

### Connecticut Part B Compliance Matrix: 2015

Part B Compliance Indicator <sup>1</sup>	Performance	Full Correction of Findings of Noncompliance Identified in FFY 2012	Score
<b>Indicator 4B:</b> Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	N/A	2
<b>Indicator 9:</b> Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
<b>Indicator 10:</b> Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	0.00%	N/A	2
<b>Indicator 11:</b> Timely initial evaluation	99.21%	Y	2
<b>Indicator 12:</b> IEP developed and implemented by third birthday	100.00%	Y	2
<b>Indicator 13:</b> Secondary transition	99.71%	Y	2
<b>Timely and Accurate State-Reported Data</b>	97.67%		2
<b>Timely State Complaint Decisions</b>	83.50%		1
<b>Timely Due Process Hearing Decisions</b>	100.00%		2
<b>Longstanding Noncompliance</b>			1
<b>Special Conditions</b>	NONE		
<b>Uncorrected identified noncompliance</b>	YES 2 TO 4 YRS		
	<b>Total Compliance Points</b>		18

Total Compliance Points Available	Compliance Points Earned	Compliance Score
20	18	90.00

1. The complete language for each indicator is located at the following website: <https://osep.grads360.org/#communities/pdc/documents/4603>

**Connecticut**

**Part B Results-Driven Accountability Matrix: 2015**

<b>Reading Assessment Elements</b>	<b>Performance</b>	<b>Score</b>
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	86.00%	2
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	82.00%	2
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	34.00%	2
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	91.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	38.00%	2
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	86.00%	1
<b>Math Assessment Elements</b>		<b>Score</b>
Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments	87.00%	2
Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	82.00%	2
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	52.00%	1
Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	90.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	31.00%	1
Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress	85.00%	1
<b>Exiting Data Elements</b>	<b>Performance</b>	<b>Score</b>
Percentage of Children with Disabilities who Dropped Out	13.0%	2
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma <sup>1</sup>	85.0%	2
<b>RESULTS AND COMPLIANCE OVERALL SCORING</b>		
<b>Total Results Points Available</b>	<b>Results Points Earned</b>	<b>Results Score</b>
24	22	91.67
<b>Total Compliance Points Available<sup>2</sup></b>	<b>Compliance Points Earned</b>	<b>Compliance Score</b>
20	18	90.00
<b>Results-Driven Accountability Percentage and Determination<sup>3</sup></b>		
<b>90.83%</b>	<b>MEETS REQUIREMENTS (green)</b>	

1. Graduated with a regular high school diploma as defined under the IDEA Section 618 State-reported data: These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the state's academic standards, such as a certificate or GED."

2. Review the Part B Compliance Matrix for a breakdown of compliance points earned.

3. For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2015: Part B."