identified through the State’s monitoring system, through the State’s data system and by the Department); and (2) verified that each LEA with identified noncompliance is correctly implementing the specific regulatory requirements, consistent with OSEP Memo 09-02.</p>	<p><u>FFY 2005</u></p> <p>There was one remaining finding of noncompliance identified in FFY 2005 requiring correction (District 064). The CSDE has verified partial correction with regard to the issue of developing appropriate IEPs and ensuring that IEPs are implemented as designed and has informed the district in writing of this continuing noncompliance.</p> <p>The CSDE continues to work with this district to develop and implement a district-level system of general supervision to ensure that IEPs are implemented as designed. The CSDE reviewed external consultants’ evaluations and met with district staff. As a result, the CSDE has identified a change in district administration and the continued lack of a district-level system of general supervision as the cause of continuing noncompliance.</p> <p>The CSDE’s enforcement actions continue to include the redirection of a portion of the district’s IDEA funds to the development of this system. The CSDE also required the hiring of</p>

	<p>an external consulting group to assist the district with this action. The CSDE assigned a BSE consultant to meet monthly with district administration to monitor the district’s progress toward completion of the corrective action and to provide technical assistance to district staff. Additionally, the assigned consultant is an active participant with other bureaus within the CSDE concerning their monitoring of this district as part of NCLB requirements.</p> <p><u>FFY 2006</u> There were three remaining findings of noncompliance identified in FFY 2006 requiring correction (Districts 064, 103, 135).</p> <p>District 103 and District 135 had written findings for Indicator 10 made during the 2006-07 academic year and were not closed out during the 2007-08 year due to ongoing noncompliance. Both districts received an on-site visit from the BSE during the summer months of 2009. Each district produced evidence that they had reviewed and revised policies and procedures. A comprehensive file review conducted by the districts and the on-site BSE team led to the determination that identification was appropriate under Indicator 10. The CSDE verified that both of these districts had corrected noncompliance in accordance with the U.S. Office of Special Education Programs (OSEP) memorandum 09-02. Refer to the “Verification of Correction” section in Indicator 10 for more detail.</p> <p>District 064 was found out of compliance in 2006-07. The CSDE has verified partial correction with regard to the issue of developing appropriate IEPs and ensuring that IEPs are implemented as designed and has informed the district in writing of this continuing noncompliance.</p> <p>The CSDE continues to work with this district to develop and implement a district-level</p>
--	---

	<p>system of general supervision to ensure that IEPs are implemented as designed. The CSDE reviewed external consultants' evaluations and met with district staff. As a result, the CSDE has identified a change in district administration and the continued lack of a district-level system of general supervision as the cause of continuing noncompliance.</p> <p>The CSDE's enforcement actions continue to include the redirection of a portion of the district's IDEA funds to the development of this system. The CSDE also required the hiring of an external consulting group to assist the district with this action. The CSDE assigned a BSE consultant to meet monthly with district administration to monitor the district's progress toward completion of the corrective action and to provide technical assistance to district staff. Additionally, the assigned consultant is an active participant with other bureaus within the CSDE concerning their monitoring of this district as part of NCLB requirements.</p>
<p>In addition, in responding to Indicators 4A, 10, 11, 12, and 13 in the FFY 2008 APR due February 1, 2010, the State must report on correction of the noncompliance described in this table under those indicators.</p>	<p>Correction of noncompliance for Indicators 4A, 10, 11, 12 and 13 is reported separately under each of these indicators.</p>
<p>If the State is unable to demonstrate compliance in the FFY 2008 APR, the State must review its improvement activities and revise them, if necessary to ensure compliance.</p>	<p>The CSDE closely examined the Improvement Activities and considered whether the CSDE needed to change or adjust any activities, timelines or resources, and determined that no changes were necessary.</p>
<p>In reporting on Indicator 15 in the FFY 2008 APR, the State must use the Indicator 15 Worksheet.</p>	<p>The Indicator 15 worksheet is included in the Appendix of this report and was submitted electronically as attachment "ct-ws-2010b" with Connecticut's February 1, 2010, FFY 2008 APR.</p>

