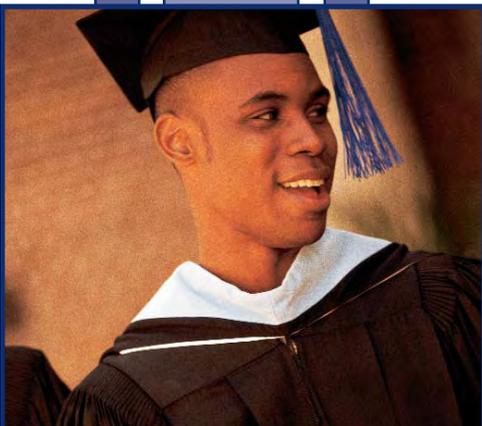


Connecticut State Department of Education  
Division of Family and Student Support Services  
Bureau of Special Education



Part B

# ANNUAL *Performance* REPORT

February 2009

Reporting Period

July 1, 2007 - June 30, 2008



# Contents

## **Overview of Annual Performance Report Development**

Broad Input from Stakeholders ..... i

Public Dissemination ..... i-ii

## **Monitoring Priority: FAPE in the LRE**

Indicator 1: Graduation ..... 1-7

Indicator 2: Dropout..... 8-14

Indicator 3: Participation and Performance on Statewide Assessments ..... 15-33

Indicator 4: Suspension and Expulsion..... 34-47

Indicator 5: Least Restrictive Environment (LRE)..... 48-60

Indicator 6: Early Childhood LRE..... 61-66

Indicator 7: Early Childhood Outcomes ..... 67-68

Indicator 8: Parental Involvement..... 69-73

## **Monitoring Priority: Disproportionality**

Indicator 9: Districts with Disproportionate Representation in Special Education  
and Related Services ..... 74-80

Indicator 10: Districts with Disproportionate Representation in Specific Disability  
Categories ..... 81-90

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

Indicator 11: Evaluation Timelines..... 91-97

Indicator 12: FAPE at Age 3..... 98-104

Indicator 13: Secondary Transition Goals and Services ..... 105-111

# Contents

## **Monitoring Priority: Effective General Supervision Part B (continued)**

Indicator 14: Postsecondary Outcomes.....	112-119
Follow-Up Survey Instrument 2008 .....	120-121
Indicator 15: General Supervision .....	122-137
Indicator 16: Complaints.....	138-141
Indicator 17: Due Process Hearing Requests.....	142-145
Indicator 18: Resolution Session Agreements .....	146-147
Indicator 19: Mediation Agreements .....	148-149
Table 7 – Report of Complaints, Resolution, Due Process.....	150-152
Indicator 20: Timely and Accurate Reporting .....	153-158

## **Appendix**

Attachment 1: Table 6 – Report of Participation and Performance on State Assessments .....	159-179
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# Overview of the Annual Performance Report Development

## **February 2009**

### **Broad Input from Stakeholders**

With the first submission of the State Performance Plan (SPP) in December 2005, the Connecticut State Department of Education divided the 20 indicators into six categories for its SPP. In its updated revision of the SPP, the Department reorganized its work groups to reflect seven areas. Each category was designated as a work group with a consultant from either the Bureau of Special Education; Bureau of Accountability, Compliance and Monitoring; or the Bureau of School and District Improvement facilitating each work group. The work groups are:

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

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

### **Public Dissemination**

A press release will be prepared and submitted to major newspapers about the development and submission of the SPP. Annually, the same will be done regarding current and future APRs. The updated SPP and APRs will be posted on the Department's Web site. A letter bringing attention to the revised SPP and APR will be sent to each local education agency (LEA) and to parent organizations including, but not limited to, the state's Parent Training and Information (PTI) Center, African and Caribbean American Parents of Children with Disabilities (AFCAMP), ARC of Connecticut and Padres Abriendo Puertas (PAP), as well as institutes of higher education throughout the state that have educator preparation programs, the State Advisory Council (SAC), the Department of Mental Health and Addiction Services (DMHAS), the Connecticut Birth to Three System, the Department of Children and Families (DCF), the Department of Developmental Services (formerly Department of Mental Retardation) and the Commission on Children. The SPP and subsequent APRs will also be available to the public through the Department's Web site.

The Department will report annually to the public on the performance of each local education agency located in the state on the targets in the SPP through the District Annual Performance Report, which will be posted on the state's Web site and announced in the Bureau of Special Education Bulletin. The updated SPP and subsequent APRs will be shared with the Connecticut State Board of Education for discussion.

**Revisions Made**

Any changes or revisions made within SPP indicators are specified, with an explanation and justification for those changes or revisions in the Annual Performance Report submitted February 2009.

The section titled "Public Dissemination" in the SPP has been updated to align with the public dissemination of the APR as outlined above.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

FFY	Measurable and Rigorous Target
2007	72.0%

**Actual Target Data for FFY 2007:**

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

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

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

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

Discussion of Improvement Activities Completed

**1.4** A statewide summit titled “The Intersection of Race and Education” was held for two days in May 2008. The goal of this training was to focus on the issue of race as it relates to identification for special education along with learning achievement gaps, suspension/expulsion, dropout prevention and graduation. School district teams along with families, students, policymakers, advocates and university faculty attended the event. The stakeholder group involved with planning this summit reviewed multiple SPP indicators by race and the district annual performance report further disaggregates data by district. No racial discrepancy in graduation rates was found.

**1.5** Collaboration with State Education Resource Center (SERC) staff members to discuss statewide and district-specific activities and training to address graduation and dropout is ongoing as SERC is contracted to provide professional development to school districts. The Department will continue discussions about technical assistance activities with Connecticut’s Comprehensive System of Personnel Development (CSPD) on topics that the SERC will include in the professional development plan.

**1.6** The Department will increase its effort to work with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop a partnership for establishing a statewide dropout prevention initiative. Department staff attended the NDPC Network (NDPC-N) conference in November 2008 in an effort to revive discussions regarding partnerships with the NDPC-SD and NDPC-N.

**1.7** Interagency collaboration through a Memorandum of Agreement between the Connecticut State Department of Education and the Department of Mental Health and Addiction Services (DMHAS) to provide special education services to persons 18-21 who have in-patient status in state psychiatric hospitals is ongoing. Collaboration continues with the Department of Children and Families (DCF) on school completion and graduation for students with disabilities who fall under its jurisdiction with particular emphasis on students who are represented by surrogate parents. All the safeguards and procedures dictated by IDEA are in effect. Issues of graduation and dropout are part of the discussion as they pertain to delivering special education services.

**1.8** Data on statewide and district graduation rates for both students with disabilities and all students in Connecticut continues to be disseminated to all school districts via the Strategic School Profiles, which incorporates both general and special education data, and District Annual Performance Reports (APRs). These data for the 2005-06 and 2006-07 school year were also available on the Department Web site.

**1.9** The Department has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. The module titled Improving School Climate to Support Student Achievement was finalized in the 2007-08 school year.

**1.10** Monitoring from the Bureau of Accountability, Compliance and Monitoring required strategies to decrease suspension rates in 11 of 12 districts being monitored. Districts will implement these strategies through the 2008-09 school year.

**1.11** Based on the review of research studies and dropout prevention programs, school engagement continues to be the current driving force to increase graduation rates and decrease dropout rates. Connecticut continues to recognize the links between graduation and dropout and the impact of school engagement efforts on those indicators. A request for proposals (RFP) was disseminated to targeted districts with significantly high rates of suspensions to consider participating in a demonstration project to increase graduation and decrease dropout through a focus on school engagement to decrease suspensions and expulsions. This project did not get started because the proposals that were submitted did not meet the criteria. The RFP will be reissued with additional guidance.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

All the following activities, while focusing on dropout, will affect graduation rates inversely, that is, a decrease in the dropout rate will be accompanied by an increase in the graduation rate.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>1.7</b> (Revised) Assign a consultant from the Bureau of Special Education to dropout prevention and graduation for students with disabilities. This person will work with the Department and other state agencies (DCF and DMHAS) to strengthen and promote interagency collaboration.</p>	<p>July 2006 through fall 2008</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>A single consultant will no longer be assigned to this work. The Department will establish an intra-agency and interagency taskforce to address graduation, dropout and suspension and expulsion of students with and without disabilities. This will replace the previous interagency collaboration activity. The timeline has been adjusted to reflect this change.</p>
<p><b>1.12</b> (New) Department will establish an intra-agency and interagency taskforce to address graduation, dropout and suspension and expulsion of students with and without disabilities.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Other state agency personnel</li> </ul>	

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>1.11</b> (Revised) Explore components of school engagement model to be included in RFP to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel and IDEA funding</li> </ul>	<p>An RFP was disseminated to targeted districts with significantly high rates of suspensions to consider participating in a demonstration project to increase graduation and decrease dropout through a focus on school engagement to decrease suspensions and expulsions. This project did not get started because the proposals that were submitted did not meet the criteria. The RFP will be reissued with additional guidance.</p>
<p><b>1.5</b> (Revised) Meet with SERC staff members to discuss statewide and district-specific activities and training to address graduation and dropout.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to provide professional development activities</li> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> </ul>	<p>CSPD has been deleted as an improvement activity to more accurately reflect its involvement as a stakeholder.</p>

Activity	Timeline	Resources	Justification
<p><b>1.9 (New)</b> Continue training through the CALI module titled “Improving School Climate to Support Student Achievement” to facilitate the reduction of suspensions and expulsions that affect graduation and dropout rates. The Department offers basic and certification training through CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>A module titled “Improving School Climate to Support Student Achievement” was developed by the Department and added to ensure that all school improvement efforts take place within the context of a positive school climate. The School and District Improvement Unit has been reorganized into the Bureau of School and District Improvement to provide capacity and priority to this work. The timeline has been revised to demonstrate this ongoing work across the state.</p>
<p><b>1.10 (New)</b> Monitoring from the Bureau of Accountability, Compliance and Monitoring to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Consultants and managers with expertise in the education of students with disabilities are assigned full-time to the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring</li> </ul>	<p>Reorganization of the Department because of new legislation created two bureaus dedicated to student improvement. In districts that are reviewed by these bureaus, strategies to address suspension rates are included, as they contribute to graduation and dropout rates.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>1.13 (New)</b> The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. This intra-agency taskforce will work with the Bureaus of Special Education; Curriculum and Instruction; and Accountability, Compliance and Monitoring. The taskforce will implement the following recommendations:</p> <ol style="list-style-type: none"> <li>1. Conduct in-depth analyses of dropout and suspension data among Connecticut’s schoolchildren.</li> <li>2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant.</li> <li>3. Complete an analysis of local programs in Connecticut to identify exemplary models.</li> <li>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youths at risk of dropping out of school.</li> </ol>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>The Department completed a comprehensive report to the Connecticut State Board of Education titled: “A Review of Programs for Reducing The Dropout and Suspension Rates of Those Students at Risk of Dropping Out or Being suspended from School.”</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>1.14</b> (New) The Connecticut proposal for secondary school reform will affect the graduation requirements. In addition to the IEP, the “Student Success Plan,” which includes features of the IEP and adviser-advisee programs, will be implemented to ensure that students with disabilities have appropriate post-school outcomes.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Proposed State legislation</li> </ul>	<p>This activity has been added to reflect the Department’s priorities in addressing students’ preparation for post-school outcomes after graduation. The Student Success Plan is a preventative strategy to dropout as it places focus on students’ preparation for graduation and life after high school.</p>
<p><b>1.15</b> (New) In collaboration with the Governor’s P-20 Council, conduct a Dropout Prevention Summit.</p>	<p>Fall 2009</p>	<ul style="list-style-type: none"> <li>• Grant funds from America’s Promise Alliance</li> </ul>	<p>Response to community and business awareness of the impact of dropout on workforce supply and demands.</p>
<p><b>1.16</b> (New) Incorporate the Student Success Plan and advisor-advisee program into the Special Education Manual and provide training.</p>	<p>2009-10 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>Department’s strategy to provide the same service to students with and without disabilities.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

FFY	Measurable and Rigorous Target
2007	5.0%

**Actual Target Data for FFY 2007:**

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

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

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

The target for 2007-08 was exceeded. According to research, there is a strong relationship between dropout rates and graduation rates. Graduation is emphasized as one measure of the success of activities to reduce dropout rates. Also, Connecticut subscribes to the research

findings that suspension and expulsion rates also affect the dropout rate. Therefore, activities implemented to reduce suspensions and expulsions are also targeted at dropout and graduation rates, in which improvement activities are purposely similar among all three areas.

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

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

#### Discussion of Improvement Activities Completed:

**2.4** A statewide summit titled “The Intersection of Race and Education” was held for two days in May 2008. The goal of this training was to focus on the issue of race as it relates to identification for special education along with learning achievement gaps suspension/expulsion, dropout prevention and graduation. School district teams along with families, students, policymakers, advocates and university faculty attended the event.

**2.5** Collaboration with State Education Resource Center (SERC) staff members to discuss statewide and district-specific activities and training to address graduation and dropout is ongoing as the SERC is contracted to provide professional development to school districts. The Department will continue discussions about technical assistance activities with Connecticut’s Comprehensive System of Personnel Development (CSPD) on topics that SERC will include in the professional development plan.

**2.6** The Department will increase its effort to work with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop a partnership for establishing a statewide dropout prevention initiative. Department staff members attended the NDPC Network (NDPC-N) conference in November 2008 in an effort to revive discussions regarding partnerships with the NDPC-SD and NDPC-N.

**2.7** Interagency collaboration through a Memorandum of Agreement between the Connecticut State Department of Education (CSDE) and the Department of Mental Health and Addiction

Services (DMHAS) to provide special education services to persons 18-21 who have in-patient status in state psychiatric hospitals is ongoing. Collaboration continues with the Department of Children and Families (DCF) on school completion and graduation for students with disabilities who fall under its jurisdiction with particular emphasis on students who are represented by surrogate parents. All the safeguards and procedures dictated by IDEA are in effect. Issues of graduation and dropout are part of the discussion as it pertains to delivering special education services.

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

**2.9** The Department has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. The module titled Improving School Climate to Support Student Achievement was finalized in the 2007-08 school year.

**2.10** Monitoring from the Bureau of Accountability, Compliance and Monitoring required strategies to decrease suspension rates in 11 of 12 districts being monitored. Districts will implement these strategies through the 2008-09 school year.

**2.11** Based on the review of research studies and dropout prevention programs, school engagement continues to be current driving force to increase graduation rate and decrease dropout rates. Connecticut continues to recognize the links between graduation and dropout and the impact of school engagement efforts on those indicators. A request for proposals (RFP) was disseminated to targeted districts with significantly high rates of suspensions to consider participating in a demonstration project to increase graduation and decrease dropout through focus on school engagement to decrease suspensions and expulsions. This project did not get started because the proposals that were submitted did not meet the criteria. The RFP will be reissued with additional guidance.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

All the following activities, while focusing on dropout, will affect graduation rates inversely, that is, a decrease in the dropout rate will be accompanied by an increase in the graduation rate.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<b>2.7</b> (Revised) Assign a consultant from the Bureau of Special Education to dropout prevention and graduation for students with disabilities. This person will	July 2006 through fall 2008	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	A single consultant will no long be assigned to this work. The Department will establish an intra-agency and inter-agency taskforce to address graduation,

**APR Template – Part B (4)**

**Connecticut**

State

Activity	Timeline	Resources	Justification
<p>work with the Department and other state agencies (DCF and DMHAS) to strengthen and promote interagency collaboration.</p> <p><b>2.12 (New)</b> Department will establish an intra-agency and interagency taskforce to address graduation, dropout and suspension and expulsion of students with and without disabilities.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Other state agency personnel</li> </ul>	<p>dropout and suspension and expulsion of students with and without disabilities. This will replace the previous interagency collaboration activity. The timeline has been adjusted to reflect this change.</p>
<p><b>2.11 (Revised)</b> Explore components of school engagement model to be included in request for proposal (RFP) to develop demonstration programs aimed at increasing graduation rate and decreasing suspension, expulsion and dropout rates.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel and IDEA funding</li> </ul>	<p>An RFP was disseminated to targeted districts with significantly high rates of suspensions to consider participating in a demonstration project to increase graduation and decrease dropout through focus on school engagement to decrease suspensions and expulsions. This project did not get started because the proposals that were submitted did not meet the criteria. The RFP will be reissued with additional guidance.</p>
<p><b>2.5 (Revised)</b> Meet with SERC staff members to discuss statewide and district-specific activities and training to address graduation and dropout. Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities, and technical assistance.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to provide professional development activities</li> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> </ul>	<p>CSPD has been deleted as an improvement activity to more accurately reflect its involvement as a stakeholder.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>2.9</b> (New) Continue training through the CALI module titled “Improving School Climate to Support Student Achievement” to facilitate the reduction of suspensions and expulsions that affect graduation and dropout rates. The Department offers basic and certification training through CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>A module titled “Improving School Climate to Support Student Achievement” was developed by the Department and added to ensure that all school improvement efforts take place within the context of a positive school climate. The School and District Improvement Unit has been reorganized into the Bureau of School and District Improvement to provide capacity and priority to this work. The timeline has been revised to demonstrate this ongoing work across the state.</p>
<p><b>2.10</b> (New) Monitoring from the Bureau of Accountability, Compliance and Monitoring to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Consultants and managers with expertise in the education of students with disabilities are assigned full-time to the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring.</li> </ul>	<p>Reorganization of the Department because of new legislation created two bureaus dedicated to student improvement. In districts that are reviewed by these bureaus, strategies to address suspension rates are included, as they contribute to graduation and dropout rates.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>2.13 (New)</b> The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. This intra-agency taskforce will work with the Bureaus of Special Education; Curriculum and Instruction; and Accountability, Compliance and Monitoring. The taskforce will implement the following recommendations:</p> <ol style="list-style-type: none"> <li>1. Conduct in-depth analyses of dropout and suspension data among Connecticut’s schoolchildren.</li> <li>2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant.</li> <li>3. Complete an analysis of local programs in Connecticut to identify exemplary models.</li> <li>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youths at risk of dropping out of school.</li> </ol>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>The Department completed a comprehensive report to the Connecticut State Board of Education titled: “A Review of Programs for Reducing The Dropout and Suspension Rates of Those Students at Risk of Dropping Out or Being suspended from School.”</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>2.14</b> (New) The Connecticut proposal for secondary school reform will affect the graduation requirements. In addition to the IEP, the “Student Success Plan,” which includes features of the IEP and adviser-advisee programs, will be implemented to ensure that students with disabilities have appropriate post-school outcomes.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Proposed State legislation</li> </ul>	<p>This activity has been added to reflect the Department’s priorities in addressing students’ preparation for post-school outcomes after graduation. The Student Success Plan is a preventative strategy to dropout as it places focus on students’ preparation for graduation and life after high school.</p>
<p><b>2.15</b> (New) In collaboration with the Governor’s P-20 Council, conduct a Dropout Prevention Summit.</p>	<p>Fall 2009</p>	<ul style="list-style-type: none"> <li>• Grant funds from America’s Promise Alliance</li> </ul>	<p>Response to community and business awareness of the impact of dropout on workforce supply and demands.</p>
<p><b>2.16</b> (New) Incorporate the Student Success plan and advisor-advisee program into the Special Education Manual and provide training.</p>	<p>2009-10 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>Department’s strategy to provide the same service to students with and without disabilities.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

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

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

- C. Proficiency rate =
  - a. # of children with IEPs in assessed grades;
  - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
  - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
  - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
  - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

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

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

FFY	Measurable and Rigorous Target		
2007	3A: 40.0%	3B: 97.0%	3C: CMT reading = 79.0% CMT math = 82.0% CAPT reading = 81.0% CAPT math = 80.0%

**Actual Target Data for FFY 2007:**

Assessment data reported here for the 2007-08 school year are the same assessments used for reporting under No Child Left Behind (NCLB). The Connecticut Mastery Test (CMT) is the statewide assessment designated for students in elementary and middle school; the Connecticut Academic Performance Test (CAPT) is the statewide assessment designated for secondary students. With respect to adequate yearly progress (AYP) calculations, issues of quality pertain to both the reliability of decisions being made and accuracy of the calculations themselves. Connecticut uses a minimum *n* size and a confidence interval to ensure reliability of the AYP decisions. These processes have been communicated to districts through various means such as correspondence to superintendents regarding their AYP results, and conference materials regarding AYP calculations and determinations. To ensure the accuracy of the calculations themselves, two analysts from the Department compute the calculations independent of one another, using different platforms. The results of each program are compared, and discrepancies between the two sets of results are investigated and reconciled. All data are valid and reliable. Data presented here match section 618-Table 6 submitted in accordance with February 1, 2009 timelines.

In the school year 2007-08:

3A: Of the districts meeting the state’s minimum *n*, 18.5 percent achieved AYP for the special education subgroup. Target not met.

$$(25/135) \times 100 = 18.5\%$$

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

a) # children with IEPs in assessed grades

CMT = 31,607  
CAPT = 4,898

b) # of children with IEPs in regular assessment with no accommodations (percent = [b/a] x 100)

CMT Reading = 20.8% (6,560 / 31,607) x 100  
CMT Math = 20.5% (6,480 / 31,607) x 100  
CAPT Reading = 21.2% (1,038 / 4,898) x 100  
CAPT Math = 21.9% (1,075 / 4,898) x 100

c) # of children with IEPs in regular assessments with accommodations (percent = [c/a] x 100)

CMT Reading	=	68.2%	$(21,564 / 31,607) \times 100$
CMT Math	=	69.3%	$(21,890 / 31,607) \times 100$
CAPT Reading	=	61.3%	$(3,003 / 4,898) \times 100$
CAPT Math	=	59.8%	$(2,927 / 4,898) \times 100$

d) # of children with IEPs in alternate assessments against grade level achievement standards (percent =  $[d/a] \times 100$ )

CMT Reading	=	8.6%	$(2,730 / 31,607) \times 100$
CMT Math	=	8.6%	$(2,730 / 31,607) \times 100$
CAPT Reading	=	9.0%	$(442 / 4,898) \times 100$
CAPT Math	=	9.0%	$(442 / 4,898) \times 100$

e) # of children with IEPs in alternate assessments against alternate achievement standards (percent =  $[e/a] \times 100$ )

Connecticut does not test against alternate achievement standards.

Overall Participation Rate (percent =  $[b + c + d + e]/a$ )

CMT Reading	=	97.6%	$[(6,560 + 21,564 + 2,730) / 31,607] \times 100$
CMT Math	=	98.4%	$[(6,480 + 21,890 + 2,730) / 31,607] \times 100$
CAPT Reading	=	91.5%	$[(1,038 + 3,003 + 442) / 4,898] \times 100$
CAPT Math	=	90.7%	$[(1,075 + 2,927 + 442) / 4,898] \times 100$

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

a) # of children with IEPs in assessed grades

CMT	=	31,607
CAPT	=	4,898

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

CMT Reading	=	9.7%	$(3,060 / 31,607) \times 100$
CMT Math	=	11.7%	$(3,683 / 31,607) \times 100$
CAPT Reading	=	10.1%	$(493 / 4,898) \times 100$
CAPT Math	=	10.1%	$(496 / 4,898) \times 100$

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

CMT Reading	=	18.7%	$(5,922 / 31,607) \times 100$
CMT Math	=	28.1%	$(8,895 / 31,607) \times 100$
CAPT Reading	=	29.7%	$(1,457 / 4,898) \times 100$
CAPT Math	=	26.0%	$(1,274 / 4,898) \times 100$

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

CMT Reading	=	1.9%	$(616 / 31,607) \times 100$
CMT Math	=	2.7%	$(852 / 31,607) \times 100$
CAPT Reading	=	1.6%	$(79 / 4,898) \times 100$
CAPT Math	=	1.1%	$(54 / 4,898) \times 100$

e) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [e/a] x 100)  
Connecticut does not test against alternate achievement standards.

Overall Proficiency Rate (percent = [b + c + d + e] / a)

CMT Reading	=	30.4%	$[(3,060 + 5,922 + 616) / 31,607] \times 100$
CMT Math	=	42.5%	$[(3,683 + 8,895 + 852) / 31,607] \times 100$
CAPT Reading	=	41.4%	$[(493 + 1,457 + 79) / 4,898] \times 100$
CAPT Math	=	37.2%	$[(496 + 1,274 + 54) / 4,898] \times 100$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

3A: Given the required increase in proficiency targets, as outlined in Connecticut’s NCLB Accountability Workbook, a decreased number of schools were identified for this year as having met the NCLB AYP objectives for the subgroup of students with disabilities. For example, the CMT “Target for Percent Proficient” increased from 68 to 79 percent in reading and 74 to 82 percent in mathematics, while the CAPT target increased from 72 to 81 percent in reading and 69 to 80 percent in mathematics. These increases of eight to 11 percentage points in the amount of students who must reach proficiency are the direct reason that fewer districts met NCLB AYP objectives for students with disabilities. It is expected for the 2008-09 school year, more schools will make AYP, as there is no increase in CMT and CAPT proficiency requirements.

In addition, Department personnel are confident that with the increased accountability to all schools via a legislative mandate that has resulted in increased monitoring of student progress through data, positive trends in academic performance for all subgroups will be seen in future years. This action has strongly placed an urgency to improve outcomes of all students. Similarly, the Department has implemented and trained school personnel in the area of Scientific Research-Based Interventions (SRBI) as a school reform/student improvement framework similar to Response to Intervention. In Connecticut, SRBI are for all districts to implement to improve student outcomes, not solely for use to identify students as learning disabled.

3B: Connecticut strongly disagrees with the conclusion of the data reported above for overall participation rate. While the data are both valid and reliable, the calculation used is not appropriate. Changes were made to Federal Table #6 – Participation and Performance of Students with Disabilities on State Assessments, that resulted in moving the field for the “subset [of students who took a regular assessment] whose assessment results were invalid” from pages 2 and 11 to pages 4 and 13 respectively for math and reading assessments, thereby forcing the calculation for SPP indicator 3B to include students with invalid scores as nonparticipants.

This is a change from how the data table was designed previously (FFY05 and FFY06) and is in direct opposition to Connecticut’s Approved NCLB Accountability Workbook. This change in data table layout and expectation by OSEP regarding the calculation of participation rate is the only reason the data reported above suggest that Connecticut failed to meet the participation rate targets for FFY 2007 for reading and math CMT and is directly responsible for the appearance that the participation rate for reading and math CAPT did not show progress.

*From the federally approved document outlining NCLB in the state, Connecticut's Technical Manual on the Accountability Workbook:*

**Participation Rate**

*The calculation for participation rate is as follows:*

<u>All students NOT absent</u> All students
--

*The denominator, "all students," is determined by the Public School Information System (PSIS) and by the answer documents returned to the test contractor. A student absent for any portion of either the math or reading test is considered absent for the entire test, and will NOT be included in the numerator of this calculation. For example, a 5<sup>th</sup> grade student who took Sessions 1 and 3 of the math test, but was absent for Session 2 and not given the make-up test, would be considered absent for the entire math test.*

In fact, if Connecticut's Approved NCLB Accountability Workbook definition of participation is properly calculated (which is the same formula applied in FFY 2006 APR), the Overall Participation Rates for Connecticut Students with Disabilities in FFY 2007 would be as follows:

CMT Reading	= 98.4%	<b>(met target)</b>
CMT Math	= 99.2%	<b>(met target)</b>
CAPT Reading	= 96.5%	(target not met; <b>up</b> from 91.9% in FFY 2006)
CAPT Math	= 95.7%	(target not met; <b>up</b> from 93.9% in FFY 2006)

Therefore, the Department contends that Connecticut met the target for CMT Reading and Math Assessments and did not meet the participation target of 97 percent for CAPT (high school) Reading or Math Assessments but made significant progress in both areas over last year.

3C: Department personnel are confident that with the increased accountability to all schools via a legislative mandate that has resulted in increased monitoring of student progress through data, positive trends in academic performance for all subgroups will be seen in future years. This action has strongly placed an urgency to improve outcomes of all students. Similarly, the Department has implemented and trained school personnel in the area of Scientific Research-Based Interventions (SRBI) as a school reform/student improvement framework similar to Response to Intervention. In Connecticut, SRBI are for all districts to implement to improve student outcomes, not solely for use to identify students as learning disabled.

The Department did not meet its proficiency rate targets for FFY 2007, although Connecticut did demonstrate improvement on all CMT and CAPT Reading and Math Assessments for students with disabilities.

CMT Reading	= 30.4%	(up from 28.8% in FFY 2006)
CMT Math	= 42.5%	(up from 40.8% in FFY 2006)
CAPT Reading	= 41.4%	(up from 34.6% in FFY 2006*)
CAPT Math	= 37.2%	(up from 32.2% in FFY 2006)

Across all the grades, smaller percentages of students with disabilities scored at or above proficient on both the reading and math areas of the CMT than their nondisabled peers. The gap in performance between students with disabilities and nondisabled peers decreased between FFY 2005, FFY 2006 and FFY 2007.

The trends on both CMT and CAPT reading and mathematics performance during the past three years for students with disabilities are generally positive, particularly at the proficient level.

\*Data Reporting Note: This number represents the updated proficiency rate for the number of children with IEPs who were proficient or above on the regular CAPT reading assessment with accommodations in the 2006-07 school year.

Improvement Activities Completed:

**3.2, 3.4, 3.5, 3.8, 3.13** The Department has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. In addition, as student outcomes improve, fewer students will be inappropriately identified for special education. To advance this work, the Department has collaborated with the Leadership and Learning Center (LLC) whose philosophy and approach are well aligned with Connecticut’s vision of student achievement. Through this partnership, the Department is providing ongoing district- and school-level support and technical assistance in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessment (CFA) and Accountability in District and School Improvement Planning. An additional module was developed titled “Improving School Climate to Support Student Achievement” and offered as a training option for Connecticut personnel. A summary of the work in this initiative during 2007-08 includes:

- Basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from Regional Education Service Centers (RESCs), the State Education Resource Center (SERC) and the Leadership and Learning Center (LLC) in the areas of DDDM/DT, MSW, CFA and ETS. Certification training was provided by the Leadership and Learning Center in each area. Currently, the state has 270 DDDM/DT Certified Trainers, 200 MSW Certified Trainers, 123 CFA trainers and 170 ETS Certified Trainers. In addition, the state trained 1,346 Connecticut educators in the five training modules.
- Partnerships with Connecticut organizations provide ongoing, focused professional development to support the goals of CALI. These organizations include, but are not

limited to, Connecticut Association of Schools, Connecticut Association of Boards of Education, Center for School Change, SERC, Connecticut Association of Supervision and Curriculum Development, RESCs, Cambridge Education, Institutes of Higher Education, the leadership of the two state teachers' unions and the Connecticut Association of Public School Superintendents.

