



Connecticut State Department of Education
Academic Office
Bureau of Special Education

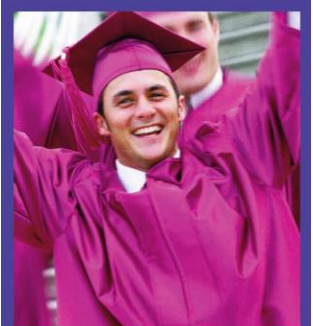
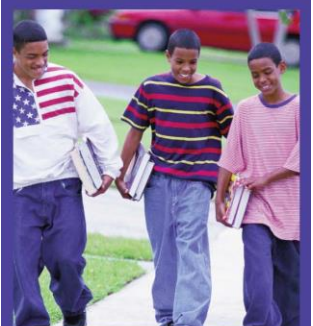
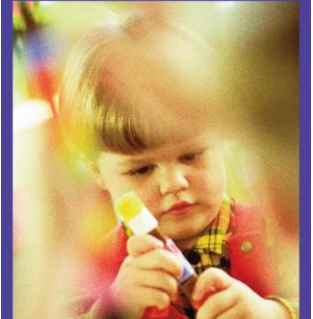
Connecticut

Part B

State Performance Plan

Annual Performance Report

February
2017



CT Part B

FFY2015 State Performance Plan / Annual Performance Report

Attachments

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| No APR attachments found. | | |

In order to ensure consistent data across indicators, provide the number of districts in this field and the data will be loaded into the applicable indicator data tables.

170

This data will be prepopulated in indicators B3A, B4A, B4B, B9, and B10.

General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The General Supervision System

The Connecticut State Department of Education's (CSDE) General Supervision System (GSS), coordinated by the Bureau of Special Education (BSE), is an integrated management system of CSDE compliance monitoring and program improvement activities. The purpose of the GSS is to ensure local education agencies (LEAs) correctly implement the IDEA and Connecticut General Statutes (CGS) Sections 10-76a to 10-76h, inclusive, and to improve the educational results and functional outcomes for all children with disabilities.

The CSDE's GSS has been designed to support federal and state special education requirements with the intent of enabling LEA compliance, correcting any deficiencies identified through LEA monitoring, and improving organizational practices of LEAs. Further the GSS provides an infrastructure for examining the extent to which compliance monitoring and program improvement activities elicit critical patterns and trends for use in understanding the needs of individual LEAs and the state as a whole. Some activities under the GSS fall into one of two prongs – compliance monitoring activities and program improvement activities, while others appear in both. Under each prong, there are several CSDE activities that work together to ensure the overall purpose of the GSS and the CSDE's responsibility under 34 C.F.R Section 300.149 are met.

The following CSDE activities comprise the compliance monitoring prong of the GSS:

- Data collections;
- Dispute resolution processes (i.e., complaints, due process hearings);
- Fiscal management;
- IDEA Compliance File Reviews; and
- Significant disproportionality.

The following CSDE activities comprise the program improvement prong of the GSS:

- Approval process for private special education programs (APSEP);
- Least restrictive environment (LRE) initiative; and
- State Systemic Improvement Plan (SSIP).

The following CSDE activities are both compliance monitoring and program improvement components of the GSS:

- The State Performance Plan/Annual Performance Report (SPP/APR);
- Professional development (PD) offerings;
- Technical assistance (TA) activities; and
- CSDE publications.

Specific information regarding each GSS activity is below.

Data Collections

Under the IDEA, states are required to collect valid and reliable data necessary to report annually on the state's and LEAs' performance on the SPP/APR Indicators and priority areas delineated in the IDEA (34 C.F.R. Sections 300.601(b), 300.600(d)). Under the IDEA, states are also charged with providing the federal government with data on the following topics: assessment; child count; discipline; dispute resolution; educational environments; exits from special education; fiscal (MOE/CEIS), and personnel.

The Bureau of Data Collection, Research and Evaluation (BDCRE) conducts the data collections required under the IDEA. All data regarding children with

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disabilities are collected via multiple unique but “linked” data collection systems:

- Public School Information System (PSIS, PSIS-Registration);
- Special Education Data Application and Collection (SEDAC);
- The Web-based Disciplinary Offense Record Application (Discipline-ED166);
- Dispute Resolution;
- Evaluation Timelines;
- Early Childhood Outcomes (ECO);
- Personnel Data collection (ED162/163);
- Restraint/Seclusion; and
- Student Assessment Data Files.

These are complex systems that inter-relate based upon a unique state assigned student identifier (SASID) and the statewide PSIS-Registration System. The CSDE has designed all its data collection systems with a SASID and centralized the systems around a registration and three-time per year collection system for all students, PSIS and PSIS-Registration. PSIS-Registration uses the SASID to track all students in public education, their movements across and within school systems, and ensures that all other state data collections are working from the same base set of student information.

All districts participate in the Desk Audit and File Review Process. Part of the state’s responsibility for ensuring the accuracy of the federally reported data includes auditing the data reported by districts on students with disabilities. Effective the 2014-15 school year, the monitoring cycle was reset from six years to three years and added the Parent Survey to the existing set of monitoring activities: Child Count/Individual Education Program (IEP) Desk Audit, Assessment Modifications/Accommodations Audit, and a General Supervision IDEA Compliance Review.

The child count/IEP desk audit verifies the accuracy of data reported to the department by comparing the information contained in statewide data systems to the actual data written on IEPs/Services Plans of randomly selected students with disabilities. Approximately one percent of Connecticut IEPs are audited annually for accuracy. In addition to the IEP Audit, the Bureau of Student Assessment verifies accuracy of data contained within the IEP regarding the modifications and accommodations that students are eligible to receive on statewide assessments. Likewise, the Bureau of Special Education conducts a file review of these same IEPs to verify compliance with IDEA.

Dispute Resolution Processes

The BSE’s dispute resolution system is managed by the Due Process Unit (DPU) of the BSE. The dispute resolution system includes the complaint resolution process, mediations, the advisory opinion process and due process hearings including resolution sessions. The IDEA requires states to offer a mediation and due process hearing system. Additionally, the IDEA regulations require states to adopt a state complaint process. Each component has separate procedures and activities that interact together to frame a larger system of dispute resolution. The BSE provides a number of free publications and professional development activities regarding the dispute resolution system to ensure the system is accessible to its users, parents and LEA personnel.

Complaint Resolution Process

The complaint resolution process identifies and timely corrects noncompliance in an LEA’s implementation of federal and state special education requirements and identifies components of an LEA’s special education programming that need improvement (e.g., policies, procedures). The CSDE publication, *Complaint Resolution Process*, describes the complaint resolution process in detail. This publication can be found at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Complaint_Resolution.pdf

Mediation

Mediation is a voluntary process offered to a parent and an LEA as a means to reach an agreement with respect to any matter relating to the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education. Mediation is a flexible, informal way of resolving differences through understanding or compromise of the differing viewpoints.

At the mediation session, the impartial mediator will permit the parties to present their respective positions and differing viewpoints with the idea that through the mediation process mutual understanding and a solution may be reached. Discussions occurring during the mediation session are confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings.

Given the confidential nature of the process, mediation is *not* a compliance monitoring activity under the GSS. Therefore, mediation is not used to identify and correct LEA noncompliance.

Advisory Opinions

Connecticut provides that any party that requests a due process hearing, may also request an advisory opinion (RCSA Section 10-76h-6). The advisory opinion regulations require the agreement of both parties to participate in the process. The process, which is completed in one day, allows the parties to state their positions to a hearing officer with limits on the number of witnesses the parties may present and the amount of time each party has to present their positions.

After listening to the parties’ arguments, the hearing officer will tell the parties how the hearing officer thinks the issues would be decided if the parties went on to a hearing. After hearing the advisory opinion, the hearing officer may mediate with the parties, if they so request, to reach a settlement agreement. The parties may go on to a full hearing with a different hearing officer if the issues are not settled after receiving the advisory opinion.

The advisory opinion process is *not* a compliance monitoring activity under the GSS given the hearing officer in the process does not make any findings. Therefore, the advisory opinion process is not used to identify and correct LEA noncompliance.

Due Process Hearings

The CSDE operates a single-tiered hearing system. That is, special education due process hearings are conducted at the state level; there is no local

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hearing. CGS Section 10-76h and its corresponding regulations establish the due process hearing system, which is managed by the CSDE. Hearing officers are appointed by the CSDE and approved by the State Board of Education. They may not be an employee of a public agency involved in the education or care of the child and may not have a personal or professional interest which would conflict with his or her objectivity in the hearing.

Consistent with the IDEA, if a parent files a due process hearing request, the LEA must convene a resolution meeting with the parent and relevant members of the planning and placement team (PPT). The resolution meeting must be held within 15 days of the LEA receiving notice of the parent's due process hearing request. The purpose of the meeting is for the parent to discuss his/her due process hearing request so that the LEA may have the opportunity to resolve the issue. The resolution meeting need not be held if the parent and LEA agree in writing to waive the resolution meeting or if the parent and LEA agree to use mediation to attempt to resolve the issue. To ensure compliance, the CSDE collects data regarding the use of resolution meetings.

The DPU examines every hearing decision to determine if the decision identifies any procedural and/or substantive violations of the IDEA by the LEA. When a hearing decision includes a finding of noncompliance and the hearing officer orders a corrective action(s), the LEA is required to submit proof of its correction of the noncompliance to the DPU. The LEA must submit proof under the signatures of the LEA's administrator or designees within the timeline specified. The DPU, in turn, will verify the LEA's correction of the noncompliance.

Finally, as part of the GSS, the BSE examines dispute resolution data to identify issues related to LEA performance as well as to inform other compliance monitoring and program improvement activities (e.g., FM).

Fiscal Management

Under the IDEA, states must ensure that IDEA funds are distributed and used in accordance with federal requirements. To this end, states are required to have policies, procedures and practices in place that monitor the distribution and use of the IDEA funds.

The GSS, therefore, includes mechanisms to provide oversight in the distribution and use of IDEA funds at the state and local level. In addition to the oversight responsibilities described in the IDEA, states are also subject to the requirements of the General Education Provisions Act. (20 U.S.C. §1221, *et seq.*) This law requires recipients of federal education funds to adopt and use proper methods of administration, including:

- Monitoring of agencies, institutions, and organizations responsible for carrying out each program, and the enforcement of any obligations imposed on those agencies, institutions, and organizations under law;
- Providing technical assistance, where necessary, to such agencies, institutions, and organizations;
- Encouraging the adoption of promising or innovative educational techniques by such agencies, institutions, and organizations;
- Disseminating information on program requirements and successful practices; and
- The correction of deficiencies through monitoring or evaluation. (20 U.S.C. §1232d(b)(3))

The BSE partners with the Bureau of Fiscal Services (BFS), the Bureau of Grants Management (BGM) and the Office of Internal Audit (OIA) and has a number of internal mechanisms in place to provide oversight to ensure its compliance with federal requirements in the distribution and use of IDEA funds at both the state and local level. Areas monitored by the CSDE include but are not limited to: Interest Remittance, Procurement Mechanisms, Property Purchases, Record Maintenance, State Maintenance of Financial Support and Time and Effort.

The CSDE has a number of internal and external mechanisms in place to ensure LEAs' compliance with federal requirements as to the distribution and use of IDEA funds at the local level (e.g., LEA attestations in the IDEA Part B grant application). The CSDE monitors LEAs' use of IDEA, Part B funds through a number of activities to ensure legal requirements are met and performance goals are achieved.

The CSDE also has its *IDEA Program/Fiscal Compliance Review Process* to verify LEAs' proper use of IDEA, Part B funds as related to the fiscal requirements of the IDEA. One component includes the tracking and detection of any funds used to supplant, rather than supplement, state and local funds. Another component monitors an LEA's expenses from one state fiscal year to the next state fiscal year in the area of special education and related services. The *IDEA Program/Fiscal Compliance Review* also monitors LEAs' proper use of IDEA Part B funds in relation to proportionate share, maintenance of effort (MOE), coordinated early intervening services (CEIS), charter schools and excess costs.

Finally, the CSDE ensures that audits of LEAs are conducted annually in accordance with the Single Audit Act. Independent auditors conduct the single audits and order corrective actions if any noncompliance is identified. Office of Internal Audit (OIT) staff review the results of the single audits on a regular basis to verify the LEA's correction of noncompliance and to determine if any further action is required.

IDEA Compliance File Reviews

For this monitoring activity, CSDE staff annually review a random sample of special education documentation (including student IEPs) from approximately 60 Connecticut LEAs using a standardized 33 item review protocol to verify compliance with IDEA requirements. All 170 Connecticut LEAs have been assigned to one of three cohort and each cohort participates in this prescribed process on a 3-year rotating cycle that is aligned with other state monitoring activities.

Significant Disproportionality

Under 34 C.F.R. Section 300.646, the IDEA requires states to collect and examine data on an annual basis to determine whether "significant disproportionality" based on race or ethnicity is occurring in a district with respect to four different areas. The four areas required for review are: identification for eligibility, identification for a particular disability category, educational settings and discipline.

States have the discretion to set the criteria used to determine those districts that demonstrate significant disproportionality. In Connecticut, districts are considered to have significant disproportionality if they meet the following criteria*:

Identification for Eligibility: A relative risk index (RRI) of 4.0 or above for two consecutive years in the same race/ethnicity for overrepresentation in special education.

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Identification for a Particular Disability Category: An RRI of 4.0 or above for two consecutive years in the same race/ethnicity and disability category. This criterion applies to the six major disability categories: Learning Disabilities, Intellectual Disability, Speech Language Impairment, Serious Emotional Disturbance, Other Health Impairment, and Autism.

Educational Settings: An RRI of 4.0 or above for two consecutive years in the same race/ethnicity and free, appropriate public education (FAPE) environment. The Connecticut State Department of Education (CSDE) analyzes the following four FAPE environments: 80 – 100 percent; 40 – 79 percent and less than 40 percent time with nondisabled peers groups as well as the separate schools/residential facilities group. For the purposes of determining if a district has significant disproportionality, the CSDE analyzes the 40 – 79 percent and less than 40 percent time with nondisabled peers groups as well as the separate schools/residential facilities group. Under this area, a FAPE environment does not include: homebound services, hospitalizations, correctional facilities and parentally placed private school placements.

Discipline: An RRI of 4.0 or above for two consecutive years in the same race/ethnicity and disciplinary action. Under this area, disciplinary action is defined as any in-school suspension, out-of-school suspension or expulsion. The CSDE analyzes the following groups: in-school suspensions less than or equal to ten cumulative days, in-school suspensions greater than ten cumulative days, out-of-school suspensions less than or equal to ten cumulative days and out-of-school suspensions greater than ten cumulative days. For the purposes of determining significant disproportionality, the CSDE uses in-school suspensions greater than ten cumulative days, out-of-school suspensions less than or equal to ten cumulative days and out-of-school suspensions greater than ten cumulative days for serious offenses only.

A district that demonstrates significant disproportionality, in one or more areas, must review and revise, as necessary, its policies, procedure and practices under in the area(s) of significant disproportionality. Additionally, the district must set-aside 15 percent of its total IDEA Part B funds for Coordinated Early Intervening Services (CEIS). The district's plan to use the 15 percent redirection for CEIS is reviewed and approved by the BSE IDEA Part B funds manager.

*Note: The current criteria are subject to change as a result of the recently released regulations.

