



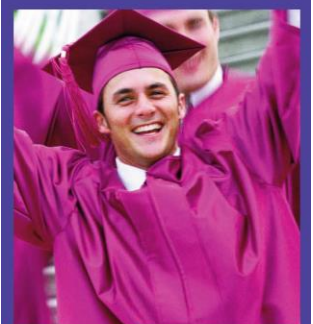
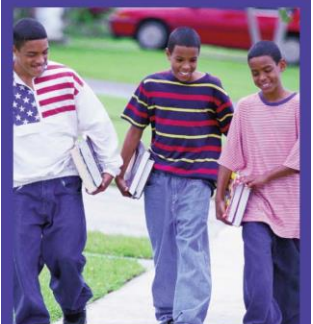
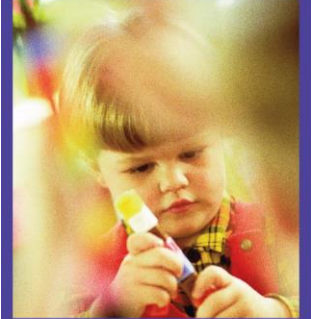
**Connecticut State Department of Education
Office of Student Support and Organizational Effectiveness
Bureau of Special Education**

Connecticut

Part B

State Performance Plan Annual Performance Report

**February
2016**



CT Part B

FFY2014 State Performance Plan / Annual Performance Report

Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

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.

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; 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);
- Focused monitoring / SSIP Framework;
- 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 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 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.

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.

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.

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 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)

Phase One of The Connecticut Part B SSIP was submitted to OSEP in April 2015. Phase Two will be submitted in April 2016.

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 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.

Focused Monitoring (FM)/SSIP Framework

Focused Monitoring is described by the National Center for Special Education Accountability Monitoring (NCSEAM) as "a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance to maximize resources, emphasize important variables and increase the probability of improved results."

The intent of the CSDE's FM/SSIP Framework, managed by the BSE, is to monitor procedural compliance with the IDEA while providing support and technical assistance to LEAs toward their effectiveness of efforts to educate SWDs. The BSE's FM/SSIP Framework is organized into phases.

Phase One consists of the annual BSE IDEA compliance review for which CSDE staff review a random sample of student IEPs from approximately 60 Connecticut LEAs (all 170 Connecticut LEAs have been assigned to one of three cohorts; each cohort participates in this prescribed FM process on a 3-year rotating cycle that is aligned with other state monitoring activities including the parent survey) to verify compliance with IDEA requirements. Also during Phase One, the BSE reviews multiple data points, including State Identified Measurable Result (SIMR) data, for each district in the same cohort of LEAs in the IDEA compliance review. Based on the analysis of these data, the CSDE identifies data of concern and recommends approximately 20-25 LEAs of the original 60 to participate in phase two of the FM/SSIP Framework. The remaining LEAs not identified for participation in phase two, are able to access universal supports through the FM/SSIP Framework.

In Phase Two, approximately 25 of the original 60 LEAs participate in the development and submission of an electronic data wall presentation based on their SIMR data. Submissions are reviewed by CSDE and State Education Resource Center (SERC) consultants and approximately six are identified to receive additional support and technical assistance under Phase Three of the FM/SSIP Framework to address their SIMR data. The remaining LEAs not identified for participation in phase three, are able to access universal supports through the FM/SSIP Framework.

In Phase Three, identified LEAs participate in up to four in-district sessions designed to improve outcomes for SWDs.

Activities include a further analysis of the district's SIMR data and root causes, the development of a district focus for improvement, a comprehensive review of the district's infrastructure as related to the identified focus for improvement, the development of a Theory of Action Implementation Plan and planning progress-reporting conferences. Additionally, LEAs participating in Phase Three are able to avail themselves of no-cost technical assistance/professional development offered by the CSDE/SERC to support their implementation plan.

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/revised BSE practices. In a final example, the Commissioner of Education issues "C-Letters" to superintendents regarding guidance about education policy or new/revised 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=3207301>. 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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report on the correction of longstanding noncompliance - feb 2016 apr.doc	Stephanie O'Day		<input type="button" value="R"/>	e m o v e

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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- [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			
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 (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 2013 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 2013 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 2013 APR in 2015, 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 2016. 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 no later than June 2, 2016, 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 2013 response

None

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
Target ≥			69.00%	72.00%	75.00%	75.00%	85.00%	85.00%	64.70%	65.00%
Data		73.50%	77.20%	79.40%	81.00%	81.00%	62.50%	62.40%	64.40%	64.72%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	67.60%	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 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs graduating with a regular diploma	3,675	
SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	12/2/2015	Number of youth with IEPs eligible to graduate	5,640	null
SY 2013-14 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	12/2/2015	2012-13 Regulatory four-year adjusted-cohort graduation rate table	65.16%	Calculate

FFY 2014 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 2013 Data	FFY 2014 Target	FFY 2014 Data
3,675	5,640	64.72%	67.60%	65.16%

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 2014 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 2010. The 2013-14 4-year adjusted cohort graduation rate for students with disabilities was 65.16 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 2013-14 Cohort is 67.60 percent. Target not met.

$$[3,675 \text{ graduates} / 5,640 \text{ students with disabilities in the 2013-14 cohort}] \times 100 = 65.16\%$$

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

Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system and a randomized statewide verification process.