- A RESC/SERC alliance was established to provide schools identified as “in need of improvement” with technical assistance and job-embedded, on-site training. RESC/SERC Certified Trainers worked in these schools to provide customized training and support. The certified trainers provided 986 days of technical assistance during the 2007-08 school year.
- The Department, through its legislative mandate, focused its intensive and strategic work with 12 districts that were in year 3 of not making AYP under NCLB. Within this partnership, each district and school in year 3 of not making AYP under NCLB had an assessment directed by Cambridge Education and Department staff. These status assessments focus on classroom instruction, curriculum and instruction, governance, student and family engagement, community partnerships, and fiscal accountability for improved student outcomes. An analysis of each subgroup, based on data from statewide, district and school assessments, is conducted. Recommendations of the assessment are outlined in a report to school and district personnel, the local board of education and the community. Special educators in the Department were part of the school and district assessment team. In addition, each district partnered with a Department leadership team assigned to them to assist in the development of their district improvement plan based on the recommendations of the assessment. Experts in the field of special education assisted in the development of plans to address the students with disabilities subgroup. Each of the superintendents in those 12 districts met with the Commissioner and the State Board of Education to discuss the results of their assessments and their plans to improve outcomes for students in their district. In addition, these 12 districts received an additional five days of job-embedded professional development from the Leadership and Learning Center. These 12 districts also participated in monthly advisory meetings.
- Two schools in each of the 12 districts were selected as demonstration schools and received an executive coach for their leadership team and a data-team facilitator. A coaching model was developed to provide support to improve the skills of leaders in low-performing schools. Retired successful school principals were trained in executive coaching through the Department’s partnership with the Connecticut Association of Schools, an organization dedicated to improving the leadership skills of Connecticut school principals.
- Cambridge Education trained Department consultants to assist in conducting district and school status assessments. The purpose of the training is to ensure that Department personnel will have the necessary skills to collect, analyze and guide technical assistance efforts in schools and districts.

- The Department held the third annual Data Showcase in April 2008. More than 1,000 educators from districts and schools across the state attended this two-day conference. Student achievement data, including achievement of students with disabilities were featured and served as a centerpiece for knowledge sharing and professional dialogue.

**3.2** Consultants and managers, formerly assigned to the Bureau of Special Education, are assigned to the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring to assist with the coordination and alignment of NCLB and IDEA. These consultants, in addition to having responsibilities to school districts not making AYP under NCLB, are also responsible for indicators 1, 2, 3, 4, 9 and 10. Additionally, a consultant formerly in the Bureau of Early Childhood, Career and Adult Education, has been reassigned to the Bureau of School and District Improvement and has maintained responsibilities to some of the indicators in the SPP. These consultants are also part of the Department leadership teams in eight of the 12 districts.

**3.3** In addition to targeted district training through CALI and technical assistance with job-embedded, school-level professional development, professional development activities were provided statewide on:

- Reflective Team Process
- Assistive Technology to Improve Student Outcomes
- Co-teaching
- Differentiated Instruction
- Transition Initiatives
- Supporting Students with Disabilities on Statewide Assessments
- Classroom Instruction that Works
- Making Connections with Writing
- Linking IEPs to the General Curriculum
- What Every Administrator Needs to Know about Assessment Accommodations for CMT/CAPT
- CMT/CAPT Certified Rater Training
- Response to Intervention
- Meeting AYP

**3.6, 3.15** The following training was conducted for school and district personnel concerning progress and proficiency of students with disabilities on statewide assessments:

- CMT/CAPT Certified Rater Training
- CMT and CAPT Accommodations Training
- CMT and CAPT District Test Coordinator Training
- Choosing, Using and Evaluating Accommodations for Students with Disabilities – Accommodations Manual and Professional Guide

**3.7** On-site technical assistance was provided to schools and districts, through the RESC/SERC alliance, such as facilitating school and district teams in the analysis of data to inform instruction to develop appropriate interventions, which also facilitates students being educated in the least

restrictive environment. The following professional development was provided to school district personnel throughout the state:

- **Meeting AYP for Students with Disabilities:** The focus of this professional development is to examine the systems, structures, and strategies used to support the academic achievement of all students, with a specific target of improving the academic achievement of students with disabilities. The Department invites schools that do not meet AYP for the subgroup of special education to this professional development. This session provides an overview of how to use data to develop and address specific target areas in academic achievement for students with disabilities. Teams bring the CMT and CAPT data of their students with disabilities to be analyzed. Teams must also bring the current and previous annual IEPs of three students, currently in their building. The teams use the data analysis process to develop a school improvement plan, strategies and steps.

**Educational Benefit for Students with Disabilities:** Connecticut is using the Educational Benefit Review Process, developed by the California State Department Education, to support school districts throughout the state to promote responsible inclusive practices. This process improves instruction for students with special needs by examining the alignment of present level of performance, IEP goals and objectives, and the supports and services provided. The examination occurs within a single IEP and across a three-year period. The process involves reviewing student records through a structured reflective format that ultimately examines the impact an IEP has on the yearly progress made by a student to increase the likelihood of educational benefit for students with disabilities. The process also helps identify patterns of practice across the district. There is an offer for districts to have the Educational Benefit Review Process conducted in district for a full day.

- **Developing IEPs that Ensure Educational Benefit:** This professional development is designed to address the federal requirements for the Alternate Assessment based on Modified Achievement Standards (AA-MAS), as well as to promote the increase of time with nondisabled peers and progress of students with disabilities in general education curriculum. This is a four-day series, which addresses specific content area outcomes that result for the Educational Benefit analysis to improve the quality of IEPs. Specific tools are shared that address analysis of IEPs for their educational benefit, gap analysis, use of general education curriculum to develop goals and objectives and supports, and determination of the impact of accommodations and modifications on an individual student's performance. Teams apply and practice the use of these tools. Content was developed by designing "mini-units" focused on a variety of components involved in IEP development, such as Assistive Technology, Transition, Gap Analysis, Culturally Responsive connections, Progress Monitoring, etc. This content is intended to be replicable within the technical assistance provided to targeted districts by other SERC consultants.

**3.9** Training was conducted with school and district teams and the Connecticut Association of Special Education Administrators (ConnCASE) on transition strategies and the coherence of

goals and objectives aligned with the Department's curricular frameworks and standards to support career paths for students with disabilities.

**3.11** Meetings are conducted with the State Education Resource Center and the Regional Education Service Centers, using statewide data, to determine technical assistance needs of educators and families. Data from prior years' trainings are analyzed and future training is determined. A plan for professional development and technical assistance, with budget implications, is developed and presented to leadership at the State Department of Education and the State Education Resource Center.

**3.12** An executive summary of the report by the statewide panel to develop Connecticut's Response to Intervention Framework, titled Scientific Research-Based Interventions (SRBI), was released in February 2008. In addition, a five-part series of training in Response to Intervention was conducted by national presenters to a statewide audience. Approximately 2,000 educators attended these five training sessions. In addition, the Department worked selectively with a group of 12 districts and 14 schools to implement Scientific Research-Based Interventions in their school and district. School personnel received targeted training from the Department, SERC and RESC personnel. They also have an opportunity to request embedded training on the implementation of SRBI in their schools and district. It is anticipated that by July 1, 2009, revised Connecticut state guidelines for identifying students with learning disabilities will no longer allow the use of an IQ-achievement discrepancy as one of the criteria for determination of a learning disability. School personnel must incorporate the review of SRBI data as part of a comprehensive evaluation to identify a student as having a learning disability.

**3.14, 3.17** The Bureau of Curriculum and Instruction's continuous work on updating documents and providing resources included the development of the Connecticut Curriculum Development Guide. This is an instrument designed to lead the planning, review and development of PK-12 curriculum. It defines the components recommended for all PK-12 curriculums and provides a common language and structure for curriculum design. The curriculum frameworks in English language arts, mathematics and science were further delineated to include grade-level expectations (GLEs) for grades PK-8. Pacing guides that provide sequenced GLEs over four quarters of a school year were developed in English language arts and mathematics. A model curriculum has now been developed in mathematics for grades PK-8 and sample lessons developed for English language arts, grades PK-8.

**3.16** Ten volunteer districts provided pilot testing data on Department's Benchmark Assessment Initiative. District personnel provide feedback on the technology and reporting aspects of the assessments. The goal is to launch the benchmark assessments statewide in fall of 2009. Approximately 2,000 students per grade in Grades 3 through 8 are involved.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The SPP was updated to reflect the Department's requirement that teachers administering the Skills Checklist, which is Connecticut's alternate assessment, receive training specific to this assessment. There is also an update in the SPP regarding CALI as it pertains to the Department's priorities for education and accountability.

Revisions to improvement activities are reflective of the Department’s priorities to address student achievement. Previous improvement activities were evaluated against the North Central Regional Resource Center’s Improvement Activity Review Form, through which some activities were determined to have indirect alignment with this indicator and were deleted. Other activities were revised to identify outcomes. See specific activities for changes.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.2</b> (Revised) Coordinate NCLB and IDEA activities at the Department as they relate to student achievement and districts making adequate yearly progress.</p>	<p>July 2005 through 2011</p>	<ul style="list-style-type: none"> <li>• Consultants and managers with expertise in the education of students with disabilities are assigned full-time to the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring</li> </ul>	<p>Reorganization of the Department because of new legislation created two bureaus dedicated to student improvement. This reorganization brings coherence and integration of IDEA and NCLB.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.3 (Revised)</b> Provide professional development activities statewide to better understand special education and effectively instruct students with disabilities:</p> <ul style="list-style-type: none"> <li>• co-teaching facilitator training;</li> <li>• enhancing instructional programs within school: training for administrators;</li> <li>• linking IEPs to the general curriculum;</li> <li>• assessing and teaching in the differentiated classroom;</li> <li>• assistive technology;</li> <li>• making connections with writing;</li> <li>• classroom instruction that works;</li> <li>• bilingual education: what administrators need to know;</li> <li>• supporting students with disabilities on statewide assessments; and</li> <li>• what every administrator should know about assessment accommodations for the CMT/CAPT.</li> </ul>	<p>July 2005 to 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA and Title I funds to professional development providers</li> </ul>	<p>The revision reflected in the timeline and resources reinforces the Department’s ongoing work in making achievement for all students a priority.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.4 (Revised)</b> Provide training to school and district personnel by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and Improving School Climate to Support Student Achievement. The Department offers basic and certification training through CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>A module titled “Improving School Climate to Support Student Achievement” was developed by the Department and added to ensure that all school improvement efforts take place within the context of a positive school climate. The School and District Improvement Unit has been reorganized into the Bureau of School and District Improvement to provide capacity and priority to this work. The timeline has been revised to demonstrate this ongoing work across the state.</p>
<p><b>3.5 (Revised)</b> Provide targeted training to districts and schools that do not make AYP solely for the subgroup of students with disabilities (using March 2006 assessments). Training will be offered to all schools in Connecticut that have not made adequate yearly progress for students with disabilities beginning with the 2008-09 school year.</p>	<p>2006-07 through 2011</p>	<ul style="list-style-type: none"> <li>• Training provided by SERC</li> </ul>	<p>After conducting an analysis of statewide data, it was determined that this training needed to be offered beyond those schools that did not make AYP solely for the subgroup of students with disabilities.</p>
<p><b>3.6 (New)</b> Mandate Certified Rater Training for all special education teachers who administer the CMT/CAPT skills checklist.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Student Assessment</li> </ul>	<p>This was done in the past but not captured in the SPP. This training is to ensure reliability of ratings on skills checklist, which allows a more accurate assessment of student achievement for students with severe cognitive disabilities.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.7 (Revised)</b> Develop a menu of training opportunities for use by schools not making adequate yearly progress for students with disabilities, especially for those students who are increasing their time in regular classrooms. Components will include trainings by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, gap analysis, Educational Benefit Review Process and excerpts from Step by Step.</p>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> <li>• SERC personnel</li> <li>• Bureau of School and District Improvement</li> <li>• Bureau of Special Education</li> </ul>	<p>The concept of the “toolkit” is being provided through CALI and tools developed by the Bureau of Curriculum and Instruction.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.8</b> (Revised) Disseminate information and partner with the Connecticut Institutes of Higher Education to provide resources and essential components of the Leadership and Learning Center trainings (Data Teams, Data-Driven Decision-Making, Making Standards Work Effective Teaching Strategies, Common Formative Assessment) so that these concepts can be integrated into teacher preparation programs. Beginning with the 2007-08 school year, partner with Connecticut Association of School Principals, Connecticut Association of Boards of Education and the leadership of the state’s teachers’ unions about the Department’s CALI work with school and district personnel.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> <li>• RESC Alliance</li> <li>• Institutes of Higher Education</li> </ul>	<p>The Connecticut Association of School Principals, Connecticut Association of Boards of Education, and the leadership of the teachers’ unions in Connecticut were added as partners to further build capacity, support and sustainability statewide.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.12 (New)</b> Develop publication and conduct statewide training on Scientific Research-Based Interventions (SRBI): Connecticut’s Response to Intervention Framework.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>The Commissioner convened a panel to develop Connecticut’s RTI Framework. This work is aligned with the Department’s CALI professional development offerings and expectations. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. In addition, as student outcomes improve, fewer students will be inappropriately identified for special education.</p>
<p><b>3.13 (New)</b> Continue to implement legislation enacted in 2007 that focuses on school and district improvement relative to increased outcomes for all students. This law gives authority to the Department to conduct school and district assessments and monitor district improvement plans for those schools and districts that are in year 3 of not making AYP under NCLB.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> <li>• Bureau of Accountability, Compliance and Monitoring</li> </ul>	<p>Passage of major accountability legislation gives the Department specific monitoring authority for districts not making AYP. As the focus of this work is on all students, this will have an impact on outcomes for students with disabilities.</p>
<p><b>3.14 (New)</b> Through the work of the Bureau of Curriculum and Instruction, develop tools for school personnel to improve core instruction, such as grade level expectations aligned with Curriculum Frameworks, Walkthrough Protocol, and a Model for Curriculum Development and Implementation Guide.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Curriculum and Instruction</li> </ul>	<p>New tools for school personnel were needed to keep up with current research to assist districts with the improvement of student outcomes.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.15 (New)</b> Provide training on assessment accommodations for the CMT/CAPT to ensure fidelity of implementing accommodations.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Student Assessment</li> </ul>	<p>This was done in the past but not captured in the SPP. This training reinforces the importance for staff to understand the implementation of accommodations in both instruction and assessments in order to enable student achievement.</p>
<p><b>3.16 (Revised)</b> Develop math and reading benchmark assessments that would be available in the fall, winter and spring of Grades 3 through 8 for educators to use with students. The assessments cover, at minimum, the math grade-level expectations (GLEs) and the reading substrands of the CMT. The Connecticut benchmark assessments are computer-based, using the Measurement Incorporated Secure Test. Volunteer districts provide feedback about the system with the anticipated statewide launch date of fall 2009.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Curriculum and Instruction</li> <li>• Bureau of Student Assessment</li> </ul>	<p>Previously, this was stated as the Statewide Formative Assessment Initiative in the SPP. However, that title was an inaccurate description of the Department’s work, which is now titled the “Benchmark Assessment Initiative.” The scope of the work has been narrowed to include only math and reading.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>3.18 (New)</b> In the 2008-09 school year, the Bureau of Special Education will be conducting focused monitoring visits in the area of participation and performance of students with disabilities on statewide assessments. The Focused Monitoring Steering Committee determined this to be the key performance indicator after looking at data from both compliance and performance indicators in the SPP. Focused monitoring visits in this area allows for alignment with the Bureau of Accountability, Compliance and Monitoring, which conducts visits for districts for all students that are in need of improvement for four years under NCLB. Additionally, this allows districts to focus on improved outcomes for students with disabilities, in conjunction with compliance components that will occur within the visits.</p>	<p>2008-09 school year</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education</li> <li>• Focused Monitoring Steering Committee</li> </ul>	<p>The Focused Monitoring Steering Committee determined that this would be the new key performance indicator in order to align with Department priorities and further address this as a root cause to other outcomes that have been previously investigated such as least restrictive environment, disproportionality, and suspension/expulsion.</p>
<p>(Deleted) Implement the Statewide Formative Assessment Initiative to create a pool of unused CMT items for districts and develop an electronic platform for their use.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Bureau of Curriculum and Instruction</li> </ul>	<p>This was not an accurate description of what the Department could offer, therefore this activity has been deleted and replaced. See revised activity 3.16.</p>

**APR Template – Part B (4)**

**Connecticut**

State

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
(Deleted) Use the resources and technical assistance of The Access Center.	2005-06 school year through 2011	<ul style="list-style-type: none"> <li>• The Access Center</li> </ul>	The Department is focused on its CALI work, including SRBI, as the lever for school and district improvement for improved student outcomes; therefore, the Department is not using The Access Center for technical assistance.
(Deleted) Use the Vanguard Schools model to disseminate best practices of schools making AYP for students with disabilities. Investigate online resources and coordination of district professional development days to facilitate site visits to view best practices in action.	2007-08 through 2011	<ul style="list-style-type: none"> <li>• SERC personnel</li> <li>• School Improvement Unit</li> <li>• Department NCLB Coordinator, Bureau of Research, Evaluation and Student Assessment</li> </ul>	There is no vehicle to determine the effect of this activity specifically for students with disabilities; therefore, it is being eliminated from this indicator.
(Deleted) To increase CAPT participation rates for districts not meeting the participation rate, send a letter from the Commissioner to the superintendent reinforcing the participation requirement.	2007-08 school year through 2011	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	With the reorganization of the Department and personnel changes, this activity was not conducted. However, this message is articulated through all communication by the Department to districts around NCLB and AYP throughout the school year.
(Deleted) Continue to monitor progress, proficiency and participation rates for students with disabilities in terms of meeting AYP.	2006-07 school year through 2011	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	This has been eliminated as a specific improvement activity since this work is done in all the Department activities across bureaus.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2006	4A: 30%
2007	4A: 25%

**Actual Target Data for FFY 2007:**

Connecticut has defined significant discrepancy as a district suspending or expelling greater than 2 percent of its children with disabilities for greater than 10 days in a school year.

FFY 2006 Data

In the 2006-07 school year, 37 districts, or 21.9 percent, had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target met.

$(37 / 169) \times 100 = 21.9\%$

FFY 2007 Data

In the 2007-08 school year, 31 districts or 18.2 percent had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target met.

$$(31 / 170) \times 100 = 18.2\%$$

Connecticut altered reporting requirements for state agencies, therefore, the denominator was changed in FFY 2007 regarding the number of districts, from 169 to 170, respectively.

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**Explanation of Progress or Slippage

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

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

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

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

In general, fewer errors were found in the FFY 2007 (2007-08 school year) suspension/expulsion data file due to increased awareness of the year-to-year collection and increased scrutiny by districts of their file before submission to the Department. A streamlining of data clean-up processes with new electronic data transfer systems and expanded use of electronic communications as well as increased pressure on districts to prioritize suspension/expulsion data

clean-up resulted in more rapid turnaround of data validation reports. The additional Department staff assigned to processing of the data validation reports decreased the total time necessary to create a finalized file.

The Department continues to work with data personnel from districts as necessary to improve the accuracy and timeliness of reporting. Districts are notified yearly of upcoming submission timelines and informed via multiple forms of communication regarding how to obtain year-round technical assistance regarding the collection and reporting of suspension/expulsion data.

Progress in this area for the 2007-08 school year is attributed to significant statewide efforts to address suspension and expulsion. The dissemination of color coded maps in previous years provided leverage within districts to begin addressing significant discrepancies of suspensions and expulsions. Additionally, there was clarification of what constitutes a suspension from school as defined by Connecticut Education Statute (Sec. 10-233a(b)): “exclusion from regular classroom activities beyond 90 minutes,” which subsequently became the key performance indicator for focused monitoring. There was increased collaboration with the State Education Resource Center (SERC) to provide training and technical assistance to districts in the areas of developing appropriate behavioral goals and objectives, conducting functional behavior assessments and developing behavior intervention plans, and data-driven decision making to understand and define behavior. Training was aligned with the Department’s data collection system in using definitions and terminology so all stakeholders gained a common understanding. Through the Department’s focused monitoring system, districts that were visited developed improvement plans to address suspected root causes around disciplinary issues that lead to suspensions and expulsions of all students. Progress reporting on the improvement plans is reviewed by the Department and is ongoing for 18 to 24 months.

#### Information Required by OSEP Response Letter

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

#### **Activities for LEAs identified as significantly discrepant in 2005-06 (FFY 2005) data.**

The percentage of LEAs identified with significantly high rates of suspension was 29.6 percent, or 50 districts with a significant discrepancy in their 2005-06 discipline data.

##### 1. Report on the correction of noncompliance for LEAs identified with significant discrepancies for FFY 2005.

Six districts (033, 047, 060, 102, 143, 146) were identified with noncompliance during focused monitoring visits during the 2007-08 school year. All six districts were required to revise practices and procedures and four districts (060, 102, 143, 146) were required to change policies. The submission and verification of corrective actions for each of these districts is still within the one year timeframe. Therefore, verification of revisions of these districts policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with IDEA is still in process. See Table 1-Correction of Noncompliance and Table 2-Review of Policies, Procedures and Practices, below.

2. Explanation of activities for LEAs identified with significant discrepancies for FFY 2005  
Following is a further description of the efforts with the 50 districts since their identification in FFY 2005 with significant discrepancies.

Suspension and expulsion was the indicator selected for focused monitoring during the 2007-08 school year. Districts identified for potential noncompliance based on a review of their 2005-06 data were required to submit a self-assessment and action plan in the 2006-07 school year. Through reviewing their policies, procedures and practices, districts were required as part of the self-assessment, to verify that the data were accurate and, if not, to provide accurate data as well as an explanation of how the district would ensure accurate data in the future; provide an analysis of suspension data for all students with disabilities disaggregated by disability category, age, race, gender and placement settings, including out-of-district placements; provide an analysis of suspension data for preschool special education students; and an explanation of alternatives to out-of-school suspensions that existed in the district. Districts were asked to explain how data on suspensions and expulsions were used in district improvement plans and how this was being monitored.

Upon review of the self-assessments and resulting action plans in light of the egregiousness of the district's data, six districts (033, 047, 060, 102, 143, 146) were selected to receive site visit monitoring during the 2007-08 school year based on their 2005-06 data and 2006-07 self-assessments and action plans. The site visits were followed by dissemination of findings of noncompliance and areas in need of improved performance, the development of corrective action plans and improvement plans, the provision of grant funds to aide implementation of improvement plans and the provision of technical assistance by the State Education Resource Center (SERC) and SDE consultants for completion of corrective action and improvement activities.

Where areas of noncompliance were identified through the focused monitoring site visits, the monitoring report specified corrective actions and timelines for correction within one year. In addition, areas recommended for improved performance were included in the district's improvement plan with a timeline of 18 to 24 months for completion. The improvement plan is monitored through semiannual progress reports submitted to the Department by the districts. The Department, through SERC and by providing grant funds to the districts, provided conferences and a professional development consortium specifically for the focused monitoring districts to address the areas of Positive Behavioral Supports (PBS), the Educational Benefit Review Process, development and implementation of appropriate functional behavioral assessments and behavior intervention plans, and development and monitoring of goals and objectives. On-site technical assistance was offered in conjunction with these trainings from SERC consultants. SDE staff provide technical assistance as necessary to assist with districts correction of noncompliance and implementation of improvement plan activities.

Of the six districts visited, all were required to change practices and procedures; four districts (060, 102, 143, 146) were required to change policies. Because these districts were visited in the 2007-08 school year, the correction and verification of these changes is in process to meet the

one year timeline. See Table 1-Correction of Noncompliance and Table 2-Review of Policies, Procedures and Practices, below.

**Activities for LEAs identified as significantly discrepant in 2006-07 (FFY 2006) data.**

Thirty-seven districts were identified with a significant discrepancy in their 2006-07 discipline data (FFY 2006). The calculated rate is 21.9 percent.

1. Describe the review and if necessary the revision of policies, procedures, etc.

A letter was sent to all 37 districts directing them to review their policies and procedures.

Included with the letter was a State developed questionnaire for the districts to use for self-analysis. These districts were required to identify and report on any changes in the district's policies and procedures in the following areas:

- documentation of eligibility for students suspected of having a disability (34 CFR 300.111);
- consistency with state policy (34 CFR 300.201); and
- evaluations and re-evaluations (300.301-300.111).

Districts were required to provide the effective date of these changes, the location in the district of the policies or procedures, a description of how the policies were disseminated, and a description of what training was provided on the revisions. After assurances were made that the districts completed the self-analysis, State personnel reviewed the submissions.

Of these 37 districts, two (011, 206) reported changes in policies that went through their board of education, five (011, 089, 096, 151, 206) reported changes in procedures, and ten (011, 015, 033, 089, 095, 096, 151, 131, 204, 206) reported changes in practice to align with their district's policies and procedures. For districts reporting no need for change in policies and procedures, the State determined that no further action was required. See Table 1-Correction of Noncompliance and Table 2-Review of Policies, Procedures and Practices, below.

Department personnel conducted targeted monitoring on discipline through site visits and review of discipline policies, procedures and practices for 16 of the 37 districts (15, 33, 43, 47, 60, 64, 80, 83, 89, 93, 95, 103, 143, 146, 151, 163) during FFY 2007. These 16 districts were determined to be a priority based on past performance in this area and the capacity of the Department to conduct monitoring activities. The State required the LEAs, as appropriate, to revise their policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, as required by 34 CFR §300.170(b). Due to staffing constraints, desk audits on the policies related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards are being completed during FFY 2008 for the remaining 21 districts (9, 11, 44, 49, 62, 71, 77, 88, 96, 109, 124, 131, 134, 152, 153, 156, 164, 204, 206, 219, 900).

2. Describe the correction of noncompliance and what the SEA did to ensure that noncompliance had been corrected.

At this time procedures are being developed by the intra-agency task force described in improvement activity 4.14 and a representative stakeholder group for determining noncompliance within the 37 districts identified in FFY 2006 with significant discrepancies.

The committee will be charged with examining existing monitoring activities within the SDE to identify areas for alignment and for the efficient use of resources. The task force will convene to develop a procedure for continuous monitoring under this indicator to be in compliance with 34 CFR 300.111, 300.201, and 300.301-300.111. Particular procedures will be developed for the districts that have had a significant discrepancy in their discipline data during multiple years.

#### **Activities for LEAs identified in both FFY 2005 and FFY 2006**

There were five districts (033, 047, 060, 143, 146) whose policies or procedures were reviewed in FFY 2005 whose FFY 2006 data was demonstrated significant discrepancy.

1. Describe whether changes were made to policies/procedures since the last review.

These five districts were focused monitored in 2007-08 and are currently within the one year timeline for submission and verification of corrective actions which address their policies and procedures to comply with requirements regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Upon submission of corrective actions to district policies and procedures the department will determine whether the practices of the districts comply with applicable requirements. This determination will include desk audits of submitted materials, review of current available data, and follow up site visits as appropriate.

2. Explanation of activities for LEAs identified with significant discrepancies for FFY 2005

The six districts that received a focused monitoring visit in 2007-08 submitted a midyear progress report that reported on changes in the districts' policies, procedures and practices. An SDE analysis of the data from these six districts reveals a decrease in suspensions. However, the districts have not yet submitted all necessary documentation of corrective actions and the SDE has yet to verify correction of noncompliance. This process is on track for completion within the one year timeline.

#### **Activities for LEAs identified as significantly discrepant in 2007-08 (FFY 2007) data.**

Review of data for the reporting period July 1, 2007, through June 30, 2008, reveals that 18.2 percent, or 31 districts had a significant discrepancy in their discipline data.

1. Explain how data are valid and reliable.

Data are not taken from sampling. Data collected are valid and reliable, as ensured through a series of manual verification checks after the electronic submission of the data. See a more extensive explanation of data verification checks discussed above in the Explanation of Progress or Slippage.

2. Describe the review and if necessary the revision of policies, procedures, etc.

A letter was sent to all 31 districts directing them to review their policies and procedures. These districts were required to report on any changes in the district's policies and procedures in the areas:

- documentation of eligibility for students suspected of having a disability (34 CFR 300.111);
- consistency with state policy (34 CFR 300.201); and
- evaluations and re-evaluations (300.301-300.111).

Districts were required to provide the effective date of these changes, the location in the district of the policies or procedures, a description of how the policies were disseminated, and a description of what training was provided on the revisions.

Of these 31 districts, one (011) reported changes in policies, five (011, 037, 089, 096, 151) reported changes in procedures, and six (011, 015, 089, 095, 096, 151) reported changes in practice. Currently, one district (103) that did not respond, is undergoing an evaluation of special education policies, practices and procedures by the Bureau of Special Education as a component of a more extensive educational program review in collaboration with the Bureau of Accountability, Compliance and Monitoring.

3. For any noncompliance identified, what did/will the SEA require the LEA to do to address/correct the noncompliance?

Discipline data for the 2007-08 school year was finalized and frozen on October 31, 2008. Monitoring activities have not yet taken place and the 31 districts identified with a significant discrepancy in the 2007-08 school year have not yet been identified for noncompliance. At this time procedures are being developed by the intra-agency task force described in improvement activity 4.14 and a representative stakeholder group for determining noncompliance within the 31 districts identified in FFY 2007 with a significant discrepancy, as well as those districts identified in multiple years.

The committee will be charged with examining existing monitoring activities within the SDE to identify areas for alignment and for the efficient use of resources. The task force will convene to develop a procedure for continuous monitoring under this indicator to be in compliance with 34 CFR 300.111, 300.201, and 300.301-300.111. Particular procedures will be developed for the districts that have had a significant discrepancy in their discipline data during multiple years.

This task force will also be considering the implications of recent state legislation passed in the summer of 2008 concerning in-school suspension for all students on general supervision activities. Section 10-233c of the Connecticut General Statutes aims to lower the number of students who are suspended from school by setting new standards for sending students home for violating school or district rules. This law goes into effect July 1, 2009. The Department anticipates a significant reduction in discipline data as a result of this new legislation.

### Summary

The following charts represent the Department's activities for indicator 4 from FFY 2005, FFY 2006 and FFY 2007 regarding correction of noncompliance and the review of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA as required by 34 CFR section 300.170(b)

**Table 1. Correction of Noncompliance**

Data Year	Number of LEAs w/Significant Discrepancy (Actual Target Data)	Number of LEAs where Review Resulted in Noncompliance	Number of LEAs where Noncompliance Was Verified as Corrected within One Year	Number of LEAs where Noncompliance Was Subsequently Verified as Corrected
FFY 2007	31	Review to be conducted	NA	NA
FFY 2006	37	Review to be conducted	NA	NA
FFY 2005	50	6 (033, 047, 060, 102, 143, 146)	Currently in one year timeline*	Currently in one year timeline*

\* Due to data collection practices, Connecticut was one year behind through FFY 2006 in the determination of noncompliance. Therefore, the FFY 2006 correction timeline has yet to be completed.

During the past three years, the number of districts with significantly discrepant suspension rates for indicator 4 has declined steadily.