Approval Process for Private Special Education Programs (APSEP)

Section 10-76b and 10-76d of the Connecticut General Statutes and Section 10-76d-17(d) of the Regulations of Connecticut State Agencies grant the State Board of Education (SBOE) the authority to regulate and supervise the education of all children requiring special education who are residing in or attending any facility, private or public, receiving money from the state. In light of these statutory powers, the Commissioner of Education evaluates the suitability and efficacy of such private facilities prior to the disbursement of state funds and grants to local educational agencies utilizing such facilities for special education purposes. Principles adopted by the SBOE, which include specific standards, serve as the basis on which special education programs in private facilities (private programs) in Connecticut shall be approved. The principles are applicable to private programs in Connecticut-based private day and residential schools, hospitals, rehabilitation centers and treatment centers.

A private program that is either seeking approval or re-approval as an approved private special education program (APSEP) in Connecticut must indicate in writing to the BSE of its intent to seek such an approval. To initiate the re/approval process, the private program must prepare and submit completed forms and other materials as required by the CSDE.

The application is developed by the CSDE and is reflective of the principles, procedures and standards outlined in *The Principles, Procedures, and Standards for the Approval of Private Special Education Programs*. The application is intended to demonstrate the program's adherence with the requirements noted in this document. Typically, the private program submits the application to the CSDE approximately one week before the on-site review by the lead consultant and is thoroughly reviewed by the lead consultant prior to this on-site review.

If the private program is deemed eligible to apply for re/approval, a tentative timeline is established for conducting the re/approval review process. The lead consultant then establishes a review team consisting of him/herself, an education administrator from an approved private special education program and a special education administrator from an LEA. Notifications of review dates and duties are disseminated to all by the lead consultant.

The review process consists of three major components:

- The submission of an application by the private program;
- An on-site review by the lead consultant; and
- An on-site review of the private program by the review team.

Upon completion of the review process, a preliminary report is prepared by the lead consultant for review by the Bureau Chief of Special Education (Bureau Chief). This report consists of commendations, recommendations, and required actions to address any standard deficiencies. Required actions are indicated if any standard deficiencies are noted. Standard deficiencies are based upon a review of all tools used and the data collected during the review process. This report also indicates either a recommendation for approval, for conditional approval (if the private program is already approved) or disapproval. If approval is recommended by the BSE, the period of approval recommended may be from one to five years. If the private program is being approved for the first time, the approval period is one year with another review process scheduled in one year.

Upon review and approval by the Bureau Chief, the preliminary report is issued to the Chief Administrator of the private program. If the private program agrees with the preliminary report, including the required actions, it must indicate so in writing to the Bureau Chief. (It should be noted that a program can be approved, even when required actions are necessary, as long as the private program agrees to them). Upon receipt of this letter, the lead consultant prepares a letter for the Commissioner of Education indicating the program's approval for the duration being recommended.

A cover letter is sent to the Commissioner of Education from the Bureau Chief indicating what is being recommended. The final step in the approval process is the issuance of the letter from the Commissioner of Education to the private program indicating its approval, conditional approval or disapproval, the student capacity and age range of the program's approval and the time period for the approval. A final evaluation report denoting the major components of the program that are being approved is written and maintained in the CSDE's file. This report notes that the preliminary report is

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part of this final report.

The lead consultant assigned to the private program's review process is responsible for tracking the completion of the required actions. The preliminary report outlines a timeline within which the private program has to demonstrate its completion of these actions. There is a correlation between the nature of the required action and the timeline set. Timelines are typically significantly less than one year. An internal form for tracking the completion of required actions is maintained to document the receipt and adequacy of the evidence submitted that demonstrates the completion of the required actions. The BSE consultant working with the APSEP sends reminders via e-mail or memoranda if evidence is late or insufficient.

Finally, each APSEP must submit an annual attestation of its adherence with the standards outlined in *The Principles, Procedures, and Standards for the Approval of Private Special Education Programs* for its approval every October 15th to the BSE. This attestation includes a copy of the current local fire and health certificate for the APSEP. Standard deficiencies can result from an APSEP's failure to submit this attestation or failure to demonstrate compliance with local fire and health codes.

LRE Initiative

Annually, each LEA in the state reports to the CSDE the number of hours that students receiving special education and related services are in school each week, along with the number of nondisabled peer hours per week. Nondisabled peer hours are determined by counting the number of hours a student spends with his or her nondisabled peers, including both special education and non-special education hours. These data are reported annually in the SPP/APR under Indicator 5. Indicator 5 requires data be submitted in three categories:

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

The CSDE gathers current data relative to disability category, time with nondisabled peers, race, age, gender, geographic region, district reference group (socioeconomic and education status of families), prevalence rate and achievement scores data for students in out of district settings to examine trends and variables to understand causal factors. These data are reviewed and shared with the LRE stakeholders group to determine specific action steps and intervention levels for districts with data of concern. Professional learning opportunities are also offered to specifically targeted districts with a focus on the implementation of the Connecticut Core Standards as the Department also examines the correlations between disability categories, environments (placement) and academic achievement.

Additionally, the *P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement* (SA) has served as a blueprint and road map toward appropriate identification and education of students with an intellectual disability within the LRE. The SA focused efforts to increase these students' participation and progress in their home school, general education environments and extracurricular activities with their non-disabled peers. As the SA applied to all LEAs, the CSDE is continuing to use the SA as a tool for continuous improvement and establish sustainability of the results toward the principles articulated in the goals and text of the SA for all children with disabilities.

For example, LEAs are encouraged to use the *Points to Consider in Determining the Least Restrictive Environment* as a tool to guide their decision making process with regards to placement. A *Walkthrough Protocol* was developed through the SA and may be utilized by planning and placement teams to determine implementation of and the appropriateness of a child's IEP. In another example, *Points to Consider in Determining the Least Restrictive Environment* and the *District Improvement Plan Template* can serve as helpful tools to LEAs assessing the provision of FAPE in the LRE in their schools. A District Self-Assessment regarding Disproportionality and Placement has been developed by the BSE and is also available as a tool.

State Systemic Improvement Plan (SSIP)

Connecticut's SSIP is focused on early literacy instruction and is based on a 3-tiered framework of support. In Tier I, BSE staff review multiple data points, including State Identified Measurable Result (SIMR) data, for approximately 60 LEAs. As part of the analysis of these data, the CSDE uses specific selection criteria to identify approximately 12 LEAs to receive Tier II support. The remaining LEAs not identified for participation in Tier II, are able to access Tier I universal supports.

In Tier II, approximately 12 LEAs complete and submit the *District Literacy Evaluation Tool* (DLET). The DLET is a self-assessment fidelity instrument established to help LEA personnel target, prioritize and act on current early literacy efforts across their elementary schools. DLET submissions are reviewed by CSDE staff, and based on the information provided by the LEAs, approximately six LEAs are identified to receive more intensive in-district support and technical assistance (i.e., Tier III) to address the LEAs' data of concern. The LEAs not identified for participation in Tier III are able to access universal Tier I support and receive some additional support from the CSDE to assist them in their early literacy improvement efforts.

LEAs selected to participate in Tier III receive up to four in-district technical assistance sessions designed to improve literacy outcomes for SWDs. Activities include a further analysis of the district's SIMR data, DLET responses and root causes; as well as the identification of a district focus for improvement and development of a corresponding improvement plan. Additionally, LEAs participating in Tier III are able to avail themselves of no-cost technical assistance/professional development offered by the CSDE/SERC to support their early literacy improvement efforts.

The State Performance Plan/Annual Performance Report (SPP/APR)

In accordance with the IDEA, each state must have in place a performance plan that evaluates the state's efforts to implement the requirements and purposes of the law and describe how the state will implement this law. (C.F.R. Section 300.601) The State Performance Plan/Annual Performance Report (SPP/APR) includes a total of 17 compliance-based and results-based indicators of the state's performance in the three specific statutory priority areas under the IDEA, Part B: free appropriate public education (FAPE) in the least restrictive environment (LRE); disproportionality; and effective general supervision.

As required, Connecticut's SPP/APR includes measurable and rigorous annual targets for each of the indicators. On an annual basis, each state is required to collect data from a variety of sources to report on its performance. The SPP/APR reports the state's progress (or slippage) and whether the state met the annual target for each of the indicators. Furthermore, the CSDE uses data from the above collections to collaborate with various stakeholder groups to

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discuss progress, identify areas of need, develop/revise and coordinate activities, such as technical assistance and professional development workshops related to the indicator areas. Stakeholder groups are comprised of representatives of families, the State Education Resource Center (SERC), LEAs, advocacy groups, the state advisory council on special education, outside agencies and other bureaus within the CSDE. Stakeholder group meetings often occur annually and may occur more frequently, if necessary.

Professional Development (PD)

The CSDE recognizes the importance of high quality professional development offerings for district personnel. The CSDE also recognizes the importance of parent/family training to empower parents and families in their role in the special education process. Therefore, the CSDE partners with the State Education Resource Center (SERC), the Regional Educational Service Center (RESC) Alliance, the Connecticut Parent Advocacy Center (CPAC) and other organizations to ensure that regularly scheduled, relevant professional development offerings and parent/family trainings are available to the public to address various topics (both compliance-focused and results-focused) related to special education. The CSDE looks regularly at the patterns and trends across monitoring activities and uses the information to plan appropriate future offerings with the SERC, the RESC Alliance, and other service delivery providers.

Technical Assistance (TA)

Technical assistance activities are critical for ensuring the implementation of IDEA requirements and distributing best practices to LEA personnel and families. The BSE conducts a number of technical assistance activities to help promote compliance and best practices in the provision of special education services across Connecticut.

For example, the BSE regularly publishes its *Bureau Bulletin*, which provides updates to LEA personnel and families regarding special education policy and practice, upcoming BSE activities and professional development and/or technical assistance opportunities. In another example, the Bureau Chief of Special Education issues memoranda to special education directors regarding guidance about the provision of special education services or new/revise BSE practices. In a final example, the Commissioner of Education issues "C-Letters" to superintendents regarding guidance about education policy or new/revise CSDE practices.

The BSE also provides a great deal of technical assistance to LEA personnel and families regarding the provision of special education services through telephone and e-mail contacts. The BSE has developed an organization system to manage the voluminous number of contacts received each week through a "BSE Contact List". Each BSE consultant accepts contacts from a group of LEAs in order to ensure the timely response to inquiries and establish a regular contact between the BSE and LEA personnel and families from a particular district. These communications serve as an opportunity to provide technical assistance, establish a collaborative relationship between the CSDE and its constituents and promote both compliance and best practices regarding special education services. Finally, as needed, BSE consultants conduct trainings for LEA administrators and personnel on specific topics related to special education.

CSDE Publications

Over the years, the CSDE has produced a number of publications regarding special education for both district personnel and families. These documents are located on the BSE's webpage at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>. On the BSE Web page, visitors will find numerous hyperlinks to categories of documents, including:

- [Best Practice Resources](#)
- [CMT/CAPT Resources](#)
- [Early Childhood Special Education](#)
- [Eligibility Documents](#)
- [Guidance Documents/Topic Briefs](#)
- [Parent/Family Resources](#)
- [PPT Process and IEP Forms](#)
- [Seclusion/Restraint](#)
- [Secondary Transition Resources](#)
- [Special Education Publications](#)

These documents promote compliance and best practices in the provision of special education services across Connecticut and help ensure that all children with disabilities attain successful educational results and functional outcomes, as called for by the IDEA.

Attachments

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Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

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new/revised CSDE practices.

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These documents promote compliance and best practices in the provision of special education services across Connecticut and help ensure that all children with disabilities attain successful educational results and functional outcomes, as called for by the IDEA.

Attachments

| File Name | Uploaded By | Uploaded Date |
|---------------------------|-------------|---------------|
| No APR attachments found. | | |

Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Professional Development (PD)

The CSDE recognizes the importance of high quality professional development offerings for district personnel. The CSDE also recognizes the importance of parent/family training to empower parents and families in their role in the special education process. Therefore, the CSDE partners with the State Education Resource Center (SERC), the Regional Educational Service Center (RESC) Alliance, the Connecticut Parent Advocacy Center (CPAC) and other organizations to ensure that regularly scheduled, relevant professional development offerings and parent/family trainings are available to the public to address various topics (both compliance-focused and results-focused) related to special education. The CSDE looks regularly at the patterns and trends across monitoring activities and uses the information to plan appropriate future offerings with the SERC, the RESC Alliance, and other service delivery providers.

Attachments

| File Name | Uploaded By | Uploaded Date |
|---------------------------|-------------|---------------|
| No APR attachments found. | | |

Stakeholder Involvement: apply this to all Part B results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Stakeholder input with regard to the identification of targets and the ongoing improvement activities associated with SPP indicators is solicited through the efforts of a variety of structures including work groups, task forces, and stakeholder groups. In the assembling of stakeholder groups, consideration is consistently given to representation that reflects the state's diversity.

The individuals participating in those processes include representatives from several offices from within the Connecticut State Department of Education (CSDE): the Academic Office, the Turnaround Office, the Bureau of Health/Nutrition, Family Services and Adult Education, the Bureau of Special Education, and the Bureau of Data Collection, Reach and Evaluation; as well as the State Advisory Council on Special Education (SAC); the Connecticut Parent Advocacy Center (CPAC), the Connecticut Council of Administrators of Special Education (ConnCASE), the Office of Protection and Advocacy for Persons with Disabilities, the Office of Policy and Management, the Department of Children and Families, the State Education Resource Center

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

(SERC), the Juvenile Justice System, and district and school leadership including directors of special education.

Attachments

| File Name | Uploaded By | Uploaded Date |
|---------------------------|-------------|---------------|
| No APR attachments found. | | |

Reporting to the Public:

How and where the State reported to the public on the FFY 2014 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2014 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2014 APR in 2016, is available.

The updated SPP/APR will be posted in the Special Education section of the CSDE Web site at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>

by May 2017. Written communication bringing attention to the revised SPP/APR will be provided to each local education agency (LEA) and to parent organizations including, but not limited to, the state's Parent Training and Information (PTI) Center, African and Caribbean American Parents of Children with Disabilities (AFCAMP), ARC of Connecticut and Padres Abriendo Puertas (PAP), as well as institutions of higher education throughout the state that have educator preparation programs, the State Advisory Council (SAC), the Department of Mental Health and Addiction Services (DMHAS), the Connecticut Birth to Three System, the Department of Children and Families (DCF), the Department of Developmental Services (formerly Department of Mental Retardation) and the Commission on Children.

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

<http://edsight.ct.gov/SASPortal/main.do>

(Select: Overview; Select: Special Education Annual Performance Reports)

no later than June 2, 2017, and announced in the Bureau of Special Education's *Bureau Bulletin*.

Attachments

| File Name | Uploaded By | Uploaded Date |
|---------------------------|-------------|---------------|
| No APR attachments found. | | |

Actions required in FFY 2014 response

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 1: Graduation**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target ≥ | | | 69.00% | 72.00% | 75.00% | 75.00% | 85.00% | 85.00% | 64.70% | 65.00% | 67.60% |
| Data | | 73.50% | 77.20% | 79.40% | 81.00% | 81.00% | 62.50% | 62.40% | 64.40% | 64.72% | 65.16% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|
| Target ≥ | 70.30% | 72.90% | 75.60% | 78.20% |

Key:

Targets: Description of Stakeholder Input

Under Connecticut's Approved Accountability Flexibility, new annual targets were established for all subgroups under the cohort graduation rate. These targets reflect incremental growth.

