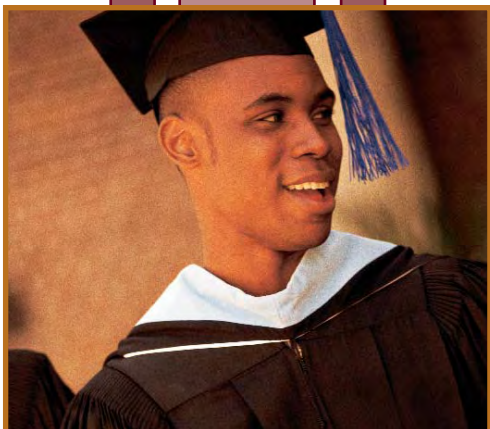


Connecticut State Department of Education  
Division of Family and Student Support Services  
Bureau of Special Education



# Part B ANNUAL *Performance* REPORT

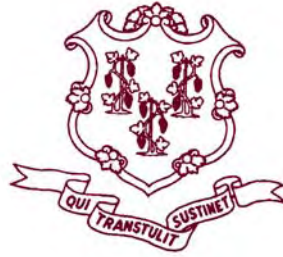
February 2008

Reporting Period

July 1, 2006 - June 30, 2007



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



Part B  
*A* ANNUAL  
*Performance*  
REPORT

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# Overview of the Annual Performance Report Development

## **February 2008**

### **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 workgroups to reflect seven areas. Each category was designated as a work group with a consultant from the Bureau of Special Education facilitating each workgroup. 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

Personnel from the Department continued to invite the members of the former Connecticut Continuous Improvement Planning Team (CIPT) via the workgroups to participate in the development of the SPP, make recommendations for revisions, and analyze data for reporting in the Annual Performance Report (APR). These stakeholder groups were culturally and geographically diverse and consisted of a wide range of expertise and views. Additionally, each work group was staffed with general education personnel from the Department who had expertise and perspective with a particular indicator. The consultant assigned as work group manager oversees the annual work plan, progress toward completing activities and evaluating outcomes. Each work group also included an employee of the State Education Resource Center (SERC) – our training and technical assistance center. Department personnel then reviewed each work group composition to ensure that families, district representatives, other state agencies, higher education, State Advisory Council and Connecticut's Comprehensive System of Personnel Development (CSPD) were represented on the work groups. Relevant stakeholders participate by reviewing previous action plans and making strategic recommendations for sustaining best practices, closing existing gaps, and securing resources to ensure successful completion. A list of the stakeholders involved in the revision of the SPP is included on the inside cover.

### **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 website. Additionally, the SPP and APR will be shared with other state agencies including, but not limited to, the Department of Mental Health and Addiction Services, the Connecticut Birth to Three System, Department of Children and Families, Department of Developmental Services (formerly Department of Mental Retardation) and the Commission on Children. The SPP will be sent to each local education

agency (LEA) and to other 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 SPP and subsequent APRs will also be available to the public through Infoline, the Department, and SERC.

The Department will report annually to the public on the performance of each local educational 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 website and disseminated to school districts each year. The updated SPP and subsequent APRs will be shared with the Connecticut State Board of Education for discussion.

**Revisions Made:**

In February 2007, the Department submitted a revised SPP to the U.S. Department of Education's Office of Special Education Programs (OSEP). At that time, a plan was not developed for indicator 7, Early Childhood Outcomes and indicator 14, Post-Graduation Data as additional data collection, analysis and reporting needed to take place. These indicators are now included in Connecticut's updated SPP submitted February 2008.

Additionally, any changes or revisions made within indicators in the SPP are specified, with a full explanation and justification for those changes or revisions in the Annual Performance Report submitted February 2008.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	69.0%

**Actual Target Data for FFY 2006:**

In December 2006, Connecticut reported 2004-05 school year graduation data as baseline for students with disabilities. Included here are two years of data, which will bring us up to date with the appropriate reporting and collection cycles under the Individuals with Disabilities Education Act (IDEA). The graduation rate for students with disabilities in Connecticut for the 2005-06 and 2006-07 school years was 73.5 percent and 77.2 percent, respectively.

The 2005-06 school year graduation rate for students with disabilities was 73.5 percent.

$$[3,730 \text{ 2005-06 graduates} / (3,730 \text{ graduates} + 155 \text{ 2005-06 12th-grade dropouts} + 341 \text{ 2004-05 11th-grade dropouts} + 421 \text{ 2003-04 10th-grade dropouts} + 429 \text{ 2002-03 9th-grade dropouts})] \times 100 = 73.5\%$$

The 2006-07 school year graduation rate for students with disabilities was 77.2 percent.

$$[3,399 \text{ 2006-07 graduates} / (3,399 \text{ graduates} + 130 \text{ 2006-07 12th-grade dropouts} + 224 \text{ 2005-06 11th-grade dropouts} + 360 \text{ 2004-05 10th-grade dropouts} + 290 \text{ 2003-04 9th-grade dropouts})] \times 100 = 77.2\%$$

The Department has seen a six-year increase in the graduation rate for students with disabilities. Since school year 2004-05, the graduation rate for special education students increased from 67.7 percent to 77.2 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 2006:**Explanation of Progress or Slippage

The targets set for the 2005-06 and 2006-07 school years graduation rate are 68 percent and 69 percent, respectively. As indicated by the actual data for 2005-06 and 2006-07, the targets have been exceeded, with actual rates being 73.5 percent and 77.2 percent respectively. The targets were exceeded for 2005 and 2006. The work group will continue to investigate data in 2007 by further disaggregating data to look for subgroup impact or other factors such as district or demographic variation. Data used to calculate the graduation rate are from two sources: the statewide register/unregister system and the school district submitted data through the Special Education Data Application and Collection (SEDAC) system.

Discussion of Improvement Activities Completed

- a. Data on statewide and district graduation rates for both students with disabilities and all students in Connecticut were disseminated to all school districts via the Strategic School Profiles, which incorporate both general and special education data. These data were also available on the Department website. Color-coded maps to show graduation rates were used in the past. Since graduation was not an indicator for focused monitoring, dissemination of the color-coded maps was discontinued in 2006.
- b. The required statewide register/unregister process associated with the state's existing Public School Information System (PSIS) database was piloted in the 2005-06 school year and was mandatory for all districts in the 2006-07 school year. Collection of data for 2006-07 was timely and is reported in this APR.
- c. Several discussions and planning sessions continue to be held with SERC personnel to consider statewide and district-specific activities and training to address increasing graduation rates and decreasing dropout rates. Discussions about technical assistance activities with Connecticut's Comprehensive System of Personnel Development (CSPD) Council have incorporated student achievement, with graduation and dropout issues being included as part of the expected outcomes. Graduation and dropout issues are two themes that run through the discussions on student achievement. While the focus of the CSPD Council is personnel development, general conversations regarding how school personnel are trained to deliver services include student outcomes. Topics such as school engagement and classroom management will be directly linked to personnel development for the next year.
- d. Interagency collaboration through a Memorandum of Agreement between the Connecticut State Department of Education and the Department of Mental Health and Addiction Services to provide special education services to persons 18–21 who have in-patient status in state psychiatric hospitals is ongoing. All the safeguards and procedures dictated by IDEA are in effect. Graduation and dropout issues are part of the discussion as they pertain to delivering special education services. Collaboration continues with the Department of Children and Families (DCF) on school completion and graduation for students with disabilities who fall under its jurisdiction.



- e. Connecticut reviewed a number of research studies and dropout prevention programs, however the decision was made to explore a model of school engagement to increase graduation rates and decrease dropout rates. Connecticut’s approach to increasing graduation is tripartite in terms of linking graduation and dropout with suspension/expulsion as a factor that affects both. Therefore, a request for proposals will be explored to develop demonstration programs to address all three parts of the model.
- f. The Department and SERC personnel worked with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop a partnership for establishing a statewide dropout prevention initiative. To date, a partnership has not been secured, although the Department has used resources from NDPC-SD to assist in exploring model programs and informing practice.
- g. Results of the 2005-06 graduation data were included in a presentation at a statewide conference with the Connecticut Council of Administrators of Special Education (ConnCASE) on overrepresentation in special education.
- h. The statewide conference on reducing suspension and expulsion was held. The links and connections between suspension, expulsion, dropout and graduation were the focus and will continue to be the focus of technical assistance with districts. A statewide summit on dropout prevention and graduation was held in spring 2007. This conference featured a model program about graduation coaches and mentors. A list of current research on dropout prevention was provided to school district personnel at the conference. The purpose of the activities on dropout prevention is to increase the graduation rate of students with disabilities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Disseminate state color-coded maps representing graduation rates for students with disabilities.</li> </ul>	2005-06 school year	<ul style="list-style-type: none"> <li>• Department personnel to design and disseminate the maps</li> <li>• Department website</li> </ul>	Graduation rates were not a key performance indicator for 2005-06 or 2006-07 focused monitoring; therefore, no color-coded maps were distributed as the determination was made to eliminate future use of these maps to show graduation rates.