**Table 2. Review of Policies, Procedures and Practices**

Data Year	Number of LEAs Reviewed	Number of LEAs Changed Policy	Number of LEAs that Changed Procedures	Number of LEAs that Changed Practice
FFY 2007	31	1	5	6
FFY 2006	37	2	5	10
FFY 2005	6	4	6	6

Additionally, 11 (015, 064, 083, 093, 103, 151, 043, 080, 089, 095, 163) of the 31 districts are being monitored as school districts in need of improvement under the No Child Left Behind (NCLB) Act through the Bureau of Accountability, Compliance and Monitoring. Ten districts (043, 151, 093, 089, 163, 015, 095, 083, 080, 064) with significant suspension rates based on 2006-07 and/or 2007-08 discipline data were required to include strategies to address the high suspension rates in their district improvement plans. These strategies will be monitored for implementation and student outcomes as part of the monitoring conducted by the Bureau of Accountability, Compliance and Monitoring in collaboration with the Bureau of Special Education.

Discussion of Improvement Activities Completed

**4.4** Suspension and expulsion data were used as a data point to select districts for focused monitoring for the second consecutive year. The probes included indicator 4A. See indicator 15 regarding focused monitoring.

**4.5** The statewide summit titled “The Intersection of Race and Education” was held for two days in May 2008. The goal of this training was to focus on the issue of race as it relates to identification for special education along with learning achievement gaps suspension/expulsion, dropout prevention and graduation. School district teams along with families, students, policymakers, advocates and university faculty attended the event.

**4.6** Collaboration with SERC staff members to discuss statewide and district-specific activities and training to address suspension and expulsion is ongoing as SERC is contracted to provide professional development to school districts. The Department will continue discussions about technical assistance activities with Connecticut’s Comprehensive System of Personnel Development (CSPD) on topics that SERC will include in the professional development plan.

**4.7, 4.10** Implementation of Positive Behavior Supports is being facilitated through technical assistance from SERC to targeted districts in collaboration with The Center on Positive Behavioral Supports.

**4.8** Interagency collaboration through a Memorandum of Agreement between the Connecticut State Department of Education and the Department of Mental Health and Addiction Services (DMHAS) to provide special education services to persons 18-21 who have in-patient status in state psychiatric hospitals is ongoing. Collaboration continues with the Department of Children and Families (DCF) on school completion and graduation for students with disabilities who fall under its jurisdiction with particular emphasis on students who are represented by surrogate parents. All the safeguards and procedures dictated by IDEA are in effect. Issues of graduation and dropout are part of the discussion as it pertains to delivering special education services.

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

**4.11** Two districts were identified with a total of five schools as best practice schools. The data collected through the School Wide Information System (SWIS) data collection system will be analyzed for impact on suspension and expulsion rates for all students.

**4.12** Based on the review of research studies and dropout prevention programs, school engagement continues to be the current driving force to increase graduation rates and decrease dropout rates. Connecticut continues to recognize the links between graduation and dropout and the impact of school engagement efforts on those indicators. A request for proposals (RFP) was disseminated to targeted districts with significantly high rates of suspensions to consider participating in a demonstration project to increase graduation and decrease dropout through focus on school engagement to decrease suspensions and expulsions. This project did not get

started because the proposals that were submitted did not meet the criteria. The RFP will be reissued with additional guidance.

**4.13** Monitoring from the Bureau of Accountability, Compliance and Monitoring required strategies to decrease suspension rates in 11 of 12 districts being monitored. Districts will implement these strategies through the 2008-09 school year.

**4.15** The Department has developed and implemented the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. The module titled “Improving School Climate to Support Student Achievement” was finalized in the 2007-08 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The following sentence has been removed from the SPP, as our data collection timelines are aligned with the requirements for this indicator:

Due to our data collection timelines, the suspension and expulsion disproportionality analysis will remain one year behind as discussed in Indicator 4 APR.

The Department and the State’s stakeholder group closely examined the “Improvement Activities, Timelines and Resources” identified in the 2005 SPP; considered whether the Department needed to change or adjust any activities, timelines or resources; and determined the following revisions were necessary:

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<b>4.2</b> (Revised) Disseminate state color-coded maps representing suspension/expulsion rates for students with disabilities.	2005-06 school year	<ul style="list-style-type: none"> <li>• Department personnel to design and disseminate the maps</li> <li>• Department Web site</li> </ul>	The timeline has been revised to align with dissemination of the maps, as the Department ceased production with the last issue going out in 2005-06.

Activity	Timeline	Resources	Justification
<p><b>4.6</b> (Revised) Meet with SERC staff members to discuss statewide and district-specific activities and training to address rates of suspension and expulsion.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to provide professional development activities.</li> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> </ul>	<p>CSPD has been deleted as an improvement activity to more accurately reflect its involvement as a stakeholder.</p>
<p><b>4.8</b> (Revised) Assign a consultant from the Bureau of Special Education for dropout prevention and graduation for students with disabilities. This person will work with the Department and other state agencies (DCF and DMHAS) to strengthen and promote interagency collaboration.</p> <p><b>4.14</b> (New) Department will establish an intra-agency and interagency taskforce to address graduation, dropout and suspension and expulsion of students with and without disabilities.</p>	<p>July 2006 through fall 2008</p> <p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Department personnel</li> <li>• Other state agency personnel</li> </ul>	<p>A single consultant will no longer be assigned to this work. The Department will establish an intra-agency and interagency taskforce to address graduation, dropout and suspension and expulsion of students with and without disabilities. This will replace the previous interagency collaboration activity. The timeline has been adjusted to reflect this change.</p>

Activity	Timeline	Resources	Justification
<p><b>4.12</b> (Revised) Explore components of school engagement model to be included in RFP to develop demonstration programs aimed at increasing graduation rates and decreasing suspension, expulsion and dropout rates.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel and IDEA funding</li> </ul>	<p>An RFP was disseminated to targeted districts with significantly high rates of suspensions to consider participating in a demonstration project to increase graduation and decrease dropout through focus on school engagement to decrease suspensions and expulsions. This project did not get started because the proposals that were submitted did not meet the criteria. The RFP will be reissued with additional guidance.</p>
<p><b>4.13</b> (New) Monitoring by the Bureau of Accountability, Compliance and Monitoring to require inclusion of strategies to decrease suspension rates in districts where discipline and behavior are significant concerns, contributing to graduation and dropout issues.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Consultants and managers with expertise in the education of students with disabilities are assigned full-time to the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring</li> </ul>	<p>Reorganization of the Department because of new legislation created two bureaus dedicated to student improvement. In districts that are reviewed by these bureaus, strategies to address suspension rates are included, as they contribute to graduation and dropout rates.</p>

Activity	Timeline	Resources	Justification
<p><b>4.14 (New)</b> The Department has identified the Bureau of Health/Nutrition, Family Services and Adult Education to assume primary responsibility for dropout prevention services. This intra-agency taskforce will work with the Bureaus of Special Education, Curriculum and Instruction, and Accountability, Compliance and Monitoring. The taskforce will implement the following recommendations:</p> <ol style="list-style-type: none"> <li>1. Conduct in-depth analyses of dropout and suspension data among Connecticut’s school children.</li> <li>2. Identify individuals in the state with expertise in dropout prevention and reach out to national consultant.</li> <li>3. Complete an analysis of local programs in Connecticut to identify exemplary models.</li> <li>4. Promote the use of Scientific Research-based Intervention (SRBI) to identify youths at risk of dropping out of school.</li> </ol>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>The Department completed a comprehensive report to the State Board of Education, titled “A Review of Programs for Reducing the Dropout and Suspension Rates of Those Students at Risk of Dropping Out or Being Suspended from School.”</p>
<p><b>4.15 (New)</b> Continue training through the CALI module titled “Improving School Climate to Support Student Achievement” to facilitate the reduction of suspensions/expulsions that affect graduation and dropout rates. The Department offers basic and certification training through CALI professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>A module titled “Improving School Climate to Support Student Achievement” was developed by the Department and added to ensure that all school improvement efforts take place within the context of a positive school climate. The School and District Improvement Unit has been reorganized into the Bureau of School and District Improvement to provide capacity and priority to this work. The timeline has been revised to demonstrate this ongoing work across the state.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>4.16 (New)</b> The Department will release official guidance to districts regarding in-school and out-of-school suspensions as passed via state legislation to be effective July 1, 2009. The Department will host a statewide conference and regional training for all districts on implementation of in-school suspension guidelines.</p>	<p>2008-09 school year through 2010</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>Legislative response to high rates of out-of-school suspensions. State legislation passed to decrease out-of-school suspension effective July 1, 2009.</p>
<p>(Deleted) Communicate with superintendents of LEAs about disproportionately suspending students with disabilities and for having a high rate of suspending students with disabilities. District personnel review and revise policies/practices and procedures related to development of IEPs, use of behavioral interventions and procedural safeguards. District personnel report to the Department on a review of policies and practices and the development of a plan to reduce the rate of suspensions. Targeted assistance and training will then be provided by the Department.</p>	<p>2005-06 through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> </ul>	<p>This activity has been deleted as it is a monitoring requirement for this indicator under general supervision. Future reporting of findings and correction of noncompliance will occur within the “Explanation of Progress or Slippage” and in indicator 15, General Supervision.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

**Monitoring Priority: FAPE in the LRE**

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

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

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

**Measurement:**

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

FFY	Measurable and Rigorous Target		
2007	5A: 67.5%	5B: 8.0%	5C: 5.6%

**Actual Target Data for FFY 2007:**

In the school year 2007-08:

5A. The percentage of students with disabilities aged 6-21 removed from regular class less than 21 percent of the day was 70.2 percent. Target met.

$$(43,082 / 61,327) \times 100 = 70.2\%$$

<sup>1</sup> At the time of the release of this package, revised forms for collection of Section 618 State-reported data had not yet been approved. Indicators will be revised as needed to align with language in the 2005-06 State-reported data collections.

5B. The percentage of students with disabilities aged 6-21 removed from regular class greater than 60 percent of the day was 6.2 percent. Target met.

$$(3,806 / 61,327) \times 10 = 6.2\%$$

5C. The percentage of students with disabilities aged 6-21 served in public or private separate schools, residential placements, or homebound or hospital placements was 6.8 percent. Target not met.

$$(4,184 / 61,327) \times 100 = 6.8\%$$

Data reported are valid and reliable. Sampling was not used. Data are valid and reliable as verified by the series of validation checks built into the collection system. Data presented here match section 618-Table 3 submitted in accordance with February 1, 2008 timelines.

In addition to the standard data cleaning activities within the Special Education Data and Collection (SEDAC) system, the Department continues to have heightened attention around LRE data due to the P.J. class action lawsuit, both at the state and local levels. Although direct involvement of the courts and plaintiffs in this lawsuit has ended, targeted districts continued to be required to report data multiple times a year for students with intellectual disability (ID), which helped with all student data reliability and validity. The Department moved from preparing and distributing Access databases to requiring multiple reporting submissions via the SEDAC system in the 2007-08 school year. This targeted scrutiny has improved the validity and reliability of LRE data for all students with disabilities due to the internal validation checks in the SEDAC system as well as the extensive multi-year data reports available for district review within SEDAC. These reports are available in real-time. Additional scrutiny due to district-level annual performance reports that use LRE data on all students with disabilities contributed to valid and reliable data.

Additional activities that took place during verification of LRE data for students with ID included data audits on IEPs, interviews with district staff members about their accuracy in understanding definitions, work with the Department and district data-entry staff to understand the data collection, and teleconferences between the Department and districts for question and answer sessions.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

The percentage of students in regular class placements (5A) increased by 1.9 percent, exceeding the target of 67.5 percent, moving from 68.3 percent in the 2006-07 school year to 70.2 percent in the 2007-08 school year. Additionally, the Department saw a stabilization of the percentage (6.2 percent) of students in segregated settings (5B) meeting our target of 8.0 percent. An intense focus on poor performing districts with respect to regular class placement for all students with disabilities and specifically students with intellectual disabilities due to the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement may have had a

significant impact on students placed in regular class placement, contributing to achieving the targets of 5A and 5B.

The target for placement of students into separate schools, residential placements, or homebound or hospital settings (5C) was 5.6 percent, and the 2007-08 data indicate 6.8 percent of students with disabilities were placed in these settings. There has been improvement in this area, although the target was not met. During the past year, a greater emphasis has emerged to address the issue of placing students with disabilities in separate schools, residential placements, or homebound or hospital settings. A large contingent of school districts are involved in Positive Behavioral Supports (PBS) training and implementation, which is believed to contribute to the progress in 5C. During the past year, a national expert on educating students with severe disabilities in the general education classroom was brought to Connecticut to provide ongoing work with targeted districts around differentiation of instruction for successful participation in general education classrooms. Parental training and forums, especially targeted at parents of students on the autism spectrum, have taken place during the past year to raise parents' comfort levels in having their children educated in general education classrooms in their child's home school.

A further analysis was conducted to examine the number of students in 5B and 5C (which implies less opportunity to be with nondisabled peers; refer to table 1). This analysis identified that the combined percentages of 5B and 5C have been decreasing during the past three years. This trend began in the 2004-05 school year. This is a positive indication since the percentage of students in what is considered the most restrictive settings is decreasing.

On the surface, it appears that the Department did not meet its target regarding students with disabilities served in separate or residential schools, hospital and homebound placements. As a point in fact, the calculation required under this indicator does not take into account fluctuations in counts of students because it is based on a percentage of the whole that is directly influenced by changes in the denominator (total child count) from year-to-year. Connecticut actually *made progress* in the *net* reduction of students served in separate/residential and hospital/homebound placements; reducing this group of out-placements by a net total of 119 students or nearly 3 percent.

Connecticut demonstrated significant reductions in the outplacement of students in the categories of Intellectual Disabilities (ID), Speech/Language Impairments and Learning Disabilities (see table 2). In fact, all but three categories of disability reduced the number of students out-placed into separate/residential and hospital/homebound placements by at least one student. The three categories that experienced increases in the counts of students out-placed included multiple disabilities (15 more students out-placed in FFY 2007), serious emotional disturbance (51 additional students) and autism (72 additional students). When the Department takes into account the total number of students in each of these disability categories across the two years, we see that while out-placement *counts* have increased, the *proportion* of the students in each of these disabilities categories who are served in separate/residential and hospital/homebound placements remained relatively consistent at about 26 percent of students with ED and multiple disabilities and about 18 percent of students with autism in both FFY 2006 and FFY 2007.

Table 1.

Disability	FFY06 count	FFY07 count	Difference	% Reduction
ID	291	224	- 67	- 23.0%
SLI	105	50	-55	- 52.4%
LD	369	268	- 101	- 27.4%
Disability	FFY06 count	FFY07 count	Difference	% Increase
MD	610	625	+ 15	+ 2.5%
ED	1525	1576	+ 51	+ 3.3%
AU	628	700	+ 72	+ 11.5%
<b>State Total</b>	<b>4302</b>	<b>4184</b>	<b>118</b>	<b>- 2.8%</b>

After reviewing these numbers, the Department has begun focusing the activities and efforts of the LRE workgroup, ED identification guidelines team and the autism stakeholder group on investigating contributing factors leading to the large out-placement of students with each of these disability categories. As each of these groups is a standing committee advising the Department, they are in a unique position to support and aid continued targeting of the indicator 5C data and efforts to reduce the outplacement of these students.

In summary, the table below indicates an increase in regular class placement (5A), a continued increase in less restrictive programming as indicated by the 5A + 40-79% category, a decrease in out-of-district placement (5C), and a decrease in separate programming, as evidenced by a reduction in 5B + 5C.

Table 2.

Indicator	% of students w/ disabilities in 2005-06	# of students 05-06	% of students w/ disabilities in 2006-07	# of students 06-07	% of students w/ disabilities in 2007-08	# of students 07-08
<b>5A</b> removed 0-21% of the day	65.2%	41,792 / 64,088 (5A / total # of students with disabilities in 2005-06)	68.3%	42,562 / 62,294 (5A / total # of students with disabilities in 2006-07)	70.2%	43,082 / 61,327 (5A / total # of students with disabilities in 2007-08)
<b>5B</b> removed 60-100% of the day	7.7%	4,909 / 64,088 (5B / total # of students with disabilities in 2005-06)	6.2%	3,877 / 62,294 (5B / total # of students with disabilities in 2006-07)	6.2%	3,806 / 61,327 (5B / total # of students with disabilities in 2007-08)
<b>5C</b> public/private separate schools, residential, homebound, hospital placements	6.7%	4,312 / 64,088 (5C / total # of students with disabilities in 2005-06)	6.9%	4,302 / 62,294 (5C / total # of students with disabilities in 2006-07)	6.8%	4,184 / 61,327 (5C / total # of students with disabilities in 2007-08)

<b>Removed 40-79% of the day</b>	20.4%	13,074 / 64,088 (students removed 40-79% / total # of students with disabilities in 2005-06)	18.7%	11,553 / 62,294 (students removed 40-79% / total of # of students with disabilities in 2006-07)	16.7%	10,255 / 61,327 (students removed 40-79% / total of # of students with disabilities in 2007-08)
<b>5A + 40-79% category</b>	85.6%	54,859 / 64,088	86.9%	54,115 / 62,294	87%	53,337 / 61,327
<b>5B + 5C</b>	14.4%	9,227 / 64,088	13.1%	8,659 / 62,294	13.0%	7,990 / 61,327

Discussion of Improvement Activities Completed

Continued success in 5A and 5B can be attributed to the following explanations and implementations of improvement activities as ascertained through data review, technical assistance and monitoring activities. The training provided to districts continued to be directly linked to focused monitoring results for LRE and suspension/expulsion, which was viewed as an LRE issue.

**5.11** The last Expert Advisory Panel (EAP) was held in May 2007 per the federal court settlement agreement. (*P.J. et al. v. State of Connecticut, State Board of Education et al.*). Therefore, this activity did not take place in the 2007-08 school year.

**5.12** This discussion did not take place due to staffing level constraints.

**5.13** Data was distributed via the District APR and Strategic School Profiles. P.J. settlement agreement data was also included with the District APR. All data was posted to the Department’s Web site. District personnel, including superintendents and general educators, looked more closely into their data and placement decisions. Additionally, there was heightened public awareness around their data.

**5.14** Increased time with nondisabled peers and an increase in regular class placement resulted from the Department’s continual scrutiny of districts based on the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement, which included oversight of districts’ progress toward increased time with nondisabled peers for students with disabilities. The 43 targeted districts were required to submit data if their districtwide percentages of time with nondisabled peers and regular class placement for students with intellectual disability continued to fall below the state average. Some districts made slight progress while others made substantial progress in these two data points.

**5.15** Consortium on Inclusive School Practices highlighted leadership as a significant contributor to change. Continued training of principals was helpful in informing and engaging administrators in LRE issues. A national expert on providing educational services in the LRE was brought to Connecticut to work with those districts having the most difficult time including students with severe disabilities into general education classrooms. Training provided by SERC uses the consortium’s framework of vision, policy, structures and practices.

**5.16** Training around LRE issues and solutions continues to be a main focus of the Department's professional development activities. Forty-three targeted districts continued to be the focus, but all districts in the state were invited to these professional development activities.

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

**5.18** The Department's 10th Annual Expanding Horizons Annual Conference on Educating Students with Disabilities in General Education Classrooms was held during National Inclusive Schools Week. General and special education staff, community agencies, parents and students attended sessions involving inclusive education in both the national and international classrooms. Educational leaders on inclusive education and LRE from across the United States, as well as the European Union, were guest speakers.

**5.19** Data walls were presented at the 10th Annual Expanding Horizons Annual Conference on Educating Students with Disabilities in General Education Classrooms held in December 2007. The data walls displayed overall state data on inclusion and LRE data.

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

**5.21, 5.24** During this past year, a greater emphasis has emerged to address the issue of more inclusive programming for students with emotional disturbance and autism. A committee, both internal and external, has been established with the goal of updating the Department's guidelines for the identification of students with emotional disturbance. A large contingent of school districts are involved in Positive Behavioral Supports (PBS) training and implementation. Parental training and forums, especially targeted at parents of students with autism, have taken place during the past year to raise the comfort levels of those parents in how their children can be educated in general education classrooms in their child's home school. The Department's slight increase in 5C indicates that progress.

**5.22, 5.23, 5.28** The Department began analyzing out-of-district placement data to more closely examine trends and variables to begin understanding causal factors. These variables included disability category, time with nondisabled peers, race, age and gender. With the full implementation of SEDAC, the Department has the ability to explore additional statistical techniques to more accurately represent this data. Additionally, the Department's stakeholder

groups will provide input to analyzing out-of-district placement data in the areas of ED and autism.

**5.25, 5.26** These professional development activities were presented by the State Education Resource Center (SERC) to special education staff as well as general education staff, including general education teachers, related services staff, central office general education administrators and building level administrators, including principals.

**5.25, 5.27** Training that included strategies to promote LRE were included with targeted professional development for districts that did not meet adequate yearly progress (AYP) for the subgroup of students with disabilities and those districts that had been identified as problematic for LRE of students with intellectual disability. Fee waivers were used to encourage targeted districts to send teams of school-based personnel, including principals. In addition, parent forums were held in the winter and spring to discuss with parents, advocates and other state agency personnel what issues the Bureau of Special Education was recognizing in the area of LRE as well as encouraging parents to share their concerns. In subsequent forums, parent concerns become the topics of discussion.

**5.27** On-site technical assistance was provided to schools and districts, through the RESC/SERC alliance, such as facilitating school and district teams in the analysis of data to inform instruction to develop appropriate interventions, which also facilitates students being educated in the LRE. The following professional development was provided to school district personnel throughout the state: Meeting AYP for Students with Disabilities; Educational Benefit for Students with Disabilities; and Developing IEPs that Ensure Educational Benefit.

**5.29** The Department hosted the following statewide trainings: Serving Young Children with Autism in Inclusive Classrooms, A Step by Step Approach for Inclusive Schools, Using Data to Define and Monitor Student Behavior, Difficult Behavior and Children with Autism Spectrum Disorders and Designing IEPs Aligned with Preschool Curriculum to Ensure Educational Benefit. These trainings were designed to inform general and special education preschool teachers, general and special education administrators, related services staff, paraprofessionals, parents and other state agency personnel in the investigation of reading and behavioral supports and methods of delivery to younger students in the LRE.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Previous improvement activities were evaluated against the North Central Regional Resource Center's Improvement Activity Review Form, through which some activities were determined to have indirect alignment with this indicator and were deleted. Other activities were revised to identify outcomes and align with the Department's priorities. See specific activities for changes.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>5.1</b> (Revised) Begin implementation of the newly developed CMT/CAPT Skills Checklist, which is aligned with the Connecticut’s grade-level curriculum frameworks to be used for assessment and instructional planning.</p>	<p>Spring 2006</p>	<ul style="list-style-type: none"> <li>Two consultants from the Bureau of Research, Evaluation and Assessment to work on training and development of CMT/CAPT standard and checklist assessment.</li> </ul>	<p>The timeline has been revised as the CMT/CAPT Skills Checklist has been implemented and no longer requires a progress report.</p>
<p><b>5.5</b> (Revised) Conduct statewide focused monitoring on LRE as a key performance indicator focusing on percentage of regular class placement; percentage of separate class placement; percentage of out of district placement; mean percentage of time with nondisabled peers (TWNDP) in-district (K-12); and mean percentage of TWNDP (PK) to ensure that LRE decisions are made on an individualized basis in accordance with applicable regulations. Review to include low-performing districts chosen from four population groups.</p>	<p>2005-06 school year</p>	<ul style="list-style-type: none"> <li>14 consultants from the Department to conduct focused monitoring site visits on LRE, including focused monitoring coordinator; and five consultants from the Department (one assigned full time) to work on the LRE initiative.</li> </ul>	<p>The timeline has been updated to reflect LRE as a key performance indicator for focused monitoring in the 2005-06 school year; the Department moved on to suspension/expulsion as a key performance indicator in the following years. This is also a combined activity to ensure that LRE decisions are made on an individual basis.</p>
<p><b>5.6</b> (Revised) Disseminate state color-coded map, by district, representing LRE data and goals of the <i>P.J. et al. v. State of Connecticut, Board of Education, et al.</i> settlement agreement.</p>	<p>2005-06 school year</p>	<ul style="list-style-type: none"> <li>Department personnel to design and disseminate the map</li> <li>Department Web site</li> <li>Map dissemination</li> </ul>	<p>The timeline has been revised to align with dissemination of the maps, as the Department ceased production with the last issue going out in 2005-06.</p>
<p><b>5.13</b> (Revised) Disseminate <i>P.J. et al. v. State of Connecticut, Board of Education, et al.</i> settlement agreement data to all school districts via District Annual Performance Reports. Data are available on Web site.</p>	<p>2005-06 school year through 2010</p>	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	<p>LRE data are displayed through indicator 5 on the District APR. P.J. settlement agreement data will not be displayed beyond 2010 when the lawsuit terminates.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>5.14</b> (Revised) Continue to conduct general supervision and monitoring of targeted districts in the area of LRE/ID (intellectual disabilities). This is to include requiring targeted districts to submit action plans and multiple data reports per year on LRE/ID.</p>	<p>2006-07 school year through 2010</p>	<ul style="list-style-type: none"> <li>• Five consultants from the Department to work on the LRE initiative.</li> </ul>	<p>Department now uses the PJ Settlement Agreement Determination Process for all districts to determine which districts must develop and submit Action Plans and Data Accuracy Plans to ensure the districts are making systemic changes to increase time with nondisabled peers and regular class placements and ensure data accuracy.</p>
<p><b>5.15</b> (Revised) Use nationally available resources and research to guide the development of implementation strategies, such as the work of the Consortium on Inclusive School Practices to examine state and local policies on inclusion.</p>	<p>2005-06 through 2011</p>	<ul style="list-style-type: none"> <li>• Five consultants from the Department (one assigned full time) to work on the LRE initiative.</li> <li>• SERC</li> </ul>	<p>The timeline has been updated.</p>
<p><b>5.17</b> (Revised) Use National Center for Special Education Accountability Monitoring (NCSEAM) and LRE Part B Community of Practice to assist in informing best practice in monitoring.</p>	<p>2005-06 through 2011</p>	<ul style="list-style-type: none"> <li>• NCSEAM</li> <li>• Regional Resource Centers (RRC)</li> </ul>	<p>This activity is a combination of two separate activities. The timeline has been updated.</p>
<p><b>5.18</b> (Revised) Offer an annual statewide inclusion conference.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to conduct the conference and support the celebration.</li> </ul>	<p>This activity is a combination of two separate activities. The timeline has been updated. The national project is no longer in place, however, the Department will continue to support an inclusion conference.</p>

**APR Template – Part B (4)**

**Connecticut**

State

Activity	Timeline	Resources	Justification
<p><b>5.19</b> (Revised) A Department committee will determine alternative methods of displaying data outside of the use of the District APR that serve to highlight district standing on SPP targets.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>Timeline has been updated.</p>
<p><b>5.20</b> (Revised) Provide resources and training to districts regarding transition services in college, university and community settings for at-risk and 18-21-year-old students. Meet with SERC staff members to discuss statewide and district-specific activities and training to address graduation and dropout.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition and LRE Workgroups</li> <li>• National Organization on Disability – Start on Success Programs (SOS)</li> <li>• CSPD Council</li> </ul>	<p>This activity is a combination of two separate activities. The timeline has been updated. CSPD has been deleted as an improvement activity to more accurately reflect their involvement as a stakeholder.</p>
<p><b>5.21</b> (Revised) Investigate alternative strategies to separate programming for students with ED and autism to educate in-district and increase their time with nondisabled peers. Continue emphasis on PBS training and technical assistance.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department to review resources, visit programs, gather information to inform these issues</li> <li>• Allocate a portion funds awarded to SERC.</li> </ul>	<p>This activity is a combination of two separate activities. The timeline has been updated.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>5.22</b> (Revised) Use LRE stakeholder group to provide in-depth examination of data to uncover underlying issues in order to generate activities that address specific issues affecting the data (specifically examine specific disability groups such as emotional disturbance and other health impaired, 18 to 21-year-olds placement; placement locations such as private separate and public separate).</p>	<p>2006-07 through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education facilitator and Bureau of Research, Evaluation and Assessment data analyst</li> </ul>	<p>The timeline has been updated.</p>
<p><b>5.23</b> (Revised) Examine state agency placements, private placements and RESC options and current practices with each of these to illuminate future intervention strategies.</p>	<p>Spring 2006 through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education facilitator and Bureau of Research, Evaluation and Assessment data analyst</li> </ul>	<p>The timeline has been updated.</p>
<p><b>5.24</b> (Revised) Increase focus on professional development and monitoring to assist districts in supporting students to remain in district that are being considered or are at risk for out-of-district placement, as well as to transition students back into district.</p>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to SERC to offer statewide professional development training on LRE/Inclusion.</li> </ul>	<p>The timeline has been updated.</p>
<p><b>5.25</b> (Revised) Support training and information sharing sessions conducted by other public or private agencies on LRE for families and school/agency personnel.</p>	<p>2005-06 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate up to \$200,000 per year from IDEA funds for supporting LRE activities or other public and private organizations with advisement from CSDE Parent Workgroup</li> </ul>	<p>The timeline has been updated.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>5.26</b> (Revised) Provide professional development activities statewide on co-teaching; differentiated instruction and assessment; principal training; nursing services and the IEP; curriculum topics; learning strategies; collaborative teaching; speech pathologists as co-teachers; and positive behavior supports.</p>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to the State Education Resource Center (SERC) to offer statewide professional development training on LRE/Inclusion</li> </ul>	<p>Timeline has been updated.</p>
<p><b>5.27</b> (Revised) Develop a menu of training opportunities for use by schools not making adequate yearly progress for students with disabilities, especially for those students who are increasing their time in regular classrooms. Components will include trainings by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, and Effective Teaching Strategies for Leaders, as well as resources on differentiated instruction, co-teaching, gap analysis, Educational Benefit Review Process and excerpts from Step by Step.</p>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> <li>• SERC personnel</li> <li>• Bureau of School and District Improvement</li> <li>• Bureau of Special Education</li> </ul>	<p>The concept of the “toolkit” is being provided through CALI and tools developed by the Bureau of Curriculum and Instruction.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>5.28</b> (Revised) Continue to examine data on expansion of out-of-district placement and causal factors, and the quality of programming at separate and out-of-district placements to determine next steps. Explore additional statistical techniques to more accurately represent this data</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of Special Education and Bureau of Research, Evaluation and Assessment staff to collaborate to examine data and to review findings of private facilities/RESC monitoring.</li> </ul>	<p>The timeline has been updated.</p>
<p><b>5.29</b> (Revised) Investigate reading and behavioral supports and methods of delivery that can be implemented at younger ages to reduce later out-of-district placements of students for reading difficulties and behavioral concerns.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department to review resources, visit programs, gather information to inform these issues.</li> </ul>	<p>The timeline has been updated.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

FFY	Measurable and Rigorous Target
2007	66.0%

**Actual Target Data for FFY 2007:**

The 2007-08 data indicate that 66.0 percent of children with disabilities, ages 3 through 5, spend 80-100 percent of their time with nondisabled peers.

$$(5,059 / 7,660) \times 100 = 66.0\%$$

Baseline and targets will be submitted with the FFY 2008 SPP due February 1, 2010.