Prepopulated Data

| Source | Date | Description | Data | Overwrite Data |
|--|-----------|--|--------|------------------------------------|
| SY 2014-15 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696) | 10/4/2016 | Number of youth with IEPs graduating with a regular diploma | 3,971 | |
| SY 2014-15 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696) | 10/4/2016 | Number of youth with IEPs eligible to graduate | 6,057 | null |
| SY 2014-15 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695) | 10/4/2016 | 2014-15 Regulatory four-year adjusted-cohort graduation rate table | 65.56% | Calculate <input type="checkbox"/> |

FFY 2015 SPP/APR Data

| Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma | Number of youth with IEPs in the current year's adjusted cohort eligible to graduate | FFY 2014 Data | FFY 2015 Target | FFY 2015 Data |
|---|--|---------------|-----------------|---------------|
| 3,971 | 6,057 | 65.16% | 70.30% | 65.56% |

Graduation Conditions Field

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

FFY 2015 ESEA 4-year adjusted cohort graduation rate data reported here represent the "on-time" graduation rate of students who were first time 9th graders in the fall of 2011. The 2014-15 4-year adjusted cohort graduation rate for students with disabilities was 65.6 percent. Under Connecticut's Approved Accountability Flexibility, new annual targets were established for all subgroups under the cohort graduation rate. These targets reflect incremental growth. The Approved Flexibility target for students with disabilities for Connecticut for the 2014-15 Cohort is 70.3 percent. Target not met.

[3,971 graduates / 6,056 students with disabilities in the 2014-15 cohort] × 100 = 65.6%

Graduation with a regular high school diploma is defined as receipt of Connecticut's approved state issued diploma. Graduation with a General Educational Development (GED) or a Certificate of Completion does not constitute graduation with a regular high school diploma. A minimum of twenty credits is required for graduation with a regular high school diploma, including no fewer than four of which shall be in English, not fewer than 8/28/2017 Page 10 of 60

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three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education. In 2001, Connecticut General Statutes were revised to require that by September 1, 2002, each district had to specify basic skill levels necessary for graduation for classes graduating 2006 and later, and the district had to specify a process for assessing competency. This process needed to include, but could not be limited to, assessment on the statewide Grade 10 Connecticut Academic Performance Test (CAPT). Districts were also required to create a course of study for students unsuccessful in meeting these competency requirements so they could reach a satisfactory level of competency before graduation. The same rules are applicable for youth with IEPs.

Data are the same data used for reporting under Title 1 of the ESEA through the Consolidated State Performance Report (CSPR). Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system and a randomized statewide verification process.

Explanation of Progress or Slippage

FFY 2015 is the sixth year the Connecticut State Department of Education (CSDE) is reporting the ESEA 4-year adjusted cohort graduation rate. The data reported here represent the “on-time” graduation rate of students who were first time 9th graders in the fall of 2011. While the FFY 2015 target was not met for this indicator, progress is noted from FFY 2014 to FFY 2015 with on-time graduation rates improving from 65.2 to 65.6 percent.

Data used to calculate the cohort graduation rates are from the statewide Public School Information System (PSIS) register/unregister system. To determine the 4-year adjusted cohort graduation rate for 2015, the Department analyzed individual data from 6,056 students with disabilities. Using student-level data from the state’s public school information system, the CSDE is able to track individual students longitudinally from the time they enter ninth-grade through to graduation.

| CATEGORY | FINAL COHORT | Graduates | | Non-Graduates | | |
|---------------------|--------------|-------------|----------------|---------------------------|------------------|------|
| | | 4-YEAR RATE | STILL ENROLLED | CERTIFICATE OF ATTENDANCE | OTHER (DROPOUTS) | |
| | 09-10 | 44,451 | 81.8 | 6.1 | 0.4 | 11.7 |
| | 10-11 | 45,221 | 82.7 | 6.4 | 0.1 | 10.8 |
| All Students | 11-12 | 43,883 | 84.8 | 5.4 | ** | 9.8 |
| | 12-13 | 43,496 | 85.5 | 5.7 | ** | 8.8 |
| | 13-14 | 43,050 | 87.0 | 5.6 | ** | 7.3 |
| | 14-15 | 42,392 | 87.2 | 4.7 | ** | 8.1 |

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 2: Drop Out**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| Target ≤ | | | 5.30% | 5.00% | 5.00% | 4.00% | 15.40% | 15.40% | 15.00% | 14.80% | 14.50% |
| Data | | 3.80% | 2.80% | 3.70% | 3.70% | 4.10% | 15.40% | 15.70% | 15.70% | 14.75% | 12.25% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|
| Target ≤ | 14.00% | 13.60% | 13.30% | 13.00% |

Key:

Targets: Description of Stakeholder Input

Since Graduation/Dropout was under consideration as a potential State Identified Measurable Result for Children with Disabilities (SIMR) for its State Systemic Improvement Plan (SSIP), the Stakeholder Group assembled for the development of the SSIP was utilized for the purpose of reviewing and analyzing data as well as setting targets for this indicator. Participants in that process included individuals representing both the Academic, Performance and Talent offices within the SDE, Special Education Directors representing each of the state's six Regional Educational Service Centers, a School Superintendent, as well as individuals representing the following groups/agencies: Connecticut Parent Advocacy Center (the state's federally funded Parent Training and Information Center), Connecticut's State Advisory Council on Special Education, State Education Resource Center (the state's training and technical assistance center), and the Office of Protection and Advocacy for Persons with Disabilities.

FFY 2015 SPP/APR Data

| Number of students with IEPs in the 2014-15 cohort who dropped out. | Total number of students with IEPs in the 2014-15 cohort. | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|---|----------------|------------------|---------------|
| 940 | 6,056 | 12.25% | 14.00% | 15.52% |

Use a different calculation methodology

- Change numerator description in data table
- Change denominator description in data table

Please explain the methodology used to calculate the numbers entered above.

In accordance with option 2 of the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Connecticut is reporting using the ESSA 4-year adjusted cohort dropout rate. This represents the same data source and measurement that was used to report in Connecticut's FFY 2010 APR that was submitted on February 1, 2012. While option 2 (above) indicates a requirement to report an annual dropout rate, the SPP/APR Measurement table clearly states under the data sources section to report the same data used in FFY 2010 APR. Connecticut has been reporting the 4-year cohort dropout rate for multiple years as allowed by OSEP.

FFY 2015 data reported here represent students with disabilities who were first time 9th graders in the fall of 2010 but who were no longer enrolled in public education at the end of the 2014-15 reporting year. The 2014-15 cohort dropout rate for students with disabilities was 15.52 percent. Target not met. $[940 \text{ dropouts} / 6,056 \text{ students with disabilities in the 2014-15 cohort}] \times 100 = 15.52\%$ The dropout rate calculation for students with disabilities is consistent with the formula used for all Connecticut students. Specifically, students who drop out are defined as: (1) 16- and 17-year-old students who notify the school of their intention to withdraw, with parental permission; (2) 18-year-old students who notify the school of their intention to withdraw; (3) students who enroll in a GED program; and (4) students who withdraw from the school, without notifying the district, and for whom no transfer information or transcript is requested by another school.

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The dropout data are the same used for calculating the adjusted cohort graduation rate under Title 1 of the ESSA. Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system.

Explanation of Slippage

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

Connecticut does not exit these still enrolled students with a diploma until all appropriate IDEA transition services have been completed since receipt of a diploma disqualifies these students from IDEA (Connecticut State Regulations; Section 10-76d-1(a)(7)). Through the analysis of data collected in the Special Education Data Application and Collection (SEDAC) system, the state is able to identify the still enrolled students who have completed all of the necessary requirements outlined in Connecticut General Statutes (Section 10-221a) to earn a standard high school diploma and, if not for the provision of transition services under IDEA, would have graduated within the four-year timeline. It is important to note that legally, at any time, these students can decide to stop receipt of IDEA transition services and request their diploma, as they have completed all state requirements. Therefore, though they have not accepted their standard high school diploma, they are eligible to accept that diploma and be considered a graduate at any time. The provision of services under IDEA during this period does not disqualify them from graduating, it is an active decision by the PPT to further prepare the student for postsecondary life.

Connecticut analyzes three types of non-graduation rates for students with disabilities; the rate of those still enrolled (as discussed in the previous paragraphs), the rate of those who receive a certificate of attendance or completion in lieu of a standard high school diploma, and the rate of those who drop out. When analyzing the dropout rate for students with disabilities, a clear understanding of that rate cannot be gained without also reviewing it in comparison to the associated four-year graduation rate, the rate of students receiving a certificate of attendance or completion, and the still enrolled rate for students with disabilities. Changes to the rates in any of these areas will have an inverse impact on one or more of the other rates since, all told, these four rates must account for 100% of the students with disabilities in any given year.

With this in mind, through a review of the data table below, it is noted that the dropout rate for students with disabilities has risen from 12.3 in 2013-14 to 15.5 in 2014-15, an increase of 3.2. Interestingly, though undesirable, the dropout rate has returned to a rate more consistent with previous years' rates 2009-10 (15.4), 2010-11 (15.7), 2011-12 (15.7) and 2012-13 (14.8), suggesting that the significantly lower 2013-14 dropout rate of 12.3 was an anomaly.

The still enrolled rate for 2014-15 has dropped by 3.8 points from the previous year, so one would expect to see a coinciding change in the rates of one or more of the graduation, drop out, or certificate of attendance/completion rates for that same year. In fact, the drop in the still enrolled rate can be almost entirely accounted for in the rise of both the graduation rate and the dropout rate. Unfortunately, it is the dropout rate, having risen by 3.2 points, that accounts for most of the change. This indicates that when students moved out of the still enrolled status a significant number of those students moved toward dropping out rather than graduating. This is a data trend for which the CSDE will continue to work with stakeholders.

| CATEGORY | FINAL COHORT4-YEAR RATE | Graduates | | Non-Graduates | | |
|--------------------------|-------------------------|----------------|---------------------------|------------------|------|------|
| | | STILL ENROLLED | CERTIFICATE OF ATTENDANCE | OTHER (DROPOUTS) | | |
| | 09-10 | 5,091 | 62.5 | 21.3 | 0.8 | 15.4 |
| | 10-11 | 5,249 | 62.4 | 21.6 | 0.3 | 15.7 |
| | 11-12 | 5,952 | 64.4 | 19.8 | ** | 15.7 |
| Special Education | 12-13 | 5,626 | 64.7 | 20.5 | ** | 14.8 |
| | 13-14 | 5,640 | 65.2 | 22.6 | ** | 12.3 |
| | 14-15 | 6,056 | 65.6 | 18.8 | ** | 15.5 |
| | 09-10 | 39,370 | 84.3 | 4.0 | 0.4 | 11.3 |
| | 10-11 | 39,972 | 85.4 | 4.4 | 0.00 | 10.2 |
| General Education | 11-12 | 37,931 | 88.0 | 3.1 | N/A | 8.8 |
| | 12-13 | 37,870 | 88.6 | 3.5 | N/A | 7.9 |
| | 13-14 | 37,410 | 90.3 | 3.1 | N/A | 6.6 |
| | 14-15 | 36,336 | 90.8 | 2.3 | N/A | 6.9 |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Provide additional information about this indicator (optional)

Actions required in FFY 2014 response

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup**

Explanation of why this indicator is not applicable

Indicator 3A is not applicable for FFY 2015

Monitoring Priority: FAPE in the LRE

Results indicator: 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/AMO 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))

This indicator is not applicable.

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3B: Participation for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: 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/AMO 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))

Historical Data

| | Group Name | Baseline Year | FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------|------------|---------------|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Reading | A CMT | 2005 | Target ≥ | | | 96.00% | 97.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| | | | Data | | 98.40% | 98.50% | 97.60% | 98.60% | 98.10% | 98.70% | 98.30% | 98.10% | 88.26% | 96.66% |
| | B CAPT | 2005 | Target ≥ | | | 96.00% | 97.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| | | | Data | | 95.00% | 91.90% | 91.50% | 92.60% | 91.10% | 92.70% | 92.40% | 91.10% | 76.23% | 80.32% |
| Math | A CMT | 2005 | Target ≥ | | | 96.00% | 97.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| | | | Data | | 98.70% | 98.90% | 98.40% | 99.10% | 98.50% | 98.90% | 98.70% | 98.90% | 88.19% | 96.34% |
| | B CAPT | 2005 | Target ≥ | | | 96.00% | 97.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% | 95.00% |
| | | | Data | | 94.50% | 93.90% | 90.70% | 92.80% | 90.80% | 91.20% | 90.80% | 92.30% | 76.06% | 79.05% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| | FFY | 2015 | 2016 | 2017 | 2018 |
|---------|-------------|--------|--------|--------|--------|
| Reading | A ≥ CMT | 95.00% | 95.00% | 95.00% | 95.00% |
| | B ≥ CAPT | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | A ≥ CMT | 95.00% | 95.00% | 95.00% | 95.00% |
| | B ≥ CAPT | 95.00% | 95.00% | 95.00% | 95.00% |

Key:

Targets: Description of Stakeholder Input

For the purposes of the APR, the CT Department of Education is using the targets established under the federally approved accountability system (NCLB; ESEA; ESEA Flexibility, ESSA) as required by OSEP.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? **yes**

Would you like the disaggregated data to be displayed in your final APR? **yes**

Data Source: SY 2015-16 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/15/2016

| Reading assessment participation data by grade | | | | | | | | | | | |
|---|------|------|------|------|------|------|---|----|----|----|------|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | HS |
| a. Children with IEPs | 5140 | 5757 | 5923 | 5994 | 5995 | 6013 | n | n | n | n | 5183 |
| b. IEPs in regular assessment with no accommodations | 3925 | 4466 | 4624 | 4516 | 4468 | 4516 | | | | | 3151 |
| c. IEPs in regular assessment with accommodations | 502 | 557 | 536 | 704 | 793 | 700 | | | | | 689 |
| d. IEPs in alternate assessment against grade-level standards | | | | | | | | | | | |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Reading assessment participation data by grade

| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | HS |
|---|-----|-----|-----|-----|-----|-----|---|----|----|----|-----|
| e. IEPs in alternate assessment against modified standards | | | | | | | | | | | |
| f. IEPs in alternate assessment against alternate standards | 576 | 582 | 619 | 587 | 549 | 581 | | | | | 485 |

Data Source: SY 2015-16 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/15/2016

Math assessment participation data by grade

| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | HS |
|---|------|------|------|------|------|------|---|----|----|----|------|
| a. Children with IEPs | 5137 | 5757 | 5917 | 5992 | 5991 | 6011 | n | n | n | n | 5183 |
| b. IEPs in regular assessment with no accommodations | 4282 | 3384 | 3245 | 3372 | 3537 | 3783 | | | | | 3151 |
| c. IEPs in regular assessment with accommodations | 123 | 1614 | 1884 | 1813 | 1678 | 1384 | | | | | 689 |
| d. IEPs in alternate assessment against grade-level standards | | | | | | | | | | | |
| e. IEPs in alternate assessment against modified standards | | | | | | | | | | | |
| f. IEPs in alternate assessment against alternate standards | 574 | 578 | 612 | 582 | 543 | 578 | | | | n | 481 |

FFY 2015 SPP/APR Data: Reading Assessment

| Group Name | Number of Children with IEPs | Number of Children with IEPs Participating | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|------------|------------------------------|--|----------------|------------------|---------------|
| A CMT | 34,822 | 33,801 | 96.66% | 95.00% | 97.07% |
| B CAPT | 5,183 | 4,325 | 80.32% | 95.00% | 83.45% |

FFY 2015 SPP/APR Data: Math Assessment

| Group Name | Number of Children with IEPs | Number of Children with IEPs Participating | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|------------|------------------------------|--|----------------|------------------|---------------|
| A CMT | 34,805 | 33,566 | 96.34% | 95.00% | 96.44% |
| B CAPT | 5,183 | 4,321 | 79.05% | 95.00% | 83.37% |

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Interactive reports containing performance information (both participation and achievement) at the district and school levels for all students and subgroups (including students with disabilities) can be found at:

<http://edsight.ct.gov/SASPortal/main.do>

From the top navigation menu select Performance and the appropriate assessment (e.g., Smarter Balanced, SAT, CMT/CAPT). All data is downloadable in EXCEL format.