Optional APR Template – Part B (4)

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

Improvement Activities	Timeline	Resources	Justification
15.5 (Deleted) Revision of data maps and District APRs on an annual basis.	2005-06 school year through 2011	<ul style="list-style-type: none">• Upgraded software• Special Education Data Application and Collection (SEDAC)	Deleted in FFY 2007 APR, but not removed from the FFY 2007 SPP.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

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

FFY	Measurable and Rigorous Target
2008	100%

Actual Target Data for FFY 2008:

During the 2008-09 school year, 90.3 percent of signed written complaints with reports issued were resolved within the 60-day timeline. Target not met.

$$[(78 + 6) / 93] \times 100 = 90.3 \%$$

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

While it is important to note that the total number of complaints filed has decreased since our last report to OSEP, the Connecticut State Department of Education (CSDE) did not meet the 100 percent measurable, rigorous target. Although additional consultants in the Bureau of Special Education (BSE) were trained to investigate complaints, there were several unanticipated challenges during the 2008-09 school year. First, the BSE was not immune to the economic downturn; because of a decision to offer early retirement incentives, the BSE lost staff and had to transition consultants into the Due Process Unit. This transition required time to train

professionals in their newly assigned duties. Further, the cases going beyond the timeline occurred during the summer months, immediately after the departure of staff electing to take the early retirement plan. It is important to note that a majority of cases going beyond the timeline were over by one day. Second, with respect to the economic downturn, the BSE staff was required to take unpaid furlough days, which affected the schedule, tracking and procedures of the complaint resolution system. While furloughs are intended to assist the CSDE in addressing its budget shortfalls by reducing labor costs, it has affected monitoring activities that require adherence to a timeline. All state agencies and school programs have been affected by the furlough strategy and other cost cutting measures, including closing state agencies on weekends. Third, the Due Process Unit formally moved to a new tracking system built into the new dispute resolution database. As with any migration, the BSE encountered some challenges, which have since been resolved, in implementing a new system.

Discussion of Improvement Activities Completed

16.2 The prototype for the Dispute Resolution database was completed in June 2008. Information in this database includes cases initiated from July 1, 2008, onward. During summer 2009, the CSDE began importing historical data. Development of the report that generates data for Table 7 was completed in 2009 and operationalized before the November 1, 2009, required data submission. The current application tracks all reportable elements in Table 7 at the student level except Expedited Hearing Requests and Resolution Sessions. Data elements unique to the tracking and monitoring of expedited hearings were finalized in the database in 2009. BSE consultants learned to effectively use the data base system under the guidance of its developer. With feedback from the BSE consultants, the developer was able to modify and enhance the system to better support dispute resolution activities.

16.4 Consultants with the Due Process Unit are working with the BSE's coordinator for general supervision to review existing practices concerning the complaint resolution process and improvement activities previously developed. The complaint officer tasked with managing the Complaint Resolution System created written guidance and directives specific to filing, tracking and verifying corrective action completion with respect to the complaints process. For education consultants new to the complaint resolution process, the coordinator plans to review the document with them and provide ongoing training and mentoring as needed. It is anticipated that the BSE will review the mediation and due process components with the same evaluative lens used for complaints and will make similar enhancements as needed.

16.5 During 2008-09, the Due Process Unit identified and prepared a new complaint coordinator to manage the Complaint Resolution system. This staff member worked with consultants assigned to work on written complaints as a trainer and mentor.

16.6 A full-time consultant was assigned to monitor timelines for completion of complaints and for the documentation of extensions for each complaint. The information was logged into the Disputes Resolution Database, which was a different procedure from the former practice of tracking timelines using an Excel spreadsheet. While this transfer was in progress, training and capacity building needed to occur among those using the new system. It is likely that some of the slippage might be attributed to moving to a new tracking system.

16.7 The CSDE was unable to increase staffing in the Due Process Unit because of a state hiring freeze. Additionally, the Due Process Unit lost a full-time consultant as a result of the early retirement incentive package offered in June 2009.