Data are obtained through a statewide electronic data collection system, the Special Education Data Application and Collection (SEDAC). Data presented here match section 618-Table 3 submitted in accordance with February 1, 2008 timelines. Data used are valid and reliable.

The state has continued its efforts and emphasis on ensuring that children with disabilities, ages 3 through 5, have an IEP developed and implemented in the least restrictive environment (LRE). The lack of a federal measurement reporting requirement in the SPP/APR has not inhibited the state’s efforts to ensure an LRE for preschool and kindergarten children with an IEP.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Progress occurred between FFY 2006 and FFY 2007 on the LRE of all children ages 3 through 5 with an IEP. The 2006-07, data indicated that 62.3 percent ( $n = 4,259$ ) of all children ages 3

through 5 with an IEP spent 80-100 percent of their time in the educational environment category of a *regular early childhood program*. The 2007-08, data indicate that 66.0 percent ( $n = 5,059$ ) of all children ages 3 through 5 with an IEP spent 80-100 percent of their time in a regular early childhood program. Both the total numbers of children and the percentage of time in an LRE increased between FFY 2006 and FFY 2007. In FFY 2007, there were 800 more children ages 3 through 5 (an increase of 3.7 percent) spending 80-100 percent of their time with nondisabled peers.

Further analysis of the FFY 2007 data, in the reporting category of a *regular early childhood program*, indicates that there were 594 children, or 7.8 percent of children ages 3 through 5, with an IEP spending 40-79 percent of time with typically developing peers. There were 296 children, or 3.9 percent of children ages 3 through 5, with an IEP spending 0-39 percent of their time with typically developing peers. The total percentage of children ages 3 through 5 with an IEP in the educational environment category of an early childhood environment represent 77.7 percent ( $n = 5,949$ ) of all children ages 3 through 5 with an IEP.

This data analysis for 2007-08 indicates that there continue to be no significant differences in the educational environment categories that include separate school, residential facility or home. The data indicate that 1.1 percent of children were served in a separate school, 0.4 percent were served in a residential facility and 0.3 percent were served at home. A total of 371 children, or 4.8 percent, received services through a service provider location. There were 1,206 children, or 15.7 percent, who were served in an early childhood special education program that had less than a 50-50 ratio of typically developing children to children with an IEP.

**Table 1. LRE for Children Ages 3 through 5**

	Setting	# and %	Age 3	Age 4	Age 5	Total
LRE_3-5	80-100	Count	1,245	1,728	2,086	5,059
		Row %	61.4%	63.2%	72.0%	66.0%
	40-79	Count	98	183	313	594
		Row %	4.8%	6.7%	10.8%	7.8%
	0-39	Count	79	127	90	296
		Row %	3.9%	4.6%	3.1%	3.9%
	separate class	Count	414	474	318	1,206
		Row %	20.4%	17.3%	11.0%	15.7%
	separate school	Count	22	25	34	81
		Row %	1.1%	0.9%	1.2%	1.1%
	residential facility	Count	4	12	14	30
		Row %	0.2%	0.4%	0.5%	0.4%
	home	Count	9	9	5	23
		Row %	0.4%	0.3%	0.2%	0.3%
	service provider	Count	157	178	36	371
		Row %	7.7%	6.5%	1.2%	4.8%

	Setting	# and %	Age 3	Age 4	Age 5	Total
Total	Count		2,028	2,736	2,896	7,660
	Row %		100.0%	100.0%	100.0%	100.0%

Discussion of Improvement Activities Completed:

**6.1** The state provided training and technical assistance to all school districts in the state with an emphasis on targeting those individuals within a school district who collect and report Section 618 data to the Department. Training events took place throughout the state in the fall of the school year. Technical assistance, support and guidance were available to individuals throughout the school year by Department personnel. Available staff members who provided training, technical assistance and support included the state Part B personnel, the state’s 619 coordinator, the state’s Part B data manager, and staff who manage the SEDAC data collection, reporting and analysis.

**6.2** Policy guidance was provided through training and technical assistance to school districts and community-based programs providing a program or service to preschool-age children, including preschool-age children with disabilities. The development and dissemination of formal policy guidance did not take place in the 2007-08 year. The Department withheld formal policy guidance as it awaited further direction and guidance from the U.S. Department of Education, Office of Special Education (OSEP) in relation to the 618 data collection on the educational environments for children ages 3 through 5 with disabilities and the measurement table for reporting in the SPP/APR.

**6.3** The Department developed and disseminated training and technical assistance documents, including information in the SEDAC training manual for data collection and reporting, which included the federal data reporting definitions of the educational environments for children ages 3 through 5 with disabilities. This information was disseminated to all school districts. Targeted personnel in school districts included the district’s special education director and the district’s data manager. The information was used in training and technical assistance with school districts. The Department also revised the statewide IEP form to ensure that the data collected was documented on each child’s IEP, which would assist districts in the identification and reporting of valid and reliable information.

**6.4** The Department, through a contract with the State Educational Resource Center (SERC), provided training and technical assistance to the broad early childhood and early childhood special education community. There were three Saturday sessions focused on the inclusion of children with disabilities. The sessions targeted the inclusion of children within the autism spectrum, the inclusion of children with motor difficulties, and the inclusion of children with social-emotional and behavioral challenges. There were also sessions specifically developed to include the community of early childhood and early childhood special education practitioners. One example includes a full-day session on best practices that integrated the standards of the National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC). The statewide Comprehensive System of Personnel Development (CSPD) sought to ensure that the state’s efforts at professional development included both in-service and pre-service training that built the skills, knowledge and competencies of all personnel to ensure

children with disabilities would be included in programs, services and activities designed for all children.

**6.5** Department personnel used information, materials and products from a variety of national centers to help inform and guide policy on the inclusion of children with disabilities and the provision of an LRE for preschool and kindergarten children with an IEP. Information was accessed from the National Early Childhood Technical Assistance Center (NECTAC), the NAEYC, the DEC, the National Professional Development Center on Inclusion (NPDCI), the National Child Care Resource and Information Center, the Circle of Inclusion and other Web sites. Department staff members were able to attend and use information and resources obtained through participation in one national meeting, the annual National Early Childhood (Part C and Part B/619) meeting.

**6.6** One component of the Department's general supervision system, namely the system of complaints, mediations and due process, addressed the LRE for children ages 3 through 5 with an IEP. Additionally, as a part of the P.J. Settlement Agreement, the Department included a specific focus on the LRE for all children with disabilities ages 3 through 21. All Part B personnel provided specific and targeted technical assistance to individual requests for assistance on LRE issues brought forth from parents and school districts.

**6.7** The Department's assurance that decisions regarding the educational placements for children ages 3 through 5 with an IEP were made on an individual basis in accordance with all applicable federal and state laws took place through general supervision activities, particularly through the complaint, mediation and due process system. The Department's focused monitoring in 2007-08 was not specific to LRE but on the suspension of expulsion of children with disabilities. LRE was one component of the review and analysis of district data as it related to suspensions and expulsions. During focused monitoring activities, identification of LRE issues with regard to individual students or systemic issues were then addressed through focused monitoring.

**6.8** The Department provided the financial resources, training and technical assistance for programs to become accredited through the NAEYC. The Department maintains a Memorandum of Agreement with the state's Accreditation Facilitation Project to provide financial support, training and technical assistance to programs seeking accreditation. The Department, through SERC, ensures that the training and technical assistance occurs through the support of SERC. A total of 38 programs received funding support to attain accreditation through NAEYC. The 38 programs seeking accreditation served 2,894 students, 441 of whom had an IEP. Of the 38 programs, 31 received accreditation and six received a site visit or other support that would lead to accreditation. There were three statewide training sessions, which focused on NAEYC accreditation that were attended by 41 individuals. Additionally, an NAEYC support group was convened to support seven programs through the accreditation process. Several additional sites qualified for and received on-site technical assistance and support.

**6.9** The Department, through a Memorandum of Agreement with the Department of Children and Families (DCF), provided the financial support for a coaching model in community-based early childhood programs focusing on the social-emotional, behavioral and mental health needs of preschool-age children at risk for suspension or expulsion. The subcontractor, Advanced

Behavioral Health, through its statewide Early Childhood Behavioral Consultation Program, served six programs, some of which had multiple sites. The six programs and their staff received coaching and support to develop and implement a site-based behavioral health team. Those six programs served 835 children, 40 of whom had an IEP. Intensive coaching and support was provided for four hours per week for a period of one year. Support services consisted of developing the skills and capacity through support of the program director; development of policy, procedures and practices to address children's social-emotional and behavioral needs; development and implementation of a site-based behavioral health team; and consultation and support that were child-specific and class-specific.

**6.10** The Department, through the SERC, provided funding and support of select early childhood programs using a coaching model aimed at the development, implementation, and evaluation of a Response to Intervention (RTI) model called the Recognition and Response Initiative. There were 11 early childhood educators who served as coaches. A total of 80 individuals from 12 programs received intensive training and support from the coaches. Programs and their staff receive a maximum of seven days of on-site coaching through the initiative. The focus of the coaching is the implementation of a tiered approach to teaching and learning in preschool classrooms and ensuring differentiated learning opportunities and support to children who are identified as demonstrating academic and behavioral challenges. The state's early learning standards, the *Preschool Curriculum Frameworks* (2006), is used as the foundation of the training and the state's *Preschool Assessment Framework* (2005) is used as the child status and progress monitoring tool for children.

**6.11** The Department, the Part C lead agency, and CPAC addressed parent training, technical assistance and support opportunities through a number of mechanisms. Training, which includes technical assistance, took place through (a) one-to-one requests for information, support or assistance; (b) small group events that were program and school district specific; and (c) more regionally based opportunities offered through the Department, Birth to Three programs, school districts and parent organizations. The majority of families are reached are through one-to-one technical assistance. CPAC provides parents a packet of information to prepare parents and their children for transition and a glossary of special education terms and definitions, fact sheets and information on how parents can meaningfully participate in their child's IEP team meetings. Information, support and assistance made available through CPAC include a focus on parent participation in their child's IEP with a focus on IEP delivery in an LRE.

**6.12** There are a number of activities that have taken place with regard to the preparedness of personnel to work with children with disabilities. The Department does provide the certification for candidates to work in public schools. Many of these certified individuals may ultimately be employed in a community-based early childhood setting. These individuals complete a higher education preparation program that is based on NAEYC approval standards and Connecticut certification regulations with the expectation that these individuals can teach any student, developmentally typical and/or atypical, at the preschool level. In addition, there is a practica requirement at the preschool level that stipulates that the candidate have practical experience and training in preschool settings (public or NAEYC accredited programs) and that those programs must include children with disabilities. The Department is also beginning the process of revising the certification regulations for personnel working with young children in public schools to

create an integrated certificate for early childhood/early childhood special education from preschool through grade 3.

All two-year higher education institutions that are a part of the state's community college system offer a 3-credit course, ECE 215, The Exceptional Learner. This is a common course for all 12 of the Connecticut Community College offering Early Childhood Education Programs. This means that this course is taken by all the college students who matriculate through the associate degree programs offered through the 12 colleges. It is also one of the five courses that are part of the current Connecticut Early Childhood Education Articulation Agreement between associate and baccalaureate degree programs offering early childhood education degree programs for students. There were 248 students who graduated and obtained an associate's degree in June 2008 through the 12 Connecticut Community Colleges. There is a career ladder titled Connecticut Charts a Course, which supports the continued professional development and ultimately supports the career path for individuals in the field of early childhood. There is a professional development strand around the inclusion of children with disabilities in early childhood programs. There were 24 participants in the Training Program in Child Development (TPCD) who completed the 18-hour Inclusive Child Care (ICC) strand. While this strand is not a part of the Mandatory Core Areas of Knowledge and thus agencies delivering the TPCD are not required to deliver the ICC strand, there were two agencies that opted to deliver the ICC strand. There were also available funds in 2007-08 that allowed the ability to offer additional training options to the agencies.

The Department has personnel who are involved with the state's Early Childhood Cabinet, which is designing and implementing a framework for universal preschool. One of the Early Childhood Cabinet work groups is a "work force development" committee, which is charged with working with the state's career ladder and two- and four-year colleges to ensure the preparedness of personnel to work with young children, including children with disabilities.

**6.13** The Department's Commissioner of Education and the Governor's Designee for Children and Youth are the Co-Chairs of the state's Early Childhood Education Cabinet, which is designing and implementing a framework for universal preschool. The general initiatives and activities of the Early Childhood cabinet are focused on all children, including children with disabilities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

No changes were made to the Improvement Activities, Timelines or Resources.  
Baseline and targets will be submitted with the FFY 2008 SPP due February 1, 2010.

Part B State Annual Performance Report (APR) for FFY 2007

## Overview of the Annual Performance Report Development:

See Overview page i

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

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

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

<b>Measurement:</b>
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A. Positive social-emotional skills (including social relationships):

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

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

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

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

same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

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

C. Use of appropriate behaviors to meet their needs:

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

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

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

FFY	Measurable and Rigorous Target
2007	To be submitted with FFY 2008 APR, due February 1, 2010.

**Actual Target Data for 2007:**

To be submitted with FFY 2008 APR, due February 1, 2010.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007:**

To be submitted with FFY 2008 APR, due February 1, 2010.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007:**

To be submitted with FFY 2008 APR, due February 1, 2010.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: FAPE in the LRE**

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

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

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

FFY	Measurable and Rigorous Target
2007	87.1%

**Actual Target Data for FFY 2007:**

Of the parents surveyed from 31 school districts in Connecticut, including regional school districts, during the 2007-08 school year, 88.4 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. Data reported are valid and reliable. Target met.

1,988 agreements with item #12 / 2,248 survey respondents  $\times$  100 = 88.4%

2007-08 survey administration district sample total:

- surveys sent = 10,370 in 31 school districts
- surveys returned completed = 2,248
- response rate = 21.7%
- surveys returned nondeliverable = 490
- nondeliverable rate = 4.7%

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

Parent responses to survey item 12, “In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities,” were analyzed to determine state performance on indicator 8. Parent responses in the categories of Strongly Agree, Moderately Agree and Slightly Agree constitute the 88.4 percent reported above. The responses collected from 31 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	2007-08 Statewide Data	2007-08 Survey Data
Age	3-5	11.1%	14.1%
	6-12	46.1%	48.1%
	13-14	15.6%	15.5%
	15-17	22.3%	18.8%
	18-21	4.9%	3.6%
Gender	Male	69.1%	70.0%
	Female	30.9%	30.0%
Race/Ethnicity	American Indian/ Alaskan Native	0.5%	0.3%
	Asian	1.8%	2.4%
	Black	16.1%	6.5%
	White	62.4%	82.2%
	Hispanic	19.2%	8.7%
Grade	PK	6.7%	9.8%
	Elementary	37.2%	37.4%
	Middle	23.8%	25.1%
	High	32.3%	27.7%
Disability	LD	32.3%	27.1%
	ID	3.9%	4.4%
	ED	8.5%	6.0%
	SLI	21.0%	19.7%
	OHI	16.6%	18.4%
	Autism	6.4%	10.9%
	Other	11.3%	13.5%
Variable	Chi-Sq Test ( $\chi^2$ )	Cohen’s Effect Size	Interpretation
Age	$\chi^2 = 41.0^*$	0.14	Small
Gender	$\chi^2 = 0.9$	n/a	n/a
Race/Ethnicity	$\chi^2 = 406.3^*$	0.43	Medium
Grade	$\chi^2 = 49.1^*$	0.15	Small
Disability	$\chi^2 = 121.6^*$	0.23	Small

\* Significant at .001 level.

Of the five areas assessed, only gender demonstrated no statistical difference between the sample and statewide population proportions. While there was statistical support for differences between the sample and the statewide population of students with disabilities across age, race and ethnicity, grade and disability, only race/ethnicity had an effect size or practical significance level that warranted consideration. Effect sizes for age, grade and disability were small (below 0.30) and did not indicate a practical or meaningful difference between the sample and the actual

population. It is important to assess the effect size of any statistical significance test outcome as statistical significance tests are highly influenced by sample size. Effect sizes are not influenced by sample size and thus allow for the interpretation of statistical differences for their meaningful and practical application when drawing conclusions from the data.

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

The parent survey was developed in the 2004-05 school year and responses from the 2005-06 school year survey 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 resulting factors. The results indicated that the survey items were valid and reliable. The same factor analysis was repeated with the responses from the 2007-08 school year survey to retest the validity. Reliability analysis was conducted to determine if the survey maintained its internal consistency over time. The conclusion can be drawn that the results for the 2007-08 survey were consistent with those for the 2005-06 school year survey. Survey item 12 was included in a factor with 10 other items, all with factor loadings from 0.413 to 0.953. This factor had a very high internal consistency ( $\alpha=0.955$ ;  $\alpha>0.70$  are generally considered high or acceptable in survey research). Parent responses to the items in this factor showed percentages of agreements ranging from 85.4 to 92.4 percent, providing further support for the conclusions drawn from the specific question asked in response to indicator 8. The survey items were measuring what the survey was intended to measure about parental involvement in improving services and outcomes for their child consistently and reliably.

Considering the chi-square and factor analysis results, the Department is satisfied with the survey structure and the overall representativeness of the survey sample in 2007 and feels the conclusions drawn from this survey are both valid and reliable.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**8.1, 8.6, 8.8, 8.19** Training opportunities were provided that varied in geography as well as sponsoring partners including the Connecticut Parent Advocacy Center (CPAC), which is Connecticut's Parent Training and Information Center (PTI), the State Education Resource Center (SERC), the Connecticut Birth to Three System, the Connecticut Coalition for Inclusive Education, as well as the Connecticut Department of Developmental Services (DDS). Parent stipends to defray cost of child care and transportation were provided and Spanish translation was available.

CPAC provided workshops to Birth to Three service coordinators four times a year to provide training to enhance support to families in the transition from Birth to Three Services to school-based services. In addition, six workshops focusing on the transition from Birth to Three to preschool were provided throughout the state during the 2007-08 school year. Workshop evaluations indicate 96-100 percent agreement from participants that they received new information that would assist in making appropriate decisions regarding their children's needs, and therefore improving student outcomes.

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

- Assessment and Tools for Diagnosis of Autism;
- Especially for Families! An Introduction to Floortime;
- Preparing for the Road Ahead: Helping Students Transition to College;
- Principles of Transition Planning and Services: A Train the Trainer Model;
- Promoting School Success Series 1, 2 and 3;
- School Based Practices Profile;
- A Step by Step Approach for Inclusive Schools;
- IEPs that Work: Educational Benefit Review Process for Parent Leaders; and
- Effective Transitions for Children with Special Needs from Preschool to Kindergarten.

**8.13** The parent survey was administered in Spanish and English. CPAC provided an insert in English and Spanish that was included in the mailing of the Parent Survey in June 2008. There were 1,117 postcards returned requesting additional information about special education. Information included in publications increased parental knowledge related to indicators 3, 4, 5, 7, 8, 10, 11 and 13 of Connecticut's SPP.

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

**8.15** Six parents were trained and four parents participated in site visits for the Department's Focused Monitoring System from January 1, 2008, through June 1, 2008. Interviews of the parent representatives conducted after site visits indicated that they felt it was a valuable experience. Stipends were provided to parents to support training, participation in monitoring teams, participation in Statewide Focus Monitoring Steering Committee and attendance at follow-up group feedback sessions.

**8.16** Parent forums and/or phone surveys were part of all focus monitoring visits conducted by the Department during the 2007-08 school year. The Department includes this as part of the Focused Monitoring System to ensure parents in the district being visited are given the opportunity to provide feedback to inform the visit.

**8.17** "Families as Partners" training is offered to parents and districts through CPAC. The multi-module training is available on-line through the University Center on Excellence in Developmental Disabilities (UCEDD) at the University of Connecticut.

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

**8.19** In collaboration with SERC, the Department developed full-day training, "Transition Assessment and the IEP," that was presented in October and December 2008 to about 150 educators. Participants in these trainings included special and general education teachers and

administrators, related services personnel, transition specialists, agency personnel, paraprofessionals and family members. An additional session is scheduled for March 2009. Using the Transition Task Force’s newly published, *Transition Assessment Resource Manual*, this session provided training to districts and families regarding the use of appropriate and on-going transition assessment to help identify a student’s interests, preferences, strengths and needs. Participants practiced using case study results of these assessment tools in writing measurable post-school outcome goal statements and annual IEP goals and objectives that will reasonably enable students to reach their postsecondary goals. Sample postsecondary goals were adapted from the web-based training materials developed by the National Secondary Transition Technical Assistance Center (NSTTAC). The use of the Connecticut Curriculum Frameworks is used to demonstrate how to implement assessments within core academic classes and develop examples of goals and objectives that meet academic and transition objectives.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The Department and the state’s stakeholder group closely examined the “Improvement Activities, Timelines and Resources” identified in the 2005 SPP, considered whether the Department needed to change or adjust any activities, timelines or resources, and determined the following revision was necessary:

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
8.17 (Revised) Provide “Families as Partners” training to parents and districts.	2006-07 school year through 2011	<ul style="list-style-type: none"> <li>Provide \$10,000 to joint university project through the University Center on Excellence in Developmental Disabilities (UCEDD) to conduct training.</li> </ul>	<p>STARS and Coaches Academy are no longer available.</p> <p>The activity continues through CPAC and UCEDD.</p>

## Part B State Annual Performance Report (APR) for FFY 2007

### Overview of the Annual Performance Report Development:

See Overview page i

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State's definition of "disproportionate representation."

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

FFY	Measurable and Rigorous Target
2007	0%

**Actual Target Data for FFY 2007:**

In the 2007-08 school year, zero districts in Connecticut had either overrepresentation or underrepresentation within the five racial and ethnic groups in special education and related services that was the result of inappropriate identification.

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

In the 2007-08 school year, the state continues to demonstrate that zero districts in Connecticut had either significant overrepresentation or underrepresentation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

Discussion of Improvement Activities Completed:

**9.1** In the 2007-08 school year, the *Guidelines for Speech and Language Programs* was revised and can be found on the Bureau of Special Education’s Web site. A stakeholder group composed of members from the Response to Intervention planning group and other professionals formed the Learning Disabilities Guidelines Advisory Task Force with an executive summary planned for dissemination in winter 2009. The overlap of members from both committees was intentional, since the determination for eligibility under a learning disability will require the use of response to intervention data. A stakeholder group has been developed to begin revision of the guidelines for identifying students with serious emotional disturbance.

**9.2** The Closing the Achievement Gaps stakeholder group met twice to review Connecticut data on overrepresentation and underrepresentation, plan a statewide summit and recommend training activities for the school year.

**9.3** The statewide summit titled “The Intersection of Race and Education” was held for two days in May 2008. The goal of this training was to focus on the issue of race as it relates to identification for special education along with learning achievement gaps suspension/expulsion, dropout prevention and graduation. School district teams along with families, students, policymakers, advocates and university faculty attended the event.

**9.4** Professional development activities were provided statewide on:

- Embedding Early Intervention in the Culture of Daily Practice
- Case Partner Training: Building Collaborative Partnerships
- Response to Intervention Training (district and school teams)
- Reflective Team Process (RTP) to Enhance the Effectiveness of Early Intervention Teams
- Using Data to Define and Monitor Student Success
- Differentiated Instruction
- Continuation of Courageous Conversations (Department and district personnel)
- Positive Behavior Support
- School Climate

**9.5** Basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from regional education service centers (RESCs), the State Education Resource Center (SERC) and the Leadership and Learning Center (LLC) in the areas of Data Driven Decision Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Common Formative Assessments (CFA) and Effective Teaching Strategies (ETS). Certification training was provided by the LLC in each area. Currently, the state has 270 DDDM/DT certified trainers, 200 MSW certified trainers, 123 CFA trainers and 170 ETS certified trainers. In addition, the state trained 1,346 Connecticut educators in the five training modules.

**9.6** An executive summary of the report by the statewide panel to develop Connecticut’s Response to Intervention Framework titled Scientific Research-Based Interventions (SRBI) was released in February 2008. In addition, a five-part series of training in Response to Intervention was conducted by national presenters to a statewide audience. About 2,000 educators attended

these five training sessions. In addition, the Department worked selectively with a group of 12 districts and 14 schools to implement Scientific Research-Based Interventions in their school and district. School personnel received targeted training from the Department, SERC and RESC personnel. They also have an opportunity to request embedded training on the implementation of SRBI in their schools and district. It is anticipated that by July 1, 2009, revised Connecticut state guidelines for identifying students with learning disabilities will no longer allow the use of an IQ-achievement discrepancy as one of the criteria for determination of a learning disability. School personnel must incorporate the review of SRBI data as part of a comprehensive evaluation to identify a student as having a learning disability.

**9.7** The Department revised its self-assessment based on the National Center for Culturally Responsive Educational Systems (NCCREST) model. The Department completed its analysis of 2007-08 data in fall of 2008. Through the Bureau Bulletin, all districts received data on race by identification and were instructed to conduct an analysis of their policies, practices and procedures. Discussions between district personnel and state consultants occurred about their planned actions to reduce disproportionality.

**9.8** The Department is in the planning stages to develop a blueprint to assist school personnel in the provision of a comprehensive continuum of supports for students.

**9.9** The Department's Racial Equity Team participated in the Courageous Conversations Consortium with school district personnel. The team advised the Commissioner on activities and strategies for improving Department policies and procedures that contribute to racial equity in Connecticut.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Previously, site visits were conducted through focused monitoring. However, site visits no longer occur through focused monitoring alone. The following paragraph has been updated in the revised SPP submitted February 2009:

Upon receipt of the LEA's self-assessment, the Department will conduct a desk audit to review the responses. A rubric will be used to categorize responses into one of three groups: proposed action plan is accepted; proposed action plan is accepted with revisions; or a site visit is recommended to investigate district's practices, policies and procedures to determine if inappropriate identification exists and results in overrepresentation.

Previous improvement activities were evaluated against the North Central Regional Resource Center's Improvement Activity Review Form, through which some activities were determined to have indirect alignment with this indicator and were deleted. Other activities were revised to identify outcomes and align with the Department's priorities. See specific activities for changes.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>9.3 (Revised)</b> Our statewide summit, now titled “The Intersection of Race and Education,” has replaced the former yearly summit called “Closing Connecticut Achievement Gaps.” The goal of this training is to focus on the issue of race as it relates to disproportionality by identification, learning achievement gaps, and suspension and expulsion. This session continues to bring together policymakers, administrators, families, teachers, university faculty, students and advocates to isolate the issue of race and outcome data for students in the state.</p>	<p>2006-07 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> <li>• Stakeholder Planning Group</li> </ul>	<p>The statewide summit on the issue of disproportionality was realigned and added to a statewide two-day symposium targeting the issue of race in relation to achievement, suspension/expulsion and identification data.</p>
<p><b>9.4 (Revised)</b> Provide statewide professional development on topics based upon an analysis of state data, trends and research.</p>	<p>2006-07 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> <li>• CSPD Council</li> </ul>	<p>The Department will review its data, trends and current research on a yearly basis to determine the statewide and job-embedded technical assistance offerings to school personnel. Previously this was a comprehensive list of activities in the SPP.</p>

Activity	Timelines	Resources	Justification
<p><b>9.5 (New)</b> Provide training to school and district personnel by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies and Common Formative Assessment. The Department offers basic and certification training through Connecticut Accountability for Learning Initiative (CALI) professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>A module titled “Improving School Climate to Support Student Achievement” was developed by the Department and added to ensure that all school improvement efforts take place within the context of a positive school climate. The School and District Improvement Unit has been reorganized into the Bureau of School and District Improvement to provide capacity and priority to this work. The timeline has been revised to demonstrate this ongoing work across the state.</p>

Activity	Timelines	Resources	Justification
<p><b>9.7 (Revised)</b> Districts that fail to meet the target for this indicator continue to be closely monitored through their action plans (see Indicator 15). All districts are given data through electronic correspondence and districts with a <math>0.25 \geq RRI \geq 2.0</math> are considered districts of concern and receive correspondence from the Department. These districts examine their policies and practices through a self-assessment adapted from NCCREST. The districts then develop action steps based on the self-assessment that are aligned with their District Improvement Plan. Department personnel examine the self-assessment and action plan to determine if plan is accepted, rejected or needs revisions.</p>	<p>2007-08 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> <li>• Bureau of Special Education</li> </ul>	<p>The Department revised its criteria for disproportionate representation based on an analysis of statewide data and clarification of the distinction between indicators 9, 10 and significant disproportionality.</p>
<p><b>9.8 (Revised)</b> Coordinate Department activities concerning the development of students’ social, emotional, behavioral, physical and mental health. Create a blueprint to assist school personnel in the provision of a comprehensive continuum of supports for students. Provide training and technical assistance in implementing the blueprint.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> </ul>	<p>This was previously listed in the SPP as an activity solely focused on coordinating with the Positive Behavioral Supports (PBS) initiative in the state. However, the Department intends on coordinating activities across all mental health areas to address disproportionality as a statewide effort.</p>

Activity	Timelines	Resources	Justification
<p><b>9.9 (New)</b> As a result of our persistent achievement gaps, Department personnel created a Racial Equity Team. The Racial Equity Team consists of representatives from across the Department whose purpose is to evaluate and provide recommendations to the State Board of Education regarding Department policies and practices as they pertain to racial equity and Department employee interactions internally and externally. A secondary purpose of this team is to increase the number of Department personnel who effectively communicate about issues of race in all areas of the Department's work.</p>	<p>2007-08, 2008-09</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>The Department has determined through the Office of the Commissioner that a major focus of the work of the Department is to isolate race as it examines policies, practices and procedures and works to improve the effectiveness of Department communications.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

**Monitoring Priority: Disproportionality**

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

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

**Measurement:**

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

Include State’s definition of “disproportionate representation.”

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

FFY	Measurable and Rigorous Target
2007	0%

**Actual Target Data for FFY 2007:**

In the 2007-08 school year, two districts (103, 135) in Connecticut had overrepresentation and zero districts had underrepresentation within the five racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

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

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

In total, 44 districts were initially contacted regarding potential “data of concern” in 54 areas when assessed for disproportionate representation using the Department’s definition. Fifty-one of the areas of concerning data were for overrepresentation and three for underrepresentation.

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

Forty-six (85 percent) of the 54 areas of disproportionate data in the racial category of White were found across 39 districts:

14	=	White Autism
6	=	White Serious Emotional Disturbance (1 = underrepresentation)
1	=	White Intellectual Disability/MR (1 = underrepresentation)
8	=	White Learning Disabilities
10	=	White Other Health Impairment
7	=	White Speech/Language Impairment (1 = underrepresentation)

Eight (15 percent) of the 54 areas of disproportionate data in the racial categories of Black or Hispanic/Latino were found across six districts:

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

Among the 44 districts with data of concern, 36 had numeric disproportionate representation in only one area, six districts had two areas and two had three areas.