Provide additional information about this indicator (optional)

Explanation of Failure to Meet Target (Note: FFY 2014 data demonstrated Progress)

FFY 2014 is the fifth 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 2010. While the FFY 2014 target was not met for this indicator, progress is noted from FFY 2013 to FFY 2014 with on-time graduation rates improving from 64.72 to 65.16 percent. Additionally, the 4-year "Other" (dropout) rate has continued to decline, decreasing from 14.75 percent in FFY 2013 to 12.25 percent in FFY 2014.

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 2014, the Department analyzed individual data from 5,640 students with disabilities. Using student-level data from the state’s public school information system, the CSDE is able to track individual students longitudinally from the time they enter ninth-grade through to graduation. The data for all students are shown in the table below, followed by data for students with and without

disabilities.

		Graduates		Non-Graduates		
CATEGORY		FINAL COHORT	4-YEAR RATE	STILL ENROLLED	CERTIFICATE OF ATTENDANCE	OTHER (DROPOUTS)
All Students	09-10	44,451	81.8	6.1	0.4	11.7
	10-11	45,221	82.7	6.4	0.1	10.8
	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
Special Education	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
	12-13	5,626	64.72	20.46	**	14.75
	13-14	5,640	65.16	22.55	**	12.25
General Education	09-10	39,370	84.3	4.0	0.4	11.3
	10-11	39,972	85.4	4.4	0.00	10.2
	11-12	37,931	88.0	3.1	**	8.8
	12-13	37,870	88.59	3.51	**	7.89
	13-14	37,410	90.33	3.08	**	6.59

** n < 20; percent suppressed

It should be noted that 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 post-secondary education and employment (IDEA Part B, Section 300.43). The 2014-15 students still enrolled (22.55%) represent a second year of increase in this category and a new historic high for Connecticut students with disabilities remaining enrolled beyond completion of high school academic graduation requirements. Connecticut anticipates a continued increase in this category due to two contributing factors: 1) New state transition legislation (P.A. 15-209) which requires all Connecticut adult service agencies to work collaboratively to develop and expand the continuum of services for adults with disabilities starting with transition provided in public schools; 2) Significant reductions in funding for adult programming has resulted in more students with disabilities remaining in public school transition programming through age 21.

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

Actions required in FFY 2013 response

None

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
Target ≤			5.30%	5.00%	5.00%	4.00%	15.40%	15.40%	15.00%	14.80%
Data		3.80%	2.80%	3.70%	3.70%	4.10%	15.40%	15.70%	15.70%	14.75%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≤	14.50%	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 2014 SPP/APR Data

Number of students with IEPs in the 2013-14 cohort who dropped out.	Total number of students with IEPs in the 2013-14 cohort.	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
691	5,640	14.75%	14.50%	12.25%

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 ESEA 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 for FFY 2014 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 2014 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 2013-14 reporting year. The 2013-14 cohort dropout rate for students with disabilities was 12.25 percent. Target met.

$$[691 \text{ dropouts} / 5,640 \text{ students with disabilities in the 2013-14 cohort}] \times 100 = 12.25\%$$

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

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

Actions required in FFY 2013 response

None

Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Explanation of why this indicator is not applicable

Per the US Department of Education's December 18, 2015 "Dear Colleague" letter, "... ED will not require States to submit AMOs (for school years 2014–2015 or 2015–2016) in January 2016 for ED's review and approval, nor will ED require States to report performance against AMOs for the 2014–2015 or 2015–2016 school years...". Therefore, Connecticut is reporting not applicable for Indicator 3A of the Annual Performance Report.

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.

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
Reading	A CMT	2005	Target ≥			96.00%	97.00%	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%
	B CAPT	2005	Target ≥			96.00%	97.00%	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%
Math	A CMT	2005	Target ≥			96.00%	97.00%	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%
	B CAPT	2005	Target ≥			96.00%	97.00%	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%

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

FFY 2014 - FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
Reading	A ≥ CMT	95.00%	95.00%	95.00%	95.00%	95.00%
	B ≥ CAPT	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A ≥ CMT	95.00%	95.00%	95.00%	95.00%	95.00%
	B ≥ CAPT	95.00%	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 has consistently chosen to adopt the targets established under the federally approved accountability system (NCLB; ESEA; ESEA Flexibility). The most recent version of this legislation, ESSA, will continue to drive CT's establishment of AMOs for all students, including students with disabilities.

FFY 2014 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A CMT	33,439	32,323	88.26%	95.00%	96.66%
B CAPT	4,928	3,958	76.23%	95.00%	80.32%

FFY 2014 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A CMT	33,552	32,325	88.19%	95.00%	96.34%
B CAPT	4,944	3,908	76.06%	95.00%	79.05%

Public Reporting Information

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

CT districts administered both the Smarter Balanced (SB) Assessments and the National Center and State Collaborative (NCSC) Alternate Assessments. Performance reports containing performance information at the district and school levels for all students and subgroups (including students with disabilities) can be found at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2758&q=334898>.

