

P.J. Settlement Agreement Determination Process
2005-06 through 2009-10

The *P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement* has served as a blueprint and road map toward appropriate identification and education of students with an intellectual disability. This Settlement Agreement has focused efforts to increase these students' participation and progress in their home school, general education environments and extracurricular activities with their non-disabled peers. As the Settlement Agreement applies to all districts, it will continue to serve as a tool for continuous improvement and establish sustainability of the results toward the principles articulated in the goals and text of the Settlement Agreement.

In order to assure continuous improvement and sustain progress to date, the Department will be identifying the level of concern and need for each district with respect to the Settlement Agreement. There are four categories of determinations that districts may be assigned into:

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

The Department used data for the following goals found in the *P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement*:

A. Regular class placement- percent of K-12 students with intellectual disability who are placed in regular classes, as measured by the federal definition of regular class placement as eighty (80) percent or more of the school day with non-disabled students. (Indicator 5A in SPP)

- Met Target = the district percent \geq Indicator 5A target
- Substantial Compliance = the district percent is within 5% of the Indicator 5A target
- Making Progress = the district percent \geq 40% AND 10% or more increase over previous year
- Did Not Meet = the district failed to meet target using any of the three criteria above
- Not Applicable = the district has no students identified with intellectual disability
- $N < 10$ = the district has fewer than 10 students identified with intellectual disability

B. Mean time with non-disabled peers (TWNDP) - percent of the school day that K-12 students with intellectual disability spend with non-disabled students.

- Met Target = the district percent \geq Average TWNDP for all K-12 students with disabilities
- Substantial Compliance = the district percent is within 5% of the Average TWNDP for all K-12 students with disabilities
- Making Progress = 10% or more increase over previous year
- Did Not Meet = the district failed to meet target using any of the three criteria above
- Not Applicable = the district has no students identified with intellectual disability
- $N < 10$ = the district has fewer than 10 students identified with intellectual disability

**Criteria Used to
Make Settlement Agreement Determinations**

The Department used the following criteria to make district determinations based on data and performance:

Meets Requirements

- The district either “met target” on both goals, OR
- The district was “making progress” on both goals OR
- The district was in “substantial compliance” on both goals OR
- The district had any combination of “met target”, “making progress” or “substantial compliance” across both goals.

Needs Assistance

Level 1

For either Goal A or B; noted in Determination Label

- The district “did not meet” target on one goal for one to two years of data.

Level 2

For either Goal A or B; noted in Determination Label

- The district “did not meet” target on one goal for three or more years of data.

Needs Intervention

Level 1

- The district “did not meet” target on both goals for one to two years of data.

Level 2

- The district “did not meet” target on both goals for three or more years of data.

Needs Substantial Intervention

- The district “did not meet” target on one or both goals for five or more years of data.