All 44 districts received correspondence from the Department concerning data that identified disproportionate representation within specific disability categories: 41 of the 44 districts received letters regarding overrepresentation; two regarding underrepresentation; and one regarding overrepresentation and underrepresentation. Each district was asked to conduct an analysis of their policies, practices and procedures using state-designed self-assessment based on the NCRESST tool. In turn, each district developed an action plan based on their analysis and submitted it to the Department. Upon review of the self-assessment and all accompanying documentation, the Department verified that 42 of the 44 districts with data of concern in the area of disproportionality were not due to inappropriate identification.

Some of the consistent themes that arose through the self-assessment indicated that a belief in the district that the number of foster placements had a direct impact on the overrepresentation or underrepresentation, a placement decision the district had no control over. In districts with more than 95 percent students who are white, disproportionality was more apt to arise *numerically* due to having only one family of color in the district, all of whose children are students with disabilities. Another analysis issue from districts with a high percentage of students who are white was that disproportionality was more apt to arise *numerically* when 100 percent of a disability category consisted of white students, but the district itself was only 94 percent white.

and at the same time fairly small. This created the illusion that 100 percent was significantly higher than 94 percent, when a reduction of one or two students in the identified area would have resulted in no numeric disproportionality; there is no way to adjust for this without using an effect size indicator, which the Department is considering.

All districts reviewed their files and confirmed that appropriate evaluation and identification procedures were followed, therefore students were not inappropriately identified in 42 districts.

It was determined that two districts (district code numbers 103 and 135) had overrepresentation in the two areas of black students with disabilities that was due to inappropriate identification as determined by the review of policies, practices and procedures. This district underwent an extensive review of educational policies, procedures and practices for all students through the Bureau of Accountability, Compliance and Monitoring. A recommendation from the review was to have an outside entity conduct an intensive special education program and services review of its organizational structure, processes, communication compliance and impact on student learning and cost efficiency. The recommendations from the report of special education review were reviewed in November 2008. Pending the results of the final report, the Department will further investigate the policies, procedures and practices in this district and enforce sanctions as appropriate.

District 135 underwent an extensive review of educational policies, procedures and practices for all students through the Bureau of Accountability, Compliance and Monitoring. A recommendation from the review of district 135 was to conduct an independent review of special education programs and services, compliance, and structures. Pending the results of the final report, the Department will further investigate the policies, procedures and practices in this district and enforce sanctions as appropriate.

Overrepresentation by disability, 2007-08 school year data:

<b>District</b>	<b>Overrepresentation Category</b>
103	black LD and black ED
135	black SLI and black ED

Information required in OSEP Response Letter

For districts determined to have inappropriate identification resulting in disproportionality from the 2005-06 school year (011,103,135,155) noncompliance was corrected. Each district examined its policies and practices and focused on the following area: improving education in the core curriculums and ensuring that the district’s evaluation procedures are valid and reliable. Upon review, it was determined that policies were in compliance, but practices were not standardized throughout the districts. The districts revised their practices to ensure compliance. The Department determined that the districts’ policies and procedures complied with requirements of 34 CFR 300.11, 300.201 and 300.301 through 300.311.

District 103

District 103 received a focused monitoring visit in the 2004-05 school year based on overrepresentation in the area of black emotional disturbance. It was determined through continued monitoring and the review of policies, practices and procedures that this district

had overrepresentation in two areas, black learning disabilities and continued in black emotional disturbance, that was due to inappropriate identification as determined in the 2005-06 and 2006-07 school years. Because of the focused monitoring visit and continued monitoring that demonstrated noncompliance, the district had a portion of its IDEA funds redirected for FFY 2005 and FFY 2006.

This district was selected for an extensive review of educational policies, procedures and practices for all students through the Bureau of Accountability, Compliance and Monitoring in fall of 2008, as explained above. A recommendation from the review was to have an outside entity conduct an intensive special education program and services review of its organizational structure, processes, communication compliance and impact on student learning and cost efficiency. The recommendations from the report of special education review were examined in November 2008.

This district continues to demonstrate overrepresentation in specific race and disability categories due to inappropriate identification. The Department has reviewed findings of the November 2008 report, as stated above, and has directed the district to create a plan of implementation to address the report's findings. The Department will continue to monitor and provide oversight of improvement planning.

#### District 011

District 011 had overrepresentation because of inappropriate identification practices in the 2005-06 school year in the area of black intellectual disability, in which noncompliance was cited. This district corrected noncompliance through a revision of its practices and has not demonstrated overrepresentation in the 2006-07 or 2007-08 school years.

#### District 135

District 135 received a focused monitoring visit in the 2005-06 school year based on overrepresentation in the area of black emotional disturbance. It was determined that this district had overrepresentation in one area that was due to inappropriate identification as determined by continued monitoring and the review of policies, practices and procedures in the 2005-06 and 2006-07 school years. Because of the focused monitoring visit and continued monitoring that demonstrated noncompliance, the district had a portion of its IDEA funds redirected for FFY 2006. The Department determined that this district had corrected noncompliance within the one-year timeline.

However, this district had overrepresentation because of inappropriate identification in the 2006-07 school year but in a different disability category: black intellectual disability and black speech and language disorder. Therefore, the Department newly cited this district for noncompliance based on the different disability category in the 2006-07 school year, with continued noncompliance in the 2007-08 school year as explained above.

This district was selected for an extensive review of educational policies, procedures and practices for all students through the Bureau of Accountability, Compliance and Monitoring in the fall of 2008 as explained above. A report of findings is due by February 2009.

This district continues to demonstrate overrepresentation in specific race and disability categories due to inappropriate identification. The Department will review findings of the report, stated above, to determine continued monitoring and supervision of this district.

District 155

District 155 had overrepresentation because of inappropriate identification practices in the 2005-06 school year in the area of black emotional disturbance.

This district received an on-site visit from the Department, which included a review of data and an improvement planning session around strategies for addressing the existing area of overrepresentation. The district submitted a response to the state, which included identification of data coding/reporting errors, assurance of district adherence to state guidelines for identification, a review of district processes and procedures for reevaluation to determine continued eligibility, a report on the district’s investigation into enrollment patterns and extraneous circumstances impacting the inclusion/exclusion of students within district boundaries, as well as an action plan for professional development and local monitoring this area of overrepresentation.

It was discovered that the reporting of district 155 as having disproportionate representation was a typographical error and should not have been reported in FFY 06 as the district did not have disproportionate representation as defined in Connecticut’s SPP. Therefore, district 155 did not receive additional monitoring since after submission of the Department’s APR in February 2007.

District 077

District 077 had overrepresentation as a result of inappropriate identification practices in the 2006-07 school year in the area of black learning disability, and received a focused monitoring visit in which noncompliance was cited. This district also had a portion of its FFY 2006 IDEA funds redirected because of the focused monitoring visit. This district corrected noncompliance through a revision of its practices and has not demonstrated overrepresentation in the 2006-07 or 2007-08 school years.

The following chart summarizes the findings and correction of noncompliance for districts identified in indicator 10.

<b>Data Year</b>	<b>Number of Findings</b>	<b>Number Corrected in One Year</b>	<b>Revision in Policies, Procedures or Practices</b>	<b>Revisions in Compliance with 34 CFR 300.11, 300.201 and 300.301 through 300.311</b>
FFY 2007	2 (103, 135)	Currently in 1 year timeline	Currently in 1 year timeline	Currently in 1 year timeline
FFY 2006	3 (077, 103, 135)	1 (077)	1 practice (077)	Yes (077)
FFY 2005	4 (011, 103, 135, 155)	3 (011, 135, 155)	4 practices (011, 103, 135, 155)	Yes (011, 103, 135, 155)

Discussion of Improvement Activities Completed

**10.1** In the 2007-08 school year, the *Guidelines for Speech and Language Programs* was revised and can be found on our Web site. A stakeholder group composed of members from the Response to Intervention planning group and other professionals formed the Learning Disabilities Guidelines Advisory Task Force with an executive summary planned for dissemination in winter 2009. The overlap of members from both committees was intentional, since the determination for eligibility under a learning disability will require the use of response to intervention data. A stakeholder group has been developed to begin revision of the guidelines for identifying students with serious emotional disturbance.

**10.2** The Closing the Achievement Gaps stakeholder group met twice to review Connecticut data on overrepresentation and underrepresentation, plan a summit and recommend training activities for the school year.

**10.3** The statewide summit, titled “The Intersection of Race and Education,” was held for two days in May 2008. The goal of this training was to focus on the issue of race as it relates to identification for special education along with learning achievement gaps suspension/expulsion, dropout prevention and graduation. School district teams along with families, students, policymakers, advocates and university faculty attended the event.

**10.4** Professional development activities were provided statewide on:

- Embedding Early Intervention in the Culture of Daily Practice
- Case Partner Training: Building Collaborative Partnerships
- Response to Intervention Training (district and school teams)
- Reflective Team Process (RTP) to Enhance the Effectiveness of Early Intervention Teams
- Using Data to Define and Monitor Student Success
- Differentiated Instruction
- Continuation of Courageous Conversations (Department and district personnel)
- Positive Behavior Support
- School Climate

**10.5** Basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from Regional Education Service Centers (RESCs), the State Education Resource Center (SERC) and the Leadership and Learning Center (LLC) in the areas of Data Driven Decision Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Common Formative Assessments (CFA) and Effective Teaching Strategies (ETS). Certification training was provided by the Leadership and Learning Center in each area. Currently, the state has 270 DDDM/DT Certified Trainers, 200 MSW Certified Trainers, 123 CFA trainers and 170 ETS Certified Trainers. In addition, the state trained 1,346 Connecticut educators in the five training modules.

**10.6** An executive summary of the report by the statewide panel to develop Connecticut’s Response to Intervention Framework, titled “Scientific Research-Based Interventions (SRBI)” was released in February 2008. In addition, a five-part series of training in Response to Intervention was conducted by national presenters to a statewide audience. Approximately 2,000

educators attended these five training sessions. In addition, the Department worked selectively with a group of 12 districts and 14 schools to implement Scientific Research-Based Interventions in their school and district. School personnel received targeted training from the Department, SERC and RESC personnel. They also have an opportunity to request embedded training on the implementation of SRBI in their schools and district. It is anticipated that by July 1, 2009, revised Connecticut state guidelines for identifying students with learning disabilities will no longer allow the use of an IQ-achievement discrepancy as one of the criteria for determination of a learning disability. School personnel must incorporate the review of SRBI data as part of a comprehensive evaluation to identify a student as having a learning disability.

**10.7** The Department revised its self-assessment based on The National Center for Culturally Responsive Educational Systems (NCCREST) model. The Department completed its analysis of 2007-08 data in fall of 2008. Through the *Bureau Bulletin*, all districts received data on race by identification and were instructed to conduct an analysis of their policies, practices and procedures. Discussions between district personnel and state consultants occurred about their planned actions to reduce disproportionality.

**10.8** The Department is in the planning stages to develop a blueprint to assist school personnel in the provision of a comprehensive continuum of supports for students.

**10.9** A Department Racial Equity Team participated in the Courageous Conversations Consortium with school district personnel. The team advised the Commissioner on activities and strategies for improving Department policies and procedures that contribute to racial equity in Connecticut.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Previously, site visits were conducted through focused monitoring. However, site visits no longer occur through focused monitoring alone. The following paragraph has been updated in the revised SPP submitted February 2009:

Upon receipt of the LEA's self-assessment, the Department will conduct a desk audit to review the responses. A rubric will be used to categorize responses into one of three groups: proposed action plan is accepted; proposed action plan is accepted with revisions; or a site visit is recommended to investigate district's practices, policies and procedures to determine if inappropriate identification exists and results in overrepresentation.

Previous improvement activities were evaluated against the North Central Regional Resource Center's Improvement Activity Review Form, through which some activities were determined to have indirect alignment with this indicator and were deleted. Other activities were revised to identify outcomes and align with the Department's priorities. See specific activities for changes.

Activity	Timelines	Resources	Justification
<p><b>10.3 (Revised)</b> Our statewide summit now titled “The Intersection of Race and Education” has replaced the former yearly summit called Closing Connecticut Achievement Gaps. The goal of this training is to focus on the issue of race as it relates to disproportionality by identification, learning achievement gaps and suspension and expulsion. This session continues to bring together policymakers, administrators, families, teachers, university faculty, students and advocates to isolate the issue of race and outcome data for students in the state.</p>	<p>2006-07 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> <li>• Stakeholder Planning Group</li> </ul>	<p>The statewide summit on the issue of disproportionality was realigned and added to a statewide two-day symposium targeting the issue of race in relation to achievement, suspension/expulsion and identification data.</p>
<p><b>10.4 (Revised)</b> Provide statewide professional development on topics based upon an analysis of state data, trends and research.</p>	<p>2006-07 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> <li>• CSPD Council</li> </ul>	<p>The Department will review its data, trends and current research on a yearly basis to determine the statewide and job embedded technical assistance offerings to school personnel. Previously this was a comprehensive list of activities in the SPP.</p>

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>10.5 (New)</b> Provide training to school and district personnel by the Leadership and Learning Center on Data Teams and Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies and Common Formative Assessment. The Department offers basic and certification training through our Connecticut Accountability for Learning Initiative (CALI) professional development offerings. Certification training gives participants license to conduct basic training in order to develop state capacity.</p>	<p>2006-07 through 2011</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> </ul>	<p>A module titled “Improving School Climate to Support Student Achievement” was developed by the Department and added to ensure that all school improvement efforts take place within the context of a positive school climate. The School and District Improvement Unit has been reorganized into the Bureau of School and District Improvement to provide capacity and priority to this work. The timeline has been revised to demonstrate this ongoing work across the state.</p>
<p><b>10.7 (Revised)</b> Districts that fail to meet the target for this indicator continue to be closely monitored through their action plans (see Indicator 15). All districts are given data through electronic correspondence and districts with a <math>0.25 \geq RRI \geq 2.0</math> are considered districts of concern and receive correspondence from the Department. These districts examine their policies and practices through a self-assessment adapted from NCCREST. The districts then develop action steps based on the self-assessment that are aligned with their District Improvement Plan. Department personnel examine the self-assessment</p>	<p>2007-08 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Bureau of School and District Improvement</li> <li>• Bureau of Special Education</li> </ul>	<p>The Department revised its criteria for disproportionate representation based on an analysis of statewide data and clarification of the distinction among indicators 9, 10 and significant disproportionality.</p>

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
and action plan to determine if the plan is accepted, rejected or needs revisions.			
<b>10.8</b> (Revised) Coordinate Department activities with social, emotional, behavioral, physical and mental health to create a system’s approach to effective schoolwide management that provides a comprehensive continuum of supports.	2006-07 school year through 2011	<ul style="list-style-type: none"> <li>• Department and SERC personnel</li> </ul>	This was previously listed in the SPP as an activity solely focused on coordinating with the Positive Behavioral Supports (PBS) initiative in the state. However, the Department intends on coordinating activities across all mental health areas to address disproportionality as a statewide effort.
<b>10.9</b> (New) because of our persistent achievement gaps, Department personnel created a Racial Equity Team. The Racial Equity Team consists of representatives from across the Department whose purpose is to evaluate and provide recommendations to the State Board of Education regarding Department policies and practices as they pertain to racial equity and Department employee interactions internally and externally. A secondary purpose of this team is to increase the number of Department personnel who effectively communicate about issues of race in all areas of the Department’s work.	2007-08, 2008-09	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	The Department has determined through the Office of the Commissioner that a major focus of the work of the Department is to isolate race as it examines policies, practices and procedures and works to improve the effectiveness of Department communications.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

**Measurement:**

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

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

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

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

For the 2007-08 school year, 95.2 percent of children with parental consent to evaluate were evaluated within the state established timeline.

$$[(8,892 + 4,587) / 14,158] \times 100 = 95.2\%$$

- a. Total number of students for whom consent was received = 14,158
- b. Number of students found not eligible within timeline = 4,587
- c. Number of students found eligible within timeline = 8,892

The range of days beyond the timeline when the evaluations were completed was between one and 235 days.

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.

The data indicate that the Department is below the required 100 percent target. The data analysis revealed a need for continued clarification to districts regarding acceptable reasons for delay. The Department has responded with policy clarification to the field in preparation for the data collection.

Districts were required to provide further explanation for students evaluated beyond the state established timeline if the explanation did not fit one of the categories that were considered justifiable exemptions. The following were the most common reasons indicated by districts as causes for eligibility determinations made beyond the state mandated timeline:

- independent/outside evaluators not meeting timeline;
- clerical/tracking errors;
- bilingual evaluation studies – locating qualified staff and appropriate tools;
- student absenteeism/truancy;
- scheduling conflicts – parents, teachers and staff; and
- lack of cooperation with nonpublic schools.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

Connecticut is making progress toward its 100 percent target.

Progress is attributed to clarity in guidance documents disseminated by the Bureau of Special Education to districts as well as the provision of technical assistance by Department staff members from the Bureaus of Special Education and Data Collection, Research and Evaluation.

Districts submitted 2007-08 evaluation data in August 2008. A comprehensive review of the August data indicated that multiple districts were unclear about timeline requirements: definition of a school day, timeline implementation and policy considerations for obtaining written parent consent, counting initial evaluations separately from re-evaluations, procedures involving student transfers outside district, documenting parents or guardians repeatedly failing to produce child for evaluation, and practices concerning cases where additional evaluation information was necessary to make an eligibility determination.

In response to data patterns, the Department developed an additional guidance document that included clarification targeting these areas of concern as well as a timetable districts could refer to for understanding and/or explaining the timeline, required actions, time count and examples illustrating any exceptions to the 45-school-day timeframe.

In September 2008, districts were able to contact the Department for more direct support. Additionally, the Bureau of Data Collection, Research and Evaluation highlighted indicator 11 themes, and common errors discovered in the data collection as part of their annual data collection trainings.

In October 2008, districts had the opportunity to review their August data submissions in light of the clarification and training and verify the accuracy of their reporting. Districts had seven days to work with Department staff and make corrections to their 2007-08 data.

#### General Supervision

Using 2006-07 and 2007-08 data submitted by districts and programs, the Department examined guiding documents available to the public concerning the purpose and rationale for the 45-school-day timeline and alignment with child find requirements. Connecticut decided to investigate root causes for noncompliance and examine existing technical assistance. The Department looked across other indicator data and monitoring activities in dispute resolution in search of problems resulting from evaluation timeline noncompliance issues. Additionally, a small work group of representative stakeholders was assembled to support this work and consider the alignment of improvement activities to findings. The Department analyzed quantitative and qualitative data and conducted inquiries with practitioners in the field to confirm that most problems were due to systemic needs and misunderstanding of interpretation of the statute, conflicts between Connecticut law and IDEA 2004 regulation language, and confusion with data collection variables. The Department did not make written findings of noncompliance for the 2006-07 data during the 2007-08 year to evaluate and enhance monitoring activities concerning indicator 11. The Department will produce formal notifications of noncompliance in January 2009.

#### Discussion of Improvement Activities Completed

**11.6** All districts sign an attestation statement that they have adopted the Policy and Procedures Manual disseminated by the Department as part of their IDEA Part B grant. During site visits and desk audits, consultants verify the availability and use of the manual. The manual provides policies and procedures specific to child-find requirements and evaluation timeline guidelines.

**11.7** District Annual Performance Reports (APRs) and determinations are distributed electronically through the Department Web site and via e-mail notification. Indicator 11 was part of the September 2008 dissemination based on 2006-07 data.

**11.8** Enforcement actions have been developed and are being piloted with districts based on 2007-08 data.

**11.9** The Department reviews data on complaints, mediations and due process hearings on an annual basis for trends related to evaluation timelines. Themes are shared with the indicator work group.

**11.10** A Department leadership team and statewide stakeholder group was convened. This group provides guidance on Scientific-Research Based Interventions (SRBI), Connecticut's framework for Response to Intervention, and for referral and evaluation for determining special education eligibility. There were two bureau consultants serving on this team. Two additional consultants took part in SRBI training during the summer 2008. Additionally, the bureau publishes the latest news and information on SRBI guiding documents to districts via the Bureau Bulletin.

**11.11** The Department analyzed data submitted by districts on cases in 2006-07 and 2007-08 to interpret reasons for barriers to timely compliance with a small workgroup of stakeholders.

Department staff members assigned to indicator 11 reviewed current literature concerning child find and other state plans for addressing noncompliance. Looking at the emerging themes, the work group issued guidance on data collection and the monitoring of tracking timelines. Additionally, upon examining root causes and brainstorming possible solutions to the issues, the work group was able to identify corrective actions and technical assistance that aligned to noncompliance challenges reported by districts. As a result of the new guidance and follow-up technical assistance, several districts reported the following outcomes:

- closer examination of tracking and overall alignment with federal and state requirements;
- district-level audits of individual cases initiated by administrators;
- changes in district-level practices, including consistent procedures in documentation; discussion focused on obtaining parent consent, using indicator 11 data to make decisions on issues which may have contributed to noncompliance, preliminary guidance policy for working with evaluators (independent/outside of the district) that highlight the timeline requirements; and others.

**11.12** The work group assigned to investigate patterns and trends from indicator 11 have gone through the process described in 11.11 and have been providing input on the revisions made by the bureau to existing and new guiding documents. This group will be advising on an online learning module covering evaluation timeline requirements and alignment with child-find requirements.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The target is to increase the total number of students for whom consent was received to evaluate having an eligibility determination within 45 school days. Subsequently, annual benchmarks related to improvement are changing, requiring improvement activities and resources that will move Connecticut toward its target. Themes emerging from two years of data trends that are preventing Connecticut from its 100 percent target are being reviewed:

- independent/outside evaluators not meeting timeline;
- clerical/tracking errors;
- bilingual evaluation studies – locating qualified staff and appropriate tools;
- student absenteeism/truancy;
- scheduling conflicts – parents, teachers, and staff;
- lack of cooperation from/with nonpublic school administration.

The following revisions have been made to improvement activities after an evaluation of improvement activities was done using the North Central Regional Resource Center’s Improvement Activity Review Form.

Activity	Timelines	Resources	Justification
<p><b>11.8 (Revised)</b> Establish and implement enforcement system. <i>Action Step:</i> Establish criteria for corrective action. <i>Action Step:</i> Notify districts of indicator status. <i>Action Step:</i> Implement a series of sanctions and targeted technical assistance for programs that fail to meet 45-day timeline and/or have not corrected noncompliance within one year of identification. <i>Action Step:</i> Districts with less than 95 percent compliance on this indicator will be required to resubmit data two times a year for this indicator to the State to demonstrate correction of noncompliance.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• Regional educational service center personnel</li> <li>• Stakeholders representing districts, independent consultancies, due process, private schools, parent advocate, bilingual evaluation specialist and recruitment shortage areas.</li> <li>• Bureau of Data Collection, Research, and Evaluation</li> </ul>	<p>Needed to combine standalone activities to fit with a more systemic approach to reach for target.</p> <p>Data-based decision making using 2006-07 and 2007-08 data trends and patterns.</p>

Activity	Timelines	Resources	Justification
<p><b>11.11</b> (Revised) Increase awareness and availability of technical assistance aligned with noncompliance areas:  <i>Action Step:</i> Analyze reasons for any noncompliance barriers to timely compliance.  <i>Action Step:</i> Identify supports for districts based on a current review of the literature given needs of the districts.  <i>Action Step:</i> Design or locate multimedia technical assistance and disseminate using bureau newsletter, SERC Web site and electronic mailings to representative stakeholder groups.</p>	<p>2007-08 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Indicator 11 Work group</li> <li>• SERC personnel</li> </ul>	<p>Needed to combine standalone activities to fit with a more systemic approach to reach for target.</p> <p>Data-based decision making using 2006-07 and 2007-08 data trends and patterns.</p> <p>Review of other state plans and literature on results-based interventions.</p>
<p><b>11.12</b> (New) Increase the quality of data received and verified by districts for this data collection.  <i>Action Step:</i> Develop and implement training module for Evaluation Timelines Data Collection (online with a training segment for Special Education Data Application and Collection [SEDAC]).  <i>Action Step:</i> Definition of terms handout.  <i>Action Step:</i> Ensure compatibility of databases with data collection expectations.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• Bureau of Data Collection, Research, and Evaluation</li> </ul>	<p>This is in response to small work group recommendations, requests and feedback from the field.</p> <p>Lessons learned from using 2006-07 and 2007-08 data trends and patterns and piloting data resubmission process.</p>

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>11.13 (New)</b> Assess appropriateness of data collection timing.  <i>Action Step:</i> Review data collection timing and federal requirements.  <i>Action Step:</i> Survey districts and programs for timing considerations.</p>	<p>2009-10 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Bureau of Data Collection, Research, and Evaluation</li> </ul>	<p>Requests and feedback from the field.</p> <p>Lessons learned from using 2006-07 and 2007-08 data trends and patterns and piloting data resubmission process.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

**Measurement:**

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

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

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

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

The Department’s data for the 2007-08 school year was 99.8 percent. The data identify that 1,877 children served in the state’s IDEA Part C program, the Connecticut Birth to Three System, were referred to Part B. There were 404 children found not eligible for Part B; 151 children had families whose refusal to consent caused delays in evaluation or initial services, while 1,319 children were found eligible for special education and provided a free appropriate public education (FAPE) by their third birthday.

$$1,319 / (1,877 - 404 - 151) \times 100 = 99.8\%$$

Data for this indicator were not obtained from sampling. Data are valid and reliable.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress in 2007

The Department made progress from the reporting of baseline data in 2004 and from the state's reporting in the first annual performance report (APR) submitted in February 2006. The final verified 2007-08 school year data indicate that 99.8 percent of children who exited from the Part C program received a FAPE no later than their third birthday as compared to the 2004 baseline of 85.4 percent, the 2005 progress data of 97.4 percent and the 2006 progress data of 99.5 percent.

#### Data Used for Analysis

The data used to report on this indicator represent statewide data inclusive of every school district in the state that provides special education and related services to the population of eligible students beginning at age 3. Data used also represent the Part C statewide data inclusive of every Birth to Three program serving eligible infants and toddlers with disabilities.

Data used were obtained through two statewide electronic data sources. One source is the electronic submission of special education data to the Department by each school district. The statewide special education data system is called the Special Education Data Application and Collection (SEDAC). Every school district in the state has the capability to submit data electronically to the Department. Data submitted are child-specific with each child having a unique student identification number called a State Assigned Student Identification Number (SASID). Section 618 data that identifies the number of 3-year-old children receiving special education and related services is the data used by the Department in the analysis for this indicator. The Department's data system captures the date of the child's individualized education plan (IEP) team meeting that is held to develop the child's initial IEP and the start date of a child's special education and related services. The other source of statewide data used in the analysis comes from the state's Part C lead agency. Data from the Part C lead agency represents the Section 618 "exit data" of children who exit by their third birthday. Analysis of the data takes place using the child's SASID number with no information that could potentially identify a child.

Both the Department and Part C databases have a unique student identifier for each infant, toddler and preschooler receiving services through either system. Before the 2006-07 school year, each system used a different student identification number. In 2006-07, the Department began assigning a SASID number to all children in the state's Part C program. By 2007-08, all infants and toddlers receiving Part C services had a SASID assigned by the Department. The student identification number assigned by the Department stays with the child during the receipt of their early intervention services and is reassigned to the child by the Department at age 3 or at whatever age and point in time the child begins receiving a public education.

#### Cross-Agency Data Verification and Data Merge Activity

The Department conducted a data merge with Part C data to determine the number and percentage of children who exited Part C and who had an IEP developed and implemented no later than their third birthday. The data merge activity between the two state agencies reflect strict adherence to IDEA confidentiality requirements and the regulations established under the Family Educational Rights and Privacy Act (FERPA).

The Department data definition for this indicator includes multiple data points in the Part B system, including the date the child's IEP team met to design the initial evaluation, the date the

IEP team met to design the child's initial IEP and the child's start date of services. The state's IEP form and IEP manual were revised to include this collection of information. The IEP form also obtains information about whether the child ever received services from the state's Part C program and if a FAPE had not been provided, why. The data points and queries on the IEP form align with the data elements collected in the state's data system, SEDAC. The date of a child's FAPE is compared to the child's birth date to determine whether the child's IEP team had calculated an IEP for the child before and no later than a child's third birthday.

#### Findings in 2007-08

There were 1,877 children that the Department identified after the data merge with the Part C exit date. Of the 1,877 children, 404 children were determined not eligible for special education and related services, while 151 children had parents whose refusal to provide consent caused delays in evaluation or services. Of the remaining 1,322 children, the data indicated that 1,319 children, or 99.8 percent, received a FAPE by age 3 as compared to 85.4 percent in 2004, 97.4 percent in 2005 and 99.5 percent in 2006.

There were three children identified who did not receive their FAPE by the time of their third birthday. There was one child identified in one school district (146) and two children identified in a second school district (151); a total representing three children in two school districts.

The range of days in the provision of a FAPE were as follows:

- one child's start date of a FAPE was nine calendar days after the child's third birthday;
- one child's delay of a FAPE represented 226 calendar days; and
- one child's delay of a FAPE represented 335 calendar days.

#### Data Verification and Assurance of Data Accuracy in 2007

The Department's policies and procedures include a follow-up investigation to determine if noncompliance is due to the lack of reliable reporting of information. If the data are accurate, follow-up is conducted to determine if the school district's noncompliance is systemic or localized.

Department follow up includes:

- contacting each school district by letter, e-mail or both;
- requiring each school district to respond to the Department's inquiry on each individual child by providing specific information from each individual child's IEP; and
- submitting all required information to the Department for review by Department personnel.

Any lack of information or lack of clearly articulated information from the school district requires additional communication and correspondence between the identified school district and the Department. Any district whose information indicates a lack of compliance is required to complete a Data Verification and Timeline Grid. A completed Data Verification and Timeline Grid is intended to (a) capture the dates and transition activities that led to the provision of a FAPE for a child; (b) verify that the identified date of a child's FAPE provided to the Department was accurate; (c) provide for the submission of supporting documentation (for example, the child's transition meeting, evaluation and/or IEP, which would document the start

date of the delivery of special education and related services); and finally, (d) collect the reasons and related documentation for why a FAPE was not provided to any individual child.

Each school district is given about two weeks to submit the required information to the Department. The Department follows up with telephone calls and e-mails as needed and is available for targeted technical assistance if requested by the school district. Each district's information for each individual child is read, reviewed and analyzed to determine if a FAPE had or had not been provided.

The Department provides any needed ongoing targeted training and technical assistance based on the information collected during the follow-up activities, including the assurance of data accuracy in the electronic submission of data from school districts.

Overall, the Department ensured the accuracy of the data by conducting individualized follow-up to ensure the data submitted by all school districts was accurate, valid and reliable. The Department then analyzed the data collected to identify whether problems were systemic or localized and to determine whether policies, procedures and/or practices needed to be amended or revised to ensure full compliance. As part of the state's system of general supervision, the Department provides technical assistance and targeted guidance and enforcement, if and when needed.

#### General Supervision 2007

The Department followed up with the two school districts identified as not providing a FAPE by age 3 in the 2007-08 school year. Each school district was given a specific directive to (1) review and, as appropriate, revise district policies, procedures and/or practices to ensure a FAPE no later than age 3 for children who exit the state's Part C program; and/or (2) correct a specific issue (for example: address the provision of a FAPE for children having summer birthdays). General supervision for the three instances of noncompliance by the two school districts will take place in the 2008-09 school year. The Department expects that each district identified ( $n = 2$ ) will receive formal feedback and close-out within one year of identification.