The data are reported within the student data section (bottom left corner of the blue section). There are two sections: one for Smarter Balanced (SB) Assessment results and a second for NCSC Alternate Assessment results. 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 available at the above link.

Actions required in FFY 2013 response

None

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
Reading	A SB	2014	Target ≥			68.00%	79.00%	79.00%	79.00%	89.00%	89.00%	89.00%	
			Data		29.30%	28.80%	30.40%	28.30%	47.80%	51.20%	51.90%	50.60%	33.82%
	B SB	2014	Target ≥			72.00%	81.00%	81.00%	81.00%	91.00%	91.00%	91.00%	
			Data		33.60%	45.90%	41.40%	33.30%	45.40%	45.40%	47.90%	51.40%	33.96%
Math	A SB	2014	Target ≥			74.00%	82.00%	82.00%	82.00%	91.00%	91.00%	91.00%	
			Data		38.60%	40.80%	42.50%	40.30%	58.90%	59.20%	56.20%	53.20%	41.35%
	B SB	2014	Target ≥			69.00%	80.00%	80.00%	80.00%	90.00%	90.00%	90.00%	
			Data		33.60%	32.20%	37.20%	28.90%	37.60%	37.10%	39.00%	37.20%	24.71%

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

FFY 2014 - FFY 2018 Targets

	FFY	2014	2015	2016	2017	2018
Reading	A ≥ CMT	16.98%	17.50%	18.00%	18.50%	19.00%
	B ≥ CAPT	19.81%	20.00%	20.50%	21.00%	21.50%
Math	A ≥ CMT	11.88%	12.00%	12.50%	13.00%	13.50%
	B ≥ CAPT	8.65%	9.00%	9.50%	10.00%	10.50%

Key:

Explanation of Changes

Targets: Description of Stakeholder Input

As this was a new baseline year, Connecticut used both the SB and NCSC assessments to set the above targets as temporary placeholders. The department will be re-setting targets using the average of two years of data (2014 and 2015 assessment results) in the fall of 2016. For the purposes of the APR, the CT Department of Education has consistently chosen to adopt the targets established under the federally approved accountability system (NCLB; ESEA; ESEA Flexibility). Consistent with past practice, these targets were reviewed and approved through Connecticut's internal and external ESEA stakeholder committees, both of which include representatives from the field of Special Education. The most recent version of this legislation, ESSA, will continue to drive CT's establishment of targets for all

students, including students with disabilities.

Update: CT has received approval to use the **Scholastic Aptitude Test (SAT)** as its High School exam for accountability. The first year CT will test all students using the SAT is the 2015-2016 school year.

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A SB	32,323	5,490	33.82%	16.98%	16.98%
B SB	3,958	784	33.96%	19.81%	19.81%

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A SB	32,325	3,839	41.35%	11.88%	11.88%
B SB	3,907	338	24.71%	8.65%	8.65%

Public Reporting Information

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

CT districts administered both the Smarter Balanced (SB) Assessments and the National Center and State Collaborative (NCSC) Alternate Assessments. Performance reports containing performance information at the district and school levels for all students and subgroups (including students with disabilities) can be found at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2758&q=334898>.

The data are reported within the student data section (bottom left corner of the blue section). There are two sections: one for Smarter Balanced (SB) Assessment results and a second for NCSC Alternate Assessment results. All data is downloadable in EXCEL format.

Actions required in FFY 2013 response

None

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
Target ≤			30.00%	25.00%	25.00%	20.00%	20.00%	15.00%	10.00%	10.00%
Data		21.30%	30.20%	21.90%	18.24%	14.71%	14.12%	9.41%	10.59%	9.41%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≤	10.00%	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
<ul style="list-style-type: none"> Provide data on number and types of incidents 	<ul style="list-style-type: none"> 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 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
16	170	9.41%	10.00%	9.41%

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 2013 response

None

FFY 2013 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 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 16 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 16 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.

- 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:
 - The State DID ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.
 - The State did NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Findings of Noncompliance Identified in FFY 2013

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

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
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data						0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
17	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 2013-14 school year, 17 districts, or 10 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 22 districts from the calculation of rates.

Districts in Connecticut	170
Districts excluded under minimum “n” Rule A	22
Districts excluded under minimum “n” Rule B	0
Districts assessed for Significant Discrepancy	148
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 2013 response

None

FFY 2013 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2014 using 2013-2014 data)

Description of review

The CSDE contacted the 17 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 17 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 their 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 seventeen 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).

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Findings of Noncompliance Identified in FFY 2013

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

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
A	2005	Target ≥			65.00%	67.50%	70.00%	70.00%	70.00%	70.00%	72.00%	68.00%
		Data		65.20%	68.30%	70.20%	71.40%	70.40%	71.00%	69.50%	69.40%	68.07%
B	2005	Target ≤			9.00%	8.00%	7.00%	6.00%	6.00%	6.00%	6.00%	6.10%
		Data		7.70%	6.20%	6.20%	5.60%	5.40%	5.30%	5.60%	5.70%	5.91%
C	2014	Target ≤			5.80%	5.60%	5.40%	6.00%	6.00%	6.00%	6.00%	7.40%
		Data		6.70%	6.90%	6.80%	7.00%	7.20%	7.30%	7.30%	7.20%	7.40%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	68.00%	68.00%	68.00%	68.00%	68.10%
Target B ≤	6.10%	6.10%	6.10%	6.10%	6.00%
Target C ≤	8.40%	8.40%	8.40%	8.40%	8.30%

Key:

Explanation of Changes

Connecticut's data indicated a substantial increase in the number and percent of students ages 6-21 in separate schools from FFY 2013 to FFY 2014. This substantial increase is a direct result of 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 for FFY 2014 reflect this more precise data collection policy.