An excel spreadsheet detailing information regarding the number and percent of children with disabilities who were provided accommodations in order to participate on regular statewide assessments at both the district and school levels is also available at the above link.

From the top navigation menu select Students>Students with Disabilities, then click on the Accommodations Report under Related Links in the left hand panel.

Actions required in FFY 2014 response

none

OSEP Response

8/28/2017

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3C: Proficiency for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: 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/AMO 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))

Historical Data

| | Group Name | Baseline Year | FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------|------------|---------------|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Reading | A SB | 2014 | Target ≥ | | | 68.00% | 79.00% | 79.00% | 79.00% | 89.00% | 89.00% | 89.00% | | 16.98% |
| | | | Data | | 29.30% | 28.80% | 30.40% | 28.30% | 47.80% | 51.20% | 51.90% | 50.60% | 33.82% | 16.98% |
| | B SB | 2014 | Target ≥ | | | 72.00% | 81.00% | 81.00% | 81.00% | 91.00% | 91.00% | 91.00% | | 19.81% |
| | | | Data | | 33.60% | 45.90% | 41.40% | 33.30% | 45.40% | 45.40% | 47.90% | 51.40% | 33.96% | 19.81% |
| Math | A SB | 2014 | Target ≥ | | | 74.00% | 82.00% | 82.00% | 82.00% | 91.00% | 91.00% | 91.00% | | 11.88% |
| | | | Data | | 38.60% | 40.80% | 42.50% | 40.30% | 58.90% | 59.20% | 56.20% | 53.20% | 41.35% | 11.88% |
| | B SB | 2014 | Target ≥ | | | 69.00% | 80.00% | 80.00% | 80.00% | 90.00% | 90.00% | 90.00% | | 8.65% |
| | | | Data | | 33.60% | 32.20% | 37.20% | 28.90% | 37.60% | 37.10% | 39.00% | 37.20% | 24.71% | 8.65% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| | FFY | 2015 | 2016 | 2017 | 2018 |
|---------|----------|--------|--------|--------|--------|
| Reading | A ≥ CMT | 17.50% | 18.00% | 18.50% | 19.00% |
| | B ≥ CAPT | 20.00% | 20.50% | 21.00% | 21.50% |
| Math | A ≥ CMT | 12.00% | 12.50% | 13.00% | 13.50% |
| | B ≥ CAPT | 9.00% | 9.50% | 10.00% | 10.50% |

Key:

Targets: Description of Stakeholder Input

Consistent with past practice, these targets were reviewed and approved through Connecticut's internal and external ESSA stakeholder committees, both of which include representatives from the field of Special Education.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

Data Source: SY 2015-16 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/15/2016

| Reading proficiency data by grade | | | | | | | | | | | |
|---|------|------|------|------|------|------|---|----|----|----|------|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | HS |
| a. Children with IEPs who received a valid score and a proficiency was assigned | 4959 | 5566 | 5724 | 5759 | 5773 | 5763 | n | n | n | n | 4316 |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

| Reading proficiency data by grade | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|---|----|----|----|-----|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | HS |
| b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 692 | 779 | 786 | 715 | 745 | 718 | | | | | 724 |
| c. IEPs in regular assessment with accommodations scored at or above proficient against grade level | 48 | 78 | 48 | 44 | 46 | 34 | | | | | 138 |
| d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level | | | | | | | | | | | |
| e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level | | | | | | | | | | | |
| f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level | 232 | 275 | 257 | 201 | 228 | 173 | | | | | 230 |

Data Source: SY 2015-16 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/15/2016

| Math proficiency data by grade | | | | | | | | | | | |
|---|------|------|------|------|------|------|---|----|----|----|------|
| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | HS |
| a. Children with IEPs who received a valid score and a proficiency was assigned | 4935 | 5538 | 5688 | 5719 | 5724 | 5710 | n | n | n | n | 4312 |
| b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 766 | 581 | 422 | 350 | 435 | 338 | | | | | 243 |
| c. IEPs in regular assessment with accommodations scored at or above proficient against grade level | 11 | 66 | 37 | 28 | 18 | 27 | | | | | 49 |
| d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level | | | | | | | | | | | |
| e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level | | | | | | | | | | | |
| f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level | 260 | 234 | 260 | 209 | 197 | 236 | | | | | 190 |

FFY 2015 SPP/APR Data: Reading Assessment

| Group Name | Children with IEPs who received a valid score and a proficiency was assigned | Number of Children with IEPs Proficient | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|------------|--|---|----------------|------------------|---------------|
| A SB | 33,544 | 6,099 | 16.98% | 17.50% | 18.18% |
| B SB | 4,316 | 1,092 | 19.81% | 20.00% | 25.30% |

FFY 2015 SPP/APR Data: Math Assessment

| Group Name | Children with IEPs who received a valid score and a proficiency was assigned | Number of Children with IEPs Proficient | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|------------|--|---|----------------|------------------|---------------|
| A SB | 33,314 | 4,475 | 11.88% | 12.00% | 13.43% |
| B SB | 4,312 | 482 | 8.65% | 9.00% | 11.18% |

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Interactive reports containing performance information (both participation and achievement) at the district and school levels for all students and subgroups (including students with disabilities) can be found at: <http://edsight.ct.gov/SASPortal/main.do>
 From the top navigation menu select Performance and the appropriate assessment (e.g., Smarter Balanced, SAT, CMT/CAPT). All data is downloadable in EXCEL format.

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

An excel spreadsheet detailing information regarding the number and percent of children with disabilities who were provided accommodations in order to participate on regular statewide assessments at both the district and school levels is also available at the above link.

From the top navigation menu select Students>Students with Disabilities, then click on the Accommodations Report under Related Links in the left hand panel.

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 4A: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target ≤ | | | 30.00% | 25.00% | 25.00% | 20.00% | 20.00% | 15.00% | 10.00% | 10.00% | 10.00% |
| Data | | 21.30% | 30.20% | 21.90% | 18.24% | 14.71% | 14.12% | 9.41% | 10.59% | 9.41% | 9.41% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|----------|-------|-------|-------|-------|
| Target ≤ | 9.50% | 9.50% | 9.00% | 9.00% |

Key:

Targets: Description of Stakeholder Input

The Connecticut State Department of Education’s (CSDE) Bureau of Special Education (BSE) continues to move forward with the SPP Indicator 4 stakeholder group to address a significant discrepancy in the rates of suspension and expulsion of students with disabilities for greater than ten days in a school year (*State Performance Plan (SPP) Indicator 4*). The primary responsibilities of the stakeholder group participants are to assist the BSE in reviewing current data and research, suggest areas for best inclusive practices, support district professional learning/technical assistance and help set new performance targets for the State Performance Plan. For instance, the stakeholder group was presented with several different options for SPP targets gleaned from the data and information presented and the stakeholder group came to consensus on targets for Indicator 4. The stakeholder group is comprised of representatives from CSDE (Turnaround/Academic Office, Bureau of Health/Nutrition, Family Services and Adult Education, BSE, Bureau of Data Collection, Research and Evaluation), State Advisory Council (SAC), Connecticut Parent Advocacy Center (CPAC), Connecticut Council of Administrator of Special Education (ConnCASE), Juvenile Justice, district and school leadership, directors of special education, Office of Policy Management, Department of Children and Families, Positive Behavioral Interventionists, State Education Resource Center (SERC) (including Positive Behavioral Interventions and Supports, initiative on Diversity in Education and Connecticut Parent Information and Resource Center) and a restorative justice representative.

The CSDE developed a logic model to streamline the alignment of goals and outcomes. The Indicator 4 stakeholder group meets once a month and the group has developed a sub-group to address the refinement of the CSDE *SPP Indicator 4 District Suspension/Expulsion Self-Assessment*. Currently, the group is analyzing the project (alignment to the logic model) landscape, specifically the performance outcomes. The sub-group accomplished their goal by refining the SPP self-assessment by designing a triadic process for completing the self-assessment and adding indicators to address institutional practices that align to Connecticut statute (i.e. C. G. S. Section 10-233 (a-f) on suspension). The new comprehensive SPP self-assessment was approved by the full stakeholder group and the CSDE Bureau Chief for Special Education. Additionally, the group determined present system capacity to support state’s improvement through a tiered system of professional learning and technical assistance for districts to improve results.

Accomplishments based in Logic Model outcomes

| Goals | Outcomes |
|--|--|
| <ul style="list-style-type: none"> • To establish new targets for OSEP | <ul style="list-style-type: none"> • Student centered. Data informed decision-making. Group agreed on target 2 |
| <ul style="list-style-type: none"> • Development/Refinement of district self-assessment or accountability structure | <ul style="list-style-type: none"> • Delivered a comprehensive self-assessment for district on the Indicator list two years or more |
| <ul style="list-style-type: none"> • Increased knowledge of best practices | <ul style="list-style-type: none"> • Provided “in house “ professional learning for stakeholder group by peers |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

- Provide data on number and types of incidents
- These data are part of the reporting system and reviewed regularly and used to inform decision-making (analysis including a review of quantitative, qualitative, trend and disaggregated data)

Reviewing the state context is a critical ingredient for maximizing systemic efficiency. By identifying strengths, weaknesses, opportunities and threats (SWOT Analysis), the group will continue to address contributing factors to the problem (a root cause analysis). This process narrowed our focus and determined if the goals are realistic, attainable and measurable.

Next, the CSDE through the School Climate Transformation Grant has developed a collaborative crosswalk project to align efforts and to build cross agency partnerships to have a more accurate picture of the type and amount of support currently provided to our districts. These collaborative efforts afford us the opportunity to jointly formulate strategies and execute them in a coordinated fashion.

FFY 2015 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

| Number of districts that have a significant discrepancy | Number of districts in the State | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|----------------------------------|----------------|------------------|---------------|
| 11 | 170 | 9.41% | 9.50% | 6.47% |

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

State's definition of "significant discrepancy" and methodology

For Indicator 4A, the Connecticut State Department of Education (CSDE) determined that a district had a significant discrepancy by comparing the suspension/expulsion rates for children with individualized education programs (IEPs) among districts in the state. The state calculated the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs for each district within the state. Connecticut has defined "significant discrepancy" as a district suspending or expelling greater than 2 percent of its children with disabilities for more than 10 days in a school year. Connecticut does not use a minimum "n" size for this analysis, and no districts were excluded from the calculation.

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

FFY 2014 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2015 using 2014-2015 data)

Description of review

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

The CSDE contacted the 11 districts identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The CSDE conducted the review outlined in 34 C.F.R. Section 300.170(b) by requiring districts to provide additional data and information to the CSDE through a self-assessment. The completed self-assessment addressed the district's policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. CSDE staff reviewed the self-assessments through a desk audit and clarified any self-assessment responses with individual districts.

Additionally, if appropriate, the CSDE required the district to revise its policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA. Upon completion of the desk audit, the CSDE determined that each of the 11 districts had appropriate policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

Correction of Findings of Noncompliance Identified in FFY 2014

| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 0 | 0 | 0 | 0 |

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 4B: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Compliance indicator: 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))

Historical Data

Baseline Data: 2009

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|------|------|------|------|------|------|------|------|------|------|
| Target | | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Data | | | | | | 0% | 0% | 0% | 0% | 0% | 0% |

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|--------|------|------|------|------|
| Target | 0% | 0% | 0% | 0% |

FFY 2015 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

| Number of districts that have a significant discrepancy, by race or ethnicity | Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements | Number of districts in the State | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|---|----------------------------------|----------------|------------------|---------------|
| 11 | 0 | 170 | 0% | 0% | 0% |

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

Connecticut's methodology compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State. In Connecticut, significant discrepancy for Indicator 4B is defined as follows: Greater than 2% of students with disabilities in a district suspended or expelled out-of-school (OSS) for any serious offense for a cumulative total of greater than ten days in a school year by race.

We established a state ratio bar of 2% in order to compare suspension rates among districts. We then calculated a suspension rate by race in each district for students with disabilities and compared those rates to the students with disabilities that had suspensions and expulsions greater than a cumulative total of 10 days by race in each district.

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

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

In the 2014-15 school year, 11 districts, or 6.5 percent were identified as having a significant discrepancy by race or ethnicity in the suspension/expulsion rate of children with disabilities of greater than 10 days in a school year. The districts' policies, procedures or practices were reviewed to ensure compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Zero districts were found to have noncompliant policies, procedures or practices. Target met.

Connecticut's minimum 'n' size requirement excluded 20 districts from the calculation of rates.

| | |
|---|-----|
| Districts in Connecticut | 170 |
| Districts excluded under minimum "n" Rule A | 20 |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

| | |
|--|-----|
| Districts excluded under minimum "n" Rule B | 0 |
| Districts assessed for Significant Discrepancy | 150 |
| Districts with rates > 2.0% | 17 |

The Connecticut State Department of Education (CSDE) analyzed district suspension and expulsion data submitted electronically through the ED166 Discipline data system. CSDE consultants from the Bureau of Data Collection, Research and Evaluation, Division of Family and Student Support Services and the Bureau of Special Education reviewed suspension and expulsion data and the process for addressing districts with a significant discrepancy.

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

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

FFY 2014 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2015 using 2014-2015 data)

Description of review

The CSDE contacted the 11 districts identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by race or ethnicity. The CSDE conducted the review outlined in 34 C.F.R. Section 300.170(b) by requiring districts to provide additional data and information to the CSDE through a self-assessment. The completed self-assessment addressed the district's policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. CSDE staff reviewed the self-assessments through a desk audit and clarified any self-assessment responses with individual districts.

Upon completion of the desk audit, the CSDE determined that each of the 11 districts had policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards that were in compliance with the regulatory requirements. Therefore, the CSDE did not require any of the districts to revise its policies, procedures or practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA.

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

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Correction of Findings of Noncompliance Identified in FFY 2014

| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 0 | 0 | 0 | 0 |

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 5: Education Environments (children 6-21)**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

| | Baseline Year | FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---------------|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| A | 2005 | Target ≥ | | | 65.00% | 67.50% | 70.00% | 70.00% | 70.00% | 70.00% | 72.00% | 68.00% | 68.00% |
| | | Data | | 65.20% | 68.30% | 70.20% | 71.40% | 70.40% | 71.00% | 69.50% | 69.40% | 68.07% | 68.67% |
| B | 2005 | Target ≤ | | | 9.00% | 8.00% | 7.00% | 6.00% | 6.00% | 6.00% | 6.00% | 6.10% | 6.10% |
| | | Data | | 7.70% | 6.20% | 6.20% | 5.60% | 5.40% | 5.30% | 5.60% | 5.70% | 5.91% | 5.20% |
| C | 2014 | Target ≤ | | | 5.80% | 5.60% | 5.40% | 6.00% | 6.00% | 6.00% | 6.00% | 7.40% | 8.40% |
| | | Data | | 6.70% | 6.90% | 6.80% | 7.00% | 7.20% | 7.30% | 7.30% | 7.20% | 7.40% | 8.40% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|------------|--------|--------|--------|--------|
| Target A ≥ | 68.00% | 68.00% | 68.00% | 68.10% |
| Target B ≤ | 6.10% | 6.10% | 6.10% | 6.00% |
| Target C ≤ | 8.40% | 8.40% | 8.40% | 8.30% |

Key:

Targets: Description of Stakeholder Input

The Least Restrictive Environment stakeholder group met during the 2014-15 school year with membership including representation from the Regional Education Service Centers (RESC), State Education Resource Center (SERC), Connecticut Parent Advocacy Center (CPAC), Connecticut Council of Administrators of Special Education (ConnCASE), district special education leadership, Connecticut State Department of Education (CSDE) personnel from the Bureau of Special Education, the Turnaround Office, and the Academic Office, the State Advisory Council (SAC) on special education, and Connecticut Association of Private Special Education Facilities (CAPSEF). Additional members include two representatives from institutes of higher learning, the Office of Early Childhood, the Department of Children and Family Services (DCF), and a private consultant.