The Department's policy and practice is that any school district identified in the analysis of the 2006-07 transition data that was identified by the 2007-08 data would receive a site visit and potentially would need to develop and submit a district specific improvement plan. That, however, did not occur in 2007-08 because there were no district matches between the two school years.

#### General Supervision 2007 for 2006-07 Identified Districts

The state's system of general supervision for the 2006-07 school year identified noncompliance in three school districts, two of which were identified as having systemic issues. The Department used both quantitative and qualitative information to identify specific issues, followed up with school districts by providing targeted technical assistance and guidance to correct noncompliance, and followed up with each individual school district to ensure that noncompliance was addressed before notifying school districts that they would no longer be monitored by the Department. District changes included changes in policy, procedure and practices, data collection and overall monitoring and supervision. The three school districts

identified for noncompliance in 2006-07 took appropriate action and the Department closed out noncompliance within one year of identification. The 2007-08 data for these school districts indicates 100 percent compliance.

The Department issued a number of policy reminders, which emphasized that the provision of a FAPE by a child's third birthday was a compliance indicator. The Department also provided policy guidance and information relative to the changes in the IDEA 2004 and the accompanying regulations relative to transition from the Part C system to Part B. Mechanisms for dissemination included e-mail, mail, newsletters, Web site information and other public venues. The Department also enlisted partners and collaborators, including the Part C lead agency and the federally funded Parent Training and Information Center, the Connecticut Parent Advocacy Center (CPAC).

In the Department's general supervision activities for the 2007-08 school year, the Department again focused the state's system of general supervision on improving educational, developmental and functional results for children ages 3 through 21. The Department used the same activities in the 2007-08 school year that it used in the previous school year to correct noncompliance. These activities include using both quantitative and qualitative information data to drill down to identify specific issues; following up with school districts by providing targeted technical assistance and guidance to correct noncompliance; and following up to ensure that noncompliance was addressed before notifying school districts that they would no longer be monitored by the Department. All activities will take place within one year of the identification of noncompliance.

#### Discussion of Improvement Activities Completed

**12.1** Part B conducted a data merge with the Part C data, with data verification checks, to capture data that would reflect the number of children who were referred by Part C before age 3, who had a transition conference no later than 90 days before the child's third birthday and who were identified as receiving special education as a 3-year-old. The Department used these data to identify the children who received or did not receive a FAPE by their third birthday.

**12.2** The Department and the Part C lead agency fully implemented the activities related to the assignment of a SASID by the Department for those eligible infants and toddlers served in the state's Part C program.

**12.3** Department personnel provided training and technical assistance to school districts and Birth to Three personnel and programs on transition and transition-related activities. In 2007-08, three school districts were identified as not providing a FAPE by age 3. Those school districts received attention to correct noncompliance in 2007-08 and were closed out for noncompliance within one year.

**12.4** The Department, the Part C lead agency, and CPAC addressed parent training, technical assistance and support opportunities through a number of mechanisms. Training, which includes technical assistance, took place through one-to-one requests for information, support or assistance; small group events that were program- and school-district specific; and more regionally based opportunities offered through the Department, Birth to Three programs, school districts and parent organizations. The majority of families are reached are through one-to-one

technical assistance. In 2007-08 CPAC responded to 697 parents of 2-year-old children receiving Part C services and to 365 parents of 3-year-olds. CPAC recorded 27 specific requests by parents for transition information and support. CPAC provides a packet of information to families to prepare parents and their children for transition. A glossary of special education terms and definitions, fact sheets and information on how parents can meaningfully participate in their child’s IEP team meetings is also provided. CPAC has found that when parents of young children connect with CPAC early in their child’s life, such contact helps foster an early and ongoing positive relationship between CPAC, families, the Part C lead agency and the Department.

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

**12.6** The Department and Part C administrative personnel reviewed operational policies and procedures regarding transition and revised policies and procedures accordingly. The Part C lead agency revised its transition policies and procedures in 2007-08. The Department issued policy clarification letters to school districts throughout the state regarding compliance requirements for providing FAPE by age 3.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Minor adjustments were made to the Improvement Activities, Timelines and Resources.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<b>12.1</b> Conduct data merge activities between the IDEA Part C and Part B program to inform and guide future collaborative activities, including reporting activities, while ensuring compliance with IDEA and FERPA.	2005-06 school year through 2011	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Part C personnel</li> </ul>	The data merge activities between Part B and C have been highly successful and have assisted in ensuring the valid and accurate reporting of data in the SPP/APR. This activity will be continued through 2011.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<p><b>12.2</b> Work with Part C to provide unique student identification numbers that could follow a child from Part C to Part B to enhance the current data merge activities.</p>	<p>2007-08 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Part C personnel</li> </ul>	<p>Part C and Part B have designed policies, procedures and protocols for the assignment of unique identifiers for children in the Part C system. Therefore, the timeline for this activity is reflected to have taken place in the 2007-08 school year.</p>
<p><b>12.6</b> Redefine current policies and procedures across both service delivery systems to reflect the reauthorization of IDEA and the new regulations.</p>	<p>2008-09 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Part C personnel</li> </ul>	<p>The IDEA Part C regulations have yet to be released. Part C and Part B anticipate reviewing and revising policies and procedures when the new Part C regulations are finalized.</p>

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

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

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

The Department data for the 2007-08 school year is 99.1 percent. The Department’s data indicate that 13,210 youths with disabilities aged 16 and above had an individualized education plan (IEP) that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet the postsecondary goals.

$$(13,210 / 13,335) \times 100 = 99.1\%$$

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

The Department made progress from the reported 2006-07 data of 99.0 percent, in which six districts (135, 143, 139, 163, 201, 219) contributed to the 1.0 percent of students (*n* = 152) whose IEPs did not have measurable, annual IEP goals and transition services. In 2007-08, progress data showed 99.1 percent of students had measurable, annual IEP goals and transition services, in which five districts (025, 118, 134, 163, 210) contributed to the 0.9 percent of students (*n* = 125) whose IEPs did not have measurable, annual IEP goals and transition services.

Through the Department's clarification, the initial 2007-08 data revealed that 72 of the 143 districts in Connecticut that service youths aged 16 and above contributed to the 7.2 percent ( $n = 973$ ) of students without coordinated, measurable, annual IEP goals and transition services. Further investigation identified that data entry errors, including complications with using electronic IEP databases, were the major reason for the increase in students without transition services in their IEPs. Department personnel contacted each district directly and through a review of transition IEPs, the actual number of students without coordinated, measurable, annual IEP goals and transition services was reduced to 0.9 percent ( $n = 125$ ) in only five districts.

Confusion about the need for transition goals and objectives for special education students with a postsecondary goal to pursue postsecondary education was also a factor in the scenarios for a "No" response to this indicator in three out of the five districts that were out of compliance in 2007-08. Technical assistance and targeted training and guidance were provided to all five districts. Three of the districts that contributed 65 percent of the students without coordinated, measurable, annual IEP goals and transition services for 2007-08 participated in a Department site visit and are required to provide sample IEPs of transition-age students at the end of the 2008-09 school year for further review. All five districts held planning and placement team (PPT) meetings immediately to ensure that all youths aged 16 and above had coordinated, measurable, annual IEP goals and transition services.

#### Information Required by the OSEP Response Letter

For the six districts identified as out of compliance in 2006-07 as stated above, five achieved 100 percent compliance in 2007-08, as a result of heightened awareness across the state on this indicator and training regarding writing coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable students to meet the postsecondary goals. The sixth district (163) made progress in increasing the number of students with IEPs that had coordinated, measurable, annual IEP goals and transition services from 86 percent in 2006-07 to 91.0 percent in 2007-08. The Department continues to work with this district to address the transition needs of a very transient population of students.

To investigate noncompliance from 2006-07 school year data, in addition to reviewing transition IEPs of all students in districts that did not meet 100 percent on this indicator, the Department developed and piloted a process to conduct secondary transition on-site training visits, ensuring that the IEPs of youths aged 16 and above included coordinated, measurable annual IEP goals and transition services that were reasonably designed to enable the student to meet the postsecondary goals. During 2006-07, six districts volunteered to participate in the on-site training visits provided by a secondary transition team selected from 27 volunteer professionals from the Statewide Transition Task Force, including state agency and district transition representatives, administrators and parents, as well as personnel from the Department and the State Education Resource Center (SERC). Data from these pilot on-site training visits were used to revise the transition sections of Connecticut's IEP form, align the National Secondary Transition Technical Assistance Center's (NSTTAC) Indicator 13 Checklist, Form B with the revised IEP (see attached checklist), and develop training and technical assistance to help districts in writing postsecondary goals (which Connecticut is calling post-school outcome goal statements) and coordinated, measurable annual IEP goals.

During 2007-08, an additional six districts were provided with on-site training visits, including four volunteer districts that were in compliance on this indicator (one at 100 percent) and two districts that were not in compliance. The secondary transition team consisted of 32 professionals, including a wide range of Department and SERC personnel who were encouraged to participate, increasing the Department's capacity to ensure that the IEPs of youth aged 16 and above included coordinated, measurable annual IEP goals and transition services that were reasonably designed to enable the student to meet the postsecondary goals. Using an updated version of the NSTTAC Indicator 13 Checklist, Form B, a secondary transition team explored each participating district's continuum of transition services, discussed related professional development, reviewed a sample of transition IEPs and Summary of Performances, and interviewed students. Training was provided to each district team on revisions made to the IEP forms, how to write measurable post-school outcome goal statements, and how to incorporate information using the entire IEP to ensure that the annual goals and transition services would enable the student to meet the stated post-school outcome goals.

All districts involved in the on-site training visits were encouraged to participate in the Educational Benefit Review Process specifically designed for secondary transition. In the spring of 2008, 10 teams from nine districts participated in this training, including two site-visit districts and two districts that had requested district-specific technical assistance regarding secondary transition planning and services. This session will be offered again in the spring of 2009 after the 2008-09 site visit trainings have been completed. Invitations to participate were sent to three targeted groups of districts: 1) districts who participated in an on-site training visit in either of the last two years; 2) the five districts that were out of compliance in 2007-08; and 3) 10 additional districts that have been in substantial compliance (between 95 and 99 percent) for the past two years. Because of the on-site training visits, an extensive training on "Transition Assessment and the IEP" was developed and presented three times during the 2008-09 academic year (October 2008, December 2008 and March 2009). Each session in 2008 was filled to capacity and the training is expected to reach nearly 150 district-level transition personnel.

Because of the secondary transition on-site training visits, a "Transition Services Summary Form Survey" was developed to capture the range of transition services provided by each of the 143 districts that service transition-age students. The response rate for this survey was 100 percent and the data are currently being compiled and analyzed. For many districts, the process of completing the three-page survey involved in-depth exploration of existing transition services, collaboration with general education to identify services available to special education students in the regular curriculum, and the prioritization of transition areas in need of expansion and/or improvement. Further information regarding the types of transition services being offered in each district as well as best practices will be shared via the Department's electronic newsletter (the *Bureau Bulletin*), posted on the Department's Web site and circulated as topical fact sheets to district personnel and families.

During the 2008-09 school year, the Department will continue to provide on-site training regarding secondary transition practices in selected districts. These districts will include those that report 100 percent compliance on providing IEPs for youth aged 16 and above that include coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable the student to meet the postsecondary goals, as well as districts that are not in compliance. These on-site training visits will assist the Department in identifying professional development

needs in the areas of writing annual IEP and postsecondary goals, using age-appropriate transition assessments to develop IEP goals and transition services that are reasonably designed to enable the student to meet the postsecondary goals, and appropriately recording transition goals and services in the IEP. The Department will continue to conduct data verification activities before the site visits.

The following table summarizes the findings and correction of noncompliance:

<b>Data Year</b>	<b>Number of LEAs w/Significant Discrepancy (Actual Target Data)</b>	<b>Number of LEAs where Review Resulted in Noncompliance</b>	<b>Number of LEAs where Noncompliance was Verified as Corrected within One Year</b>	<b>Number of LEAs where Noncompliance was Subsequently Verified as Corrected</b>
FFY 2007	5 025, 118, 134, 163, 210)	Review to be conducted	NA	NA
FFY 2006	6 (135, 143, 139, 163, 201, 219)	5 (135, 143, 139, 201, 219)	5	0

Discussion of Improvement Activities Completed

**13.1** Through data review, record review and input from districts, stakeholder groups and the secondary on-site training teams, several pages of the Department’s IEP form were revised during the fall of 2008 to incorporate changes in how data were being recorded and collected. These modifications and the subsequent training assisted districts to more accurately capture not only transition services, but also the interaction between academic courses, functional performance, career counseling, transition assessment and transition/vocational services in preparation for facilitating the movement from school to post-school activities. More distinct connections were made between transition assessments, post-school outcome goal statements and annual IEP goals and transition services. The Department is currently providing updates to the IEP manual and working with IEP vendors throughout the state to ensure district alignment with state expectations. The Summary of Performance (SOP) was updated in the Department’s previous annual performance report.

**13.6** In the spring of 2008, a subcommittee of the Transition Task Force completed the *Transition Assessment Resource Manual* that was disseminated to each district and posted on the Web sites of the Department and SERC. This manual is provided as the primary resource in the newly developed training on transition assessment and writing postsecondary and annual IEP goals.

**13.7** Six training sessions were conducted in the 2007-08 school year across the state, which included district directors of special education, Special Education Data Application and Collection system (SEDAC) data contacts and district-level secondary transition personnel. Training was designed to address changes and updates in SEDAC, with specific information about secondary transition data collection parameters.

**13.8** During 2006-07 and 2007-08, a cadre of more than 20 parents and professionals, most of whom are current members of the Transition Task Force, completed 10 hours of initial training and an additional 6-8 hours of training updates to offer a “Transition Essentials” session using the newly revised *Transition Resource Manual*. Pairs of trainers, a parent and an educator presented five sessions on secondary transition to parent and community groups through SERC, throughout the state at no cost to the recipients. Trainers provided secondary transition information at an additional three Transition Expos during 2007-08. Current data indicate that for 2008-09, 10 training sessions have already been requested.

**13.9** The Department and SERC have adapted the Educational Benefit Review Process developed by the California Board of Education to support school districts in their efforts to promote responsible inclusive practices, specifically as it relates to secondary transition. This process improves instruction and post-school outcomes for students by examining the alignment between the present level of performance, transition assessment, IEP goals and objectives, and the supports and services provided. District personnel learn how to review student IEP records through a structured reflective format that ultimately examines the impact an IEP has on the yearly progress made by a student, helps identify patterns of practice across the district, and provides a process that a district can use on an ongoing basis to evaluate the appropriateness of transition goals and services. Although this training is available through SERC for all districts, those districts receiving on-site secondary transition training or targeted technical assistance in this area, districts that were out of compliance in this indicator, and districts that were in substantial compliance over the past two years will be given priority for the spring 2009 training.

**13.10** Extensive statewide training on secondary transition updates and best practices for district administrators, teachers, paraprofessionals, agency staff, parents, families and Department personnel has had a major impact on the willingness and ability of districts and families to identify and plan for appropriate transition services. SERC’s ability to bring in nationally recognized professionals, especially in the areas of transition assessment, benefits planning, job coaching and development, person-centered planning, assistive technology and transition services in the community or college settings has contributed to the extensive knowledge base necessary to build comprehensive and effective secondary transition services. Involvement by Department personnel in other areas (for example, LRE, dropout prevention and graduation rates, school improvement, focused monitoring) in many of these trainings has helped to heighten the awareness and expand the integration of secondary transition best practices throughout the education process.

**13.11, 13.12, 13.13** During 2006-07, the Department developed and piloted a process to conduct secondary transition on-site training visits, to ensure that the IEPs of youth aged 16 and above included coordinated, measurable annual IEP goals and transition services that were reasonably designed to enable the student to meet the postsecondary goals. Six districts asked to participate in the on-site training visit pilots provided by a secondary transition team selected from 27 volunteer professionals from the Statewide Transition Task Force, including state agency and district transition representatives, administrators, parents, and Department and SERC personnel. In addition to on-site training, participating districts received feedback regarding individualized suggestions for improving transition services and professional development recommendations, including an opportunity to participate in the Educational Benefit Review Process training for

secondary transition. The Department also reviews a second sampling of transition IEPs within a 12-month period to evaluate the impact of the on-site training. Data from these pilot on-site training visits were used to revise the transition sections of Connecticut's IEP form; align the National Secondary Transition Technical Assistance Center's (NSTTAC) Indicator 13 Checklist, Form B with the revised IEP; and develop training and technical assistance to assist districts in writing postsecondary goals (which Connecticut is calling post-school outcome goal statements) and coordinated, measurable annual IEP goals.

During 2007-08, an additional six districts were provided with on-site training visits, including four volunteer districts that were in 100 percent compliance on this indicator and two districts that were not in compliance. The secondary transition team consisted of 32 professionals, including Department and SERC personnel who were encouraged to participate, increasing the Department's capacity to ensure that the IEPs of youth aged 16 and above included coordinated, measurable annual IEP goals and transition services that were reasonably designed to enable the student to meet the postsecondary goals. In addition to three consultants from the Bureau of Special Education, Department personnel from four related areas (adolescent literacy, adult education, career and technical education, Connecticut Technical High Schools) participated in the site visits. Eight SERC consultants with responsibilities in the areas of assistive technology, autism spectrum disorders, the Parent Information and Resource Center (PIRC), school psychology, speech and language, and least restrictive environment (LRE) as well as personnel from six agencies – the Department of Labor (DOL), the Department of Mental Health and Addiction Services (DMHAS), the Department of Developmental Disabilities (DDS), the Department of Correction (DOC), the Bureau of Rehabilitation Services (BRS) and the Department of Public Health (DPH) – attended the on-site training visits. Five parents and six transition coordinators completed the secondary transition teams. The wide representation of stakeholder groups on the transition teams extends the outreach of the training into additional districts, parent groups, agencies and advocacy organizations.

Using an updated version of the NSTTAC Indicator 13 Checklist, Form B, a secondary transition team of about seven members per visit explored each participating district's continuum of transition services, discussed related professional development, reviewed a sample of transition IEPs and Summary of Performances, and interviewed students. Training was provided to each district team on revisions made to the IEP forms, how to write measurable post-school outcome goal statements, and how to incorporate information using the entire IEP to ensure that the annual goals and transition services would enable the student to meet the stated post-school outcome goals. Each district's Transition Services Summary Form was also used as a tool during the site visits to help districts clarify the current transition services offered and determine new directions or areas in need of improvement.

**13.14** In collaboration with SERC, the Department developed a full-day training, "Transition Assessment and the IEP," that was presented in October and December 2008 to about 150 educators. Participants in these trainings included special and general education teachers and administrators, related services personnel, transition specialists, agency personnel, paraprofessionals and family members. An additional session is scheduled for March 2009. Using the Transition Task Force's newly published *Transition Assessment Resource Manual*, this session provided training to districts and families regarding the use of appropriate and ongoing transition assessment to help identify a student's interests, preferences, strengths and needs.

Participants practiced using case study results of these assessment tools in writing measurable post-school outcome goal statements and annual IEP goals and objectives that will reasonably enable students to reach their postsecondary goals. Sample postsecondary goals were adapted from the web-based training materials developed by NSTTAC. The usage of the Connecticut curriculum frameworks is used to demonstrate how to implement assessments within core academic classes and develop examples of goals and objectives that meet both academic and transition objectives. Expanding this training to incorporate the Summary of Performance will occur in 2009-10.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>13.6</b> (Revised) Develop a comprehensive manual of age-appropriate transition assessment tools and processes to support districts in their transition planning efforts.	2006-07 school year through 2007-08	<ul style="list-style-type: none"> <li>• SERC personnel</li> <li>• TTF members</li> </ul>	The timeline has been updated.
<b>13.12</b> (Revised) Provide resources and training to districts regarding transition services in college, university and community settings for at-risk and 18-21-year-old students. Meet with State Education Resource Center (SERC) staff members to discuss statewide and district-specific activities and training to address graduation and dropout.	2006-07 school year through 2011	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition and LRE Workgroups</li> <li>• National Organization on Disability – Start on Success Programs (SOS)</li> <li>• CSPD Council</li> </ul>	This activity has been revised to reflect efforts made in indicator 5 least restrictive environment (LRE) as it pertains to secondary transition.
(Deleted) Expand and enhance resources and materials related to secondary transition.	2006-07 school year; annually as needed	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• TTF members</li> <li>• CPAC</li> <li>• Allocate a portion of the IDEA funds to SERC</li> </ul>	This activity has become a consistent part of ongoing professional development practices and is not needed as a separate improvement activity.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

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

FFY	Measurable and Rigorous Target
2007	81.5%

**Actual Target Data for 2007:**

The Department’s 2008 survey of students who exited special education in 2006-07 and were no longer in secondary education found that 85.3 percent of survey respondents were competitively employed and/or enrolled in postsecondary education within one year of leaving high school. Target met.

(679 competitively employed and/or enrolled in postsecondary education / 796 survey respondents) × 100 = 85.3%

2008 survey administration sample total:

- Surveys sent = 4,145 exiters
- Surveys returned completed = 796
- Response rate = 19.2%
- Surveys returned nondeliverable = 525
- Nondeliverable rate = 12.7%

The Post-School Outcomes Survey was developed in 2000 by the Department and was revised during the last several years with input from various stakeholder groups, including a panel of content experts and a panel of young adults with disabilities. The survey consists of items across three main categories: 1) employment status; 2) postsecondary education and training status; and

3) access to state agency support systems. Most items are formatted with a stem and list of options from which respondents select either the single most appropriate response or all responses that apply. The final item on the survey is open-ended and offers respondents an opportunity to provide additional information about life after high school. (See attached 2008 Survey.)

The 2006-07 school year exiters were surveyed one year after exiting high school (graduates with regular diplomas and certificates of completion, exiters reaching maximum age and dropouts). The responses collected 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 exiters 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	2006-07 Statewide Exit Data	2006-07 Exiter Survey Data
Age	14-17	61.2%	59.3%
	18-21	38.8%	40.7%
Gender	Male	67.3%	68.1%
	Female	32.7%	31.9%
Race/Ethnicity	American Indian/ Alaskan Native	0.4%	0.8%
	Asian	1.1%	1.6%
	Black	16.3%	9.7%
	White	66.1%	78.6%
Disability	Hispanic	16.1%	9.3%
	LD	43.2%	42.2%
	ID	6.3%	8.2%
	ED	15.8%	10.9%
	SLI	7.1%	8.0%
	OHI	19.4%	19.3%
	Autism	2.2%	4.6%
Exit Reason	Other	6.1%	6.7%
	Graduate with Standard HS Diploma	82.0%	90.3%
	Certificate of Completion	0.4%	0.6%
	Reached Maximum Age	2.7%	4.3%
	Dropped Out	14.9%	4.8%

Variable	Chi-Sq Test ( $\chi^2$ )	Cohen’s Effect Size	Interpretation
Age	$\chi^2 = 1.215$	n/a	n/a
Gender	$\chi^2 = 0.226$	n/a	n/a
Race/Ethnicity	$\chi^2 = 67.824^*$	0.292	Small
Disability	$\chi^2 = 40.178^*$	0.225	Small
Exit Reason	$\chi^2 = 69.825^*$	0.296	Small

\* Significant at .001 level.

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

Considering the chi-square and effect size results, the Department is satisfied with the overall representativeness of the survey sample of 2006-07 school year exiters and feels the conclusions drawn from this survey are valid.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007:**

Progress and successes in indicator 14 are attributed to the completion of the improvement activities below.

Discussion of Improvement Activities Completed

**14.1** Through a Memorandum of Agreement that the Department has with the University of Connecticut (UConn) to conduct data collection activities for indicator 14, a pilot program process was developed to enlist the assistance of district personnel to follow up on post-school outcome survey nonresponders. Five districts volunteered to make contact with exiters from their districts either who had not responded to two mailed rounds of the Post-School Outcomes Survey or whose initial mailing was returned because of an inaccurate address. The districts had the option of locating an accurate address and mailing the coded survey out with the original inserts, including a stamped return envelope, or contacting the student or a family member and completing the survey via phone or in-person interview. All completed surveys were returned to UConn during a two-three week period in the beginning of June. Additional survey responses were received from three of the participating districts, but only two of them were able to significantly increase their response rate. One district was able to obtain more than 20 district responses and thus was one of the four districts in the 2008 survey process that was able to receive district specific data to inform their secondary transition planning and services.

While an 18.1 percent response rate with a 22.1 percent nondeliverable rate is not what the Department had hoped for in the 2007 survey of 2004-05 exiters, there was an awareness that the previous practice (for which the Department had an approved waiver from the U.S. Office of Special Education Programs) of surveying two years out was most likely a major influence. In the spring of 2008, Connecticut changed to the OSEP standard of surveying exiters one year out effective with the 2006-07 exiters. In 2007-08, the Department made progress with data showing a 19.2 percent response rate with a 12.7 percent nondeliverable rate. Based on feedback from the stakeholder workgroup and the districts that participated in the pilot process to follow up on nonresponders, additional districts will be asked to participate in the follow-up procedures in 2009 to further improve the response rate and reduce the number of nondeliverable surveys. The

contractor will research additional methods to identify and engage dropouts for the stakeholder group and the Department to consider implementing for the 2009-10 survey.

**14.2** The stakeholder workgroup for indicator 14 in collaboration with the Parent Information and Dissemination Committee of the Transition Task Force is currently piloting an informational pamphlet regarding the Post-School Outcomes Survey. This survey will be distributed through school districts to special education personnel, counselors, parents and family members and exiting students at planning and placement team (PPT) meetings, meetings where the Summary of Performance is reviewed with students and families and other school events to provide information about the purpose of the Post-School Outcomes Survey. A copy of the current survey as well as the letter inviting students to participate in the process will be included to educate them about the importance of providing feedback about secondary transition services to the district and encourage them to complete the survey when it is sent out within the year after they exit high school. These materials will be included in training to districts, parents, families and students during the 2009-10 school year.

**14.3** Beginning with the 2007 survey of 2004-05 exiters, an Executive Summary with graphics of aggregate results was posted on the Department's Web site along with the full reports of the Post-School Outcomes Survey results that have been posted annually since 2000. The Executive Summary is also annually disseminated to special education directors and transition personnel in all 169 districts in Connecticut. In addition, any district that has more than 20 completed surveys also receives an individual report with district-specific data that can be used to inform local practices and improve transition services.

**14.4** Statewide training through the Connecticut Council of Administrators of Special Education (ConnCASE), the State Education Resource Center (SERC) and the Regional Transition Networks was conducted for administrators and teachers regarding the post-school outcomes survey data collection process, survey instrument, and the use of response data to inform the development of IEPs for youth aged 16 and above that include coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable the student to meet the postsecondary goals. Materials used were adapted from the National Post-School Outcomes Technical Assistance Center (NPSO), the National Secondary Transition Technical Assistance Center (NSTTAC), and others that were developed by the Transition Task Force and the Department with input from SERC and the Transition Task Force, which includes broad stakeholder representation.

**14.5** Through funding from the Department, SERC and the Regional Transition Networks, two Transition Panel Workshops were offered during 2007-08 to parents and professionals to identify the types of state-agency services available to students as they transition to adult life. The panel consists of state agency representatives who are also Transition Task Force members or affiliates and offers comprehensive literature as well as extensive time to respond to questions. In addition, the director of the Bureau of Rehabilitation Services (BRS) and the Department's State Transition Coordinator provided a two- to three-hour presentation on the collaboration between the Department and BRS as it relates to secondary transition to all six ConnCASE regional meetings. This training provided an opportunity for special education administrators to have

agency policy and procedure questions answered directly and to resolve difficulties that may arise at the local level.

**14.6** Extensive statewide training on secondary transition updates and best practices for district administrators, teachers, paraprofessionals, agency staff, parents and families, and Department personnel has had a major impact on the willingness and ability of districts and families to identify and plan for appropriate secondary transition services. SERC’s ability to bring in nationally recognized professionals, especially in the areas of transition assessment, benefits planning, job coaching and development, person-centered planning, assistive technology and transition services in the community or college settings, has contributed to the extensive knowledge base necessary to build comprehensive and effective transition services that contribute to successful post-school outcomes. Involvement by Department personnel in other areas (for example, LRE, dropout prevention and graduation rates, school improvement, focused monitoring) in many of these trainings has helped to heighten the awareness and expand the integration of transition best practices throughout the education process.

**14.7** To increase awareness of the Post-School Outcomes Survey and indicator 14, the Department created a Web site devoted specifically to the State Performance Plan and Annual Performance Reports. The Post-School Outcomes Survey, definitions of postsecondary education and competitive employment, survey cover letter and consent form are posted for easy access by students, families and school district personnel. Information with access links to the indicator 14 resources was disseminated to special education directors and transition specialists through the Department’s electronic bulletin.

**14.8** Before the dissemination of the 2008 Post-School Outcomes Survey, the survey instrument, cover letter, instructions and consent form were revised to assist students and their family members in completing the survey. The survey instructions and item choices were revised to improve response accuracy based on a review of the return data by the stakeholder workgroup. The invitation to participate was written in more user-friendly language and clearly stated the purpose for completing the survey. Explicit instructions for having a friend or family member assist the exiter in completing the survey were also highlighted.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2007:**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>14.2 (Revised)</b> Develop post-school outcomes survey informational materials for distribution to students, families and district personnel at student Summary of Performance (SOP) interviews or final IEP Meetings. Develop and provide training to districts and families regarding post-	2007 -08 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• TTF Members</li> <li>• Parent Training and Information Center (PTI) – CT Parent Advocacy Center (CPAC)</li> </ul>	This is a combined activity that was previously listed as two separate activities. Currently, it is not necessary to develop a new and separate training to inform districts and parents/families about the post-school outcomes

Improvement Activities	Timelines	Resources	Justification
school outcomes survey and its impact on transition services and the SOP. Incorporate into existing training.			survey. This information can be incorporated into existing trainings.
<b>14.3</b> (Revised) Develop executive summary with graphics of 2005 exiter survey results for dissemination to districts and posting on Department Web site. Use data from executive summary of 2005 exiter survey results with graphics and suggestions for improving secondary transition services for dissemination to districts; use this data to evaluate current measurable and rigorous targets.	2007-08 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• TTF Members</li> <li>• UCONN personnel</li> </ul>	This is a combined activity previously stated as two separate activities. As the Department is working on improving the district-level responses to permit local-level data feedback, there is a need to assist districts to use the aggregate results of the Post-School Outcome Surveys to improve secondary transition within districts.
<b>14.9</b> (New) Develop protocol report format and dissemination process for districts that received 20 or more completed survey responses to allow them to incorporate specific data elements into transition planning efforts.	2008-09 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> <li>• UCONN personnel</li> </ul>	With the success of the 2007-08 follow-up to nonresponders, the Department intends to develop a more targeted process to provide district-specific feedback to districts to use in revising transition services.
<b>14.10</b> (Revised) Translate post-school outcomes survey and letter of instructions into Spanish.	2009-10 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> </ul>	Need additional time to fully explore the cost and research implications of developing and disseminating Spanish survey materials.
<b>14.11</b> (Revised) Explore options for using web-based/online post-school outcomes survey.	2009-10 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> <li>• UCONN personnel</li> </ul>	Additional time needed to fully explore the cost and confidentiality implications of various methods to incorporate web-based/online survey procedures.