Activity	Timeline	Resources	Justification
<ul style="list-style-type: none"> <li>Meet with State Education Resource Center (SERC) staff to discuss statewide and district-specific activities and training to address graduation and dropout issues.</li> <li>Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities and technical assistance.</li> </ul>	2005-06 school year through 2011	<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>	Discussions continue with SERC staff to discuss activities and training. Discussions with CSPD Council are to ensure continued focus on the SPP indicators, and collaborate around progress and slippage across the indicators, improvement activities and technical assistance.
<ul style="list-style-type: none"> <li>Identify model programs in graduation and dropout areas. Disseminate information to other districts.</li> </ul>	April 2006 through 2011	<ul style="list-style-type: none"> <li>Department personnel and funding from the State Personnel Development Grant (SPDG)</li> </ul>	This activity was deleted as the SPDG is focusing on model programs in Positive Behavior Supports, Response to Intervention, and Comprehensive Developmental Guidance.
<ul style="list-style-type: none"> <li>Conduct statewide summit on dropout prevention, graduation and alternatives to suspension; incorporate into three-day consortium</li> </ul>	2006-07 and 2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>Allocate a portion of IDEA funds awarded to SERC for summit activities</li> </ul>	Success of the first summit demonstrates a need to continue this activity as part of a larger three-day symposium that incorporates graduation and dropout issues, suspension and expulsion, and addressing the achievement gap.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the Department website.</li> </ul>	2006-07 school year thru 2011	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	Previous to 2006-07, these data were submitted through a Special Education Strategic School Profile. General and Special Education Strategic School Profiles are now combined into one report for districts and schools. District data, as they pertain to this indicator, will be disseminated via District Annual Performance Reports and posted on the Department website.
<ul style="list-style-type: none"> <li>Explore components of school engagement model to be included in request for proposal to develop demonstration programs aimed at increasing graduation rates and decreasing suspension, expulsion and dropout rates.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel and funding from IDEA</li> </ul>	A request for proposals will be explored in 2007-08 to develop demonstration programs to address increasing graduation rates; and decreasing dropout, suspension and expulsion rates.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	5.3%

**Actual Target Data for FFY 2006:**

In December 2006, Connecticut reported 2004-05 school year dropout data as baseline for students with disabilities. Included here are two years of data, which will bring us up to date with the appropriate reporting and collection cycles under IDEA. The dropout rate for students with disabilities in Connecticut for the 2005-06 and 2006-07 school years was 3.8 percent and 2.8 percent, respectively.

The 2005-06 school year dropout rate for students with disabilities was 3.8 percent.  
 $(868 \text{ 2005-06 dropouts} / 22,641 \text{ students with disabilities in Grades 9-12 in 2005-06}) \times 100 = 3.8\%$

The 2006-07 school year dropout rate for students with disabilities was 2.9 percent.  
 $(620 \text{ 2006-07 dropouts} / 22,211 \text{ students with disabilities in Grades 9-12 in 2006-07}) \times 100 = 2.8\%$

The Department has seen an eight-year 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. Over the last three years, the dropout rate among special education students fell by nearly half from 5.6 percent to 2.9 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 2006:**Explanation of Progress or Slippage

The target for 2005-06 was exceeded, as was the target for 2006-07.

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.

Discussion of Improvement Activities Completed:

- a. State color-coded maps, by district, representing 2003-04 school year dropout rates for students with disabilities were disseminated to districts as well as posted on the Department website. Dropout rates were used as a data probe in the 2004-05 school year focused monitoring activities. Since dropout rates were not used as a data probe in the subsequent year for focused monitoring, the color-coded maps were discontinued in this area.
- b. Data on statewide and district dropout rates for students with disabilities and all students in Connecticut were disseminated to all school districts via the Strategic School Profiles, which incorporate both general and special education data. These data were also available on the Department website. Since graduation was not an indicator for focused monitoring, dissemination of the color-coded maps was discontinued in 2006.
- c. Several discussions and planning sessions continue to be held with SERC personnel to consider statewide and district-specific activities and training to address increasing graduation rates and decreasing dropout rates. Discussions about technical assistance activities with Connecticut's Comprehensive System of Personnel Development (CSPD) Council have incorporated student achievement, with graduation and dropout being included as part of the expected outcomes. As indicators 1 and 2 are addressed together, graduation and dropout issues are two themes that run through the discussions on student achievement. While the focus of the CSPD Council is personnel development, the general conversations regarding how school personnel are trained to deliver services include student outcomes. Topics such as school engagement and classroom management will be directly linked to personnel development for the next year.
- d. Interagency collaboration through a Memorandum of Agreement between the Connecticut State Department of Education and Department of Mental Health and Addiction Services to provide special education services to persons 18-21 who have in-patient status in state psychiatric hospitals is ongoing. All the safeguards and procedures dictated by IDEA are in effect. Graduation and dropout issues are part of the discussion as it pertains to special education services. Collaboration continues with the Department

of Children and Families (DCF) on school completion and graduation for students with disabilities who fall under their jurisdiction.

- e. Connecticut reviewed a number of research studies and dropout prevention programs, but the decision was made to explore a model of school engagement to increase graduation rates and decrease dropout rates. Connecticut’s approach to increasing graduation is tripartite in terms of linking graduation and dropout with suspension/expulsion as a factor that affects both. Therefore, a request for proposals will be explored to develop demonstration programs to address all three parts of the model.
- f. Department and SERC personnel have been working with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop a partnership for establishing a statewide dropout prevention initiative. To date, a partnership has not been secured, although the Department has used resources from NDPC-SD to assist in exploring model programs and informing practice.
- g. Results of the 2005-06 dropout data were included in a presentation at a statewide conference with the Connecticut Council of Administrators of Special Education (ConnCASE) on overrepresentation in special education.
- h. The statewide conference on reducing suspension and expulsion was held. The links and connections between suspension, expulsion, dropout and graduation were the focus and will continue to be Connecticut’s approach. A statewide summit on dropout prevention and graduation was held in the spring 2007. This conference featured a local model program about graduation coaches and mentors. A list of current research on dropout prevention was provided to school district personnel at this conference. The purpose of the activities on dropout prevention is to increase the graduation rate of students with disabilities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

Activity	Timeline	Resources	Justification
<ul style="list-style-type: none"> <li>• Disseminate state color-coded maps representing graduation rates for students with disabilities.</li> </ul>	2005-06 school year	<ul style="list-style-type: none"> <li>• Department personnel to design and disseminate the maps</li> <li>• Department website</li> </ul>	Dropout rates were not a key performance indicator for 2005-06 or 2006-07 focused monitoring; therefore, no color-coded maps were distributed as the determination was made to eliminate future use of these maps to show dropout rates.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the Department website.</li> </ul>	2006-07 school year thru 2011	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	Before 2006-07, these data were submitted through a Special Education Strategic School Profile. General and Special Education Strategic School Profiles are now combined into one report for districts and schools. District data, as they pertain to this indicator, will be disseminated via District Annual Performance Reports and posted on the Department website.
<ul style="list-style-type: none"> <li>Identify model programs in graduation and dropout areas. Disseminate information to other districts.</li> </ul>	April 2006 through 2011	<ul style="list-style-type: none"> <li>Department personnel and funding from the State Personnel Development Grant (SPDG)</li> </ul>	This activity was deleted as the SPDG is focusing on model programs in Positive Behavior Supports, Response to Intervention, and Comprehensive Developmental Guidance.
<ul style="list-style-type: none"> <li>Conduct statewide summit on dropout prevention, graduation and alternatives to suspension; incorporate into three-day consortium</li> </ul>	2006-07 and 2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>Allocate a portion of IDEA funds awarded to SERC for summit activities</li> </ul>	Success of the first summit demonstrates a need to continue this activity as part of a larger three-day symposium that incorporates graduation and dropout issues, suspension and expulsion, and addressing the achievement gap.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Meet with State Education Resource Center (SERC) staff to discuss statewide and district-specific activities and training to address graduation and dropout issues.</li> <li>• Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities, and technical assistance.</li> </ul>	<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>Discussions continue with SERC staff to discuss activities and training. Discussions with CSPD Council are to ensure continued focus on the SPP indicators, and collaborate around progress and slippage across the indicators, improvement activities and technical assistance.</p>
<ul style="list-style-type: none"> <li>• Explore components of school engagement model to be included in request for proposal to develop demonstration programs aimed at increasing graduation rates and decreasing suspension, expulsion and dropout rates.</li> </ul>	<p>2007-08 school year</p>	<ul style="list-style-type: none"> <li>• Department personnel and funding from IDEA</li> </ul>	<p>A request for proposals will be explored in 2007-08 to develop demonstration programs to address increasing graduation rates; and decreasing dropout, suspension and expulsion rates.</p>



Part B State Annual Performance Report (APR) for FFY 2006

## 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		
2006	A. 37.5%	B. 96.0%	C. CMT reading = 68.0% CMT math = 74.0% CAPT reading = 72.0% CAPT math = 69.0%

**Actual Target Data for FFY 2006:**

Assessment data reported here for the 2006-07 school year are the same assessments used for reporting under NCLB. All data are valid and reliable. 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 Annual 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.

In the school year 2006-07:

3A: Of the districts meeting the state’s minimum *n*, 38.7 percent achieved AYP for the special education subgroup.

$$(53/137) \times 100 = 38.7\%$$

3B: The participation rates on statewide assessments were as follows:

a) # children with IEPs in assessed grades

CMT	=	31,672
CAPT	=	5,264

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

CMT Reading	=	23.3%	(7,376 / 31,672) x 100
CMT Math	=	23.2%	(7,363 / 31,672) x 100
CAPT Reading	=	18.2%	(957 / 5,264) x 100
CAPT Math	=	20.2%	(1,061 / 5,264) x 100

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

CMT Reading	=	67.7%	(21,444 / 31,672) x 100
CMT Math	=	68.2%	(21,593 / 31,672) x 100
CAPT Reading	=	65.5%	(3,449 / 5,264) x 100
CAPT Math	=	65.5%	(3,449 / 5,264) x 100

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

At this time, the Department does not provide alternate assessments against grade level achievement standards.