16.8 The BSE reviewed data periodically to determine if there were trends in not meeting timelines with specific districts, consultants, across indicators and specificities related to general supervision expectations. Additionally, the complaint resolution coordinator played an active role at these bureau meetings by providing complaint information on any districts that were being discussed and reviewed.

16.9 Due Process Unit consultants provided complaint data reports to consultants for districts undergoing focused monitoring visits during the 2008-09 school year.

16.10 The Due Process Unit consultants were unable to participate in professional development activities due to budget constraints and a ban on out-of-state travel. There were also limitations placed on in-state travel.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

The CSDE closely examined the Improvement Activities and considered whether the CSDE needed to change or adjust any activities, timelines or resources, and determined that no changes were necessary.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

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

FFY	Measurable and Rigorous Target
2008	100%

Actual Target Data for FFY 2008:

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

$$[(6 + 1) / 7] \times 100 = 100\%$$

Data reported are valid and reliable. Data are collected using the same data sources over time, standardized data definitions and common coding procedures. Data reports are run regularly to screen for any discrepancies among numbers, within fields and for missing information.

Verification and validation of due process data are accomplished through periodic reviews, audits and generation of reports.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

The CSDE sustained its 100 percent target and issues all its hearing decisions within required timelines. This success is attributed to the improvement activities completed and the use of the tracking procedures included in the dispute resolution database. It is important to take note of the significant reduction in the fully adjudicated cases and hearing decisions from the last reporting cycle. In 2007-08, there were 21 decisions compared to those made during the 2008-09 school year. This reduction was likely due to Connecticut’s economic downturn and attempts to avoid costs associated with the resources expended in conducting hearings. The target is to maintain

100 percent compliance with the 45-day timeline. To continue meeting this target, the Bureau of Special Education (BSE) periodically reviews improvement activities designed to support work around this indicator and seeks to make appropriate revisions as necessary.

Discussion of Improvement Activities Completed

17.4 The CSDE, in partnership with the State Education Resource Center (SERC), provided training and technical assistance to mediators, districts and families on alternatives to dispute resolution, including individualized education program (IEP) facilitation during the 2008-09 school year.

17.7 Consultants with the Due Process Unit worked with the BSE's coordinator for general supervision to review existing practices concerning the dispute resolution process and improvement activities. The challenge continued to be identifying cost effective strategies for the Due Process Unit given the amount of resources necessary to regularly review data patterns and trends from multiple data sources. The unit seeks to develop and implement a report query tool that those involved in other monitoring activities can access. Furthermore, the unit is working with those who provide professional development in this area to receive regular summaries of hearing officer feedback in response to workshops, trainings and conferences.

17.8 Professional development for due process hearing officers was required eight days per year and is in place to support the growth of knowledge and skills specific to their work in conflict resolution and related requirements. Hearing officers submitted professional development activities to the BSE for approval. The long-term goal is to input and track this information through the due process database and be able to study the activities and needs of hearing officers. The database developers will create a report query to help implement this activity.

17.9 Individualized professional development for due process hearing officers continued to be a standard practice for the Due Process Unit, since contracted hearing officers have various needs. All hearing officers are attorneys in good standing with their respective state bar associations and have experience in education and/or administrative law. They were encouraged to pursue professional development in all areas of special education policies and practices.

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

17.11 The BSE is beginning an annual review of data on due process hearing timelines to determine if trends exist and will move toward disaggregating findings by specific hearing officers. While the database currently allows for easier access to cases across the board, the database developers are still in the design phase of creating a report query to support investigating individual hearing officer trends.

17.12 Timely hearing completions have yet to become a performance measure for annual hearing officer appraisal as of 2008-09; however, the BSE plans to address this competency in the future.

17.13 The CSDE continued to work with hearing officers regarding adherence to timelines and has found more efficient ways to support this work through the full implementation of the dispute resolution database.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

There are no changes made to proposed targets, improvement activities, timelines or resources.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2008	67.5%

Actual Target Data for FFY 2008:

For the 2008-09 school year, 50 out of 72 resolution sessions resulted in settlement agreements. Target met.