FFY 2014 Child Count data were shared with the stakeholder group with a focus on the decrease in students ages 6 to 21 in correctional facilities and residential facilities and the substantial increase of students ages 6 to 21 served in separate schools. This substantial increase was due to significant change in Connecticut State Board of Education policy. This policy required public alternative schools and programs to apply for separate codes for purposes of state education reporting. Prior to this requirement, a limited number of codes existed for these alternative schools and programs, and students attending such programs were often reported under the public school code they would otherwise be attending. With this new requirement, Connecticut is able to better determine educational environment for students attending these alternative schools and programs and the data reported beginning FFY 2014 reflect this more precise data collection policy.

As a result of the stakeholder meeting, Connecticut reset baseline for Indicator 5C and updated the associated targets in FFY 2014.

Stakeholders believe that while additional alternative schools and programs will be identified, more will be identified in the years closest to the change in policy. The targets reflect this belief and hold steady for all but the last year of this reporting cycle.

Prepopulated Data

| Source | Date | Description | Data | Overwrite Data |
|--|-----------|---|--------|----------------|
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74) | 7/14/2016 | Total number of children with IEPs aged 6 through 21 | 66,339 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74) | 7/14/2016 | A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day | 44,936 | null |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

| Source | Date | Description | Data | Overwrite Data |
|--|-----------|---|-------|----------------|
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74) | 7/14/2016 | B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day | 3,456 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74) | 7/14/2016 | c1. Number of children with IEPs aged 6 through 21 in separate schools | 4,988 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74) | 7/14/2016 | c2. Number of children with IEPs aged 6 through 21 in residential facilities | 299 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74) | 7/14/2016 | c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements | 249 | null |

FFY 2015 SPP/APR Data

| | Number of children with IEPs aged 6 through 21 served | Total number of children with IEPs aged 6 through 21 | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|---|--|----------------|------------------|---------------|
| A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day | 44,936 | 66,339 | 68.67% | 68.00% | 67.74% |
| B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day | 3,456 | 66,339 | 5.20% | 6.10% | 5.21% |
| C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3] | 5,536 | 66,339 | 8.40% | 8.40% | 8.35% |

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 6: Preschool Environments**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Historical Data

| | Baseline Year | FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---------------|----------|------|------|------|------|------|------|------|--------|--------|--------|--------|
| A | 2011 | Target ≥ | | | | | | | | | 72.00% | 76.61% | 76.75% |
| | | Data | | | | | | | | 71.60% | 73.50% | 76.61% | 74.17% |
| B | 2011 | Target ≤ | | | | | | | | | 15.00% | 11.80% | 11.50% |
| | | Data | | | | | | | | 15.50% | 13.20% | 11.80% | 14.41% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|------------|--------|--------|--------|--------|
| Target A ≥ | 77.25% | 77.50% | 77.75% | 78.00% |
| Target B ≤ | 11.25% | 11.00% | 10.75% | 10.50% |

Key:

Targets: Description of Stakeholder Input

The State obtained stakeholder input from various stakeholder groups across the State. Stakeholders agreed that the State should continue to demonstrate that a high percentage of young children with disabilities are educated with their non-disabled peers in early childhood settings. Separate schools, residential schools and homebound instruction should be limited to the small population of children with disabilities for whom such placement is the least restrictive environment with the goal to move such children to more inclusive environments with typically developing peers. The State targets are intended to demonstrate continued progress over time to that goal.

Prepopulated Data

| Source | Date | Description | Data | Overwrite Data |
|---|-----------|--|-------|----------------|
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613) | 7/14/2016 | Total number of children with IEPs aged 3 through 5 | 8,691 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613) | 7/14/2016 | a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 6,311 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613) | 7/14/2016 | b1. Number of children attending separate special education class | 1,228 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613) | 7/14/2016 | b2. Number of children attending separate school | 80 | null |
| SY 2015-16 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613) | 7/14/2016 | b3. Number of children attending residential facility | n | null |

FFY 2015 SPP/APR Data

| | Number of children with IEPs aged 3 through 5 attending | Total number of children with IEPs aged 3 through 5 | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|---|---|----------------|------------------|---------------|
| A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 6,311 | 8,691 | 74.17% | 77.25% | 72.62% |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

| | Number of children with IEPs aged 3 through 5 attending | Total number of children with IEPs aged 3 through 5 | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|---|---|----------------|------------------|---------------|
| B. Separate special education class, separate school or residential facility | 1,310 | 8,691 | 14.41% | 11.25% | 15.07% |

Explanation of A Slippage

The state did an analysis of the 618 data, as well as data from other sources, to identify any factors that may have contributed to the state slippage for indicator #6 (A) for FFY 2015. Data analyzed indicated that overall, in FFY 2015, the child count for children ages 3 through 5 receiving special education increased from 8,431 to 8,691, an increase of 260 additional children or 3.1% receiving special education from the prior year.

In looking at the disability categories of children ages 3-, 4-, and 5; there was a significant increase in the number and percent of children in the disability category of autism. Children with autism receiving special education increased from 882 to 971, an addition of 89 children or 10.1% of the population of children 3 through 5 receiving special education. Children on the autism spectrum were more likely than children in other disability categories to be receiving their special education services in early childhood special education classrooms where the class composition reflected less than a 50/50 ratio of children with and without disabilities due to the frequency, intensity and duration of the individualized child specific interventions being provided. These children were also more likely than their peers to be educated in separate classrooms and separate schools.

In addition, the number and percent of children receiving their special education and related services in a separate school went down considerably while the number of percent of children in an early childhood special education classroom commensurately increased. This data shift appeared to reflect school districts bringing children back into the school district from more restrictive settings outside of the school district.

While the data provided one or more areas which the state had identified as contributing to slippage; stakeholders, particularly those in school districts identified issues that were contributing factors and which were more qualitative than quantifiable. Included amongst these were:

1. The proliferation of early childhood options and opportunities that are increasingly being made available to preschool-age children in their communities. Such early childhood options and opportunities include: magnet schools providing a full-day education to 3- and 4- year olds; an increase in slots/seats in the state-funded early childhood program called School Readiness; a new state-funded early childhood program called SmartStart which is providing additional seats for 3- and 4- year olds in public schools; the State award of a Preschool Development Grant (PDG) which created additional opportunities for early childhood programs/classrooms; Head Start; the child care block grant and related seats and subsidies; and the variety of private and parochial providers of preschool programs. Parents are pursuing these opportunities causing districts to shift their service delivery models to better serve the numbers of children with a variety of disabilities in different ways. This shift in school district service delivery is challenged as districts need to hire additional staff to accommodate such change. Hiring is a challenge as many school districts are dealing with many constraints and the challenge in securing available personnel given shortages in certain personnel areas.
2. The state has a 30-year history of providing early childhood programs to preschool-age children with disabilities in programs with typically developing peers. The development and implementation of these programs occurred within public schools where school districts provided opportunities for typically developing children to be a part of a classroom program offered to children with an IEP. With the proliferation of early childhood programs available in the community, school districts are now competing with other early childhood options in enrolling children without disabilities in their programs and/or in maintaining a no less than 50/50 ratio.
3. School district administrators are reporting an increase in the number of refugee families who have one or more children with significant disabilities. These families are less likely to avail themselves of early childhood options that are available because of cultural, language and economic issues. The significance of the disabling condition with which these children present has caused districts to develop and implement a child's IEP in a program that does not meet the definition of an early childhood program and may include a separate class or separate school.
4. School district administrators also note an increase in the number of referrals received from the Birth to Three System for children who require a frequency and intensity of individualized instruction and/or who are medically fragile and require very specific supports and interventions. Many parents of these children are opting not to pursue early childhood community options and the child's IEP provides an individualized program that does not meet the definition of an early childhood program and which may include a separate class or separate school.
5. Lastly, school administrators and stakeholders from the community of early childhood providers note that there are more referrals to the school district for an evaluation to determine if a child is eligible for special education specific to children demonstrating challenging behavior and/or who have been repeatedly suspended or expelled from a community early childhood program. These children who require a structured program of behavioral supports and the child's IEP provides an individualized program that does not meet the definition of an early childhood program and which may include a separate class or separate school.

Lastly, the CSDE reviewed five years of trend data. Data reviewed reflects that the year used to establish baseline and targets was a year in which the state data was an outlier. There was a 5 point discrepancy between the five year trend and the year used to establish baseline and targets for this indicator. The CSDE will review next year's data to determine if baseline and targets should be reset.

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 7: Preschool Outcomes**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Historical Data

| | Baseline Year | FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----|---------------|----------|------|------|------|------|--------|--------|--------|--------|--------|--------|--------|
| A1 | 2008 | Target ≥ | | | | | | 56.00% | 56.00% | 56.00% | 56.10% | 55.50% | 55.50% |
| | | Data | | | | | 58.30% | 54.30% | 54.70% | 54.20% | 57.30% | 55.97% | 59.24% |
| A2 | 2008 | Target ≥ | | | | | | 52.00% | 52.00% | 52.00% | 52.10% | 51.50% | 51.50% |
| | | Data | | | | | 54.20% | 55.50% | 54.00% | 52.90% | 55.60% | 51.89% | 53.59% |
| B1 | 2008 | Target ≥ | | | | | | 59.00% | 59.00% | 59.00% | 59.10% | 65.50% | 65.50% |
| | | Data | | | | | 61.70% | 63.80% | 61.70% | 64.00% | 67.80% | 65.56% | 67.35% |
| B2 | 2008 | Target ≥ | | | | | | 31.00% | 31.00% | 31.00% | 31.10% | 32.50% | 32.50% |
| | | Data | | | | | 33.00% | 33.90% | 31.70% | 34.70% | 34.00% | 32.65% | 34.51% |
| C1 | 2008 | Target ≥ | | | | | | 48.00% | 48.00% | 48.00% | 48.10% | 52.00% | 52.00% |
| | | Data | | | | | 50.50% | 50.70% | 48.70% | 52.10% | 53.60% | 52.19% | 54.52% |
| C2 | 2008 | Target ≥ | | | | | | 24.00% | 24.00% | 24.00% | 24.10% | 25.00% | 25.00% |
| | | Data | | | | | 26.50% | 26.10% | 24.20% | 26.50% | 26.00% | 25.19% | 25.75% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|-------------|--------|--------|--------|--------|
| Target A1 ≥ | 54.00% | 55.50% | 57.00% | 58.50% |
| Target A2 ≥ | 50.00% | 51.50% | 53.00% | 54.50% |
| Target B1 ≥ | 64.00% | 64.50% | 65.00% | 65.50% |
| Target B2 ≥ | 31.00% | 31.50% | 32.00% | 33.50% |
| Target C1 ≥ | 51.00% | 51.00% | 51.00% | 51.00% |
| Target C2 ≥ | 24.00% | 25.00% | 26.00% | 27.00% |

Key:

Targets: Description of Stakeholder Input

The State met with various stakeholder groups across the State to obtain feedback and recommendations on the targets to Indicator #7. Stakeholder input was diverse but there was agreement on establishing reasonable targets for the State and school districts. The State moved to a new statewide assessment instrument in FFY 2015 and stakeholders felt that the change of the statewide assessment instrument had the potential to impact the data on all of the functional areas for the early childhood outcome indicator, hence a decrease in the target established for FFY 2015. The federal fiscal years following the change of the assessment instrument are intended to demonstrate measured progress in each target area.

FFY 2015 SPP/APR Data

| | |
|--|---------|
| Number of preschool children aged 3 through 5 with IEPs assessed | 2700.00 |
|--|---------|

Outcome A: Positive social-emotional skills (including social relationships)

| | Number of Children | Percentage of Children |
|---|--------------------|------------------------|
| a. Preschool children who did not improve functioning | 6.00 | 0.22% |

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| | Number of Children | Percentage of Children |
|---|--------------------|------------------------|
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 1115.00 | 41.30% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 417.00 | 15.44% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 540.00 | 20.00% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 622.00 | 23.04% |

| | Numerator | Denominator | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|-----------|-------------|----------------|------------------|---------------|
| A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$ | 957.00 | 2078.00 | 59.24% | 54.00% | 46.05% |
| A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$ | 1162.00 | 2700.00 | 53.59% | 50.00% | 43.04% |

Explanation of A1 Slippage

In the 2015-16 school year, the Connecticut Department of Education (CSDE) transitioned from the Brigance Diagnostic Inventory of Early Development II® (Brigance II) to the Brigance Diagnostic Inventory of Early Development III® (Brigance III). The majority of the subtests used by the CSDE remained relatively unchanged across the other outcome areas, however, the subtests for assessing Positive Social-Emotional Skills changed from two subtests in the Brigance II to four subtests in the Brigance III. This change in subtests also altered the number of items used to ascertain functioning level from 96 to 144 items. This increase in items and the expansion of the assessed topics from simple general social emotional development to four more comprehensive areas (Relationships with Adults; Play and Relationships with Peers; Motivation & Self-Confidence; and Pro-Social Skills and Behaviors) have made the greatest impact on the scores seen on the new version of the Brigance III inventory. Therefore, one major contributing factor in the dramatic slippage seen in FFY2015 can be attributed to the increased measurement precision gained under the new Brigance III instrument.

Additionally, there are differences in the strengths of the cohorts being measured across the years of reporting. The cohort of students in FFY15 entered public preschool with only 29 percent of children functioning within age expectations on their pretest data. In the FFY14 cohort, nearly 38 percent of children entered preschool functioning within age expectations in the area of Positive Social-Emotional Skills. This is a dramatic difference between cohorts that may also be a function of the developmental readiness of the children in the cohort as well as being due to the improvement in the precision of the Brigance III in assessing this area of development in children.

For these two reasons, the CSDE intends to monitor the FFY2016 cohort very closely to ascertain the extent of the impact updating the assessment has had on the trend data related to Positive Social-Emotional Skills. The CSDE may want to consider resetting baseline due to the improved measurement precision of the Brigance III inventory in the Positive Social-Emotional Skills outcome area.

Explanation of A2 Slippage

In the 2015-16 school year, the Connecticut Department of Education (CSDE) transitioned from the Brigance Diagnostic Inventory of Early Development II® (Brigance II) to the Brigance Diagnostic Inventory of Early Development III® (Brigance III). The majority of the subtests used by the CSDE remained relatively unchanged across the other outcome areas, however, the subtests for assessing Positive Social-Emotional Skills changed from two subtests in the Brigance II to four subtests in the Brigance III. This change in subtests also altered the number of items used to ascertain functioning level from 96 to 144 items. This increase in items and the expansion of the assessed topics from simple general social emotional development to four more comprehensive areas (Relationships with Adults; Play and Relationships with Peers; Motivation & Self-Confidence; and Pro-Social Skills and Behaviors) have made the greatest impact on the scores seen on the new version of the Brigance III inventory. Therefore, one major contributing factor in the dramatic slippage seen in FFY2015 can be attributed to the increased measurement precision gained under the new Brigance III instrument.