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

CMT Reading	=	7.5%	$(2,365 / 31,672) \times 100$
CMT Math	=	7.5%	$(2,365 / 31,672) \times 100$
CAPT Reading	=	8.2%	$(433 / 5,264) \times 100$
CAPT Math	=	8.2%	$(433 / 5,264) \times 100$

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

CMT Reading	=	98.5%	$[(7,376 + 21,444 + 2,365) / 31,672] \times 100$
CMT Math	=	98.9%	$[(7,363 + 21,593 + 2,365) / 31,672] \times 100$
CAPT Reading	=	91.9%	$[(957 + 3,449 + 433) / 5,264] \times 100$
CAPT Math	=	93.9%	$[(1,061 + 3,449 + 433) / 5,264] \times 100$

3C: The proficiency rates on statewide assessments were as follows:

a) # of children with IEPs in assessed grades

CMT	=	31,672
CAPT	=	5,264

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	=	8.8%	$(2,773 / 31,672) \times 100$
CMT Math	=	11.0%	$(3,484 / 31,672) \times 100$
CAPT Reading	=	11.3%	$(596 / 5,264) \times 100$
CAPT Math	=	7.8%	$(413 / 5,264) \times 100$

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	=	18.9%	$(5,971 / 31,672) \times 100$
CMT Math	=	28.0%	$(8,877 / 31,672) \times 100$
CAPT Reading	=	33.5%	$(1,762 / 5,264) \times 100$
CAPT Math	=	23.7%	$(1,245 / 5,264) \times 100$

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 =  $[d/a] \times 100$ )

At this time, the Department does not provide alternate assessments against grade level achievement standards.

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

CMT Reading	=	1.2%	$(385 / 31,672) \times 100$
CMT Math	=	1.8%	$(557 / 31,672) \times 100$
CAPT Reading	=	1.1%	$(58 / 5,264) \times 100$
CAPT Math	=	0.7%	$(35 / 5,264) \times 100$

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

CMT Reading	=	28.8%	$[(2,773 + 5,971 + 385) / 31,672] \times 100$
CMT Math	=	40.8%	$[(3,484 + 8,877 + 557) / 31,672] \times 100$
CAPT Reading	=	45.9%	$[(596 + 1,762 + 58) / 5,264] \times 100$
CAPT Math	=	32.2%	$[(413 + 1,245 + 35) / 5,264] \times 100$

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Explanation of Progress or Slippage

3A: The target has been met. Of the districts meeting the state’s minimum *n*, 38 percent achieved AYP for the special education subgroup. In Connecticut, 167 districts can be assessed under this indicator. In 30 of these districts, the special education subgroup was too small (*n* < 40) for inclusion in the AYP analysis. Of the remaining 137 districts meeting the minimum *n* requirement, 85 did not achieve AYP for students with disabilities for the 2006-07 school year assessment, while 52 met the AYP standard for the special education subgroup.

3B: The target has been met for two of the four statewide assessments in the 2006-07 school year. The Grade 10 CAPT reading assessment fell 4.1 percent short of meeting the target and the CAPT math assessment fell 2.1 percent short. At this time, the Department does not provide alternate assessments against grade-level achievement standards.

3C: The students with disabilities subgroup failed to meet the AYP proficiency targets for the state on all statewide assessments. The SPP targets for students with disabilities are aligned to the state’s NCLB targets for all students. We continue to work collaboratively and intensely with the Bureau of School and District Improvement in the Department to focus on strategies to help districts meet the target. It should be noted that significant progress was made in CAPT reading from 2005-06 to 2006-07, where performance went from 33.6 percent to 45.9 percent, respectively. Increases should also be noted in the CMT and CAPT math subtests, while there was no significant change in CMT reading.

Information Required by the OSEP Response Letter

OSEP has required the Department to report the number and proficiency rates of children with disabilities who were provided accommodations in order to participate in regular assessments with the same frequency and in the same detail as it reports assessment results for children without disabilities. The number of students with IEPs reported in these data changed slightly from what was reported in the Department’s APR submitted February 2007. Due to the outcome of the appeal process for NCLB, four students were removed from CMT results, while seven students were added to CAPT results.

The participation rates on statewide assessments in 2005-06 were as follows:

a) # children with IEP's in assessed grades		
CMT	=	32,610
CAPT	=	5,330

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

CMT Reading	=	26.9%	$(8,760 / 32,610) \times 100$
CMT Math	=	26.9%	$(8,780 / 32,610) \times 100$
CAPT Reading	=	26.7%	$(1,421 / 5,330) \times 100$
CAPT Math	=	26.6%	$(1,419 / 5,330) \times 100$

c) # children with IEPs in regular assessments with accommodations (percent =  $[c/a] \times 100$ )

CMT Reading	=	65.1%	$(21,231 / 32,610) \times 100$
CMT Math	=	65.4%	$(21,316 / 32,610) \times 100$
CAPT Reading	=	61.2%	$(3,260 / 5,330) \times 100$
CAPT Math	=	60.7%	$(3,237 / 5,330) \times 100$

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

At this time, the Department does not provide alternate assessments against grade level achievement standards.

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

CMT Reading	=	6.4%	$(2,096 / 32,610) \times 100$
CMT Math	=	6.4%	$(2,096 / 32,610) \times 100$
CAPT Reading	=	7.2%	$(382 / 5,330) \times 100$
CAPT Math	=	7.2%	$(382 / 5,330) \times 100$

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

CMT Reading	=	98.4%	$((8,760 + 21,231 + 2,096) / 32,610) \times 100$
CMT Math	=	98.7%	$((8,760 + 21,316 + 2,096) / 32,610) \times 100$
CAPT Reading	=	95.0%	$((1,421 + 3,260 + 382) / 5,330) \times 100$
CAPT Math	=	94.5%	$((1,419 + 3,237 + 382) / 5,330) \times 100$

The proficiency rates on statewide assessments in 2005-06 were as follows:

a) # of children with IEPs in assessed grades

CMT	=	32610
CAPT	=	5330

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	=	11.2%	$(3,645 / 32,610) \times 100$
CMT Math	=	13.6%	$(4,430 / 32,610) \times 100$
CAPT Reading	=	10.5%	$(562 / 5,330) \times 100$
CAPT Math	=	10.9%	$(579 / 5,330) \times 100$

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	=	17.4%	$(5,671 / 32,610) \times 100$
CMT Math	=	24.0%	$(7,828 / 32,610) \times 100$
CAPT Reading	=	22.3%	$(1,188 / 5,330) \times 100$
CAPT Math	=	22.2%	$(1,185 / 5,330) \times 100$

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 =  $[d/a] \times 100$ )

At this time, the Department does not provide alternate assessments against grade level achievement standards.

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

CMT Reading	=	0.9%	$(283 / 32,610) \times 100$
CMT Math	=	1.2%	$(398 / 32,610) \times 100$
CAPT Reading	=	1.2%	$(65 / 5,330) \times 100$
CAPT Math	=	0.6%	$(30 / 5,330) \times 100$

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

CMT Reading	=	29.4%	$[(3,645 + 5,671 + 283) / 32,610] \times 100$
CMT Math	=	38.8%	$[(4,430 + 7,828 + 398) / 32,610] \times 100$
CAPT Reading	=	34.1%	$[(562 + 1188 + 65) / 5,330] \times 100$
CAPT Math	=	33.7%	$[(579 + 1,185 + 30) / 5,330] \times 100$

**Improvement Activities Completed:**

a. 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.” To advance this work, we have partnered with two entities: The Stupski Foundation and 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. A summary of the work in this initiative during 2006-07 includes the following:

- Basic training provided to school personnel in Title I schools identified as being “in need of improvement” by consultants from regional educational service centers (RESCs), the State Education Resource Center (SERC) and the Center for Performance Assessment (CPA) in the areas of DDDM/DT, MSW and ETS. Certification training was provided by the CPA in each area. Currently, the state has 212 DDDM/DT certified trainers, 185 MSW certified trainers and 109 ETS certified trainers.
- Partnerships with Connecticut organizations provide ongoing, focused professional development to support the goals of the Connecticut Accountability for Learning Initiative. These organizations include, but are not limited to, the Connecticut Association of Schools, the Connecticut Association of Boards of Education, the Center for School Change, SERC, the Connecticut Association of

Supervision and Curriculum Development, RESCs, Cambridge Education 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 in-depth training. RESC-SERC certified trainers worked on-site in these schools to provide customized training and support. The certified trainers provided 532 days of technical assistance during the 2006-07 school year.
  - Two district cohorts of leadership teams met regularly throughout the year with Department and CPA personnel to develop district improvement and accountability plans. Experts in the field of special education assisted in the development of plans to address the students with disabilities subgroup. The purpose of the cohorts has been to help districts develop plans with clear, measurable goals and targets, high leverage strategies to close achievement gaps and a clear method to monitor implementation and results on a frequent basis. Follow-up and on-site technical assistance was provided to these districts.
  - An executive coaching skills and technical assistance model was developed to provide support and improve the skills of leaders in low-performing schools. Three highly successful retired principals of urban schools were hired and trained in executive coaching skills and provided support and technical assistance to leaders in eight of the lowest performing schools in three districts.
  - Cambridge Education worked with state consultants and state educational leaders to conduct district and school status assessments in schools identified as being in corrective action and in every district identified for whole district improvement in year three or beyond so that the Department will have the data necessary to guide technical assistance efforts in schools and districts.
  - The Department held the second annual Data Showcase in April 2007. 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 and statewide progress in the areas of LRE and disproportionality, were featured on tri-fold display boards and served as a centerpiece for knowledge sharing and professional dialogue.
- b. A consultant formerly assigned to the Bureau of Special Education has been reassigned to the Bureau of School and District Improvement to assist in the coordination of NCLB and IDEA. This staff member, in addition to having responsibilities to school districts not making AYP under NCLB, is also responsible for indicators 3, 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 for indicators in the SPP.