$(50 / 72) \times 100 = 69.4\%$

Data collected on Table 7 of Information Collection 1820-0677 were used to complete this calculation. Data reported are valid and reliable. Data are collected using the same data sources over time, standardized data definitions and common coding procedures. Data reports are run regularly to screen for any discrepancies among numbers, within fields and for missing information. Verification and validation of due process data are accomplished through periodic reviews, audits and generation of reports.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

The Connecticut Department of Education (CSDE) met this target. It is important to note the dramatic increase in the total number of resolution sessions compared to those conducted during 2007-08. The rise in the number of the resolution sessions and the significant decrease in due process hearing numbers may suggest that the resolution sessions are affording parents an additional successful option in resolving disputes. One major contributing factor to reaching this target is the reporting change in the Special Education Data Application and Collection (SEDAC) system, which now requires districts to report resolution information to the Bureau of

Special Education (BSE). The inclusion of this feature ensures better tracking and analysis of district-level information.

Discussion of Improvement Activities Completed

18.7 The BSE required districts to fill out and return a form indicating whether a resolution session was convened or waived, as well as the outcome of the session if convened.

18.8 In partnership with the State Education Resource Center (SERC) and the Connecticut Parent Advocacy Center (CPAC), the BSE collaboratively planned key training sessions and ensured that this training and technical assistance was available to mediators, districts and families on alternatives to dispute resolution, including IEP facilitation and resolution sessions. Consultants in the BSE provided technical assistance to the public over the telephone and informed callers about alternatives to dispute resolution as part of regular practice.

18.9 Hearing officers were prepared on the requirements for the use of resolution sessions as part of a comprehensive professional development program overseen by the BSE.

18.10 The BSE continued to provide data on the success of resolution sessions to hearing officers and districts on a consistent basis. The dispute resolution database, while nearly complete, is still in development and will have efficient querying tools made available to the BSE in the near future. Full implementation and use of this database is a priority for the 2009-10 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

There are no changes made to proposed targets, improvement activities, timelines or resources.

Part B State Annual Performance Report (APR) for FFY 2008

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
2008	70%

Actual Target Data for FFY 2008:

In the 2008-09 school year, 73.7 percent of mediations held resulted in mediation agreements. Target met.

$$[(57 + 89) / 198] \times 100 = 73.7\%$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

Explanation of Progress or Slippage

Connecticut met the target. The number of mediations as well as the number of mediations resulting in agreements decreased slightly compared to what was reported in the 2007 APR.

Discussion of Improvement Activities Completed

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

19.7 The BSE provided training for new mediators and availed itself to serve as mentors to both new and continuing mediators. The BSE recently identified consultants already in the bureau to serve as mediators and provided them with training.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008:

There were no changes made to proposed targets, improvement activities, timelines or resources.

Part B State Annual Performance Report (APR) for 2008

Overview of the Annual Performance Report Development:

See Overview page i

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

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

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2008	100%

Actual Target Data for 2008:

Data reported are 100.0 percent timely and accurate. Target met.

$$(39 + 39) / 78 \times 100 = 100.0\%$$

For the 2008-09 school year, all seven required federal reports for special education were reported on time and with accuracy, and responses to data notes were complete at the time of this reporting. All APR data were submitted on time. All indicators contain valid and reliable data with the correct calculation according to the instructions provided.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2008:

Explanation of Progress or Slippage

The Connecticut State Department of Education (CSDE) has reached the 100 percent target for this indicator. The data collection and information technology structures in the CSDE;

implementation of the Special Education Data Application and Collection (SEDAC); and communication between the Bureau of Special Education (BSE) and Bureau of Data Collection, Research and Evaluation have enabled accurate and timely reporting of data.

The CSDE had all seven federal tables reported in a timely and accurate manner for FFY 2008. Additionally, all data notes were submitted for all data tables. Due to sufficient congruencies reached on five of the federal tables: Table 1 – Child Count, Table 2 – Personnel, Table 3 – Environment, Table 4 – Exiting, and Table 5 – Discipline, the CSDE is approved to submit the 2009-10 data exclusively through ED Facts. We await the results of our Table 6 – Assessment congruency analysis to determine filing status for FFY2009.