Improvement Activities	Timelines	Resources	Justification
<p><b>14.12</b> (Revised) Research and develop additional methods to improve survey response by following up on dropouts and nonresponders.</p>	<p>2009-10 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> <li>• School Engagement and Completion Workgroup</li> <li>• UCONN personnel</li> </ul>	<p>Additional time is needed to fully explore the cost and confidentiality implications of various methods to follow-up on dropouts and nonresponders.</p>
<p><b>14.13</b> (Revised) Identify and collaborate with districts who already collect post-school outcome data on either general and/or special education exiters to prevent duplication of efforts and develop comparison to general education outcomes.</p>	<p>2009-10 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> <li>• UCONN personnel</li> <li>• ConnCASE</li> </ul>	<p>Timeline for this activity was extended one year to permit full implementation of other data collection procedures.</p>
<p>(Deleted) Develop pilot process for using LEA personnel to follow up on post-school outcome survey non-responders, with special attention to dropouts</p>	<p>2007-08 school year, annually as needed</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> <li>• School Engagement and Completion Workgroup</li> <li>• UCONN personnel</li> <li>• ConnCASE</li> </ul>	<p>This activity is a duplicate of the 2007-08 activity that developed a follow-up process and a 2009-10 revised activity that is designing methods to locate drop-out students.</p>
<p>(Deleted) Use results of Post-School Outcomes Surveys to inform professional training options.</p>	<p>2008-09 school year; annually as needed</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition and Parent Workgroup</li> <li>• CPAC</li> <li>• Allocate a portion of the IDEA funds to SERC</li> </ul>	<p>This activity is a duplicate of the revised 2008-09 activity that incorporates post-school outcomes survey information into existing training for districts, families and parents.</p>

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
(Deleted) Expand and enhance resources and materials related to improving post-school outcomes	2008-09 school year; annually as needed	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSDE Transition Workgroup</li> <li>• CSDE Parent Workgroup</li> <li>• CPAC</li> <li>• Allocate a portion of the IDEA funds to SERC</li> </ul>	This activity has become a consistent part of ongoing professional development practices and is not needed as a separate improvement activity.

## Survey of 2007 Graduates/Exiters of Connecticut High Schools

**Introduction:** This survey gathers information about your employment and/or postsecondary school experiences since you left high school. **Please fill it out and return to us in the enclosed envelope.** Someone who knows you well can also help you complete it. All information you provide will be kept confidential.

Please place a "✓" mark in front of the appropriate response.

### Part I: Employment Status

1. Have you been employed since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, Full-time (35 hours or more, per week)
<input type="checkbox"/>	Yes, Part-time (less than 35 hours per week)
<input type="checkbox"/>	Yes, I was employed at one time but am not now
<input type="checkbox"/>	No, I have not been employed (go to question #3)

2. If yes to Question 1, how much do you currently earn (or did you earn at your most recent job)?

<input type="checkbox"/>	Below minimum wage (less than \$7.65/hr.)
<input type="checkbox"/>	Minimum wage (\$7.65/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.65/hr.)

### Part II: Postsecondary Education and Training Status

3. Have you enrolled in any type of postsecondary school (college or a training program) since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, I am a full-time student (12 or more credits per semester)
<input type="checkbox"/>	Yes, I am a part-time student (less than 12 credits per semester)
<input type="checkbox"/>	Yes, I was enrolled but am not now
<input type="checkbox"/>	No, I have never enrolled in postsecondary education or a training program (go to question #5)

4. If yes to Question 3, what type of postsecondary school did you enroll in? (**Check only one**)

<input type="checkbox"/>	Community or two-year college
<input type="checkbox"/>	Four-year college or university
<input type="checkbox"/>	Technical/Trade School (e.g., hairdressing, welding, computing, bartending, etc.)
<input type="checkbox"/>	Military or Military Training School or Program
<input type="checkbox"/>	Adult Education (e.g., GED, High School Completion Program, Continuing Education etc.)
<input type="checkbox"/>	College Prep/Postgraduate Program
<input type="checkbox"/>	Other – Please specify:

**Please continue to other side . . .**

**Part III: Additional Information**

5. Have you received services through any of these agencies since leaving high school?  
 (**Check all that apply**)

<input type="checkbox"/>	<b>BESB:</b> Board of Education and Services for the Blind
<input type="checkbox"/>	<b>BRS:</b> Bureau of Rehabilitation Services
<input type="checkbox"/>	<b>DDS:</b> Department of Developmental Services (formerly Department of Mental Retardation)
<input type="checkbox"/>	<b>Department of Labor One-Stop Centers</b> (e.g., Employment Centers, Career Centers)
<input type="checkbox"/>	<b>DMHAS:</b> Department of Mental Health and Addiction Services
<input type="checkbox"/>	<b>DSS:</b> Department of Social Services (e.g., Medicaid/Title 19; food stamps; Care for Kids)
<input type="checkbox"/>	<b>DPH:</b> Department of Public Health
<input type="checkbox"/>	<b>SSA:</b> Social Security Administration (e.g., SSI, SSDI, Medicare)
<input type="checkbox"/>	<b>Other agencies:</b> please specify
<input type="checkbox"/>	No help received, it is not necessary
<input type="checkbox"/>	No help received; Did not know that any agencies were available

6. If you are not employed, or are not enrolled in postsecondary school or training, are you participating in any of the following?

<input type="checkbox"/>	Adult day service programs
<input type="checkbox"/>	Adult day vocational programs
<input type="checkbox"/>	Independent living skills programs
<input type="checkbox"/>	Volunteer work/community service
<input type="checkbox"/>	Other, please specify:

7. Please circle the statement that best describes your agreement with this statement:

*"I am satisfied with my life since leaving high school"*

Strongly Disagree      Disagree      Unsure      Agree      Strongly Agree

8. Is there anything else you would like to tell us about your life after you left high school?  
 (Please continue to the back of this page if necessary)

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**Thank you very much for completing this survey!  
 Please return in the enclosed envelope**

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

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

See Overview page i

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

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

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

**Measurement:**

Percent of noncompliance corrected within one year of identification:

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

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

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

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

There were 93 findings of noncompliance in the 2006-07 school year, of which 90 were verified as corrected in 2007-08, resulting in 96.8 percent of noncompliance corrected within one year of identification. Target not met.

$$90 / 93 \times 100 = 96.8\%$$

In Connecticut, there is a written notification to a district or program that includes a conclusion about the specific noncompliance, the citation of the statute or regulation, and a description of the quantitative and/or qualitative data supporting the conclusions made. When monitoring for correction of individual students or cases through dispute resolution, Connecticut follows U.S. Office of Special Education Programs (OSEP) guidance and counts each instance of noncompliance; when monitoring the SPP indicators and key performance indicators identified through focused monitoring, noncompliance findings are aggregated and reported at the district level. With respect to verification, Connecticut uses a variety of methods described within *Connecticut's System of General Supervision and Focused Monitoring*.

**APR Template – Part B (4)**

Please see the following B-15 Worksheet used to document and calculate for noncompliance found in 2006-07 and subsequently corrected in 2007-08.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.  2. Percent of youth with IEPs dropping out of high school.  14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other  Dispute Resolution: Complaints, Hearings			
3. Participation and performance of children with disabilities on statewide assessments.  7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other  Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	8	8
	Dispute Resolution: Complaints, Hearings			
5. Percent of children with IEPs aged 6 through 21 -educational placements.  6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3 (ind 10)	3 (ind 10)	1 (ind 10)
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	3	3	3

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings			
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	72	72	72
Other areas of noncompliance: Systemic Noncompliance	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	0

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Dispute Resolution: Complaints, Hearings			
<b>Sum the numbers down Column a and Column b</b>			93	90
<b>Percent of noncompliance corrected within one year of identification= (column (b) sum divided by column (a) sum) times 100.</b>			<b>(b) / (a) X 100 =</b>	96.8%

General Supervision System Defined

Connecticut’s General Supervision System serves as an accountability mechanism for programs supported by IDEA 2004 Part B funds. The General Supervision System streamlines monitoring, evaluating and enforcing actions and activities across OSEP priority indicators and other areas decided by the state. Connecticut’s obligation under Part B is to adopt and use proper methods of administering each IDEA-funded program, which includes 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. Connecticut is also required to provide technical assistance, where necessary, as well as to disseminate information on program requirements and successful practices throughout Connecticut.

Monitoring Activities

Connecticut’s General Supervision System is composed of several monitoring activities that focus on improving educational results and functional outcomes for all students with disabilities. The system emphasizes performance-based results across indicators in areas of compliance, data management, policies and practices, technical assistance, fiscal verification and improvement activities. Monitoring procedures are designed and implemented to ensure that Connecticut’s school districts and other IDEA-funded programs meet the requirements under Part B, which include specific activities leading to a determination around compliance found through on-site visits, district or program self-assessment, local performance plan reviews, annual performance reporting, desk audits, dispute resolution investigations, program review evaluation, P.J. Settlement Agreement walkthrough protocol and so forth. Monitoring activities are designed to identify and correct noncompliance as soon as possible but in no case later than one year from identification. Focused monitoring is one monitoring activity under this integrated system of general supervision. The state’s system of general supervision for the 2007-08 school year used both quantitative and qualitative information to analyze and drill down to identify specific issues

using 2005-06 and 2006-07 data trends. The Department then followed up with school districts by providing targeted technical assistance and guidance to correct noncompliance, and followed up with each individual school district to ensure that noncompliance was addressed before notifying school districts that they would no longer be monitored.

#### *Data-Driven Decision Making*

All bureau staff is involved in general supervision as part of their assigned duties. Each bureau or unit responsible for data collection employs methods for providing credible data of defensible quality as part of monitoring procedures. Specific methods for ensuring accurate, verifiable data are described in individual indicators or documents describing a monitoring event. Once a monitoring activity begins, data are taken from various general supervision system components and multiple sources, analyzed and reviewed for program compliance with Part B requirements. Further, trends are reviewed for statewide patterns that inform bureau-level practices and technical assistance. As described in the State Performance Plan (SPP), the *General Supervision System Handbook* (spring 2009) and *Focused Monitoring Manual* (fall 2009), the Bureau of Special Education has designed and continues to revise a series of incentives and sanctions for use with districts and programs that have not corrected noncompliance within one year from its identification. These described actions and proceedings are designed to promptly bring the district or program into compliance. The system supports the Department's work in ensuring the following roles are operationalized:

- ensure that IDEA requirements are met in the state;
- determine eligibility of local education agencies (LEAs);
- monitor LEAs for compliance;
- establish and maintain complaint system for parents;
- withhold funds from noncompliant LEAs;
- technical assistance to LEAs;
- ensure qualified personnel, personnel standards and comprehensive system for personnel development;
- obtain corrective action plans from LEAs;
- designate LEAs as high risk subgrantees; and
- audit LEAs for compliance.

#### *System Summary*

The General Supervision System provides the infrastructure to examine the extent to which monitoring leads to corrections because of implementing effective corrective actions and technical assistance. This integrated system provides a mechanism for using performance results tracked across compliance and progress indicators to prioritize the bureau's goals and activities for the upcoming year. As this system continued to develop in 2007-08, the role of general supervision was examined by the Bureau of Special Education and other Department managers who had oversight for different monitoring responsibilities and began to make more frequent comparisons of findings, data trends and the impact of improvement activities. With the assistance of stakeholders, the Department asked critical questions concerning fidelity for implementation, whether intended results are being achieved, what modifications or adjustments should be made, if current strategies are appropriate, and if needs are being met. The following overview highlights 2007-08 general supervision practices involving the monitoring of state and federal requirements:

*A. Focused Monitoring*

The Focused Monitoring Steering Committee included a group of broad stakeholders composed of district personnel, parents and staff from across the Department, SERC and other state agencies. The Steering Committee met three times in 2007-08 and analyzed data from the focused monitoring process in 2006-07 and 2007-08 to assist in determining the Key Performance Indicator for 2008-09. Connecticut identified one key performance indicator for focused monitoring both school years, which was “to decrease the number of students in all disability categories who are suspended or expelled as defined by Connecticut Statutes [Sec. 10-233a(b)] “exclusion from regular classroom activities beyond 90 minutes.”

Connecticut selected four data points to form the basis of its analysis in 2006-07 and 2007-08:

1. Special education unique student suspension and expulsion rate: the number of unique (nonduplicated) students with disabilities in a district suspended or expelled out of school divided by the total number of students with disabilities in the district. State significance score – above 10 percent.
2. General education unique student suspension and expulsion rate: the number of unique (nonduplicated) students without disabilities in a district suspended or expelled out of district divided by the total number of general education students in the district. State significance score – above 10 percent.
3. Difference score between the general education and special education unique student suspension and expulsion rate: the special education suspension and expulsion rate minus the general education suspension and expulsion rate. State significance score – above 10 percent.
4. Special Education Unique 10+ Days Suspension and Expulsion Rate: The number of unique students with disabilities in a district suspended or expelled out of school for more than 10 days divided by the total number of students in the district. State significance score – above 2 percent.

Each of the above data points was used in analyzing each district’s data regardless of the *N* size in the district. Data charts were created and shared statewide, indicating districts in red that fell above the state significance score, yellow for those with moderate data (5-10 percent for data points 1, 2 and 3; 1-2 percent for data point 4), green for districts with minimal suspensions or expulsions, and white for those districts with no reported suspensions or expulsions for the year. Data were obtained from each district via the State of Connecticut Disciplinary Offense Record and analyzed as a part of the state’s ED166 report on discipline. District data were verified or corrected via direct contact with the district by Department consultants responsible for this data collection and report.

Eight visits were completed in the 2006-07 school year. Comprehensive reports describing the Department’s findings during the visit were issued to each of the superintendents. This included areas of strengths, findings of noncompliance and recommendations for improvement. The district conducted improvement planning sessions with the Department. Districts submit progress reports on a six-month basis regarding improvement plan activities. Improvement plans continue to be monitored for implementation and outcomes. Districts will no longer require monitoring in this area when progress reports demonstrate systemic improvements, data support improvement, and noncompliance has been corrected.

All eight districts corrected noncompliance within the one-year timeline as verified by the evidence each submitted for corrective actions assigned. Consultants who were assigned as leads during the 2006-07 site visits verified corrective action completion using the specific district's requirements in the monitoring report. Follow-up visits differed by lead consultant – some occurred on site and others were by phone or through electronic communication. Districts that were assigned corrective actions were asked to submit the following to the lead consultant, as indicated in the report:

- district samples of corrected IEPs;
- revisions of relevant policies;
- attestation of professional development offering and attendance; and
- submission of new or additional data with district-level interpretation of data that indicated correction of noncompliance.

### *B. Dispute Resolution*

The Due Process Unit maintained a log of inquiries, actions, results, timelines and other information necessary for tracking cases in 2007-08 and verified the completion of corrective actions assigned in 2006-07. A staff member was assigned to each component of dispute resolution system including complaints, hearings and mediations. Consultants in the Due Process Unit were responsible for following individual cases from the beginning through resolution and logging regularly into a common spreadsheet. Two consultants were tasked with tracking the number and nature of investigations at regular intervals and sharing information with other monitoring managers in the General Supervision System. Districts that were required to make corrective actions due to noncompliance primarily had the following violations:

- failure to implement the IEP;
- child find;
- provision of a FAPE in the LRE; and
- evaluation timelines.

Corrective action requirements were differentiated by district need, level of violation complexity, and the extent to which the district was already completing requirements through other monitoring, including accountability activities in progress through other bureaus.

### *C. SPP/APR*

Data sources used to develop District Annual Performance Reports (APRs) come from the Special Education Data Application and Collection (SEDAC), the Public School Information System (PSIS), the ED 166 discipline data report, the Evaluation Timelines Data Collection and assessment data. Determinations based on SPP compliance indicators were made in accordance with IDEA requirements section 616. For the 2006-07 school year, 114 districts met requirements, 54 needed assistance, and one needed intervention. The APRs for the 2006-07 school year on district performance against state-level targets in the SPP were disseminated in September 2008. As part of monitoring, districts that needed assistance for the second year in a row were notified of technical assistance to improve areas of noncompliance.

One district (135) identified to need intervention underwent an intensive district-wide monitoring visit under No Child Left Behind, in which the Bureau of Special Education investigated policies, practices and procedures for students with disabilities as part of an interbureau team. A report of findings and recommendations from the visit is due February 2009. The Department

will explore appropriate enforcement actions according to the findings from the investigation and information obtained through other monitoring activities.

#### *D. Other Monitoring Activities*

In addition to monitoring instances of systemic noncompliance through the mechanisms above, the Department monitored for compliance with IDEA 2004 and state requirements through other efforts including:

- the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement;
- IDEA grant application submissions; and
- approved private special education program reviews.

Although districts were monitored by individual consultants assigned to each area and offered technical assistance and other supports to enable compliance, monitoring practices and use of data were being developed and implemented in the General Supervision System through 2007-08.

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

##### Explanation of Progress or Slippage

The data source for Dispute Resolution for all three reporting years were from the Due Process Unit spreadsheets and Table 7 data set used for ED 616 submissions. Data collected from other monitoring activities come from the focused monitoring system and individual monitoring reports conducted by those overseeing the SPP indicators. The Department examined three years of indicator 15 data. In some cases, it is clear that there are some districts challenged by federal and state requirements under implementing IDEA. It is difficult to compare multiple years of data trends due to varying approaches the Department has taken in certain monitoring activities. However, data patterns suggest the General Supervision System can be further advanced as the Department seeks to understand root causes for noncompliance and that the corrective actions assigned are contributing to timely correction. The Department is seeking ways to address districts and programs in need of targeted support to ensure timely corrections across monitoring activities, particularly across individual indicators. In 2007-08, the Department began to evaluate the impact of improvement activities listed in the SPP in partnership with SERC and other stakeholders that are members of the SPP work groups.

With respect to dispute resolution, the Department continued to provide information to districts and programs through its Web site, bureau newsletter, annual conferences and orientation sessions, and regionally based trainings with special education administrators. As part of strengthening our General Supervision System, the next steps will include addressing the extent to which noncompliance issues made by hearing officers and staff involved in dispute resolution are already being made and/or addressed through other monitoring activities; additionally, the Department is looking to ensure hearing officer training includes drawing conclusions that lead to a finding of noncompliance, particularly with respect to those made about procedural violations.

Information Required by OSEP Response Letter

As reported in the FFY 2006 APR based on FFY 2005 noncompliance, one school district (064) continues to have ongoing issues of noncompliance that have persisted since the 1999-2003 cycle of general supervision. Concerns center on developing appropriate IEPs and ensuring that IEPs are implemented as designed. As in previous years, in 2007-08, a portion of this district's FY06 IDEA funds was directed by the Department to retain an external consulting group to complete the following: 1) conduct an audit of each student's IEP to determine individual and systemic service delivery issues, and 2) assist the district in developing an accountability plan to ensure full compliance with state and federal guidelines. The Urban Special Education Leadership Collaborative Education Development Center Inc. is the external consulting group that worked with the district. An audit was completed in May 2008 with a report of findings disseminated in November 2008. While the district continued to make progress in a number of areas, it did not fully meet the criteria set forth to correct noncompliance. An accountability plan was finalized in the 2007-08 school year, with full implementation expected in the 2008-09 school year. A consultant from the Department continues to work directly with this district's central office to monitor and implement corrective actions and improvement activities.

In the 2007-08 school year, this district received a mandated, extensive on-site accountability visit under the Bureau of School and District Improvement and the Bureau of Accountability, Compliance and Monitoring in accordance with the Department's No Child Left Behind accountability legislation, which included a team member from the Bureau of Special Education. Areas of investigation included special education policies, procedures and outcomes for students with disabilities. A District Improvement Plan was developed and approved by the State Board of Education in fall 2008. The Department continues to intensely monitor this district's progress under the improvement plan, in addition to the specific special education monitoring by the Bureau of Special Education.

District 135 was identified for noncompliance under indicator 10 in FFY 2005 but subsequently corrected that instance of noncompliance. However, this district was identified for noncompliance in the 2006-07 school year, but in a different disability category. Therefore, the Department newly cited this district for noncompliance based on the different disability category in the 2006-07 school year and was not corrected in the 2007-08 school year.

This district underwent an extensive review of educational policies, procedures and practices for all students through the Bureau of Accountability, Compliance and Monitoring in the fall of 2008, also explained above in the section titled "C. SPP/APR." A recommendation from the review was to have an outside entity conduct an intensive special education program and services review of its organizational structure, processes, communication compliance and impact on student learning and cost efficiency. The Department will review findings of the report, stated above, to determine continued monitoring and supervision of this district.

Report on Noncompliance Found in 2006-07 and Corrected 2007-08 for Indicators 4A, 9, 10, 11, 12 and 13

The following section describes noncompliance found in specific indicators in the 2006-07 school year and corrected in the 2007-08 school year, as displayed in table B-15 above.

4A. Districts were required to submit a self-analysis of their policies, practices and procedures in this area. From this, eight districts were selected for a focused monitoring visit. Suspension and expulsion data were disseminated to all school districts via Special Education Strategic School Profiles. Data were also available on the Department Web site. All eight districts corrected noncompliance within the one-year timeline. Consultants verified corrective actions to have been complete based on the specific district's requirements outlined in the monitoring report, for example, submitting samples of corrected IEPs, attestation of professional development, and submission of additional data to support correction of noncompliance.

9. The Department analyzed data on overrepresentation and underrepresentation for 2007-08 by race and ethnicity in the following categories: American Indian or Alaskan Native, Asian or Pacific Islander, Black or African American (Not Hispanic), Hispanic, and White (Not Hispanic). There were no districts that had overrepresentation or underrepresentation in special education in the 2006-07 or 2007-08 school years.

10. The Department provided intensive individual support to two districts (103 and 135) in 2007-08 based on compliance concerns identified in 2006-07. A consultant was assigned to communicate frequently with the districts based on a review of data collected through the state database on this indicator. Data collected across other indicators and monitoring activities were also used by consultants to inform practices at the Department level so that technical assistance recommendations would be more targeted to needs of these districts. The individual managers assigned to coordinate monitoring activities met with consultants assigned to these districts to analyze themes emerging from data trends and to examine evidence-based practices in other states or available through national and regional resource centers. The two districts are currently under investigation for ongoing violations with state and federal requirements regulated by other bureaus; the consultants assigned to the districts work with these teams frequently to oversee progress and slippage related to special education targets.

11. The bureau provided technical assistance to districts and programs regarding the regulations around evaluation timelines. In 2006-07, written clarification was posted electronically on the Department Web site. In 2007-08, districts and programs received additional guidance on this indicator and invited to resubmit data based on an error analysis of data submissions for 2006-07 and 2007-08. Because data trends indicated issues with compliance may be due in part to inconsistent understanding of submitting and reporting data, the Department did not make findings in 2007-08 based on 2006-07 data; however, findings have been issued based on 2007-08 data and will be included in the 2010 APR. The leads of individual monitoring activities worked with the manager assigned to this indicator to review data patterns and trends as part of a need assessment conducted to identify technical assistance and professional development opportunities that would appropriately address the gaps.

12. The Department followed up with each school district identified as not providing a free appropriate public education (FAPE) by age 3 in the 2007-08 school year. Each school district was given a specific directive to 1) review and as appropriate revise their district policies, procedures and/or practices to ensure a FAPE no later than age 3 for children who exit the state's Part C Program, and/or 2) correct a specific issue (for example: address the provision of a FAPE for children having summer birthdays). Any school district that was identified in the analysis of the 2006-07 transition data and was identified by the 2007-08 data would receive a site visit and

potentially would need to develop and submit a district specific improvement plan. That, however, did not occur in 2007-08 because there were no district matches between the two school years.

The Department issued a number of policy reminders, which emphasized that the provision of a FAPE by a child's third birthday was a compliance indicator. The Department also provided policy guidance and information relative to the changes in the IDEA 2004 and the accompanying regulations relative to transition from the Part C system to Part B. Mechanisms for dissemination included e-mail, mail, newsletters, Web site information and other public venues. The Department also enlisted its partners and collaborators including the Part C lead agency and the federally funded Parent Training and Information Center, the Connecticut Parent Advocacy Center.

13. Districts found out of compliance in 2006-07 subsequently corrected noncompliance as a result of heightened awareness around the state and federal interest in this indicator, clarification of data collection procedures, as well as the Department's direct communication with these districts. The Department also provided a number of sessions regarding secondary transition goals and services through statewide leadership conferences.

To investigate noncompliance in 2007-08 school year data, in addition to reviewing transition IEPs of students enrolled in districts that did not meet 100 percent compliance on this indicator, the Department developed and piloted a process to conduct secondary transition on-site training visits, ensuring that the IEPs of youths aged 16 and above included coordinated, measurable annual IEP goals and transition services that were reasonably designed to enable the student to meet the postsecondary goals.

Using the National Secondary Transition Technical Assistance Center's (NSTTAC) Indicator 13 Checklist, Form B, a secondary transition team, including the State Transition Coordinator, SERC and Department personnel, parents and Transition Task Force Members conducted one-day on-site training visits to explore a district's continuum of transition services, discuss related professional development, review a sample of transition IEPs and Summary of Performances and interview students. A team of district personnel worked together with the secondary transition team to review the appropriateness of the transition goals, objectives and services in the sample student's IEP. In addition to the on-site training, participating districts received a report that provided individualized suggestions for improving transition services and professional development recommendations, including an opportunity to participate in Educational Benefit training for secondary transition. The Department will also review a second sampling of transition IEPs within a 12-month period to evaluate the impact of the on-site training.

#### Discussion of Improvement Activities Completed

**15.4** The Focused Monitoring Steering Committee met three times to review data, determine key performance indicators and advise on implementation of SPP. The committee provided critical input concerning the 2008-09 key performance indicators and making recommendations on how to enhance the focused monitoring system.

**15.5** The Department no longer produced data maps as data is distributed via district APRs and Strategic School Profiles.

**15.6** A review and subsequent revision of focused monitoring self-assessments and site visit protocols was conducted and completed from May-December 2008.

**15.7** Monitoring tools used to examine the following focused monitoring areas were aligned with IDEA 2004 and state requirements: review of student records; interviews with administrators, teachers (general and special education), and related service professionals; input from parent through forums; and observations of implementation of student IEPs.

**15.8** Grant funds totaling \$10,000 per district were disseminated to support the implementation of all improvement plans submitted and approved for districts receiving a site visit through the focused monitoring system.

**15.9, 15.17** The Department has been working in collaboration with SERC to develop an internal evaluation protocol for monitoring activities. A pilot protocol is anticipated to be tested with the focused monitoring system in the 2009-10 school year.

**15.16** Department consultants working on focused monitoring and SPP monitoring activities met with SERC to discuss statewide and district specific activities and training to address general supervision and monitoring. Additionally, the coordinator of the *Bureau Bulletin* included a new section to the newsletter called “Resources & Opportunities,” which regularly features resources to districts that are likely to lead to compliance with statutes and regulations.

**15.17, 15.18, 15.19, 15.20** The Department continues to work on the alignment and coordination of all monitoring activities such as methods of notification, data collection and a database infrastructure among all components of general supervision and state accountability measures to ensure an integrated system. This coordination has included planning and revision of procedures for findings of noncompliance and timelines for correction, and development of a glossary to ensure common use of terms. Alignment includes investigating relationships among findings, corrective actions, technical assistance and improvement activities. The 2007-08 hire of a coordinator for general supervision, who works closely with those responsible for the SPP-APR and focused monitoring, has been helpful in working toward completion of alignment needs.

The Department continued to use electronic methods of disseminating data to stakeholders, districts and families. There are regular e-mail alerts, posting to Web sites and notifications sent through the *Bureau Bulletin*.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:

Activity	Timelines	Resources	Justification
15.21 (New) Develop and implement comprehensive general supervision electronic information system.	2008-09 through 2011	<ul style="list-style-type: none"> <li>• Department personnel to design and implement</li> <li>• Independent contractors to develop</li> <li>• Training to use the system</li> <li>• Fiscal support for resources to build and maintain system</li> </ul>	Due to the number and nature of monitoring activities, there is a need to streamline multiple databases to ensure access to timely, accurate data in user-friendly formats to inform all monitoring leads.
15.22 (New) Develop monitoring checklists and technical assistance protocols for reducing district-level suspension/expulsion rates among children with disabilities.	2008-09 through 2011	<ul style="list-style-type: none"> <li>• Department personnel to design and disseminate</li> <li>• Independent contractors to pilot and validate tools</li> <li>• Stakeholder reviewers for validation and feedback</li> </ul>	There is a need for a more standardized approach to addressing this area of noncompliance that can be addressed with a common protocol.

Activity	Timelines	Resources	Justification
<p>15.23 (New) Re-examination of current enforcement procedures with emphasis on 1) including parents in the state monitoring process, 2) focusing monitoring efforts on the issues that are most critical to ensuring appropriate education to children with disabilities, and 3) timely follow-up to ensure that appropriate actions to demonstrate compliance with the law are taken across all monitoring areas.</p>	<p>2008-09 through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Electronic data and tracking system</li> <li>• SERC program evaluation staff</li> </ul>	<p>After examining results and performance over multiple years, the Department is ready to conduct an internal evaluation of what works and what should be improved for whom the Department enforces compliance with state and federal requirements.</p>
<p>15.24 (New) Fully incorporate other monitoring activities into a comprehensive system of general supervision with common protocol and practices regarding oversight:</p> <ul style="list-style-type: none"> <li>▪ <i>P.J. et al .v. State of Connecticut, State Board of Education et al.</i>;</li> <li>▪ grant application submissions;</li> <li>▪ approved private special education program reviews.</li> <li>▪ CEIS</li> <li>▪ parentally placed private school students; and</li> <li>▪ fiscal verification.</li> </ul>	<p>2008-09 through 2011.</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Electronic data and tracking system</li> <li>• Staff development</li> <li>• Revised General Supervision manual, guidelines and protocol.</li> </ul>	<p>While the Department has been strengthening a system of practice for general supervision, several key areas need to be more formally included within Department monitoring. It has become apparent to Department staff that the inclusion of these components will allow for more efficient streamlining of efforts and reduction of duplicative activities.</p>

Part B State Annual Performance Report (APR) for FFY 2007

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

See Overview page i

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

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

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

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

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

In the 2007-08 school year, 100 percent of signed written complaints with reports issued were resolved within the 60-day timeline. Target met.

$$[(106 + 6) / 112] \times 100 = 100\%$$

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

The Department has met the 100 percent measurable, rigorous target. Additional consultants in the Bureau of Special Education were trained to investigate complaints, allowing for all complaints to be completed on time.