- c. Meetings are conducted with SERC using the results of our statewide data to determine technical assistance needs of personnel and families. Data from prior years trainings are analyzed and future training is determined. Additionally, dialogue from the CSPD Council and the Department about the SPP goals and technical assistance needs of personnel are conducted. A plan for professional development and technical assistance, with budget implications, is developed and presented to leadership at the State Department of Education and SERC.
- d. Besides targeted district training through CALI and job-embedded school level professional development, professional development activities were provided statewide on the following topics:
- Assistive Technology to Improve Student Outcomes
  - Co-teaching
  - Differentiated Instruction
  - Educational Benefit
  - Facilitated Action Planning
  - Step by Step Training
  - Transition Initiatives
  - Supporting Students with Disabilities on Statewide Assessments
  - Classroom Instruction that Works
  - Connections with Writing
  - Linking IEPs to the General Curriculum
  - What every Administrator needs to know about Assessment Accommodations for CMT/CAPT
  - Response to Intervention
- e. The Access Center continues to be used as a resource for information and technical assistance regarding students with disabilities and access to the general education curriculum.
- f. Using data from the March 2006 statewide assessments, training was conducted in schools that that did not make AYP solely because of the performance of students with disabilities. Evaluations of that training were analyzed, and due to the response, this session was repeated in fall 2007 using data from the 2007 assessments.
- g. 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 and to develop appropriate interventions.
- h. Through the Bureau of School and District Improvement, information was disseminated and sessions were convened with representatives of the Connecticut Institutes of Higher Education concerning CALI offerings and trainings.
- i. Training was conducted with school and district teams and the Connecticut Council of Administrators of Special Education (ConnCASE) on transition strategies and the



coherence of goals and objectives aligned with the Department’s curricular frameworks to support career paths for students with disabilities.

- j. The Bureau of School and District Improvement and Department personnel have been conducting school and district status assessments using external partners. These status assessments focus on classroom instruction and outcomes for all students. An analysis of each subgroup, based on data from statewide assessments, is conducted. Recommendations are outlined in school and district improvement plans.
- k. The Commissioner of Education convened a panel representing school and district personnel, the Parent Training and Information Center (PTI), other parent groups and schools of education to study and develop Connecticut’s Response to Intervention model. The goal is to have a publication developed with corresponding training for February 2008.
- l. The following training was conducted for school and district personnel concerning progress and proficiency of students with disabilities on statewide assessments:
  - CMT/CAPT Skills Checklist
  - 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

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• The Leadership and Learning Center provides training for Title I districts identified as being in need of improvement and priority school districts on Data Teams and Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies and Common Formative Assessments.</li> </ul>	2005-06 school year; ongoing with annual revision based on needs of districts	<ul style="list-style-type: none"> <li>• School and District Improvement Unit of the Department coordinates the training</li> </ul>	Success of previous training indicates a need to continue in specified districts; the Center for Performance Assessment is now the Leadership and Learning Center; the School Improvement Unit of the Department is now the School and District Improvement Unit.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Provide professional development activities statewide on:               <ul style="list-style-type: none"> <li>— co-teaching facilitator training</li> <li>— enhancing instructional programs within school:                   <ul style="list-style-type: none"> <li>training for administrators</li> </ul> </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</li> <li>— what every administrator should know about assessment accommodations for the CMT/CAPT</li> </ul> </li> </ul>	<p>July 2005 to June 2006; ongoing with annual revision based on needs of districts</p>	<ul style="list-style-type: none"> <li>• Allocate a portion of IDEA funds awarded to the SERC to provide statewide training</li> </ul>	<p>Success of previous professional development indicates a need to continue.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Meet with SERC staff members to discuss statewide and district-specific activities and training to address students with disabilities not making AYP.</li> <li>• Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities and technical assistance.</li> </ul>	<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>Discussions continue with SERC staff members to discuss activities and training. Discussions with CSPD Council are to ensure continued focus on the SPP indicators and collaborate around progress and slippage across the indicators, improvement activities and technical assistance.</p>
<ul style="list-style-type: none"> <li>• Provide targeted training to LEAs and schools that do not make AYP solely for the subgroup of students with disabilities (using the previous years assessments). Expand to any small district where the students with disabilities subgroup is too small, including outplacement and private facilities.</li> </ul>	<p>2006-07 through 2011</p>	<ul style="list-style-type: none"> <li>• Training provided by SERC</li> </ul>	<p>There is a need to reach small districts that are not targeted due to a small number of students with disabilities as well as outplacement and private facilities that may not routinely participate in this training.</p>

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Develop a menu of training opportunities and a “toolkit” of resources through a binder of material from the four-day training series for use by schools not making AYP 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, and excerpts from Step by Step.</li> </ul>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> <li>SERC personnel</li> <li>Department’s School and District Improvement Unit (Connecticut Accountability for Learning Initiative)</li> </ul>	<p>Clarification around what the “toolkit” entails; the Center for Performance Assessment is now the Leadership and Learning Center; the School Improvement Unit of the Department is now the School and District Improvement Unit.</p>
<ul style="list-style-type: none"> <li>Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the Department website.</li> </ul>	<p>2006-07 school year thru 2011</p>	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	<p>Before 2006-07, these data were submitted through a Special Education Strategic School Profile. General and Special Education Strategic School Profiles are now combined into one report for districts and schools. District data, as they pertain to this indicator, will be disseminated via District Annual Performance Reports and posted on the Department website.</p>

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2005	25.0%
2006	20.0%

**Actual Target Data for FFY 2006:**

As reported in the APR submitted to OSEP February 2007, due to the data collection practices within the Department associated with suspension and expulsion data, the 2006-07 school year data are not available. Preliminary suspension/expulsion data reported for the 2006-07 school year on Federal Table 4, have not undergone any of the state’s cleaning, validity or reliability checks. Therefore, these data are inappropriate for use in determining significant discrepancies for this indicator or measuring progress at this time.

The Department reported that 2006-07 data would not be available in the submission of its APR to OSEP in February 2007. Therefore, the Department is reporting 2005-06 data in this APR. In

the 2005-06 school year, 51 districts or 30.2 percent had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year.  
 $(51 / 169) \times 100 = 30.2\%$

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.

Data are not taken from sampling. Data collected (2005-06) 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 2006:**

Explanation of Progress or Slippage

In the 2005-06 school year, 51 districts or 30.2 percent had a significant discrepancy in the rates of suspensions and expulsions of children with disabilities greater than 10 days in a school year; the 2005-06 target of 25 percent was not met. Connecticut has defined significant discrepancy as a district suspending or expelling greater than 2 percent of its students with disabilities for greater than 10 days in a school year.

In the 2004-05 school year, the Department collected suspension and expulsion data for students who committed “serious” offenses only (e.g., assaults, weapons, drugs, etc.). In the 2005-06 school year, the data collection was expanded to include all in- and out-of-school suspension and expulsion data for all offenses regardless of type. This decision allowed for the collection of school based policy violations that resulted in both in- and out-of-school suspensions. The impact of this expansion of the data collection resulted in a collection of three times as many records. Previously, a student could be suspended for a serious offense several times, resulting in a cumulative effect of greater than 10 days of out-of-school suspensions. The likelihood of students committing multiple, short term suspendable offenses increases dramatically when all suspensions for policy offenses (e.g. tardiness, swearing, insubordination) are included in the cumulative count. Connecticut believes strongly that no more than 2 percent of students should be cumulatively suspended for greater than 10 days. Therefore, the Department is choosing not to change the criteria for significant discrepancy used to identify districts under this indicator. However, in light of the impact of changing the data collection to include more records, it seems reasonable to reset our targets at this time to account for the increase in the number of districts due simply to a change in data collection. See explanation in the “Revisions” section of this indicator.

In the APR submitted to OSEP February 2007, Connecticut reported that the data collection practices within the Department associated with the collection of suspension and expulsion data was not anticipated to be reported within federal timelines (November 1 – Table 5; February 1 APR/SPP). The alignment of the discipline file with the state’s Public School Information System (PSIS) and assessment data collection files is under way. A vendor has been selected to develop a longitudinal system that converts the data so that all Department data collection systems are integrated. The conversion is expected to be complete during the 2008-09 school year. Therefore, the Department anticipates suspension and expulsion data will begin to align

with federal timelines using the 2009-10 school year data to be reported in the February 2011 APR. Until that time, the Department will continue to report preliminary, unclean data for the November 1, Table 5 submission to be revised the following spring, and APR data will continue to be one year behind.

Due to the unavailability of 2006-07 school year suspension and expulsion data, an explanation of progress or slippage cannot be provided at this time. The Department reported that data would not be available in the submission of its APR to OSEP in February 2007.