Stakeholders met to discuss this significant change in Connecticut State Board of Education policy and its effect on Indicator 5C data. This meeting resulted in the recommendation to reset baseline for Indicator 5C as well as update the associated targets. Connecticut is proposing that FFY 2014 be the new baseline year for Indicator 5C only.

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 proposed targets reflect this belief and hold steady for all but the last year of this reporting cycle.

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 for FFY 2014 reflect this more precise data collection policy. As a result of the stakeholder meeting, Connecticut is proposing to reset baseline for Indicator 5C and update the associated targets. Connecticut is proposing that FFY 2014 be the new baseline year for Indicator 5C only. 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 proposed 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 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	6/4/2015	Total number of children with IEPs aged 6 through 21	64,862	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	44,540	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	3,372	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c1. Number of children with IEPs aged 6 through 21 in separate schools	4,843	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c2. Number of children with IEPs aged 6 through 21 in residential facilities	359	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/2/2015	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	245	null

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	44,540	64,862	68.07%	68.00%	68.67%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	3,372	64,862	5.91%	6.10%	5.20%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	5,447	64,862	7.40%	8.40%	8.40%

Actions required in FFY 2013 response

None

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
A	2011	Target ≥									72.00%	76.61%
		Data									71.60%	73.50%
B	2011	Target ≤									15.00%	11.80%
		Data									15.50%	13.20%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	76.75%	77.25%	77.50%	77.75%	78.00%
Target B ≤	11.50%	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 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	Total number of children with IEPs aged 3 through 5	8,431	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	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	6,253	null

Source	Date	Description	Data	Overwrite Data
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b1. Number of children attending separate special education class	1,105	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b2. Number of children attending separate school	109	null
SY 2014-15 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/2/2015	b3. Number of children attending residential facility	n	null

FFY 2014 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	6,253	8,431	76.61%	76.75%	74.17%
B. Separate special education class, separate school or residential facility	1,215	8,431	11.80%	11.50%	14.41%

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 for 2014-15. In 2014-15, the child count for children ages 3 through 5 receiving special education increased from 8,034 to 8,431, an increase of 4.9%, which represents 397 additional children 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 796 to 882, an addition of 86 children or 10.8% 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 interventions being provided. These children were also more likely than their peers to be educated in separate classrooms and separate schools.

While the data provided one or more areas for 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.

Explanation of B 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 for 2014-15. In 2014-15, the child count for children ages 3 through 5 receiving special education increased from 8,034 to 8,431, an increase of 4.9%, which represents 397 additional children 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 796 to 882, an addition of 86 children or 10.8% 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 interventions being provided. These children were also more likely than their peers to be educated in separate classrooms and separate schools.

While the data provided one or more areas for 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.

Actions required in FFY 2013 response

None

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
A1	2008	Target ≥						56.00%	56.00%	56.00%	56.10%	55.50%
		Data					58.30%	54.30%	54.70%	54.20%	57.30%	55.97%
A2	2008	Target ≥						52.00%	52.00%	52.00%	52.10%	51.50%
		Data					54.20%	55.50%	54.00%	52.90%	55.60%	51.89%
B1	2008	Target ≥						59.00%	59.00%	59.00%	59.10%	65.50%
		Data					61.70%	63.80%	61.70%	64.00%	67.80%	65.56%
B2	2008	Target ≥						31.00%	31.00%	31.00%	31.10%	32.50%
		Data					33.00%	33.90%	31.70%	34.70%	34.00%	32.65%
C1	2008	Target ≥						48.00%	48.00%	48.00%	48.10%	52.00%
		Data					50.50%	50.70%	48.70%	52.10%	53.60%	52.19%
C2	2008	Target ≥						24.00%	24.00%	24.00%	24.10%	25.00%
		Data					26.50%	26.10%	24.20%	26.50%	26.00%	25.19%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A1 ≥	55.50%	54.00%	55.50%	57.00%	58.50%
Target A2 ≥	51.50%	50.00%	51.50%	53.00%	54.50%
Target B1 ≥	65.50%	64.00%	64.50%	65.00%	65.50%
Target B2 ≥	32.50%	31.00%	31.50%	32.00%	33.50%
Target C1 ≥	52.00%	51.00%	51.00%	51.00%	51.00%
Target C2 ≥	25.00%	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 will be moving 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 2014 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	2831.00
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children
a. Preschool children who did not improve functioning	69.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	743.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	502.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	678.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	839.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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. $(c+d)/(a+b+c+d)$	1180.00	1992.00	55.97%	55.50%	59.24%
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. $(d+e)/(a+b+c+d+e)$	1517.00	2831.00	51.89%	51.50%	53.59%