Additionally, there are differences in the strengths of the cohorts being measured across the years of reporting. The cohort of students in FFY15 entered public preschool with only 29 percent of children functioning within age expectations on their pretest data. In the FFY14 cohort, nearly 38 percent of children entered preschool functioning within age expectations in the area of Positive Social-Emotional Skills. This is a dramatic difference between cohorts that may also be a function of the developmental readiness of the children in the cohort as well as being due to the improvement in the precision of the Brigance III in assessing this area of development in children.

For these two reasons, the CSDE intends to monitor the FFY2016 cohort very closely to ascertain the extent of the impact updating the assessment has had on the trend data related to Positive Social-Emotional Skills. The CSDE may want to consider resetting baseline due to the improved measurement precision of the Brigance III inventory in the Positive Social-Emotional Skills outcome area.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

| | Number of Children | Percentage of Children |
|---|--------------------|------------------------|
| a. Preschool children who did not improve functioning | 2.00 | 0.07% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 650.00 | 24.07% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 753.00 | 27.89% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 781.00 | 28.93% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 514.00 | 19.04% |

| | Numerator | Denominator | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|-----------|-------------|----------------|------------------|---------------|
| B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$ | 1534.00 | 2186.00 | 67.35% | 64.00% | 70.17% |
| B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$ | 1295.00 | 2700.00 | 34.51% | 31.00% | 47.96% |

Outcome C: Use of appropriate behaviors to meet their needs

| | Number of Children | Percentage of Children |
|---|--------------------|------------------------|
| a. Preschool children who did not improve functioning | 15.00 | 0.56% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 954.00 | 35.33% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 824.00 | 30.52% |

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| | Number of Children | Percentage of Children |
|---|--------------------|------------------------|
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 595.00 | 22.04% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 312.00 | 11.56% |

| | Numerator | Denominator | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|-----------|-------------|----------------|------------------|---------------|
| C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$ | 1419.00 | 2388.00 | 54.52% | 51.00% | 59.42% |
| C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$ | 907.00 | 2700.00 | 25.75% | 24.00% | 33.59% |

Was sampling used? No

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)? No

Provide the criteria for defining “comparable to same-aged peers” and list the instruments and procedures used to gather data for this indicator.

The Connecticut State Department of Education (CSDE) established a statewide data system to collect data on the developmental and functional progress of 3-, 4- and 5-year-old children with IEPs in the preschool grade. Information obtained through a statewide data collection system are used to report on the three early childhood outcome measurement areas: positive social-emotional skills, including social relationships; acquisition and use of knowledge and skills, including early language/communication and early literacy; and use of appropriate behaviors to meet needs. The CSDE selected a single statewide assessment instrument, the Brigance Diagnostic Inventory of Early Development III© (Brigance), a criterion-referenced assessment instrument, for the collection and reporting of early childhood outcome data.

The CSDE selected a subset of Brigance sub-tests which correlate to the early childhood outcome questions for federal reporting. The CSDE sent the list of selected sub-tests to the Brigance IED-III test developer and publisher for review and approval. Feedback from both the developer and publisher of the Brigance IED-III was that the sub-tests selected were sufficiently varied and representative of the instrument, hence not compromising either the intent or the integrity of the instrument and were felt to sufficiently answer the federal questions regarding child progress. The Brigance sub-tests selected by the CSDE are required to be administered to all children 3, 4 and 5-years of age with an IEP entering the preschool grade and receiving special education and related services. The assessment, specifically the state’s required sub-tests of the assessment instrument, will be used to collect data at a child’s entry to and exit from special education from the preschool grade.

How will ‘comparable to same age peers’ be determined?

The CSDE’s decisions regarding data analysis and reporting are based upon the validity of the Brigance items which provide reference points for skills and behaviors expected of children within certain age bands. The Brigance test items are a result of extensive research and multiple validation studies. The items within each sub-test of the Brigance IED-III are hierarchically ordered to reflect the typical developmental trend of the increasing acquisition of children’s skills over time. In order to assist test administrators with the interpretation of results when the test is administered as a criterion referenced assessment, certain items within each sub-test were determined by the developers of the Brigance IED-III to serve as age-specific benchmarks of skill acquisition. In conjunction with information gathered from validation and standardization studies, the Brigance IED-III developers determined the developmental age notations ascribed to specific items by compiling information from a comprehensive research base in the area of infant and early childhood development (a detailed bibliography is provided on pages 292-294 of the Brigance IED-III assessment). The ages (in months) ascribed to specific items increase from benchmark item to benchmark item. This corresponds to and reflects the hierarchical order of the items within each sub-test. Due to the inclusion of age-related benchmark items, the Brigance IED-III permits conclusions to be drawn about a child’s performance on a sub-test relative to their chronological age and provides for comparison of skills and behaviors expected of a child’s chronological age. The CSDE uses the instrument’s age-related benchmarks to determine comparable to same-age peers in the data analysis.

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 8: Parent involvement**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Do you use a separate data collection methodology for preschool children? No

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target ≥ | | | 87.00% | 87.10% | 87.50% | 88.00% | 88.00% | 88.00% | 90.00% | 87.50% | 87.50% |
| Data | | 86.90% | 87.00% | 88.40% | 87.50% | 88.50% | 87.70% | 88.00% | 87.50% | 87.73% | 88.07% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|
| Target ≥ | 87.50% | 87.75% | 88.00% | 88.25% |

Key:

Targets: Description of Stakeholder Input

The stakeholder group for Indicator 8 has actively participated in target setting and in efforts to improve “the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities” (Indicator 8 and Question 12 on the CT Special Education Parent Survey).

The “Parent Work Group” (PWG) is comprised of the following constituents: parents of students with disabilities; state and local community agencies and organizations representatives who serve parents and students with disabilities; the state Parent Training and Information Center (i.e., the Connecticut Parent Advocacy Center, CPAC); local school district leadership who also represent the statewide association of special education directors; and legal advocates for parents of students with disabilities, including a surrogate parent and legal organization representatives.

The PWG meets regularly to review the results of the annual statewide special education parent survey, and to develop strategies to improve both the survey response rate and parent survey outcomes. The CT State Advisory Council on Special Education (SAC) also meets, in joint meetings with the PWG, to review survey outcomes and areas for improvement. The SAC is Connecticut’s State Advisory Panel.

As a result of meetings held in 2014 and 2015, the PWG agreed to continue to set the statewide targets that include *all* levels of parent agreement on the survey (i.e., Slightly Agree, Moderately Agree, and Strongly Agree) and for OSEP reports concerning Indicator 8.

FFY 2013 - FFY 2018 Targets for APR (All levels of Agreement with Q12)

| FFY 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|--------|
| 87.50% | 87.50% | 87.50% | 87.75% | 88.00% | 88.25% |

In order to help ensure that local school districts are focusing on *high* levels of parent satisfaction when engaging families concerning special education parent training, Individualized Education Program (IEP) development, IEP implementation, and student results, the PWG expressed interest in examining and reporting to school districts improvement in parent satisfaction via Question 12 on the survey at the “Moderately Agree” and “Strongly Agree” levels – in addition to the existing APR targets and reporting at all parent satisfaction levels. The PWG examined these “Moderately Agree” and “Strongly Agree” composite results during its 2014 and 2015 meetings in order to set the targets described in the summary below. The PWG requested that the CT State Department of Education also share the local monitoring targets below in order to demonstrate a commitment to statewide improvement with regard to *high* levels of parent satisfaction on the survey:

FFY 2013 - FFY 2018 Targets for CT Local Monitoring Efforts (“Moderately Agree” / “Strongly Agree” with Q12)

| FFY 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|--------|
| 77.00% | 77.00% | 77.00% | 77.25% | 77.50% | 77.75% |

PWG members set the APR target percentages, as noted in the tables above, after considering the historical parent satisfaction results and the CSDE adoption of the PWG recommendation to move from a six-year survey cohort cycle to a three-year survey cohort cycle, beginning in 2014-15.

FFY 2015 SPP/APR Data

| Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities | Total number of respondent parents of children with disabilities | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|--|----------------|------------------|---------------|
| 3709.00 | 4563.00 | 88.07% | 87.50% | 81.28% |

Explanation of Slippage

There are likely multiple factors that contributed to the decrease in the percentage of parents reporting that their school facilitated parent involvement as a means of improving services and results for children with disabilities. The format of the survey that was utilized to gather parent input for 2015-2016 was significantly different from what had been used in the past. With approval from OSEP, Connecticut shortened the survey from the 38 questions to 3 questions. Connecticut’s targets, however, remained the same, despite the fact that those targets had been set using the longer instrument. The shorter survey, used in 2015-2016, resulted in a slightly higher response rate, increasing from 21.1% in 2014-2015 to 24.8% in 2015-2016. The increased response rate could be another possible reason for the decrease. As part of its analysis regarding the slippage, the department compared the number of complaints filed in 2014-2015 with the number of complaints filed in 2015-2016. That comparison revealed a decrease in the number of complaints from 196 to 186 over the course of those two years, offering a conflicting measure of parent satisfaction. A complete analysis of trend data remains in progress at the current time, as the department is only in year two of its three year cycle of measuring parent satisfaction across the state. Once the state has completed the full three year cycle, additional comparisons may be made which may enable us to make further conclusions.

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

Connecticut does not use a separate data collection methodology for preschool children. All parents of students ages 3-21 are included in the survey. For FFY 2015, 51 districts were included in the survey. For 41 of these districts, surveys were mailed to all parents of students with disabilities ages 3-21. Surveys were sent to a sample of parents (in accordance with Connecticut’s approved sampling design) in the 10 largest participating districts.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

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 10 was included in a factor with very high internal consistency. The results indicated that the survey items were valid and reliable over time.

Based on feedback from the PWG, the SAC, and an external evaluator, the CSDE decided to change the survey format for the 2015-2016 and 2016-2017 years. For the 2015-2016 year, the CSDE decided, with approval from our OSEP contact, to shorten the survey used in 2014-2015 to only three questions, while it developed a new survey for the 2016-2017 year. In the past, parent responses to survey item 10, “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. For the 2015-2016 survey, survey item 10 was included in the three questions and changed to survey item 2.

Parent responses to survey item 2, “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 81.28 percent reported above. The responses collected from 51 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 | 2015-16 | 2015-16 |
|----------|----------|----------------|-------------|
| | | Statewide Data | Survey Data |
| Age | 3-5 | 11.58 % | 12.82 % |
| | 6-12 | 45.6 % | 47.58 % |
| | 13-14 | 15.42 % | 16.13 % |
| | 15-17 | 22.06 % | 19.4 % |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

| Variable | Grouping | 2015-16 | |
|----------------|---|----------------|-------------|
| | | Statewide Data | Survey Data |
| | 18-21 | 5.34 % | 4.08 % |
| Gender | Male | 67.54 % | 68.16 % |
| | Female | 32.46 % | 31.84% |
| Race/Ethnicity | American Indian/ Alaskan Native | 0.31 % | 0.28 % |
| | Asian | 2.4 % | 3.68 % |
| | Black | 16 % | 7.47 % |
| | White | 51.22 % | 68.05 % |
| | Hispanic/Latino of any race | 27.33 % | 18.21 % |
| | Native Hawaiian or other Pacific Islander | 0.07 % | 0.07 % |
| | Two or more races | 2.67 % | 2.24 % |
| Grade | PK | 6.63 % | 7.78 % |
| | Elementary | 36.16 % | 38.09 % |
| | Middle | 23.83 % | 24.41 % |
| | High | 33.38 % | 29.72 % |
| Disability | LD | 32.37 % | 29.17 % |
| | ID | 3.22 % | 3.94 % |
| | ED | 7.21 % | 5.17 % |
| | SLI | 14.54 % | 14.4 % |
| | OHI | 19.49 % | 18.72 % |
| | Autism | 11.68 % | 15.74 % |
| | Other | 11.48 % | 12.86 % |

| Variable | Chi-Sq Test (χ^2) | Effect Size (Cramer's V) | Interpretation |
|----------------|--------------------------|-----------------------------|------------------------|
| Age | $\chi^2(4) = 39.81^*$ | 0.093 | Negligible Association |
| Gender | $\chi^2(1) = 0.79$ | 0.013 | Negligible Association |
| Race/Ethnicity | $\chi^2(6) = 632.99^*$ | 0.372 | Moderate Association |
| Grade | $\chi^2(3) = 32.79^*$ | 0.085 | Negligible Association |
| Disability | $\chi^2(6) = 121.50^*$ | 0.163 | Weak Association |

* Significant at .001 level.

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

There was statistical support for differences between the respondents and statewide population in four of the five areas assessed. For one of the areas where differences were supported, Race/Ethnicity, the effect size or practical significance level did warrant consideration. 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/Latino of any race” had a major influence on the significant chi-square test statistic, with large standardized residuals. “Black” and “Hispanic/Latino of any race” were underrepresented in the final respondent sample.

In an effort to assess the impact of this underrepresentation, responses to survey item 2 were examined by race/ethnicity. For the three major race/ethnicity categories in the state, the percentage of parents agreeing with survey item 2 differ. The highest percentage of agreement was evidenced by Hispanic parents (82.43 %), followed by White parents (81.45%), and then Black parents (77.42 %).

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

Please see Connecticut’s approved Special Education Parent Survey Sampling Plan attached.

Provide additional information about this indicator (optional)

The CSDE contracted with an external evaluator to conduct a survey analysis and discussion guide to facilitate conversations about the format of the CSDE Survey, as well as other concerns such as representativeness. The analysis prepared by the external evaluator revealed that the purpose of the CSDE survey had become ambiguous over the past 10 years and therefore a clear purpose for the survey needed to be established. This ambiguity was confirmed by both the SAC and the PWG. As a result, the CSDE decided to establish a clear purpose for the survey (i.e., survey instrument used for determining state performance on Indicator 8) and to change the survey format for the 2016-2017 survey. Based on research prepared by the external evaluator, the CSDE decided to adopt a modified NCSEAM survey as the format for the 2016-2017 survey. The CSDE found it positive that the majority of states use the NCSEAM survey to measure Indicator 8 and that it was specifically developed for this purpose. The CSDE is calling it a “modified NCSEAM” because with the NCSEAM one has the ability to swap in and out pre-developed questions. The CSDE worked with a small workgroup, comprised of SAC members, to review the NCSEAM survey questions, as well as the other questions that could be used and developed the final 25 NCSEAM survey questions to be used for the 2016-2017 survey.

In addition to the analysis about the survey format, the external evaluator also made recommendations regarding increasing response rates in order to improve the representativeness of the survey response. The evaluator discusses the advantages and disadvantages of three recommendations (i.e., encouraging online distribution and completion; continuing the use of follow-up procedures (reminders); and open access survey options). The CSDE will continue to explore these recommendations in the future. Lastly, the evaluator recommended considering weighting procedures to compensate for planned and unplanned (e.g., survey non-response) disproportionate effects. The CSDE is in the process of exploring the use of weighting procedures in its survey analysis and reporting.

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 9: Disproportionate Representation**

Monitoring Priority: Disproportionate Representation

Compliance indicator: 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))

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|------|------|------|------|------|------|------|------|------|------|
| Target | | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Data | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|--------|------|------|------|------|
| Target | 0% | 0% | 0% | 0% |

FFY 2015 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

| Number of districts with disproportionate representation of racial and ethnic groups in special education and related services | Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification | Number of districts in the State | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|---|----------------------------------|----------------|------------------|---------------|
| 4 | 0 | 170 | 0% | 0% | 0% |

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

The Connecticut State Department of Education (CSDE) has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI's greater than or equal to 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification.