#### Information Required by OSEP Response Letter

Data from the 2004-05 school year in this area served as the basis for focused monitoring activities during the 2006-07 school year. All 36 districts reported in the 2004-05 baseline data in the SPP were notified and asked to review their discrepant data. Ten of those districts with the most egregious data were required to submit a self analysis of their policies, practices and procedures in this area. Based on analysis of those districts' responses, eight of the 10 districts were selected for a focused monitoring visit. Four data probes were used: unique out-of-school suspension and expulsion rates for general education students; unique out-of-school suspension and expulsion rates for students with disabilities; difference between unique out-of-school suspension and expulsion rates for general and special education students; and greater than 10 days out-of-school suspension and expulsion rates for students with disabilities. Color-coded maps representing suspension and expulsion rates were disseminated to all districts in the state in September 2005 and 2006, using 2003-04 and 2004-05 school year data, respectively. Suspension and expulsion data were disseminated to all school districts via Special Education Strategic School Profiles in October 2005 and 2006, using 2003-04 and 2004-05 school year data, respectively. Data were also available on the Department website.

Data for 2005-06 in this indicator were not available until July 2007, in which 51 districts were found to have a significant discrepancy for this indicator. Each of the 51 districts was instructed to complete a self analysis of discipline practices and to submit a written response to the Department analyzing their own policies, practices and procedures. Each of the responses was assessed against a common rubric. Using this rubric, two districts were identified and asked to submit additional follow up data using their preliminary 2006-07 data that demonstrate progress in this area. Based on an analysis of responses and rubric, six of the 51 districts were designated for a focused monitoring visit.

#### Discussion of Improvement Activities Completed

- a. The 2005-06 school year suspension and expulsion data were used as a data point to select districts for focused monitoring for the 2006-07 school year. Four data probes were used: unique out-of-school suspension and expulsion rates for general education students; unique out-of-school suspension and expulsion rates for students with disabilities; difference between unique out-of-school suspension and expulsion rates for general and special education students; and greater than 10 days out-of-school suspension and expulsion rates for students with disabilities. Through focused monitoring, superintendents receive communication about disproportionately suspending and expelling students with disabilities. Districts are asked to review their data, policies, procedures and practices and submit a report to the Department, as well as develop and

- implement a plan to reduce suspensions and expulsions. See indicator 15 regarding focused monitoring.
- b. Suspension and expulsion data for the 2005-06 school year were disseminated to all school districts via District Annual Performance Reports. Data were also available on the Department website.
  - c. Statewide professional development activities on Positive Behavior Support (PBS), continues to be offered through the SERC. SERC held two information sessions in 2007 for schools and districts interested in participating in the 2007-08 PBS training. A total of 93 school and district personnel from 16 districts attended these sessions. A special invitation was sent to districts that received a focused monitoring visit around suspension and expulsion. Four focused monitoring districts wrote PBS into their corrective action plans and elected to participate in the PBS training offered by SERC.
  - d. Department and SERC personnel met, discussed and planned statewide and district-specific activities and training to address rates of suspension and expulsion. Some of the activities completed by SERC that have direct implication for reducing suspension and expulsion include: Functional Behavioral Analysis and Behavior Intervention Plan training, training for districts to assist with implementation of focused monitoring improvement plans, and Transition Planning for Young Children with Challenging Behavior.
  - e. A suspension and expulsion conference was held in the 2006-07 school year. All districts represented at the conference received bibliographies on current research alternatives to suspension and expulsion. In the spring of 2008, partnerships will be established with PBS best practice sites identified through the State Personnel Development Grant (SPDG). Best practice and model PBS schools will be paired with a partner school in order to scale up PBS. A new RFP to identify additional PBS best practice sites will be issued in the spring of 2008. A three-day symposium will be held May 1-3, 2008, to address issues of disproportionality, racial achievement gaps, suspension and expulsion, English Language Learners and dropout.
  - f. Discussions about technical assistance activities with Connecticut's Comprehensive System of Personnel Development (CSPD) Council, SERC and the Department have addressed the impact of discipline on student achievement. The linkage of suspension and expulsion to graduation and dropout issues will be included in the agenda of the CSPD for the coming year.
  - g. A consultant from the Department has been assigned to work on the issue of suspension and expulsion of students with disabilities. This staff member has made contact with other state agencies (Department of Children and Families and Department of Mental Health and Addiction Services) to strengthen and promote interagency collaboration. There is a Memorandum of Agreement between the Connecticut State Department of Education and the Department of Mental Health and Addiction Services to provide



special education services to persons 18-21 who have in-patient status in a state psychiatric hospital. All the safeguards and procedures required by IDEA are in effect.

- h. PBS consultants from SERC continue to use resources and technical assistance of the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) on an ongoing basis. Frequent collaboration between national PBS expert Dr. George Sugai and SERC occurs through SERC's partnership with the Neag School of Education's Center for Behavioral Education and Research at the University of Connecticut. The SERC/UConn PBS training uses resources initially developed by the OSEP Center on PBIS. SERC participates in the PBS State Leadership Team to coordinate efforts between UConn, the Department and SERC. SERC will be working to develop a statewide network of PBS trainers, coaches, and evaluators to support the state's capacity in this area. Summer 2008 training of trainers are being designed to offer opportunities to the six Regional Education Service Centers and other state agency personnel on PBS. In addition, the School and District Improvement Unit of the Department will add a behavioral component to the Connecticut Accountability for Learning Initiative. Future plans include expanding the team to include a wider group of stakeholders including the Connecticut Parent Advocacy Center, Department of Children and Families, Department of Mental Health and Addiction Services, Department of Developmental Services (formerly Department of Mental Retardation) and other pertinent agencies.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

In light of the impact of changing the suspension/expulsion data collection effective in the 2005-06 school year to include more records (all in-and out-of-school suspensions, policy and serious offenses), the Department has decided to reset targets at this time to account for the increase in the number of districts identified with a significant discrepancy due simply to a change in data collection.

Targets were revised effective the 2005-06 school year data to increase the percentage of districts by 5 percent, from 25 percent to 30 percent. The Department determined it was appropriate to maintain the 30.0 percent target for two years since the 2006-07 data were already being collected when this decision was made and districts would not have had the opportunity to implement any actions that would immediately result in a reduction. Additionally, suspension and expulsion became the focused monitoring key performance indicator in the 2006-07 school year; therefore, the first impact of this monitoring should be seen in the 2007-08 data.

FFY	Measurable and Rigorous Target	REVISED Targets
<b>2005 (2005-06)</b>	4A: 25.0%	4A: 30.0%
<b>2006 (2006-07)</b>	4A: 20.0%	4A: 30.0%
<b>2007 (2007-08)</b>	4A: 15.0%	4A: 25.0%
<b>2008 (2008-09)</b>	4A: 10.0%	4A: 20.0%
<b>2009 (2009-10)</b>	4A: 5.0%	4A: 15.0%
<b>2010 (2010-11)</b>	4A: 0%	4A:10%

Activity	Timeline	Resources	Justification
<ul style="list-style-type: none"> <li>Meet with SERC staff members to discuss statewide and district-specific activities and training to address rates of suspension and expulsion.</li> <li>Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities, and technical assistance.</li> </ul>	2005-06 school year through 2011	<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>	Discussions continue with SERC staff members to discuss activities and training. Discussions with CSPD Council are to ensure continued focus on the SPP indicators, and collaborate around progress and slippage across the indicators, improvement activities and technical assistance.

Activity	Timeline	Resources	Justification
<ul style="list-style-type: none"> <li>Use suspension and expulsion data as a data point to select districts for focused monitoring.</li> </ul>	2005-06 and 2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel and focused monitoring procedures</li> </ul>	The Focused Monitoring Steering Committee and statewide data indicate a continued need to conduct focused monitoring in this area for an additional year.
<ul style="list-style-type: none"> <li>Conduct statewide summit on dropout prevention, graduation and alternatives to suspension; incorporate into three-day consortium</li> </ul>	2006-07 and 2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>Allocate a portion of IDEA funds awarded to SERC for summit activities</li> </ul>	Success of the first summit demonstrates a need to continue this activity as part of a larger three-day symposium that incorporates graduation and dropout issues, suspension and expulsion rates, and addressing the achievement gap.
<ul style="list-style-type: none"> <li>Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the Department website.</li> </ul>	2006-07 school year thru 2011	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	Previous to 2006-07, these data were submitted through a Special Education Strategic School Profile. General and Special Education Strategic School Profiles are now combined into one report for districts and schools. District data, as they pertain to this indicator, will be disseminated via District Annual Performance Reports and posted on the Department website.

<b>Activity</b>	<b>Timeline</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Explore components of school engagement model to be included in request for proposal to develop demonstration programs aimed at increasing graduation rates, and decreasing suspension and expulsion rates.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel and funding from IDEA</li> </ul>	A request for proposals will be explored in 2007-08 to develop demonstration programs to address increasing graduation rates; and decreasing dropout, suspension and expulsion rates.

**Part B State Annual Performance Report (APR) for FFY 2006**

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

See Overview page i

**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		
2006	A. 65.0%	B. 9.0%	C. 5.8%

**Actual Target Data for FFY 2006:**

In the school year 2006-07:

5A. The percentage of students with disabilities aged 6-21 removed from regular class less than 21 percent of the day was 68.3 percent. Target met.

$$(42,562 / 62,294) \times 100 = 68.3\%$$

<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.

$$(3,877 / 62,294) \times 100 = 6.2\%$$

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 6.9 percent. Target not met.

$$(4,302 / 62,294) \times 100 = 6.9 \%$$

Data reported are valid and reliable. Sampling is not used. Data are valid and reliable as verified by the series of validation checks built into the collection system.