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

	Number of Children
a. Preschool children who did not improve functioning	15.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	748.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1091.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	483.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	494.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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	1574.00	2337.00	65.56%	65.50%	67.35%

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
age or exited the program. (c+d)/(a+b+c+d)					
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)	977.00	2831.00	32.65%	32.50%	34.51%

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children
a. Preschool children who did not improve functioning	16.00
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1157.00
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	929.00
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	477.00
e. Preschool children who maintained functioning at a level comparable to same-aged peers	252.00

	Numerator	Denominator	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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)	1406.00	2579.00	52.19%	52.00%	54.52%
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)	729.00	2831.00	25.19%	25.00%	25.75%

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 II© (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-II test developer and publisher for review and approval. Feedback from both the developer and publisher of the Brigance IED-II 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-II 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-II to serve as age-specific benchmarks of skill acquisition. In conjunction with information gathered from validation and standardization studies, the Brigance IED-II 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-II 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-II 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 2013 response

None

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
Target ≥			87.00%	87.10%	87.50%	88.00%	88.00%	88.00%	90.00%	87.50%
Data		86.90%	87.00%	88.40%	87.50%	88.50%	87.70%	88.00%	87.50%	87.73%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	87.50%	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 on November 19 and November 20 in 2014, and January 15 in 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 the November 2014 and January 2015 meeting 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. The PWG and CT local school districts recommended a three-year cycle so that school leaders can review survey results with their communities, celebrate success, implement improvement strategies over two years, and then see the results of their improvement efforts the following year. PWG members are supportive of the proposed cohort structure (see attachment) because: (1) parents surveyed each year will be approximately 75-80 percent of the number of students with disabilities recorded in the CSDE student information system for each year’s cohort districts; (2) the number of districts censured versus sampled has increased; (3) each public school/program will be included in the sampled districts; (4) each cohort will have the towns associated with a Regional School District surveyed in the same year; and (5) special education parent survey results will be included in the data reviewed for state special education monitoring activities.

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
3470.00	3940.00	87.73%	87.50%	88.07%

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 2014, 56 districts were included in the survey. For 45 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 11 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.

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. Parent responses in the categories of Strongly Agree, Moderately Agree and Slightly Agree constitute the 88.07 percent reported above. The responses collected from 56 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	2014-15	2014-15
		Statewide Data	Survey Data
Age	3-5	11.50 %	13.68 %
	6-12	45.49 %	48.55 %
	13-14	15.61 %	15.08 %
	15-17	21.96 %	18.22 %
	18-21	5.43 %	4.47 %
Gender	Male	67.69 %	69.16 %
	Female	32.31 %	30.84%
Race/Ethnicity	American Indian/ Alaskan Native	0.33 %	0.43 %
	Asian	2.27 %	3.71 %
	Black	15.95 %	7.77 %
	White	52.79 %	70.28 %
	Hispanic/Latino of any race	26.14 %	15.36 %
	Native Hawaiian or other Pacific Islander	0.07 %	0.15 %
	Two or more races	2.44 %	2.31 %
Grade	PK	6.61 %	7.59 %
	Elementary	36.27 %	39.49 %

Variable	Grouping	2014-15 Statewide Data	2014-15 Survey Data
	Middle	23.79 %	24.16 %
	High	33.32 %	28.76 %
Disability	LD	31.95 %	26.17 %
	ID	3.26 %	3.27 %
	ED	7.37 %	4.37 %
	SLI	15.46 %	15.94 %
	OHI	19.12 %	19.54 %
	Autism	11.29 %	17.34 %
	Other	11.55 %	13.38 %

Variable	Chi-Sq Test (χ^2)	Effect Size (Cramer's V)	Interpretation
Age	$\chi^2(4) = 56.91^*$	0.120	Weak Association
Gender	$\chi^2(1) = 3.91$	0.031	Negligible Association
Race/Ethnicity	$\chi^2(6) = 610.11^*$	0.394	Moderate Association
Grade	$\chi^2(3) = 41.85^*$	0.103	Weak Association
Disability	$\chi^2(6) = 229.34^*$	0.241	Moderate Association

* Significant at .001 level.

There was statistical support for differences between the respondents and statewide population in each of the five areas assessed. For two of the areas where differences were supported, Race/Ethnicity and Disability, 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 both the race/ethnicity and disability representativeness of the sample. For race/ethnicity, 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. For disability, it was concluded that the categories of “Learning Disability,” “Emotional Disturbance” and “Autism” had a major influence on the significant chi-square test

statistic, with large standardized residuals. “Learning Disability” and “Emotional Disturbance” were underrepresented in the final respondent sample.

In an effort to assess the impact of this underrepresentation, responses to survey item 10 were examined by race/ethnicity and disability. For the three major race/ethnicity categories in the state, the percentage of parents agreeing with survey item 10 differ. The highest percentage of agreement was evidenced by Black parents (93.14 %), followed by Hispanic parents (89.42 %), and then White parents (87.00 %). For the three most prevalent disability categories in the state, the percentage of parents agreeing with survey item 10 also differed. The highest percentage was evidenced by parents of students with Speech/Language Impairment (90.45 %), followed by parents of students with Learning Disabilities (90.40 %), and then parents of students with Other Health Impairments (86.10 %).