The CSDE requires districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon a desk audit review of the self-assessment and student file review protocols by CSDE staff, it is determined if each of the districts is correctly implementing the related regulatory requirements and has appropriate identification policies, procedures and practices. If the district is found to have inappropriately identified students, the CSDE will assign corrective actions accordingly.

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

In total, four districts were initially contacted regarding potential “data of concern” when assessed for disproportionate representation using the CSDE’s definition.

CSDE required the four districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon review of the self-assessment and student file review protocols by CSDE staff via desk audit, it was verified that each of the four districts was correctly implementing the related regulatory requirements and had appropriate identification policies, procedures and practices; and that the disproportionate representation was not due to inappropriate identification.

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2014

| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 0 | 0 | 0 | 0 |

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 10: Disproportionate Representation in Specific Disability Categories**

Monitoring Priority: Disproportionate Representation

Compliance indicator: 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))

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|-------|-------|-------|-------|-------|------|------|------|------|------|
| Target | | | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Data | | 2.40% | 2.40% | 1.20% | 1.20% | 1.80% | 0% | 0% | 0% | 0% | 0% |

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|--------|------|------|------|------|
| Target | 0% | 0% | 0% | 0% |

FFY 2015 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

| Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories | Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification | Number of districts in the State | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|---|----------------------------------|----------------|------------------|---------------|
| 22 | 0 | 170 | 0% | 0% | 0% |

All races and ethnicities were included in the review

Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

The Connecticut State Department of Education (CSDE) has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI's greater than or equal to 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification.

The CSDE requires districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon a desk audit review of the self-assessment and student file review protocols by CSDE staff, it is determined if each of the districts is correctly implementing the related regulatory requirements and has appropriate identification policies, procedures and practices. If the district is found to have inappropriately identified students, the CSDE will assign corrective actions accordingly.

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

Provide additional information about this indicator (optional)

In total, 22 districts were initially contacted regarding potential “data of concern” in 28 areas when assessed for disproportionate representation using the CSDE’s definition.

Eighteen (64.3 percent) of the 28 areas of disproportionate data were in the racial category of white:

- 5 = White Autism
- 3 = White Emotional Disturbance
- 1 = White Intellectual Disabilities
- 3 = White Learning Disabilities
- 6 = White Other Health Impairment

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Six (21.4 percent) of the 28 areas of disproportionate data were in the racial categories of Hispanic/Latino:

- 1 = Hispanic/Latino Intellectual Disabilities
- 1 = Hispanic/Latino Learning Disabilities
- 4 = Hispanic/Latino Speech/Language Impairment

Four (14.3 percent) of the 28 areas of disproportionate data was in the racial category of black:

- 4 = Black Learning Disabilities

The CSDE required the 22 districts with "data of concern" to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon review of the self-assessment and student file review protocols by CSDE staff via desk audit, it was verified that each of the 22 districts was correctly implementing the related regulatory requirements and had appropriate identification policies, procedures and practices; and that the disproportionate representation was not due to inappropriate identification.

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2014

| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 0 | 0 | 0 | 0 |

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 11: Child Find**

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: 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))

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Data | | 87.50% | 91.90% | 95.20% | 97.30% | 98.20% | 99.20% | 99.30% | 99.30% | 99.21% | 99.33% |

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|--------|------|------|------|------|
| Target | 100% | 100% | 100% | 100% |

FFY 2015 SPP/APR Data

| (a) Number of children for whom parental consent to evaluate was received | (b) Number of children whose evaluations were completed within 60 days (or State-established timeline) | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|--|----------------|------------------|---------------|
| 15,262 | 15,150 | 99.33% | 100% | 99.27% |

| | |
|---|-----|
| Number of children included in (a), but not included in (b) [a-b] | 112 |
|---|-----|

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.

There were 112 children statewide (served by 30 districts) during the 2015-16 school year included in (a) but not included in (b). In other words, these 112 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 291 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 remain consistent with previous years and included:

- independent/outside evaluators not meeting timeline;
- clerical/tracking errors;
- inability to access multi-lingual evaluators or assessment instruments for non-native English speakers;
- scheduling conflicts.

Of the 30 districts that were determined to be out of compliance with Indicator 11 based on 2015-16 initial evaluation data being below 100 percent, 26 of the 30 districts had percentages falling above 95 percent. All 30 districts were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to conducting and completing initial evaluations for any factors that may have contributed to untimely completion of initial evaluations and submit any changes or revisions for review by Bureau of Special Education (BSE) staff. These districts were also required to submit the following information for each child in 2015-16 determined eligible beyond the timeline: the reason for the delay; the extent to which the delay may have resulted in a denial of a free and appropriate public education (FAPE); and any actions taken to address the late evaluation and individualized education program (IEP) implementation such as compensatory education or services. Using the special education student information system (SIS) database, the Connecticut State Department of Education (CSDE) verified that all initial evaluations were completed and an IEP implemented for each of the eligible students whose evaluations exceeded the state timelines. Finally, as part of the requirements to examine subsequent data as described in *OSEP Memo 09-02*, the 30 districts were required to participate in a monitored submission process for their 2016-17 evaluation timelines data. This process required districts to submit subsequent evaluation data at specific points during the year, which include all new parental consents to evaluate received during the monitored period. The CSDE reviews each evaluation record to ensure compliance with the regulatory requirements for each of the submission periods.

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

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

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

Data are collected annually from all local education agencies (LEA) via an online web data submission tool. Data were collected for all children for whom parental consent to evaluate was received, including children placed by their parents in private, non-public and religiously affiliated schools, between July 1, 2015 and June 30, 2016.

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2014

| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 32 | 32 | 0 | 0 |

FFY 2014 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

There were 32 districts determined to be out of compliance with Indicator 11 based on 2014-2015 evaluation timelines data.

All 32 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 revisions for review by BSE staff via desk audit.

The 32 districts were also required to provide monitored submissions of subsequent evaluation timelines data for review. During the monitored submission process, all 32 districts reached the 100% target for timely initial evaluations and were found to be implementing the specific regulatory requirements in 34 C.F.R. Section 300.301 which the CSDE verified using the special education SIS database.

Through the actions detailed above, the CSDE was able to verify within one year that each of the 32 districts is correctly implementing the regulatory requirements for initial evaluations, consistent with *OSEP Memo 09-02*.

Describe how the State verified that each individual case of noncompliance was corrected

There were 32 districts determined to be out of compliance with Indicator 11 based on 2014-2015 evaluation timelines data.

All 32 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 revisions for review by BSE staff via desk audit.

The 32 districts also were required to submit to the CSDE the following information for each child in 2014-2015 determined eligible beyond the timeline: the student's State Assigned Student Identifier (SASID); dates of referral, written parental consent for evaluation, and eligibility determination; the reason for the delay; the extent to which the delay may have resulted in the denial of a free and appropriate public education (FAPE), if any; and any action items taken to address the late evaluation and IEP implementation.

The CSDE used the special education SIS database to verify that the initial evaluation was completed and an IEP implemented for each of the 99 students whose evaluations exceeded the state timelines. BSE staff also reviewed any actions taken by the district to address the late evaluation and IEP

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

implementation such as compensatory education or services, staff training, or revisions to clerical procedures.

Through the actions detailed above, the CSDE was able to verify within one year that each of the 32 districts completed the initial evaluation, although late, unless the child was no longer within the jurisdiction of the LEA, consistent with *OSEP Memo 09-02*.

OSEP Response

Because the State reported less than 100% compliance for FFY 2015, the State must report on the status of correction of noncompliance identified in FFY 2015 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2016 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2015 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2016 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2015, although its FFY 2015 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2015.

Required Actions

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|--------|--------|--------|--------|------|------|------|--------|------|------|
| Target | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Data | | 91.90% | 99.50% | 99.80% | 99.90% | 100% | 100% | 100% | 99.90% | 100% | 100% |

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|--------|------|------|------|------|
| Target | 100% | 100% | 100% | 100% |

FFY 2015 SPP/APR Data

| | |
|---|-------|
| a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination. | 2,855 |
| b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday. | 512 |
| c. Number of those found eligible who have an IEP developed and implemented by their third birthdays. | 1,719 |
| d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. | 429 |
| e. Number of children who were referred to Part C less than 90 days before their third birthdays. | 195 |

| | Numerator (c) | Denominator (a-b-d-e) | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|---------------|-----------------------|----------------|------------------|---------------|
| 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. $[c/(a-b-d-e)] \times 100$ | 1,719 | 1,719 | 100% | 100% | 100% |

| | |
|--|---|
| Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e | 0 |
|--|---|

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

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

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

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

Data used in the analysis reflect the Section 618 data that identifies the number of 3-year-old children receiving special education and related services. The

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CSDE's data system also captures the date of the child's individualized education program (IEP) team meeting that is held to develop the child's initial IEP along with the start date of a child's special education and related services. The Part C lead agency's data are used as data verification to ensure that the data analysis and reporting is fully inclusive of all students who exit Part C to Part B.

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2014

| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 0 | 0 | 0 | 0 |

OSEP Response**Required Actions**

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 13: Secondary Transition**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

Historical Data

Baseline Data: 2009

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------|------|------|------|------|------|--------|--------|--------|--------|--------|--------|
| Target | | | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Data | | | | | | 77.80% | 93.80% | 99.70% | 99.98% | 99.71% | 99.92% |

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|--------|------|------|------|------|
| Target | 100% | 100% | 100% | 100% |

FFY 2015 SPP/APR Data

| Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition | Number of youth with IEPs aged 16 and above | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|---|----------------|------------------|---------------|
| 14,665 | 14,676 | 99.92% | 100% | 99.93% |

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

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

The data utilized to report on this indicator are statewide data that are inclusive of every school district in the state that provides special education and related services. These data are collected annually through Connecticut's Special Education Data Application and Collection (SEDAC). SEDAC collects multiple variables that allow the state to monitor IEP compliance with postsecondary goals and objectives, including: use of age appropriate transition assessments; postsecondary goals related to individualized student transition service needs; evidence that the student was invited to the IEP team meeting; and evidence that participating agencies were invited where appropriate. Data were not obtained from sampling, secondary transition data are collected for every child with an IEP who is 15 years of age or older. All data reported here are valid and reliable. Detailed information regarding the SEDAC data collection can be found at the following location:
<http://www.csde.state.ct.us/public/help/sedac/default.aspx>

Actions required in FFY 2014 response

none

Note: Any actions required in last year's response that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2014

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| Findings of Noncompliance Identified | Findings of Noncompliance Verified as Corrected Within One Year | Findings of Noncompliance Subsequently Corrected | Findings Not Yet Verified as Corrected |
|--------------------------------------|---|--|--|
| 9 | 9 | 0 | 0 |

FFY 2014 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

For the nine districts identified with noncompliance under Indicator 13 in FFY 2014, the Connecticut State Department of Education (CSDE) verified within the one-year timeline that all districts are correctly implementing the specific regulatory requirements (34 C.F.R. Sections 300.320(b) and 300.321(b)) through a review of subsequent data in the state’s special education data system, consistent with OSEP Memo 09-02. The nine districts were required to provide evidence of training for all staff members who were responsible for writing IEPs that include appropriate postsecondary transition goals and annual goals which address the accurate and thorough completion of IEPs with particular attention to the secondary transition sections of the IEP - pages 4, 5, 6, and 7 – specifically information on pages 9 – 16 of the revised IEP Manual and page 6 of the special education database handbook and record layout. This training included a requirement that all case managers responsible for writing transition IEPs complete the *Secondary Transition Planning IEP Checklist* for at least one IEP. The district collected and analyzed the checklist data using an electronic summary form to determine areas of need and developed a plan for addressing those needs prior to submitting IEP files for review at the end of the academic year. Each district was also required to submit a statement of assurance that it had reviewed its policies, procedures and practices specific to providing measurable postsecondary goals and annual goals and objectives, including inviting the student to the PPT meeting where transition services were being discussed, and if appropriate, inviting a representative from an outside/participating agency to the PPT meeting, for any factors that may have contributed to inappropriate transition services and submit any changes or revisions for review by CSDE staff. Each district was required to submit a random sampling of IEPs of transition-age students to the CSDE by July 1, 2016 for further review to demonstrate that the training, technical assistance and any revisions to related policies, procedures, and practices were being implemented. All nine districts also were required to identify a contact person who could work with the Indicator #14 contractor (University of Connecticut) to increase the district’s response rate for the Post-School Outcome Survey to ensure that Indicator #14 specific feedback was available to inform the development or modification of transition services provided by the district.

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

Describe how the State verified that each individual case of noncompliance was corrected

For the nine districts identified with noncompliance under Indicator 13 in FFY 2014, CSDE personnel worked closely with local district personnel to immediately correct the individual cases of noncompliance. In all cases, individual correction occurred within 3 months of the finding being issued and was verified through a review of student IEPs. The nine districts were required to review the student files of each case of individual noncompliance to determine the underlying cause of the noncompliance, submit a brief summary of the findings of this investigation and identify actions to be taken to ensure 100 percent future compliance with this indicator.

For each student in 2014-2015 without coordinated, measurable, annual IEP goals and transition services, districts were required to

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

OSEP Response

Because the State reported less than 100% compliance for FFY 2015, the State must report on the status of correction of noncompliance identified in FFY 2015 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2016 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2015 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2016 SPP/APR, the State must describe the specific actions that were taken to verify the

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correction. If the State did not identify any findings of noncompliance in FFY 2015, although its FFY 2015 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2015.

Required Actions

| |
|--|
| |
|--|

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 14: Post-School Outcomes**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

Historical Data

| | Baseline Year | FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---------------|----------|------|------|------|------|------|--------|--------|--------|--------|--------|--------|
| A | 2009 | Target ≥ | | | | | | | 46.30% | 46.30% | 46.40% | 49.00% | 49.00% |
| | | Data | | | | | | 46.30% | 52.50% | 44.80% | 51.80% | 49.12% | 49.73% |
| B | 2009 | Target ≥ | | | | | | | 61.20% | 61.20% | 61.30% | 63.00% | 63.00% |
| | | Data | | | | | | 61.20% | 66.50% | 60.10% | 67.40% | 63.27% | 73.57% |
| C | 2009 | Target ≥ | | | | | | | 78.70% | 78.70% | 78.80% | 77.00% | 77.00% |
| | | Data | | | | | | 78.70% | 82.90% | 79.10% | 83.80% | 77.69% | 86.51% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|------------|--------|--------|--------|--------|
| Target A ≥ | 49.00% | 49.00% | 49.00% | 49.10% |
| Target B ≥ | 63.00% | 63.00% | 63.00% | 63.10% |
| Target C ≥ | 77.00% | 77.00% | 77.00% | 78.75% |

Key:

Targets: Description of Stakeholder Input

Stakeholders included representatives from the CT Secondary Transition Task Force (e.g., Local Education Agencies, Dept. of Dev. Services, Approved Private Special Education Programs, Regional Educational Service Centers, Dept. of Rehabilitative Services, CT Technical High School System, Higher Ed., student, employer), as well as representatives from the State Independent Living Council (e.g., Centers for Independent Living directors, Board of Educational Services for the Blind, Bureau of Rehabilitation Services, Center for Independent Living consumers).

In addition to reviewing historical targets and data for the purpose of setting new targets, the group considered ways of improving the Post School Outcome survey return rate. Such considerations include further disaggregation of data by exiter enrollment in post-secondary education or training disaggregated by varied combinations of disability, exit reason, race, gender, and RESC region and exiter engagement in post-secondary employment disaggregated by varied combinations of disability, exit reason, race, gender, and RESC region.

Further consideration was given to the identification of potential strategies to assist school districts in utilizing this information including the refinement and dissemination of a district-level report of results of post-school outcome survey specifically targeting their exiters, as well as the refinement and dissemination of a user-tool for the as part of the district-level report.