In addition to the standard data cleaning activities within the SEDAC system, Connecticut has had heightened attention around LRE data due to the P.J. class action lawsuit, both at the state and local levels. A number of districts were required to report data three times a year for students with intellectual disability (ID), which helped with all student data reliability and validity. Activities that took place during verification of the data included: data audits on IEPs, interviews with staff around their accuracy in understanding definitions, work with the Department and district data entry people to understand the data collection, and teleconferences between the Department and districts for question and answer sessions. The Department also prepared and distributed Access data tables for district training as well as regular reporting from a number of districts. This targeted scrutiny has improved the validity and reliability of LRE data for all students with disabilities.

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

##### Explanation of Progress or Slippage

The percentage of students in regular class placement (5A) increased by 3.1 percent, exceeding the target of 65 percent, moving from 65.2 percent in the 2005-06 school year to 68.3 percent in the 2006-07 school year. Additionally, the Department saw a decrease in the percentage of students in segregated settings (5B) of 1.5 percent. Students removed from the regular class more than 60 percent of their day decreased from 7.7 percent in the 2005-06 school year to 6.2 percent in the 2006-07 school year, exceeding the 9 percent target (5B). The intensive focus on poor performing districts in 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 in 5A and 5B.

The target for the placement of students into separate schools, residential placements, or homebound or hospital settings (5C) was 5.8 percent, and the 2006-07 data indicate 6.9 percent of students with disabilities were placed in these settings. There has been a notable increase during the past two years. Several explanations have been provided by districts, consultants and other representative stakeholders working directly with schools. As districts worked toward progress in 5A and 5B, they redeployed staff to more collaborative or co-teaching arrangements,

reducing the availability of the continuum of services in the district. Therefore, students may have been placed in out-of-district placements at an increasing rate in order to provide a continuum of placement options. Districts have reported that by creating in-district separate classes (which would create a possible increase in 5B) they are quickly filled given the phenomenon of “build it and they will come.” By making a separate placement more difficult to actualize (i.e., having to place out-of-district to provide a separate class), IEP teams were more likely to develop in-district options with increased time with nondisabled peers.

An analysis of the data by disability category indicated that slippage may have occurred as a result of an increase in the percentage of students in specific disability categories being placed in separate schools, residential settings, or homebound or hospital settings. For example, there was a rise in students with the labels of autism and other health impairment. During the past four school years, the state has had intense emphasis and training on instructional strategies that primarily focused on access to the curriculum and academic achievement related to LRE, and less on building behavior supports and developing behavioral skills conducive to learning in more inclusive environments. This indicator’s stakeholder group perceives there to be an increase in the litigiousness of parents of children with autism desiring separate, out-of-district placements, with districts agreeing to these placements to avoid lengthy, contentious and expensive due process proceedings. Additionally, they are reporting that students are exhibiting increased aggression and mental illness at younger ages, all of which are contributing to a greater need for highly specialized out-of-district placements. This may be one probable explanation of the increases in autism and other health impairment (including attention deficit and hyperactivity disorder) in out-of-district placements noted previously. The Department has initiated training on district wide positive behavior support and identifying targeted professional learning opportunities that will enable educators, supporters, and families to become more strategic in how they can accommodate and modify for behavioral differences in various disability categories.

Other factors have been examined in light of the Department’s data. Difficulty persists in decreasing in-district separate class placements (5B) while simultaneously decreasing separate schools, residential settings, or homebound or hospital placements (5C). IEP teams perceive that as students return from these settings or as the IEP team reduces the numbers of students sent to more restrictive settings, the next least restrictive placement would be a separate educational program in-district. However, with the heightened attention in the state placed on increasing students’ time with nondisabled peers as part of the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement and the SPP target to decrease 5B, districts were expected to reduce separate education programs in-district as well. It is believed this is causing a dilemma for districts during improvement planning and its impact on IEP teams’ decision-making practices.

Finally, 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 below). **It was identified that the combined percentages of 5B and 5C have been decreasing during the past three years.** This is a positive indication since the percentage of students in what is considered the most restrictive settings is decreasing. Additionally, there is a percentage of students that are reported in 5C that spend time with nondisabled peers in programs that are not operated in their public school. But due

to OSEP guidance on the federal environments table, the manner in which this data is being reported gives these students the appearance of not being educated with their nondisabled peers. This misleads the reader to believe the students in 5C are not educated with nondisabled peers, which is not an accurate description of a percentage of the students in Connecticut’s 5C. Also, the 5C category includes students that may be educated in their district’s community, yet a service provider other than their public school district is providing the educational program for the student. In some states, where there are extremely large school districts with many programs and personnel with a variety of specialized skills, a student could be recorded in 5B yet be traveling a long distance from home to get to school due to the large size of the district. In Connecticut, where districts are very small and have fewer students who may require unique programming or specialization that the district does not have the expertise to offer or provide a more restrictive program for, the district may choose to send the student to a regional program, which is very close or located in their community, yet this student would be recorded in 5C and be much closer to their community than in another state. Therefore, the 5C category, in comparison to other states, is deceiving for these several reasons stated above.

Indicator	% of students with disabilities in 2004-05	# of students 04-05	% of students with disabilities in 2005-06	# of students 05-06	% of students with disabilities in 2006-07	# of students 06-07
<b>5A</b> removed 0-21% of the day	60.7%	39,480 / 65,052  (5A/total # of students with disabilities in 2004-05)	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)
<b>5B</b> removed 60 – 100% of the day	10.3%	6,687 / 65,052  (5B/total # of students with disabilities in 2004-05)	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)
<b>5C</b> public/private separate schools, residential, homebound, hospital placements	6.1 %	3,999 / 65,052  (5C/total # of students with disabilities in 2004-05)	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)
<b>removed 40-79% of the day</b>	22.9%	14,897 / 65,052  (students removed 40-79% / total # of students with disabilities in 2004-05)	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 students with disabilities in 2006-07)
<b>5A + 40-79% category</b>	83.6%	54,383 / 65,052	85.6%	54,859 / 64,088	87%	54,115 / 62,294
<b>5B +5C</b>	16.4%	10,667 / 65,052	14.4%	9,227 / 64,088	13.9%	8,659 / 62,294



During the past two years, the Department has analyzed annual percentage changes for indicators 5A, 5B and 5C as required under this indicator. It is the Department's stance that the more appropriate comparison would be a cohort analysis or longitudinal tracking, since the total number of students with disabilities fluctuations from year to year may influence the interpretation of the data and affect subsequent Department actions. The Department will explore additional techniques to deepen its understanding of population changes and demographic transitions as well as to ensure accuracy in how annual data counts are interpreted and presented.

#### Discussion of Improvement Activities Completed

Successes in 5A and 5B are attributed to the following explanations and implementation of improvement activities as ascertained through data review, technical assistance, monitoring activities and stakeholder group input:

- a. Continued emphasis was placed on professional development that assisted teachers to support students in general education environments. Statewide and specific district staff development occurred to assist in increasing students' time in general education for students that are already in public school classes.
- b. Increased time with nondisabled peers resulted from continued intense scrutiny of the *P.J. et al. v. State of Connecticut, State Board of Education et al.* settlement agreement, which included continued monitoring of districts' progress toward increased time with nondisabled peers for all students with disabilities, not just the settlement agreement class members, who are in public schools.
- c. Staff development training continued to be determined on past lessons learned from monitoring, participation with the National Center for Special Education Accountability Monitoring (NCSEAM) and involvement in the LRE Community of Practice. Also, 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. The training provided to districts continued to be directly linked to focused monitoring results for LRE and suspension and expulsion, which was viewed as an LRE issue.
- d. Training that included strategies to promote LRE were included with targeted professional development for districts that did not meet AYP for the subgroup of students with disabilities.
- e. The 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 the LRE issues.

Areas of slippage that occurred in 5C are attributed to several reasons as ascertained through data review, review of the literature, technical assistance, monitoring activities and stakeholder group input.

- a. The professional development activities have not focused on strategies directed at the most significantly disabled students that are placed in out-of-district programs. Professional development has been directed at strategies to support increased general education placement. Professional development was not targeted to assist districts in supporting students to remain in district that are being considered for out-of-district placement, to reduce the referral and subsequent placement to an out-of-district placement, or to return students to public schools with the same intensity as was provided for increasing time with nondisabled peers.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Disseminate data to all school districts via District Annual Performance Reports and the Strategic School Profiles. Data are available on the Department website.</li> </ul>	2006-07 school year thru 2011	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	Previous to 2006-07, these data were submitted through a Special Education Strategic School Profile. General and Special Education Strategic School Profiles are now combined into one report for districts and schools. District data, as they pertain to this indicator, will be disseminated via District Annual Performance Reports and posted on the Department website.