Additionally, this year’s survey demographics were compared to that of prior years in order for the CT State Department of Education and the stakeholder group for Indicator 8 to work with local school districts to improve the representativeness of Black and Hispanic/Latino parent responses in overall survey results. Year 2010-11 data was used as the first year for this demographic comparison, since Year 2010-11 represents the first year that states were required to report seven race/ethnicity categories for student data. The following two points summarize the comparison of Black and Hispanic/Latino demographic results to prior year survey administrations:

- o Over the past five years, the percentage of survey respondents who were Black *decreased* by 2.63 percentage points since the 2010-11 survey administration: from 10.40 percent in 2010-11 to 7.77 percent in 2014-15.
- o Over the past five years, the percentage of survey respondents who were “Hispanic/Latino of any race” *increased* by over five and a half percentage points: from 9.70 percent in 2010-11 to 15.36 percent in 2014-15. Between 2013-14 and 2014-15 (one year event), the percentage of survey respondents who were Hispanic/Latino *increased* by .66 percentage points: from 14.70 percent to 15.36 percent.

The Indicator 8 stakeholder group, i.e., the “Parent Work Group,” met to begin to develop additional strategies to increase the percentage of Black and Hispanic/Latino respondents as part of an overall strategy to continue to increase the special education parent survey response rate and representativeness of the sample. Please see the “Actions Required in FFY 2013 Response Table” for more information.

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)

Of the parents surveyed from 56 school districts in Connecticut, including regional school districts, during the 2014-2015 school year, 88.07 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. Data reported are valid and reliable.

3,470 agreements with item 10 / 3,940 survey respondents × 100 = 88.07 %

2014-15 survey administration district sample total:

surveys sent = 18,634 in 56 school districts

surveys returned completed = 3,940

response rate = 21.1 %

surveys returned non-deliverable = 895

non-deliverable rate = 4.8 %.

Districts and parents were selected according to the Connecticut State Department of Education's (CSDE) previously approved sampling plan (attached). Surveys were sent to students' home addresses via postal mail. The survey mailing included a letter of instruction (including directions for completing the survey online), the survey questionnaire, an offer of informational materials from the Connecticut Parent Advocacy Center (CPAC), and a business reply envelope. Emails (when available) were also sent to parents informing them of the upcoming mailing and giving them direct access to the online survey through a personalized link.

Following the initial mailing of the survey questionnaire, a reminder letter was mailed to each parent, encouraging them to return their completed survey or to contact the external evaluator directly if they had lost or needed a new questionnaire. In addition, three separate email reminders were sent during the survey window to those parents with email addresses available. All survey materials were printed and available online in both English and Spanish.

Beginning in 2013-14 and continued in 2014-15, a modification to the survey distribution process was made in an effort to increase response rates and reduce non-deliverable rates. Districts were provided an Excel template with the state assigned student identifiers (SASID) for the special education students in their district, and were asked to enter the most current mailing address for each student. This was a change from last year when districts were provided an Excel spreadsheet with students' mailing addresses already pre-populated (as extracted from the state's special education data system) and were asked to confirm the mailing addresses. This revised process helped to ensure that each district reviewed, and edited the Excel spreadsheet with the most current addresses. In addition, districts were also able to indicate if a child had moved out of the district, or if any additional students had been identified. All 56 districts returned a completed Excel spreadsheet.

Similar to last year, districts were also asked to provide, when available, parents' email addresses to allow for direct access to the survey through a personalized link. Emails for some or all parents of students with disabilities were provided by all but five of the 56 districts involved in this year's survey distribution. Parents with email addresses received notification by the CSDE that the parent survey would be mailed and that they would also receive a customized personal link to the survey via email, in the event that parents would choose to complete the survey online. The online option was also offered to all parents who received the survey at their home mailing address. Slightly more surveys were completed on paper than online, 55.7 percent compared to 44.3 percent.

Actions required in FFY 2013 response

In the FFY 2014 APR, the State must report whether its FFY 2014 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.

Responses to actions required in FFY 2013 response

As noted earlier in this report, parent responses to Survey Question 12, "In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities," were analyzed to determine state performance on Indicator 8. Parent responses in the categories of Strongly Agree, Moderately Agree and

Slightly Agree constitute the 95.38% percent reported above. The responses collected from 56 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).

There was statistical support for differences between the respondents and statewide population in four of the five areas assessed: Age, Race/Ethnicity, Grade, and Disability. For two of the areas where differences were supported, Race/Ethnicity and Disability, 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 both the race/ethnicity and disability representativeness of the sample. For race/ethnicity, 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. For disability, it was concluded that the categories of "Learning Disability," "Emotional Disturbance" and "Autism" had a major influence on the significant chi-square test statistic, with large standardized residuals. "Learning Disability" and "Emotional Disturbance" were underrepresented in the final respondent sample.

In an effort to increase response rate and representativeness, a new sampling plan was implemented in FFY 2014. Distribution of the survey was changed to a three-year cycle, thus almost doubling the number of districts surveyed each year, beginning with the 2014-15 school year. For FFY 2014, 18,634 parents of children receiving special education services were surveyed across 56 school districts.