Data collection, cleaning and reporting activities continue to be enhanced each school year. SEDAC has experienced a number of enhancements to ensure more accurate and timely data collection from districts regarding special education, as well as a number of reports that districts are able to generate automatically based on their submission of data. Guidance and training around SEDAC and Discipline were conducted in the 2008-09 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education has enabled improvements in all data collection systems for students.

Discussion of Improvement Activities Completed

20.1 Data collection, cleaning and reporting activities have been enhanced throughout the 2008-09 school year. SEDAC has continued to go through a number of enhancements to ensure more accurately and timely data collection from districts regarding special education, as well as a number of reports that districts are able to automatically generate based on their submission of data. Guidance and training around SEDAC were conducted throughout the 2008-09 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education has enabled improvements in all data collection systems for students.

20.3 District Annual Performance Reports (APRs) and determinations were posted on the CSDE's Web site for data in the 2005-06, 2006-07 and 2007-08 school years. Letters were sent to superintendents of all school districts containing their district APR and determinations; notification was e-mailed to stakeholder groups announcing the public posting of district APRs.

20.7 During the spring of 2008 the CSDE gathered all managers who are responsible for the collection and reporting of any of the seven federal data tables regarding students with disabilities. This team of data managers worked to draft a CSDE statement regarding the timely and accurate reporting of federal data with definitions of how both would be assessed for each data collection and outlined file submission dates, edit check verification dates and district sign-off dates. The culmination of this work was a six-page document outlining in consistent format and language the requirements for timely and accurate reporting of federal data. This document was shared via multiple forms of communication including, the CSDE Web site; the Bureau of Special Education Bulletin; within each of the CSDE's affected data collection systems as well as within their applicable handbooks; and in e-mail communication with all affected local data managers in districts. The CSDE continues to work with data personnel from districts as necessary to improve the accuracy and timeliness of reporting. Districts are notified before

submission timelines and informed via multiple forms of communication regarding how to obtain technical assistance for each of the federally required data submissions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2008

[If applicable]

There are no changes made to proposed targets, improvement activities, timelines or resources.

CONNECTICUT PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma. 2. Percent of youth with IEPs dropping out of high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0		
3. Participation and performance of children with disabilities on statewide assessments. 7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Dispute Resolution: Complaints, Hearings	0		
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
childhood placement.	Dispute Resolution: Complaints, Hearings	0		
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		
	Dispute Resolution: Complaints, Hearings	0		
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
	10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.		Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	
	Dispute Resolution: Complaints, Hearings	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	0		
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	5	5
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Approved Private Special Education Programs	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	32	32
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Focused Monitoring Site Visits	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	8	8
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Dispute Resolution System	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0		

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2007 (7/1/07 to 6/30/08)	(a) # of Findings of noncompliance identified in FFY 2007 (7/1/07 to 6/30/08)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings	99	99	98
Other areas of noncompliance: General Supervision System: Indicator 15 Systemic Ongoing Noncompliance	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0
	Dispute Resolution: Complaints, Hearings	0		
Other areas of noncompliance: Data Verification: Indicator 20 Timely and Accurate Data	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	25	25
	Dispute Resolution: Complaints, Hearings	0		
Sum the numbers down Column a and Column b			173	171
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	98.84%

FFY 2008 (State)

SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	* N/A	* N/A	0
14	* N/A	* N/A	0
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	34
APR Score Calculation	Timely Submission Points - If the FFY 2008 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		39.00

FFY 2008 (State)

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/09	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/09	1	1	1	N/A	3
Table 3 - Ed. Environments Due Date: 2/1/09	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/09	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/1/09	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 2/1/10	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/1/09	1	1	1	N/A	3
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 1.857) =		39.00

Indicator #20 Calculation	
A. APR Grand Total	39.00
B. 618 Grand Total	39.00
C. APR Grand Total (A) + 618 Grand Total (B) =	78.00
Total N/A in APR	0
Total N/A in 618	0
Base	78.00
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.00

Note any cell marked as N/A will decrease the denominator by 1 for APR and 1.857 for 618

* Call your State Contact if you choose to provide data for Indicators 13 or 14