Activity	Timelines	Resources	Justification
<ul style="list-style-type: none"> <li>• Meet with SERC staff members to discuss statewide and district-specific activities and training to address graduation and dropout.</li> <li>• Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities and technical assistance.</li> </ul>	<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>Discussions continue with SERC staff to discuss activities and training. Discussions with the CSPD Council are to ensure continued focus on the SPP indicators, and collaborate around progress and slippage across the indicators, improvement activities and technical assistance.</p>
<ul style="list-style-type: none"> <li>• Provide professional development activities statewide on:               <ul style="list-style-type: none"> <li>— co-teaching</li> <li>— differentiated instruction and assessment</li> <li>— principal training</li> <li>— nursing services and the IEP</li> <li>— curriculum topics</li> <li>— learning strategies</li> <li>— collaborative teaching</li> <li>— speech pathologists as co-teachers</li> <li>— positive behavior supports</li> </ul> </li> </ul>	<p>Spring 2007 and continue activities as such time when no longer appropriate as indicated by data or other sources</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 timelines are being revised for providing professional development activities statewide as these need to be continued to affect behavioral needs of students that are contributing to the increase in the 5C benchmark.</p>

Activity	Timelines	Resources	Justification
<ul style="list-style-type: none"> <li>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.</li> <li>Explore additional statistical techniques to more accurately represent these data.</li> </ul>	<p>2007-08 school year; to be continued until such time when no longer appropriate as indicated by data or other sources</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 Department is now able to do a cohort comparison of students’ movement between 5A, 5B and 5C rather than solely doing annual percentage change comparisons. The Department will explore additional statistical techniques to more accurately represent this data to assist in informing analysis and subsequent actions.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Spring 2007 and continue activities as such time when no longer appropriate as indicated by data or other sources</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 intensity of focus has been on increasing time with nondisabled peers and not on district’s behaviors that contribute to placing students out-of-district. Therefore, an additional activity to assist districts in supporting students to remain in district that are being <i>considered</i> or are <i>at risk</i> for out-of-district placement has been added, with the intent of reducing referrals and subsequent placement to an out-of-district placement, as well as increasing the return of students to public schools.</p>

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Develop a menu of training opportunities and a “toolkit” of resources through a binder of material from the four-day training series for use by schools not making AYP 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 and excerpts from Step by Step.</li> </ul>	<p>Spring 2007 through 2011</p>	<ul style="list-style-type: none"> <li>• SERC personnel</li> <li>• Department’s School and District Improvement Unit (Connecticut Accountability for Learning Initiative)</li> </ul>	<p>Clarification around what the “toolkit” entails; the Center for Performance Assessment is now the Leadership and Learning Center; the School Improvement Unit of the Department is now the School and District Improvement Unit.</p>

**Part B State Annual Performance Report (APR) for FFY 2006**

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

**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
2006	N/A

**Actual Target Data for FFY 2006:**

Reporting is not required pursuant to the instructions for the FFY 2006 SPP/APR. Baseline and targets to be submitted with the FFY 2007 SPP due February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Reporting is not required pursuant to the instructions for the FFY 2006 SPP/APR. Baseline and targets to be submitted with the FFY 2007 SPP due February 1, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

*[If applicable]*

Reporting is not required pursuant to the instructions for the FFY 2006 SPP/APR. Baseline and targets to be submitted with the FFY 2007 SPP due February 1, 2009.

Part B State Annual Performance Report (APR) for FFY 2006

## Overview of the Annual Performance Report Development:

## Monitoring Priority: FAPE in the LRE

**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))

**Measurement:**

- 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
2005	To be submitted with FFY 2007 APR, due February 1, 2009.

**Actual Target Data for 2005:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2005:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2005:**

*[If applicable]*

To be submitted with FFY 2007 APR, due February 1, 2009.



**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	87.0%

**Actual Target Data for FFY 2006:**

Of the parents surveyed from 29 school districts in Connecticut, including regional school districts, during the 2006-07 school year, 87 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.

1,717 agreements with item 12 / 1,973 survey respondents x 100 = 87%

2006-07 survey administration district sample total:

- surveys sent = 9,877 in 29 school districts
- surveys returned completed = 1,973
- response rate = 20%
- surveys returned non-deliverable = 602
- non-deliverable rate = 6.1%

Districts and parents were selected according to the Department’s previously approved sampling plan as found in the 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 87 percent reported above. The responses collected from 29 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.

<b>Variable</b>	<b>Grouping</b>	<b>2006-07 statewide data</b>	<b>2006-07 survey data</b>
Age	3 - 5	11.0%	11.5%
	6 - 12	45.5%	42.5%
	13 - 14	15.7%	15.1%
	15 - 17	22.5%	22.9%
	18 - 21	5.3%	8.0%
Gender	Male	69.3%	71.1%
	Female	30.7%	28.9%
Race/Ethnicity	American Indian/ Alaskan Native	0.4%	1.3%
	Asian	1.5%	2.5%
	Black	16.0%	5.5%
	White	64.7%	79.7%
	Hispanic	17.4%	11.0%
Grade	PK	7.2%	8.9%
	Elementary	37.4%	36.1%
	Middle	23.8%	23.6%
	High	26.4%	28.5%
	Transition	5.2%	2.9%
Disability	LD	34.1%	26.1%
	ID	4.2%	6.6%
	ED	9.1%	4.8%
	SLI	21.5%	16.8%

Disability	OHI	15.4%	17.2%
	Autism	4.5%	11.4%
	Other	11.1%	17.1%
<b>Variable</b>	<b>Chi-Sq Test (<math>\chi^2</math>)</b>	<b>Cohen's Effect Size</b>	<b>Interpretation</b>
Age	$\chi^2 = 35.1$	0.13	Small
Gender	$\chi^2 = 3.0$	n/a	
Race/Ethnicity	$\chi^2 = 303.0$	0.39	Medium
Grade	$\chi^2 = 32.1$	0.12	Small
Disability	$\chi^2 = 402.3$	0.45	Medium

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 and disability had effect sizes or practical significance levels that warranted consideration. Effect sizes for age and grade were small (below 0.30) and do 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.

One issue to be considered when interpreting the disability representativeness of the sample is that parents tend to identify more than one disability when asked to select only their child’s primary disability. Therefore, interpretation of the disability data from the survey is suspect regarding accuracy. The same can be said for the race/ethnicity data, as currently, federal guidelines do not allow for the reporting of an “other” or “multiple” category. The Department and Parent Workgroup will continue to stress the importance of accurate reporting of disability on the parent survey and investigate methods for ensuring the validity of the disability data collected in order to improve the representativeness of parent survey data collected and reported for this indicator. Considering the effect sizes of the other indicators, the Department is satisfied with the overall representativeness of the survey sampled in 2006 and feel the conclusions drawn from this sample are both valid and reliable.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Success in meeting the indicator 8 performance target is attributed to completion of improvement activities as determined by stakeholder group input, data review and staff observation.

- a. A statewide summit on graduation and dropout prevention in which parents were invited to attend was held in spring 2007.
- b. Statewide workshops were offered to parents and district staff on the following varied topics:

- Building Bridges Between Schools & Families for Student Success
- Addressing the Achievement of Black & Hispanic Male Students
- Assessment and Diagnosis of Autism Spectrum Disorders
- Closing the Achievement Gaps Summit
- 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
- IEPs that Work: An Educational Benefit Review Process for Parent Leaders

Training opportunities were provided in forums that varied in terms of geography and sponsoring partners, including the Parent Training and Information Center (PTI), Connecticut Department of Developmental Services (DDS), SERC, CT Birth to Three System and the Connecticut Coalition for Inclusive Education. Spanish translation was available, as well as parent stipends to defray cost of child care and transportation.

- c. The following Department publications were updated: *Special Education Policy and Procedures Manual*, *A Parent's Guide to Special Education in Connecticut*. A new document was developed, *Opportunities for Solutions*, and disseminated in Spanish and English, in print and was made available electronically to the public.
- d. The parent survey was administered in Spanish and English. Results were broadly analyzed and disseminated through multiple paths, including the CSDE Parent Workgroup.
- e. With regard to the Department's focused monitoring system, parent forums have been included and parent representatives are part of the monitoring teams.
- f. Families as Partners Training was provided to parents and district staff through funding of a university project.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

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 that no changes or modifications were necessary.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	0 Areas

**Actual Target Data for FFY 2006:**

In the 2006-07 school year, zero districts in Connecticut had either overrepresentation or underrepresentation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

$0 / 169 \times 100 = 0\%$

Data are federally required Section 618 data. Data are not obtained from sampling. A new state data system was implemented in the 2006-07 school year, the Special Education Data Application and Collection (SEDAC). 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 2006:**Explanation of Progress or Slippage

In the 2006-07 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.

Information required by the OSEP Response Letter

The Department analyzed data on overrepresentation and underrepresentation for both 2005-06 and 2006-07 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).

The threshold for significant underrepresentation of racial or ethnic student disability subgroups is defined as a Relative Risk Index (RRI) of  $\leq 0.25$ . This threshold identifies racial or ethnic groups whose risk for being placed in special education was one-quarter or less than that for all other categories combined. In other words, students in these racial or ethnic groups were only one-quarter as likely as all other combined racial/ethnic groups to be placed in special education. In an effort to align with the Department's policy to focus resources to reduce existing overrepresentation in special education, the stakeholder group decided to set the underrepresentation criteria at an RRI of  $\leq 0.25$ . Part of this decision was based in the understanding that where overrepresentation is identified, some level of underrepresentation will exist due to the nature of the data analysis conducted. Therefore, the underrepresentation standard was set to support identification of true underrepresentation, and not underrepresentation that reflects overrepresentation previously identified.

In 2005-06, one district was initially identified through the data analysis to have potential underrepresentation of minority students in one ethnicity category (Asian Americans). Upon follow-up and review of policies, practices and procedures, it was determined that this was not the result of inappropriate identification. Therefore, zero districts had underrepresentation in the 2005-06 school year of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

$$0 / 169 \times 100 = 0\%$$

Given that Connecticut has one of the largest achievement gaps in the nation between white and non-white students, the Department's strategy in narrowing the gap focuses on overrepresentation in special education for black, Hispanic and American Indian populations.