As noted above, a comparison of the race distribution of the 2014-15 parent survey respondents indicates that parents of white students were more likely to respond to the survey compared to parents of Hispanic/Latino and Black/African American students, whom are slightly under-represented in the respondent group.

In January 2016, the State Advisory Council and members of the "Parent Work Group" (the Indicator 8 Stakeholder Group) met to review the results of the FFY 2014 survey. Among the outcomes of that meeting was a commitment on the part of the state to secure the services of the external evaluator that administers the survey for the purpose of conducting a trend analysis of its results as a means of informing potential revisions to the survey itself, including considerations of cultural sensitivity. Once those revisions are made, an action plan will be developed that will include consideration of the means by which the survey is distributed in an effort to increase its representativeness.

Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

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
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
2	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.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

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

Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

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
Target			0%	0%	0%	0%	0%	0%	0%	0%
Data		2.40%	2.40%	1.20%	1.20%	1.80%	0%	0%	0%	0%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
28	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, 28 districts were initially contacted regarding potential “data of concern” in 29 areas when assessed for disproportionate representation using the CSDE’s definition.

Twenty-two (61.1 percent) of the 36 areas of disproportionate data were in the racial category of white:

- 6 = White Autism
- 4 = White Emotional Disturbance
- 2 = White Intellectual Disabilities
- 2 = White Learning Disabilities
- 7 = White Other Health Impairment
- 1 = White Speech/Language Impairment

Seven (19.4 percent) of the 36 areas of disproportionate data was in the racial category of black:

- 1 = Black Emotional Disturbance
- 2 = Black Intellectual Disabilities
- 4 = Black Learning Disabilities

The remaining seven (19.4 percent) of the 36 areas of disproportionate data were in the racial categories of Hispanic/Latino:

- 2 = Hispanic/Latino Intellectual Disabilities
- 5 = Hispanic/Latino Speech/Language Impairment

The CSDE required the 28 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 28 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 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

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

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
Target			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%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
14,797	14,698	99.21%	100%	99.33%

Number of children included in (a), but not included in (b) [a-b]	99
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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 99 children statewide (served by 32 districts) during the 2014-15 school year included in (a) but not included in (b). In other words, these 99 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 360 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 32 districts that were determined to be out of compliance with Indicator 11 based on 2014-15 initial evaluation data being below 100 percent, 28 of the 32 districts had percentages falling above 95 percent. 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 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 2014-15 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 32 districts were required to participate in a monitored submission process for their 2015-16 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.

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 (LEAs) via an online web data submission tool. Data were collected for all children ages 3-21 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, 2014 and June 30, 2015.

Actions required in FFY 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

Findings of Noncompliance Identified	Findings of Noncompliance Verified	Findings of Noncompliance	Findings Not Yet Verified as Corrected
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FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	as Corrected Within One Year	Subsequently Corrected	
32	32	null	0

FFY 2013 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 2013-2014 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 2013-2014 evaluation timelines data.

The 32 districts were required to submit to the CSDE the following information for each child in 2013-2014 determined eligible beyond the timeline: the student's State Assigned Student Identifier (SASID); the 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); 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 113 students whose evaluations exceeded the state timelines in FFY 2013. BSE staff also reviewed any actions taken by the district to address the late evaluation and IEP 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*.

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
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data		91.90%	99.50%	99.80%	99.90%	100%	100%	100%	99.90%	100%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,671
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	480
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1,661
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.	329
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	201

	Numerator (c)	Denominator (a-b-d-e)	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 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. $[c/(a-b-d-e)] \times 100$	1,661	1,661	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
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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 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 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

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

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
Target			100%	100%	100%	100%	100%	100%	100%	100%
Data						77.80%	93.80%	99.70%	99.98%	99.71%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
14,303	14,315	99.71%	100%	99.92%

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 post-secondary goals and objectives, including: use of age appropriate transition assessments; post-secondary 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 2013 response

None

Correction of Findings of Noncompliance Identified in FFY 2013

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 2013 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 2013, 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, 2015 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 2013, 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 2013-2014 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

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
A	2009	Target ≥							46.30%	46.30%	46.40%	49.00%
		Data						46.30%	52.50%	44.80%	51.80%	49.12%
B	2009	Target ≥							61.20%	61.20%	61.30%	63.00%
		Data						61.20%	66.50%	60.10%	67.40%	63.27%
C	2009	Target ≥							78.70%	78.70%	78.80%	77.00%
		Data						78.70%	82.90%	79.10%	83.80%	77.69%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target A ≥	49.00%	49.00%	49.00%	49.00%	49.10%
Target B ≥	63.00%	63.00%	63.00%	63.00%	63.10%
Target C ≥	77.00%	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 2014 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	734.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	365.00
2. Number of respondent youth who competitively employed within one year of leaving high school	175.00
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)	49.00
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).	46.00

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
A. Enrolled in higher education (1)	365.00	734.00	49.12%	49.00%	49.73%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	540.00	734.00	63.27%	63.00%	73.57%
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)	635.00	734.00	77.69%	77.00%	86.51%

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 2014, 5,139 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 17, 2015, 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 (June 17th, July 16th, and September 23rd); two waves of phone surveys administered by a call team at UConn (November 18th, and November 23rd between the hours of 5pm and 8:30pm) to select Exiters (i.e., those 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 CSDE’s FFY 2014 survey administration sample total:	Surveys sent = 5,139
Surveys returned completed = 734	Response rate = 14.3%
Surveys returned non-deliverable = 780	Non-deliverable rate = 15.2%

Connecticut is pleased to report a slight increase in response rate for FFY 2014 when compared to FFY 2013 (14.2% in FFY 2013 and 14.3% in FFY 2014). A substantial decrease in non-deliverable rate was also seen (16.9 % in FFY 2013 to 15.2% in FFY 2014).