General Supervision

In the 2006-07 APR, the Department reported one complaint that was seven days beyond the timeline. The report was written and the issue was resolved.

Discussion of Improvement Activities Completed

**16.2** The prototype for the Alternate Dispute Resolution database was completed in June 2008 after multiple design meetings and reviews of the functional requirements document. Consultants reviewed and tested the application. The application was modified based on feedback and continues to add functionality to date. The secure, web-based application relies on the same usernames and a password used by other Department applications and is accessible only from within the Department. Department staff members have been entering FFY 2008 case information since July 2008. Information in this database includes cases initiated between July 1, 2008, and June 30, 2009. During summer 2009, the Department will begin importing historical data. Development of a variety of reports, including the report that generates data for Table 7, will be completed in spring 2009. The Department has also designed a default/landing page for the application that will summarize upcoming deadlines related to individual cases. This page was designed to track pending deadlines and ensure compliance with timelines.

Students associated with cases in the database are connected by their State Assigned Student Identified (SASID) from our Public School Information System (PSIS) registration database. The SASID enables the Department to track student-level special education services, assessment data and any other student information collected by the Department outside the Alternate Dispute Resolution Database.

The current application tracks all reportable elements in Table 7 at the student level except Expedited Hearing Requests and Resolution Sessions. Data elements unique to the tracking and monitoring of expedited hearings will be finalized in the database during spring 2009. Resolution sessions will be tracked at the district level through the Special Education Data Application and Collection (SEDAC). A data element has been added to the state-mandated IEP form that allows districts to record and accurately report when resolution sessions have resulted in an agreement between the family and the district.

**16.4** Consultants with the Due Process Unit are working with the bureau's coordinator for general supervision to review existing practices concerning the complaint resolution process and improvement activities previously developed. The coordinator is working with the Unit to develop a report query tool that can be accessed by those involved in other monitoring activities.

**16.5** During 2007-08, the Due Process Unit did not employ new consultants to work on written complaints.

**16.6** A full-time consultant was assigned to monitor timelines for completion of complaints and documentation of extensions for each consultant on a case-by-case basis. The information was logged into an electronic spreadsheet. Beginning July 2008, the Due Process Unit was able to log cases into the Alternate Disputes Resolution Database.

**16.7** The Department was unable to increase staffing in Due Process Unit because of hiring freezes; however, in light of a June 2008 retirement, the unit did not decrease staffing since it was able to transfer a consultant in from another unit.

**16.8** The bureau reviews data on an annual basis to determine if there are trends in not meeting timelines with specific districts, consultants, across indicators and specificities related to general

supervision expectations. For the first time, consultants working on other indicators relied on complaint resolution data themes to help inform decision making concerning the needs of districts around specific disabilities. Consultants looking at over- and under-identification issues were able to look at increases and decreases in the number and nature of complaints by disability categories.

**16.9** Due Process Unit consultants provide complaint data reports upon request to consultants for districts undergoing focused monitoring visits.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The target is to maintain 100 percent compliance with resolving signed, written complaints within 60 days. To continue meeting this target, the Bureau of Special Education has reviewed improvement activities designed to support work around this indicator and has made appropriate revisions.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>16.4</b> (Revised) Complete an assessment of the Dispute Resolution System and alignment to general supervision of compliance indicators.</p> <p><i>Action Step:</i> Review practices and tools used for assigning and verifying corrective actions.</p> <p><i>Action Step:</i> Revise procedures to include appropriate guidelines for applying sanctions for noncompliance.</p> <p><i>Action Step:</i> Pursue development of a management table to track the various aspects of compliance and performance through the general supervision system.</p> <p><i>Action Step:</i> Develop criteria to determine if district is in need of assistance, needs intervention or needs substantial intervention</p>	<p>2008-09 through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> <li>• Storage system to maintain results of Dispute Resolution System assessment</li> </ul>	<p>CADRE practitioner standards and support indicate best practice for complaint investigators to continue professional development.</p>

Activity	Timelines	Resources	Justification
consistent with Section 616 of IDEA 2004.			
<p><b>16.10 (New)</b> Staff members will participate in relevant professional development activities concerning complaint resolution.  <i>Action Step:</i> Staff members will continue to participate in professional development in effective complaint resolution with additional emphasis on timelines.  <i>Action Step:</i> Train monitoring staff members on what needs to be evident for one-year closeouts.</p>	2008-09 through 2011	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> </ul>	CADRE practitioner standards and support indicate best practice for complaint investigators to continue professional development.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

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

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

The Department rendered 100 percent of its hearing decisions within the required timelines.  
Target met.

$$[(7 + 14) / 21] \times 100 = 100\%$$

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

The Department sustained 100 percent of its hearing decisions within required timelines. This success is attributed to the improvement activities completed.

Discussion of Improvement Activities Completed

**17.4** The Department, in partnership with the State Education Resource Center (SERC), provided training and technical assistance to mediators, districts and families on alternatives to dispute resolution including IEP facilitation during the 2007-08 school year.

**17.6** The prototype for the Alternate Dispute Resolution database was completed in June 2008 after multiple design meetings and reviews of the functional requirements document. Consultants reviewed and tested the application. The application was modified based on feedback and continues to add functionality to date. The secure, web-based application relies on the same usernames and a password used by other Department applications and is accessible only from within the Department. Department staff members have been entering FFY 2008 case information since July 2008. Information in this database includes cases initiated between July 1, 2008, and June 30, 2009. During summer 2009 the Department will begin importing historical data. Development of a variety of reports, including the report that generates data for Table 7, will be completed in spring 2009. The Department has also designed a default/landing page for the application that will summarize upcoming deadlines related to individual cases. This page was designed to track pending deadlines and ensure compliance with timelines.

Students associated with cases in the database are connected by their State Assigned Student Identified (SASID) from our Public School Information System (PSIS) registration database. The SASID enables the Department to track student-level special education services, assessment data, and any other student information collected by the Department outside the Alternate Dispute Resolution Database.

The current application tracks all reportable elements in Table 7 at the student level except Expedited Hearing Requests and Resolution Sessions. Data elements unique to the tracking and monitoring of expedited hearings will be finalized in the database during spring 2009. Resolution sessions will be tracked at the district level through the Special Education Data Application and Collection (SEDAC). A data element has been added to the state mandated IEP form that allows for districts to record and accurately report when resolution sessions have resulted in an agreement between the family and the district.

**17.7** Consultants with the Due Process Unit are working with the bureau's coordinator for general supervision to review existing practices concerning the complaint resolution process and improvement activities previously developed. The coordinator is working with the unit to develop a report query tool that can be accessed by those involved in other monitoring activities.

**17.8** Professional development for due process hearing officers is required eight days per year and is in place to support the growth of knowledge and skills specific to their work in conflict resolution and related requirements. Hearing officers submit professional development activities to the bureau for approval.

**17.9** Individualized professional development for due process hearing officers continues to be a standard practice for the Due Process Unit since contracted hearing officers have various needs. All 12 hearing officers are attorneys in good standing with their respective state bar associations and have experience in education; they are encouraged to pursue professional development in all areas of special education policies and practices.

**17.10** Summaries of due process hearing data and timely completions data are made available to hearing officers on an annual basis; additionally, cases and findings are accessible on the bureau

Web site. However, this area has not yet part of regular practice due to the delay in database development. The database developers will develop a report query to support the implementation of this activity.

**17.11** The bureau has not begun an annual review of data on due process hearing timelines to determine if trends exist with specific hearing officers due to delays in database development. The database developers will develop a report query to support the implementation of this activity.

**17.12** Timely hearing completions have become a performance measure for annual hearing officer appraisal as of 2008-09.

**17.13** The Department continues to work diligently with hearing officers regarding adherence to timelines. As noted in the database description, the Department has designed a default/landing page for the application that will summarize upcoming deadlines related to individual cases. This page was designed to meet consultants’ request for a system to remind staff members of pending deadlines. Training will be made available as the system becomes more integrated into practice.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

The target is to maintain 100 percent compliance with the 45-day timeline. To continue meeting this target, the Bureau of Special Education has reviewed improvement activities designed to support work around this indicator and has made appropriate revisions.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>17.7</b> (Revised) Complete an assessment of the Dispute Resolution System specific to hearing processes and procedures. <i>Action Step:</i> Review practices and revise procedures for documenting and justifying extensions of hearing timelines. <i>Action Step:</i> Collect data regarding satisfaction with due process hearings and individual practitioners, as well as the needs of district-level administrators. <i>Action Step:</i> Interpret evaluation data obtained by SERC on hearing</p>	<p>2008-09 through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> <li>• Storage system to maintain results of Dispute Resolution System assessment</li> </ul>	<p>CADRE practitioner standards and support indicate best practice for complaint investigators to continue professional development.</p>

Activity	Timelines	Resources	Justification
officer ratings of state-sponsored workshops and conferences. <i>Action Step:</i> Identify procedures for decreasing resources used for data entry and handling information requests.			
<b>17.8 (Revised)</b> Sustain and improve existing professional development practices. <i>Action Step:</i> Review number and nature of professional development activities occurring. <i>Action Step:</i> Professional development for due process hearing officers, eight days per year. <i>Action Step:</i> Individualized professional development for due process hearing officers.	2008-09 through 2011	<ul style="list-style-type: none"> <li>• Due Process Unit of Bureau of Special Education</li> <li>• CADRE assessment tools</li> <li>• SERC</li> <li>• \$400 per year per hearing officer</li> </ul>	Combine professional development practices.

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

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

FFY	Measurable and Rigorous Target
2007	67.4%

**Actual Target Data for FFY 2007:**

For the 2007-08 school year, two out of nine resolution sessions resulted in settlement agreements.

$$(2 / 9) \times 100 = 22.2\%$$

There were fewer than 10 resolution sessions in 2007-08, therefore the data reported is not an appropriate measure since Connecticut has baseline and performance targets based on a minimum threshold of 10 hearing requests annually. According to the U.S. Office of Special Education Programs (OSEP), Connecticut is not required to compare 2007-08 results in terms of progress or slippage to the previous year because there were less than 10 resolution sessions. The number of resolution sessions is declining as other dispute resolution options are rising.

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

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Discussion of Improvement Activities Completed

**18.6** The bureau is in the beginning phases of an internal assessment of the Dispute Resolution System and alignment to general supervision. The first priority has been to develop and implement the database infrastructure that will support the development of this system. A work group will be assigned to review data and project trends to determine appropriateness of the measurable, rigorous target in the State Performance Plan (SPP).

**18.7** Notification to school districts of each hearing request contains a form to be filled out and returned to the Department indicating whether a resolution session was convened or waived and the outcome of the session if convened.

**18.8** In partnership with the State Education Resource Center (SERC) and the Connecticut Parent Advocacy Center (CPAC), the bureau ensures that there is training and technical assistance available to mediators, districts and families on alternatives to dispute resolution including IEP facilitation and resolution sessions. Consultants in the bureau provide technical assistance and inform callers about alternative to dispute resolution

**18.9** Hearing officers are prepared on the requirements for use of resolution sessions as part of a comprehensive professional development program.

**18.10** The bureau has been unable to provide data on the success of resolution sessions to hearing officers and districts on a consistent basis as the Alternate Dispute Resolution database is still in development. It is anticipated that this data could be provided on a consistent basis with the 2009-10 school year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

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

Part B State Annual Performance Report (APR) for FFY 2007

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

See Overview page i

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

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

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

**Measurement:**

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2007	69%

**Actual Target Data for FFY 2007:**

In the 2007-08 school year, 70.6 percent of mediations held resulted in mediation agreements. Target met.

$$[(58 + 98) / 221] \times 100 = 70.6\%$$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

Connecticut exceeded the target. The number of mediations as well as the number of mediations resulting in agreements increased. In 2006-07, the Department reported 59 percent of mediations resulting in agreement compared to the 2007-08 increase to 70.6 percent. The continued focus and training on alternatives to dispute resolution is believed to have affected the increase in mediations and the number of mediation agreements.

Discussion of Improvement Activities Completed

**19.3** Publications posted on the Bureau of Special Education’s Web site and used in training promote the use of mediation for families, including the updated *Parent’s Guide to Special Education in Connecticut*.

**19.4** Training and technical assistance is made available to mediators, districts and families on alternatives to dispute resolution. The annual May workshop is a professional development event that brings mediators together to engage in professional dialogue and build knowledge and skills in critical topical areas necessary for mediation. Training often includes attendance at statewide

and regional professional sessions. Currently, there is only anecdotal information available that provides information with respect to the impact of these experiences and activities.

**19.5** The evaluation checklist and procedures for mediator selection is still in progress.

**19.6** The ability to monitor data on mediation agreements and track use of due process system for nonagreements annually as well as establishing more formalized performance-based measures has been delayed due to database development issues. As of July 2008, new data are being entered into the system.

**19.7** The Bureau provides training for new mediators and mentorship.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

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

TABLE 7  
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
2007-08

STATE:

**CT - CONNECTICUT**

SECTION A: WRITTEN, SIGNED COMPLAINTS	
(1) Written, signed complaints total	150
(1.1) Complaints with reports issued	112
(a) Reports with findings	80
(b) Reports within timeline	106
(c) Reports within extended timelines	6
(1.2) Complaints withdrawn or dismissed	38
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0

SECTION B: MEDIATION REQUESTS	
(2) Mediation requests total	258
(2.1) Mediations held	221
(a) Mediations held related to due process complaints	74
(i) Mediation agreements	58
(b) Mediations held not related to due process complaints	147
(i) Mediation agreements	98
(2.2) Mediations not held (including pending)	37

SECTION C: DUE PROCESS COMPLAINTS	
(3) Due process complaints total	206
(3.1) Resolution meetings	9
(a) Written Settlement agreements	2
(3.2) Hearings (fully adjudicated)	21
(a) Decisions within timeline (include expedited)	7
(b) Decisions within extended timeline	14
(3.3) Resolved without a hearing	185

SECTION D: EXPEDITED DUE PROCESS COMPLAINTS (RELATED TO DISCIPLINARY DECISION)	
(4) Expedited due process complaints total	7
(4.1) Resolution meetings	0
(a) Writen settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0

**Part B State Annual Performance Report (APR) for FFY 2007**

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

See Overview page i

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

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

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

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2007:**

Data reported are 95.3 percent timely and accurate.

$$(43 + 39) / 86 \times 100 = 95.3\%$$

For the 2007-08 school year, all seven required federal reports for special education were reported on time and with accuracy, and responses to data notes were complete at the time of this reporting. Tables 4 and 5 were submitted through the EDEN system on time, with EDEN-only status earned for Table 4 – Exiting. Table 5 – Discipline did not pass edit checks for one cell; the error was an oversight and was resolved immediately upon notification. Table 2 – Personnel was incomplete in one data cell; the state resubmitted the override request regarding our inability to break out in the report the paraprofessionals serving students with disabilities ages 3 through 5, since in 2007-08 the Department did not collect the ages of students served by paraprofessionals. As reported in the 2008 APR, the Department is on track for data system revisions to report these data for the FFY 2008 to be reported in Table 2 on October 1, 2009, for the 2010 APR.

All APR data were submitted on time. All indicators contain valid and reliable data with the correct calculation according to the instructions provided.

<b>Part B Indicator 20 - SPP/APR Data</b>			
<b>APR Indicator</b>	<b>Valid and reliable</b>	<b>Correct calculation</b>	<b>Total</b>
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		<b>Subtotal</b>	38
<b>APR Score Calculation</b>	<b>Timely Submission Points</b> (5 pts for submission of APR/SPP by February 2, 2009)		5
	<b>Grand Total</b>		43

<b>Part B Indicator 20 - 618 Data</b>					
<b>Table</b>	<b>Timely</b>	<b>Complete Data</b>	<b>Passed Edit Check</b>	<b>Responded to Date Note Requests</b>	<b>Total</b>
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	0	1	N/A	2
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	0	N/A	2
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				<b>Subtotal</b>	21
		<b>Weighted Total</b> (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)			39
<b>Indicator #20 Calculation</b>					
			A. APR Total	43	43
			B. 618 Total	43	39
			C. Grand Total	86	82
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		<b>95.3%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

Explanation of Progress or Slippage

The Department has made progress toward the 100 percent target for this indicator. The data collection and information technology structures in the Department; implementation of the Special Education Data Application and Collection (SEDAC); and communication between the

Bureau of Special Education and Bureau of Data Collection, Research and Evaluation have enabled more accurate and timely reporting of data.

Table 1 – Child Count, Table 3 – Environment, Table 4 – Exiting, Table 6 – Assessment and Table 7 – Dispute Resolution were submitted on time; all tables contained complete data, passed all edit checks and data note requests were responded to. Table 5 – Discipline was submitted on time, contained complete data, and data note requests were responded to. As noted earlier, due to an oversight with regard to one number, this table did not pass edit checks. This error was resolved immediately.

Connecticut filed its Table 2 – Personnel on time for 2007-08 data, which was due November 1, 2008. As with all previous submissions of these data, the Department included a data note to indicate that Connecticut collects paraprofessional data as an FTE by instructional category, not by students served. Therefore, these data were reported in the ages 6 through 21 field only. In FFY 2006, Westat notified the Department that it needed to break out paraprofessional data by the age of the student. Connecticut applied for an override from the U.S. Office of Special Education Programs (OSEP) last year and resubmitted the override request for this year. As reported last year, the Department worked to update its data collection to meet the parameters of this reporting. The electronic data system recodes have occurred for the 2008-09 school year. Reporting of these data will be complete in FFY 2008.

In summary, Connecticut had all seven federal tables reported in a timely manner for FFY 2007 and only one table with incomplete data in one data field, and one table with one failed edit check. Additionally, all data notes were submitted for all data tables. This is a significant improvement over FFY 2206, which had two tables reported late and three tables with incomplete data.

During the spring of 2007, the Department gathered all managers who are responsible for the collection and reporting of any of the seven federal data tables regarding students with disabilities. This team of data managers worked to draft a Department statement regarding the timely and accurate reporting of federal data with definitions of how both would be assessed for each data collection and outlined file submission dates, edit check verification dates and district sign-off dates. The culmination of this work was a six-page document outlining in consistent format and language the requirements for timely and accurate reporting of federal data. This document was shared via multiple forms of communication, including the Department Web site; the Bureau of Special Education Summer Bulletin on August 29, 2008; within each of the Department's affected data collection systems as well as within their applicable handbooks; and in e-mail communication with all affected local data managers in districts. The Department continues to work with data personnel from districts as necessary to improve the accuracy and timeliness of reporting. Districts are notified before submission timelines and informed via multiple forms of communication regarding how to obtain technical assistance for each of the federally required data submissions.

Data collection, cleaning and reporting activities have been enhanced through the 2007-08 school year. SEDAC has continued to go through a number of enhancements to ensure more accurately and timely data collection from districts regarding special education, as well as a

number of reports that districts are able to automatically generate based on their submission of data. Guidance and training around SEDAC were conducted through the 2007-08 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education has enabled improvements in all data collection systems for students.

Discussion of Improvement Activities Completed

**20.1** Data collection, cleaning and reporting activities have been enhanced through the 2007-08 school year. SEDAC has continued to go through a number of enhancements to ensure more accurately and timely data collection from districts regarding special education, as well as a number of reports that districts are able to automatically generate based on their submission of data. Guidance and training around SEDAC were conducted through the 2007-08 school year. Continued collaboration between the Bureaus of Data, Research and Evaluation and Special Education has enabled improvements in all data collection systems for students.

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

**20.7** During the spring of 2007 the Department gathered all managers who are responsible for the collection and reporting of any of the seven federal data tables regarding students with disabilities. This team of data managers worked to draft a Department statement regarding the timely and accurate reporting of federal data with definitions of how both would be assessed for each data collection and outlined file submission dates, edit check verification dates and district sign-off dates. The culmination of this work was a six-page document outlining in consistent format and language the requirements for timely and accurate reporting of federal data. This document was shared via multiple forms of communication including, the Department Web site; the Bureau of Special Education Summer Bulletin on August 29, 2008; within each of the Department’s affected data collection systems as well as within their applicable handbooks; and in e-mail communication with all affected local data managers in districts. The Department continues to work with data personnel from districts as necessary to improve the accuracy and timeliness of reporting. Districts are notified before submission timelines and informed via multiple forms of communication regarding how to obtain technical assistance for each of the federally required data submissions.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<b>20.2</b> (Revised) Publish state data maps for all focused monitoring indicators.	2005-06 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• Focused Monitoring Steering Committee</li> </ul>	The timeline has been revised to align with dissemination of the maps, as the Department ceased production with the last issue going out in 2005-06.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<p><b>20.7</b> (Revised) Convene meetings across multiple bureaus to address timely data collection and reporting.</p>	<p>2006-07 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>The timeline has been updated.</p>
<p>(Deleted) General Supervision System plan for data collection that includes data sources, collection methods, validation procedures, management protocol, data definitions and evaluation approaches.</p>	<p>2007-08 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>This activity is embedded in indicator 15, general supervision activities. Additionally, the collection, validation, management and evaluation of data fall under the oversight of the Bureau of Data Collection, Evaluation and Research for the Department.</p>
<p>(Deleted) Enforce submission deadlines aligned to explanation of slippage through state and federal laws, which allow for the withholding or redirection of funds for districts unable to meet accurate, timely expectations.</p>	<p>2008-09 school year through 2011</p>	<ul style="list-style-type: none"> <li>• Department personnel</li> </ul>	<p>Enforcement of submission deadlines is linked to the Department’s determinations process, as indicator 20 is included as a compliance indicator for District APRs and determinations.</p>

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

2007-2008

STATE: CT - CONNECTICUT

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

DATE OF ENROLLMENT COUNT: 3/2/2008

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4822	42095
4	5231	42613
5	5265	42278
6	5422	43062
7	5383	43241
8	5484	43930
HIGH SCHOOL (SPECIFY GRADE:) 10	4898	42859

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

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

2007-2008

STATE: CT - CONNECTICUT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS	
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)
3	4301	3318
4	4691	3785
5	4768	3843
6	4892	3874
7	4824	3523
8	4894	3547
HIGH SCHOOL : 10	4002	2927

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

2007-2008

STATE: CT - CONNECTICUT

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	484	484	0	0
4	491	491	0	0
5	444	444	0	0
6	452	452	0	0
7	439	439	0	0
8	420	420	0	0
HIGH SCHOOL : 10	442	442	0	0

TABLE 6

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

2007-2008

STATE: CT - CONNECTICUT

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

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	EXEMPT FOR OTHER REASONS <sup>2</sup> (9)
3	25	0	0	11	1
4	32	0	0	16	1
5	25	0	0	25	3
6	37	0	0	41	0
7	49	0	0	70	1
8	84	0	0	85	1
HIGH SCHOOL :	10	243	0	206	5

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

2007-2008

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					10A ROW TOTAL <sup>1</sup>
		Achievement Level									
3	CMT	1585	649	953	844	270	0	0	0	0	4301
4	CMT	1784	772	1103	787	245	0	0	0	0	4691
5	CMT	1733	900	952	900	283	0	0	0	0	4768
6	CMT	1625	976	1072	974	245	0	0	0	0	4892
7	CMT	1786	1053	1016	784	185	0	0	0	0	4824
8	CMT	1871	1058	1064	726	175	0	0	0	0	4894
HIGH SCHOOL : 10	CAPT	1257	975	1161	483	126	0	0	0	0	4002

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

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

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: CT - CONNECTICUT

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

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					10B ROW TOTAL <sup>1</sup>
		Achievement Level									
3	CMT Skills Checklist	0	259	121	104	0	0	0	0	0	484
4	CMT Skills Checklist	0	338	116	37	0	0	0	0	0	491
5	CMT Skills Checklist	0	277	112	55	0	0	0	0	0	444
6	CMT Skills Checklist	0	342	78	32	0	0	0	0	0	452
7	CMT Skills Checklist	0	335	80	24	0	0	0	0	0	439
8	CMT Skills Checklist	0	327	59	34	0	0	0	0	0	420
HIGH SCHOOL : 10	CAPT	0	388	44	10	0	0	0	0	0	442

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A

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

2007-2008

STATE: CT - CONNECTICUT

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

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)												
GRADE LEVEL	TEST NAME	Achievement Level	10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>								
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

<sup>4</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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

2007-2008

STATE: CT - CONNECTICUT

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

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	Achievement Level	10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>								
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:  

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C.

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

2007-2008

STATE: CT - CONNECTICUT

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 5) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 6) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 7) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	4301	484	-9	-9	37	4822
4	4691	491	-9	-9	49	5231
5	4768	444	-9	-9	53	5265
6	4892	452	-9	-9	78	5422
7	4824	439	-9	-9	120	5383
8	4894	420	-9	-9	170	5484
HIGH SCHOOL : 10	4002	442	-9	-9	454	4898

<sup>1</sup>STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

<sup>2</sup>Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup>Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.

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

2007-2008

STATE: CT - CONNECTICUT

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

DATE OF ENROLLMENT COUNT: 3/2/2008

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		4822	42095
4		5231	42613
5		5265	42278
6		5422	43062
7		5383	43241
8		5484	43930
HIGH SCHOOL (SPECIFY GRADE:)	10	4898	42859

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

2007-2008

CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS		
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH LANGUAGE PROFICIENCY (ELP) TEST REPLACED REGULAR READING ASSESSMENT (3B)
3	4230	3249	0
4	4639	3735	0
5	4742	3804	0
6	4864	3831	0
7	4786	3458	0
8	4863	3487	0
HIGH SCHOOL : 10	4041	3003	0

<sup>1</sup>Report those LEP students who, at the time of the reading assessment, were in the United States for less than 10 months and took the English Language Proficiency (ELP) test in place of the regular reading assessment.

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

2007-2008

STATE: CT - CONNECTICUT

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT			
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4) WHOSE ALTERNATE ASSESSMENT WAS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (4C)
3	484	484	0	0
4	491	491	0	0
5	444	444	0	0
6	452	452	0	0
7	439	439	0	0
8	420	420	0	0
HIGH SCHOOL : 10	442	442	0	0

TABLE 6

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

2007-2008

STATE: CT - CONNECTICUT

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

GRADE LEVEL	STUDENTS COUNTED AS NONPARTICIPANTS IN ACCORDANCE WITH NCLB				
	STUDENTS WHOSE ASSESSMENT RESULTS WERE INVALID <sup>1</sup> (5)	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (6)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
			PARENTAL EXEMPTION (7)	ABSENT (8)	DID NOT TAKE FOR OTHER REASONS <sup>2</sup> (9)
3	73	0	0	34	1
4	74	0	0	26	1
5	53	0	0	23	3
6	60	0	0	46	0
7	69	0	0	88	1
8	101	0	0	99	1
HIGH SCHOOL :                      10	231	0	0	180	4

<sup>1</sup>Invalid results are assessment results that cannot be used for reporting and or aggregation due to problem in the testing process (e.g. students do not take all portions of assessment, students do not fill the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these

<sup>2</sup>In a separate listing, report the number of students who did not take an assessment for other reasons by grade and specific reason.

2007-2008

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10A)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					10A ROW TOTAL <sup>1</sup>
		Achievement Level									
3	CMT	2618	533	511	486	82	0	0	0	0	4230
4	CMT	2978	469	468	624	100	0	0	0	0	4639
5	CMT	2798	490	499	844	111	0	0	0	0	4742
6	CMT	2496	602	612	995	159	0	0	0	0	4864
7	CMT	2468	509	496	1125	188	0	0	0	0	4786
8	CMT	2567	614	650	912	120	0	0	0	0	4863
HIGH SCHOOL : 10	CAPT	1215	876	1474	369	107	0	0	0	0	4041

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup>The total number of students reported by achievement in 10A is to equal the number reported in column 3.

TABLE 6

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

OMB NO. 1820-0659

FORM EXPIRES: 08/31/2009

2007-2008

STATE: CT - CONNECTICUT

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

ALTERNATE ASSESSMENT BASED ON GRADE LEVEL ACADEMIC ACHIEVEMENT STANDARDS (10B)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					10B ROW TOTAL <sup>1</sup>
		Achievement Level									
3	CMT Skills Checklist	0	361	90	33	0	0	0	0	0	484
4	CMT Skills Checklist	0	390	77	24	0	0	0	0	0	491
5	CMT Skills Checklist	0	335	83	26	0	0	0	0	0	444
6	CMT Skills Checklist	0	352	65	35	0	0	0	0	0	452
7	CMT Skills Checklist	0	341	70	28	0	0	0	0	0	439
8	CMT Skills Checklist	0	335	60	25	0	0	0	0	0	420
HIGH SCHOOL : 10	CAPT	0	363	44	35	0	0	0	0	0	442

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup>The total number of students reported by achievement level in 10B is equal the number reported in column 4A.

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

2007-2008

STATE: CT - CONNECTICUT

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

ALTERNATE ASSESSMENT BASED ON <b>MODIFIED</b> ACADEMIC ACHIEVEMENT STANDARDS (10C)													
GRADE LEVEL	TEST NAME											10C ROW TOTAL <sup>1</sup>	Number of students included Within the NCLB 2% Cap <sup>2,3</sup>
		Achievement Level											
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>The total number of students reported by achievement level in 10C is to equal the number reported in column 4B.

<sup>2</sup>Include all students whose assessment counted as proficient because they fell within the NCLB 2% cap.

<sup>3</sup>Use 2% adjusted cap, in accordance with NCLB provisions, if applicable. See page 8 of attached instructions.

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

2007-2008

STATE: CT - CONNECTICUT

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

ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS (10D)												
GRADE LEVEL	TEST NAME	Achievement Level	10D ROW TOTAL <sup>2</sup>	Number of Students Included Within the NCLB 1% Cap <sup>1</sup>								
3		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
4		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
5		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
6		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
7		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
8		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
HIGH SCHOOL : 10		-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup>Include all students whose assessment counted as proficient because they fell within NCLB 1% cap.

<sup>2</sup>The total number of students reported by achievement level in 10D is to equal the number reported in column 4C

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

2007-2008

STATE: CT - CONNECTICUT

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

GRADE LEVEL	TOTAL REPORTED FOR COLUMN 10A (FROM PAGE 14) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10B (FROM PAGE 15) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10C (FROM PAGE 16) <sup>1</sup>	TOTAL REPORTED FOR COLUMN 10D (FROM PAGE 17) <sup>1</sup>	NO VALID SCORE <sup>1,2</sup> (11)	TOTAL <sup>1,3</sup> (12)
3	4230	484	-9	-9	108	4822
4	4639	491	-9	-9	101	5231
5	4742	444	-9	-9	79	5265
6	4864	452	-9	-9	106	5422
7	4786	439	-9	-9	158	5383
8	4863	420	-9	-9	201	5484
HIGH SCHOOL : 10	4041	442	-9	-9	415	4898

<sup>1</sup>STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS

<sup>2</sup>Column 11 is calculated by summing the numbers reported in column 5 plus column 6 plus column 7 plus column 8 plus column 9.

<sup>3</sup>Column 12 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 12 should always equal the sum of the number of students reported in column 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8 plus column 9.







