

**State of Connecticut
Department of Education
Bureau of Special Education
IDEA Determination Process for 2007-08 Data**

Pursuant to 616(a)(1)(C)(i) and 300.600(a) in IDEA 2004, states are required to make determinations annually on the performance of districts within the state and publicly disseminate those determinations. States are required to compare district level data and performance in relation to state established targets found in the State Performance Plan (SPP), as well as compliance indicators established by the U.S. Office of Special Education Programs (OSEP). Consistent with OSEP's determination upon states, there are four categories that districts may be assigned into:

- A) *Meets Requirements;*
- B) *Needs Assistance;*
- C) *Needs Intervention; or*
- D) *Needs Substantial Intervention.*

The Connecticut State Department of Education used data for the following compliance indicators found in the SPP for making district determinations based on 07-08 data and performance:

- Indicator 9 - Eliminate disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target = 0 areas
- Indicator 10 - Eliminate disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target = 0 areas
- Indicator 11 - Percent of children with parental consent to evaluate, who were evaluated within state established timelines of 45 days. Target = 100%
- Indicator 12 - Percent of children referred by Part C at least 90 days prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. Target = 100 %
- Indicator 13 - Percent of youth age 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. Target = 100%
- 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. Target = 100%
- Indicator 20 (NEW for 07-08) - District level data are submitted in a timely and accurate manner, according to state guidelines, using the following data collections: SEDAC-Oct. 1 Child Count, Evaluation Timelines, Early Childhood Outcomes, ED 166 Discipline Data, and Exiters PSIS/SEDAC Data. Target = 100%

NOTE: All performance indicators (1, 2, 3, 4, 5, 6, 7, 14) are currently under consideration for making district determinations.

2007-08 Indicators

Compliance indicators are those that have targets set by the U.S. Office of Special Education Programs (OSEP) of 100% or 0%. **Performance** indicators are those that have targets set by the Connecticut State Department of Education with broad stakeholder input. See the SPP for targets.

Indicator 9 - Disproportionate representation that is the result of inappropriate identification

- Met Target = Zero areas of disproportionality as defined by a Relative Risk Index < 2.0
- Did not meet target = $RRI \geq 2.0$

Indicator 10 - Disproportionate representation by disability that is the result of inappropriate identification

- Same as indicator 9 above

Indicator 11 – Determine eligibility within State established timelines

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = increase $\geq 10\%$ over previous year
- Did not meet target = $< 95\%$ and $< 10\%$ increase over previous year

Indicator 12 – Implement IEPs by age 3

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = increase $\geq 10\%$ over previous year
- Did not meet target = $< 95\%$ and $< 10\%$ increase over previous year
- Not Applicable = district does not have early childhood/preK students

Indicator 13 - Secondary transition goals and services

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = increase $\geq 10\%$ over previous year
- Did not meet target = $< 95\%$ and $< 10\%$ increase over previous year
- Not Applicable = district does not have a high school

Indicator 15 - General supervision: Noncompliance corrected within one year

- Met Target = Zero areas of outstanding noncompliance
- Did not meet target = one or more citations of outstanding noncompliance

Indicator 20 - Data are submitted in a timely and accurate manner

- Met Target = 100%
- Did not meet target = one or more data submissions beyond established deadline and/or determined inaccurate

**Criteria used to
make
Determinations**

The Department used the following criteria to make determinations for 2007-08 data under indicators 9, 10, 11, 12, 13, 15 and 20. Please note that for the purposes of making determinations, indicator ratings of *Substantial Compliance* and *Making Progress* are considered equivalent to “Meeting Target.”

Meets Requirements

All of the above indicators met target, were in substantial compliance or were making progress toward the target

Needs Assistance

Level 1 = one or two indicators did not meet the target

Level 2 = one or two indicators did not meet the target AND at least one is the same as the previous year

Needs Intervention

Level 1 = three or more indicators did not meet the target

Level 2 = three or more indicators did not meet the target, AND the district was at Needs Intervention or Needs Substantial Intervention in the previous year, AND at least one indicator is the same as the previous year

Needs Substantial Intervention

The same indicator has not met the target for five or more consecutive years;

OR

The Department has determined that the district failed to substantially comply which significantly affects the core requirements of the program, such as the delivery of services to children with disabilities or State exercise of general supervision;

OR

The Department has determined that the district is unwilling to comply.

**Enforcement
Actions**

The IDEA regulations at §300.600(a) specifically designate the enforcement actions that states must apply after a district's determination is made.

Determination	Level	Enforcement Actions
Meets Requirements		None
Needs Assistance	1	None
	2	<ul style="list-style-type: none"> • Advise programs of available resources of technical assistance to address areas in need of assistance <i>AND/OR</i> • Identify programs as high risk grantee and impose conditions on use of funds
Needs Intervention	1	<ul style="list-style-type: none"> • Advise programs of available resources of technical assistance to address areas in need of assistance <i>AND/OR</i> • Identify programs as high risk grantee and impose conditions on use of funds <i>AND</i> • Require the program to prepare and implement a corrective action plan to correct the identified areas
	2	<ul style="list-style-type: none"> • Advise programs of available resources of technical assistance to address areas in need of assistance <i>AND</i> • Identify programs as high risk grantee and impose conditions on use of funds <i>AND</i> • Require the program to prepare and implement a corrective action plan to correct the identified areas
Needs Substantial Intervention		<ul style="list-style-type: none"> • Advise programs of available resources of technical assistance to address areas of noncompliance • Identify programs as high risk grantee and impose conditions on use of funds • Require the program to prepare and implement a corrective action plan to correct the identified areas • Withhold, in whole or in part, further payments to programs