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	Male	66.6%	62.1%
	Female	33.4%	37.9%
Race/Ethnicity	American Indian/ Alaskan Native	0.4%	0.4%
	Asian	0.4%	2.3%
	Black or African American	18.3%	11.9%
	White	54.7%	69.8%

	Hispanic/Latino of any race	23.4%	13.9%
	Native Hawaiian or Other Pacific Islander	0.1%	0.3%
	Two or More Races	1.6%	1.5%
Exit Reason	Graduated with Diploma	84.4%	94.1%
	Graduated with Certificate	0.6%	1.1%
	Dropped Out	13.7%	3.0%
	Reached Maximum Age	1.4%	1.8%
Disability	LD	39.0%	34.7%
	ID	4.4%	6.2%
	ED	16.7%	10.9%
	SLI	5.3%	5.9%
	OHI	23.4%	23.7%
	Autism	5.9%	12.5%
	Other	5.3%	5.7%

Variable	Chi-Square Test (χ^2)	Effect Size (Cramer's V)	Interpretation
Gender	$\chi^2(1) = 6.61$	n/a	n/a
Race/Ethnicity	$\chi^2(6) = 142.83^*$	0.44	Relatively Strong Association
Exit Reason	$\chi^2(3) = 73.28^*$	0.32	Moderate Association
Disability	$\chi^2(6) = 79.90^*$	0.33	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”, “Asian” 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 categories “Graduated with Diploma” and “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 “Intellectual Disability”, “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 7.4.

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 (June 17th, July 16th, and September 23rd); three waves of phone surveys administered by a call team 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 5,139 surveys was sent on June 17, 2015. A second wave of 4,334 surveys was mailed on July 16, 2015. Finally, a third wave of 3,935 surveys was mailed on September 23, 2015. Each mailed survey also contained information about an online survey that respondents could choose to employ. The call team administered the survey over the phone on November 18th, and November 23rd between the hours of 5pm and 8:30pm. Finally, professionals from 16 LEAs contacted exiters and either encouraged return of the survey or administered the survey over the phone between November 2, 2015 and November 25, 2015. To improve the results of the call team, LexisNexis, a data-cleaning program, was used to obtain more accurate Exiter phone numbers. A batch process was conducted in which the database of student information was sent to LexisNexis through a secure server. The company then returned the database with updated phone numbers if possible.

Calls were prioritized to Exiters who had a history of underrepresentation in past surveys (i.e., minority Exiters, Exiters with ED, individuals who dropped out, and Exiters residing in cities) to try and better represent these populations in the current survey. All callers participated in a thirty-minute training to prepare for the calls and data collection procedures. The training involved reviewing the survey and classifying Exiter responses. Upon completion of training, the team spent a total of seven hours over two days making phone calls. In total, 618 Exiters were called, and 61 completed surveys were collected. Phone numbers were often inaccurate or out of service, even with the use of the data cleaning service.

Connecticut will employ this methodology again in FFY 2015 in an attempt to demonstrate a continued increase in response rate and representativeness.

Actions required in FFY 2013 response

None

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
Target ≥			67.30%	67.40%	67.50%	67.60%	67.70%	67.80%	67.90%	45.00%
Data		67.20%	65.20%	22.20%	69.40%	79.50%	71.88%	56.10%	57.14%	45.07%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	45.00%	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 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1(a) Number resolution sessions resolved through settlement agreements	32	null

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2015	3.1 Number of resolution sessions	64	null

FFY 2014 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2013 Data*	FFY 2014 Target*	FFY 2014 Data
32	64	45.07%	45.00%	50.00%

Actions required in FFY 2013 response

None

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
Target ≥			68.00%	69.00%	70.00%	71.00%	72.00%	72.00%	72.00%	68.00%
Data		68.60%	59.60%	70.60%	73.70%	66.67%	65.20%	65.66%	66.82%	68.63%

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

FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target ≥	68.00%	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 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.a.i Mediations agreements related to due process complaints	59	null
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1.b.i Mediations agreements not related to due process complaints	123	null

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2014-15 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2015	2.1 Mediations held	265	null

FFY 2014 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 2013 Data*	FFY 2014 Target*	FFY 2014 Data
59	123	265	68.63%	68.00%	68.68%

Actions required in FFY 2013 response

None

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
Target ≥		
Data		

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

FFY 2015 - FFY 2018 Targets

FFY	2015	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 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

FFY 2014 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

- (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.

Certify and Submit your SPP/APR

This indicator is not applicable.