FFY 2015 SPP/APR Data

| | |
|--|--------|
| Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school | 748.00 |
| 1. Number of respondent youth who enrolled in higher education within one year of leaving high school | 349.00 |
| 2. Number of respondent youth who competitively employed within one year of leaving high school | 139.00 |
| 3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) | 41.00 |
| 4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed). | 60.00 |

| | Number of respondent youth | Number of respondent youth | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|----------------------------|----------------------------|----------------|------------------|---------------|
|--|----------------------------|----------------------------|----------------|------------------|---------------|

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| | | who are no longer in secondary school and had IEPs in effect at the time they left school | | | |
|--|--------|---|--------|--------|--------|
| A. Enrolled in higher education (1) | 349.00 | 748.00 | 49.73% | 49.00% | 46.66% |
| B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2) | 488.00 | 748.00 | 73.57% | 63.00% | 65.24% |
| C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4) | 589.00 | 748.00 | 86.51% | 77.00% | 78.74% |

Explanation of A Slippage

A further analysis of data was conducted in order to investigate the possible cause(s) of not meeting the 49% target and to account for the slippage of 3.07 percentage points for the students enrolled in higher education.

This analysis consisted of comparisons between the data gathered through the Post School Outcome Survey (PSOS) for 2013-14 school year Exiters and the data gathered through the PSOS for 2014-15 school year Exiters. This was conducted in the hope that a notable change in data for particular data points would contribute to the formation of a hypothesis related to the slippage in the enrollment of students with disabilities in higher education.

The data points reviewed with respect to students responding to the survey were:

- Changes in the number of females and males
- Changes in the number of students of particular ethnicities
- Changes in the number of students of particular primary disabilities
- Changes in the number of students with particular exit reasons
- Changes in the number of students of a particular age (18-21)
- Changes in the number of students enrolled in any type of school for at least one term
- Changes in the number of students attending specific types of postsecondary education settings
- Changes in the number of students employed for at least three months after high school
- Changes in the number of students earning below minimum wage, minimum wage, or above minimum wage
- Changes in the number of students engaged in particular types of employment
- Changes in the number of students engaged with particular support agencies

The review of the data points bulleted above revealed no notable changes in the data between survey years for the majority of the items, however there were notable changes in several.

- There was a large decrease in the number of Black respondents (10.3 percentage points), but a large increase in the number of Native American or Native Alaskan respondents (12 percentage points)
- There was a drop in the number of respondents attending a 2-year college (7.9 percentage points), while the number of respondents attending 4-year college/universities increased (6.3 percentage points)
- If including data gathered through the PSOS for 2012-13 school year Exiters, there has been a steady and significant decline in the number of respondents engaged in particular support agencies from that survey to the most current:
 - Bureau of Rehabilitation Services (15.5 percentage points)
 - Department of Developmental Services (21.1 percentage points)
 - Department of Social Services (15.5 percentage points)
 - Social Security Administration (15.8 percentage points)
 - Services at College or University (15.1 percentage points)

Though the items above indicated large drops in the use of these support services by the respondents, there was no corresponding increase in the number of respondents answering the survey that they either did not feel they needed help or did not want to use the services, as one might expect. It is hypothesized that all the factors, when taken together, contributed in the slippage for the students enrolled in higher education.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

Connecticut utilizes a survey using a census method for Indicator 14. A description of the research method, results, and how each percentage was calculated follows.

In FFY 2015, 5,240 students left special education services in local education agencies (LEAs) across the State of Connecticut for one of the following reasons: graduation with a standard diploma; obtaining a Certificate of Completion; reaching maximum age of eligibility for special education services or; dropping out of school.

Beginning on June 15, 2016, each of these individuals was mailed a survey sponsored by the CTSDE to obtain follow-up information on post-school outcomes at least one year after exiting public school. Additionally, Exiters had the option of completing the survey online. The survey included items in three broad categories: 1) Postsecondary Education and Training Status; 2) Employment Status; and 3) Additional Information.

Survey data were collected via three processes: a paper survey mailed to Exiters at three different times (July 15th, September 1st, and September 22nd); one wave of phone surveys administered by the Graduate Assistant at UConn (October 18th between the hours of 4:00 pm and 8:30 pm); an online survey that could be accessed using a link found in the paper survey; and professionals from 16 LEAs conducted phone calls to gather responses from Exiters of their districts.

The CSDE's FFY 2015 survey administration sample total: Surveys sent = 5,240

Surveys returned completed = 748 Response rate = 14.3%

Surveys returned non-deliverable = 998 Non-deliverable rate = 19.0%

Connecticut is pleased to report the same response rate for FFY 2015 when compared to FFY 2014 (14.3%). However, a substantial increase in the non-deliverable rate was seen (15.2% in FFY 2014 to 19.0% in FFY 2015).

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Survey responses were analyzed to determine state performance on Indicator 14. The responses in this year's survey sample were analyzed for representativeness by gender, race/ethnicity, exit type and disability as compared to the total exiting population of students with disabilities. The analysis for response representativeness was conducted using both a statistical significance test (chi-square) and a practical or meaningful significance test (effect size). Below are the actual proportions for each area assessed.

| Variable | Grouping | Statewide Exit Data | Exit Survey Data |
|----------------|---|---------------------|------------------|
| Gender | Female | 33.4% | 35.0% |
| | Male | 66.6% | 65.0% |
| Race/Ethnicity | American Indian or Alaskan Native | 0.3% | 1.7% |
| | Asian | 1.4% | 13.6% |
| | Black or African American | 18.1% | 12.7% |
| | Hispanic/Latino of any race | 24.1% | 0.3% |
| | Native Hawaiian or Other Pacific Islander | 0.1% | 1.5% |
| | Two or More Races | 1.7% | 70.2% |
| | White | 54.3% | 1.7% |
| Exit Reason | Certificate of Completion | 0.3% | 0.7% |
| | Dropped Out | 12.4% | 4.3% |
| | Graduate with Standard HS Diploma | 86.0% | 92.3% |
| | Reached Maximum Age | 1.4% | 2.8% |
| Disability | Autism | 6.2% | 13.5% |
| | Emotional Disturbance | 16.0% | 10.2% |
| | Intellectual Disability/MR | 4.2% | 5.5% |
| | Learning Disability | 39.2% | 34.5% |
| | Other | 5.3% | 7.1% |
| | Other Health Impairment | 23.7% | 23.8% |
| | Speech/Language Impairment | 5.4% | 5.5% |

| Variable | Chi-Square Test (χ^2) | Effect Size (Cramer's V) | Interpretation |
|----------------|------------------------------|-----------------------------|----------------------|
| Gender | $\chi^2(1) = 0.94$ | n/a | n/a |
| Race/Ethnicity | $\chi^2(6) = 86.74^*$ | 0.34 | Moderate Association |
| Exit Reason | $\chi^2(3) = 59.90^*$ | 0.28 | Moderate Association |
| Disability | $\chi^2(6) = 93.16^*$ | 0.35 | Moderate Association |

* Significant at .001 level.

There was statistical support for differences between the respondents and the statewide population of exiters across three of the four areas assessed; Race/Ethnicity, Exit Reason, and Disability. For each of the areas where differences were supported, the effect size or practical significance level did warrant consideration. 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, exit reason, and disability representativeness of the sample. For race/ethnicity, it was concluded that categories "Black", "White" and "Hispanic" had a major influence on the significant chi-square test statistic, with large standardized residuals (above 2.00). "Black" and "Hispanic" were underrepresented in the final respondent sample. For exit reason, it was concluded that category of "Dropped Out" had a major influence on the significant chi-square test statistic. "Dropped Out" was underrepresented in the final respondent sample. For disability, it was concluded that categories "Emotional Disturbance" and "Autism" had an influence on the significant chi-square test statistic. "Autism" was overrepresented in the final respondent sample with a standardized residual of 8.1.

In an effort to increase the response rate and representativeness of the respondent group, survey data were collected via three processes: a paper survey mailed to Exiters at three different times (July 15th, September 1st, and September 22nd); one wave of phone surveys administered by a University of Connecticut Graduate Assistant, appropriately trained in matters of confidentiality, to select Exiters from groups traditionally underrepresented in prior studies, such as minority students, students from urban settings, students with ED, and students who dropped out; and an online survey that could be accessed using a link found in the paper survey.

The paper survey was mailed to Exiters at three different times over the summer. The initial mailing of 5,240 surveys was sent on June 15, 2016. A second wave of 4,169 surveys was mailed on September 1, 2016. Finally, a third wave of 3,995 surveys was mailed on September 22, 2016. Each mailed survey also contained information about an online survey that respondents could choose to employ. One wave of phone surveys was administered by the Graduate Assistant at UConn (October 18th between the hours of 4:00 pm and 8:30 pm) and professionals from 16 LEAs conducted phone calls to Exiters of their districts to either encouraged return of the survey or administer the survey over the phone.

The caller participated in training to prepare for the calls and data collection procedures. The training involved confidentiality, reviewing the survey, and classifying Exiter responses. Upon completion of training, a total of 8/28/2017

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four and one half hours was spent making phone calls. In total, the Graduate Assistant called 102 Exiters, and collected 2 complete surveys. Phone numbers were often inaccurate or out of service, even using the LEA information.

Connecticut will employ this methodology again in FFY 2016 in an attempt to demonstrate a continued increase in response rate and representativeness.

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 15: Resolution Sessions**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: 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))

Historical Data

Baseline Data: 2013

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target ≥ | | | 67.30% | 67.40% | 67.50% | 67.60% | 67.70% | 67.80% | 67.90% | 45.00% | 45.00% |
| Data | | 67.20% | 65.20% | 22.20% | 69.40% | 79.50% | 71.88% | 56.10% | 57.14% | 45.07% | 50.00% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|
| Target ≥ | 45.00% | 45.00% | 45.00% | 45.10% |

Key:

Targets: Description of Stakeholder Input

Stakeholders included attorneys who represent parents, attorneys who represent school districts, a retired hearing officer, a parent advocate, personnel from offices within the SDE (Chief Operating Officer, Bureau of Special Education, Legal and Government Affairs), as well as representatives from the following groups/agencies: Unified School District 1 (Corrections), Office of Protection and Advocacy for Persons with Disabilities, Connecticut Association of Public School Superintendents, Connecticut Association of Boards of Education, and the Connecticut Association of School Business Officers.

In Connecticut, the majority of parents who request a due process hearing are represented by attorneys. In stakeholder meetings, most attorneys have expressed a preference for mediation over resolution meetings. Therefore, resolution meetings tend to be accessed by pro se parents. The state has no control over whether parties decide to use the resolution meeting process or the outcome of those resolution meetings that are convened. Accordingly, stakeholders urged Connecticut to reset baseline and set conservative targets to reflect the preference for mediation as well as the state's lack of participation in and control over resolution meetings.

Prepopulated Data

| Source | Date | Description | Data | Overwrite Data |
|---|-----------|--|------|----------------|
| SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/2/2016 | 3.1(a) Number resolution sessions resolved through settlement agreements | 21 | null |
| SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/2/2016 | 3.1 Number of resolution sessions | 69 | null |

FFY 2015 SPP/APR Data

| 3.1(a) Number resolution sessions resolved through settlement agreements | 3.1 Number of resolution sessions | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|--|-----------------------------------|----------------|------------------|---------------|
| 21 | 69 | 50.00% | 45.00% | 30.43% |

Explanation of Slippage

The slippage in the number of hearing requests that went to resolution sessions that were resolved through agreements reached at the resolution session is likely due to a number of factors. Resolution sessions in Connecticut tend to be utilized more often by pro se parents. Parents who pursue due process without benefit of legal counsel tend to make requests and legal argument that are perceived by school districts as being excessive or unreasonable. This is also reflected in the decrease in agreements reached at resolution sessions as Connecticut has had increasing numbers of pro se parents requesting hearings. Additionally, Connecticut school districts, in general, have been facing increasing financial challenges including the uncertainty in funding at both the district and state level. Therefore, they are less likely to reach agreement with parents at resolution sessions when there is a request for an expensive program or placement. Finally, there are simply the differences that occur from year to year within and across districts with regard to the perceived needs of students from both the parent and district perspective and the resulting disagreements about how those needs most appropriately should be met.

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 16: Mediation**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

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

Historical Data

Baseline Data: 2005

| FFY | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|----------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Target ≥ | | | 68.00% | 69.00% | 70.00% | 71.00% | 72.00% | 72.00% | 72.00% | 68.00% | 68.00% |
| Data | | 68.60% | 59.60% | 70.60% | 73.70% | 66.67% | 65.20% | 65.66% | 66.82% | 68.63% | 68.68% |

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2015 - FFY 2018 Targets

| FFY | 2015 | 2016 | 2017 | 2018 |
|----------|--------|--------|--------|--------|
| Target ≥ | 68.00% | 68.00% | 68.00% | 68.70% |

Key:

Targets: Description of Stakeholder Input

Stakeholders included attorneys who represent parents, attorneys who represent school districts, a retired hearing officer, a parent advocate, personnel from offices within the SDE (Chief Operating Officer, Bureau of Special Education, Legal and Government Affairs), as well as representatives from the following groups/agencies: Unified School District 1 (Corrections), Office of Protection and Advocacy for Persons with Disabilities, Connecticut Association of Public School Superintendents, Connecticut Association of Boards of Education, and the Connecticut Association of School Business Officials.

Stakeholders support Connecticut’s mediation process as reflected by the annual number of mediation requests and mediations convened. The success rate of mediations on the actual day of mediation has remained relatively consistent in Connecticut. In addition, for those mediations that do not resolve on the day of mediation, most do reach resolution before moving on to a due process hearing; thus our low number of fully adjudicated hearing decisions. Therefore, we are not making significant changes to our mediation targets as the process is currently successful and frequently accessed.

Prepopulated Data

| Source | Date | Description | Data | Overwrite Data |
|---|-----------|---|------|----------------|
| SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/2/2016 | 2.1.a.i Mediations agreements related to due process complaints | 63 | null |
| SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/2/2016 | 2.1.b.i Mediations agreements not related to due process complaints | 122 | null |
| SY 2015-16 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/2/2016 | 2.1 Mediations held | 269 | null |

FFY 2015 SPP/APR Data

| 2.1.a.i Mediations agreements related to due process complaints | 2.1.b.i Mediations agreements not related to due process complaints | 2.1 Mediations held | FFY 2014 Data* | FFY 2015 Target* | FFY 2015 Data |
|---|---|---------------------|----------------|------------------|---------------|
| 63 | 122 | 269 | 68.68% | 68.00% | 68.77% |

FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Actions required in FFY 2014 response

none

OSEP Response

Required Actions

**FFY 2015 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 17: State Systemic Improvement Plan**

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Reported Data

Baseline Data: 2013

| FFY | 2013 | 2014 | 2015 |
|----------|------|------|------|
| Target ≥ | | | |
| Data | | | |

Key: Gray – Data Prior to Baseline Yellow – Baseline
Blue – Data Update

FFY 2016 - FFY 2018 Targets

| FFY | 2016 | 2017 | 2018 |
|----------|------|------|------|
| Target ≥ | | | |

Key:

Description of Measure

Targets: Description of Stakeholder Input

Overview

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation

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rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

Description

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Submitted Theory of Action: No Theory of Action Submitted

Provide a description of the provided graphic illustration (optional)

Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
- (b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
- (c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

Support for EIS programs and providers Implementation of Evidence-Based Practices

- (a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

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Certify and Submit your SPP/APR**

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Selected: Chief State School Officer

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

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Title: Interim Chief Academic Officer

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