Discussion of Improvement Activities Completed:

- a. The Department has revised its self assessment based on The National Center for Culturally Responsive Educational Systems (NCCREST) model.
- b. The fifth annual statewide summit "Closing the Achievement Gaps: Equity and Excellence: Developing the Knowledge and Will to Eradicate the Predictable Achievement Gaps" was held on May 2, 2007. School district teams along with families,

policymakers, advocates and university faculty attended the event. School districts, based on their data, received a special invitation by the Commissioner of the Connecticut State Department of Education.

- c. Professional development activities were provided statewide on:
- Early Intervention Process
  - Response to Intervention Roundtables on Universal Screening, Progress Monitoring, Implementation Fidelity and Multi-tiered Interventions
  - Reflective Team Process (RTP) to Enhance the Effectiveness of Early Intervention Teams
  - Facilitating an Educational Benefit Process
  - Embedding Early Intervention in the Culture of Daily Practice
  - Reaching Every Child Conference
  - Differentiated Instruction
  - Continuation of Courageous Conversations with Department and district personnel
  - Step by Step Training for Inclusive Schools
  - Conference on Addressing Black and Hispanic/Latino Students
  - Assessing 3- to 5-year-olds with Special Needs
  - Positive Behavior Support
  - School Climate
- c. The Department updated identification guidelines on intellectual disability. Statewide training was provided on appropriate identification of students with intellectual disability.
- d. The Closing the Achievement Gaps stakeholder groups met three times to review Connecticut data on overrepresentation and underrepresentation, plan the summit, and recommend training activities for the school year.
- e. The Connecticut Case Study Report by NCCREST was completed in March 2007. The report was used to assist in future planning, both in the supervision of this area and training activities.
- f. A Department team participated in the Courageous Conversations Consortium with school district personnel. The team advised the Commissioner on activities and strategies for closing Connecticut's achievement gaps. Managers, including the Commissioner and Associate Commissioners in the Department also participated in a three part series of Courageous Conversations.
- g. The Commissioner of Education convened a panel, representing school and district personnel, families and schools of education to study and develop Connecticut's Response to Intervention Model. The goal is to have a publication developed with corresponding training beginning in February 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

The Department and the state's stakeholder group closely examined the Proposed Targets, Improvement Activities, Timelines and Resources identified in the 2005 SPP and the 2006 APR, considered whether the Department needed to change or adjust any targets and determined that no changes or modifications were necessary.

The SPP submitted February 1, 2008, includes updated baseline data to reflect neither overrepresentation nor underrepresentation in the 2005-06 school year, as follows:

**Baseline Data for FFY 2004 (2004-05):**

In the 2005-06 school year, zero districts in Connecticut had either overrepresentation or underrepresentation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

$$0 / 169 \times 100 = 0\%$$



**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	0 Areas

**Actual Target Data for FFY 2006:**

In the 2006-07 school year, four districts (2.4 percent) in Connecticut had overrepresentation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

$$4 / 169 \times 100 = 2.4\%$$

In 2006-07, zero districts had underrepresentation of racial and ethnic minorities in specific disability categories that were the result of inappropriate identification.

$$0 / 169 \times 100 = 0\%$$

Data are federally required Section 618 data. Data are not obtained from sampling. A new state data system was implemented in the 2006-07 school year, the Special Education Data Application and Collection (SEDAC). 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 2006:**Explanation of Progress or Slippage

In the 2006-07 school year, four districts (2.4 percent) in Connecticut had overrepresentation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. In 2006-07, Connecticut continues to have zero districts identified for underrepresentation of racial and ethnic minorities in specific disability categories as the result of inappropriate identification.

In 2005-06, district 011 was identified to have disproportionate representation confirmed as a result of inappropriate identification. This district has not been identified for overrepresentation in 2006-07.

The other three districts (103, 135, 155) with overrepresentation identified using 2006-07 data were previously identified for overrepresentation in specific disability categories in the 2005-06 school year; however, only one was disproportionate in the same disability category over both years (see bold type in table below).

In 2005-06, district 077 was a district of concern; however, it did not have disproportionate representation as a result of inappropriate identification. This district received a focused monitoring visit and has since been identified as a district with overrepresentation as a result of inappropriate identification.

Overrepresentation by disability, 2006-07 school year data:

<b>District</b>	<b>Overrepresentation Category</b>
District 077	Black ID
District 103	<b>Black ED</b> and Black LD
District 135	Black ID and Black SLI
District 155	Hispanic SLI

Information required by the OSEP Response Letter

The Department analyzed data on overrepresentation and underrepresentation for both 2005-06 and 2006-07 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). The data were analyzed in seven disability categories: Autism, Emotional Disturbance, Intellectual Disability, Learning Disabilities, Other Health Impaired, Speech/Language Impairment and Other Disability.

The threshold for significant underrepresentation of racial or ethnic student disability subgroups is defined as a Relative Risk Index (RRI) of  $\leq 0.25$ . This threshold identifies racial or ethnic groups whose risk for being placed in special education was one-quarter or less than that for all other categories combined. In other words, students in these racial or ethnic groups were only one-quarter as likely as all other combined racial/ethnic groups to be placed in special education. In an effort to align with the Department's policy to focus our resources to reduce existing overrepresentation in special education, the stakeholder group decided to set the underrepresentation criteria at an RRI of  $\leq 0.25$ . Part of this decision was based in the

understanding that where overrepresentation is identified, some level of underrepresentation will exist due to the nature of the data analysis conducted. Therefore, the underrepresentation standard was set to support identification of true underrepresentation and not underrepresentation that reflects overrepresentation previously identified.

In 2005-06, while two districts had an RRI of concern, zero districts underrepresented minority students as a result of inappropriate identification.

$$0 / 169 \times 100 = 0\%$$

As stated in the SPP submitted February 2007, baseline data in 2005-06 indicated that four districts (2.4 percent) in Connecticut had overrepresentation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

$$4 / 169 \times 100 = 2.4\%$$

In 2005-06, district 135 received a focused monitoring visit; developed an action plan; conducted file reviews of all students identified within the overidentified disability category; and revised policies, procedures and practices as appropriate. District 103 and 135 both had funds redirected in 2005-06. Given that Connecticut has one of the largest achievement gaps in the nation between white and non-white students, our Department's strategy in narrowing the gap focuses on overrepresentation in special education for black, Hispanic and American Indian populations.

#### Discussion of Improvement Activities Completed

- a. The Department has revised its self assessment based on The National Center for Culturally Responsive Educational Systems (NCCREST) model. The Department completed its analysis of 2006-07 data in fall of 2007. Districts will conduct a self-assessment based on this data in 2007-08.
- b. The fifth annual statewide summit "Closing the Achievement Gaps: Equity and Excellence: Developing the Knowledge and Will to Eradicate the Predictable Achievement Gaps" was held on May 2, 2007. School district teams along with families, policy makers, advocates and university faculty attended the event. School districts, based on their data, received a special invitation by the Commissioner of the Connecticut State Department of Education.
- c. Professional development activities were provided statewide on:
  - Early Intervention Process
  - Response to Intervention Roundtables on Universal Screening, Progress Monitoring, Implementation Fidelity, and Multi-tiered Interventions
  - Reflective Team Process (RTP) to Enhance the Effectiveness of Early Intervention Teams
  - Facilitating an Educational Benefit Process
  - Embedding Early Intervention in the Culture of Daily Practice
  - Reaching Every Child Conference
  - Differentiated Instruction

- Continuation of Courageous Conversations with Department and district personnel
  - Step by Step Training for Inclusive Schools
  - Conference on Addressing Black and Hispanic/Latino Students
  - Assessing 3- to 5-year-olds with Special Needs
  - Positive Behavior Support
  - School Climate
- d. The Department updated identification guidelines on intellectual disability. Statewide training was provided on appropriate identification of students with intellectual disability.
- e. The Closing the Achievement Gaps stakeholder groups met three times to review Connecticut data on overrepresentation and underrepresentation, plan the summit and recommend training activities for the school year.
- f. Connecticut Case Study Report by NCCREST was completed in March 2007. The report was used to assist in future planning, both in the supervision of this area and training activities.
- g. A Department team participated in Courageous Conversations Consortium with school district personnel. The team advised the Commissioner on activities and strategies for Closing Connecticut's Achievement Gaps. Managers, including the Commissioner and associate commissioners in the Department, also participated in a three-part series of Courageous Conversations.
- h. The Commissioner of Education convened a panel, representing school and district personnel, families and schools of education to study and develop Connecticut's Response to Intervention Model. The goal is to have a publication developed with corresponding training beginning in February 2008.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

The Department and the state's stakeholder group closely examined the Proposed Targets, Improvement Activities, Timelines and Resources identified in the 2005 SPP and the 2006 APR; considered whether the Department needed to change or adjust any targets; and determined that no changes or modifications were necessary.

The SPP submitted February 1, 2008 includes updated baseline data to reflect neither overrepresentation nor underrepresentation in the 2005-06 school year, as well as the race/ethnicity groups and disability categories the Department analyzes.

**Baseline Data for FFY 2004 (2004-2005):**

In the 2005-06 school year, four districts (2.4 percent) in Connecticut had disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

$$(4 / 169 \times 100 = 2.4\%)$$

In the 2005-06 school year, zero districts underrepresented minority students as a result of inappropriate identification.

$$0 / 169 \times 100 = 0\%$$

The Department analyzed data on overrepresentation and underrepresentation for both 2005-06 and 2006-07 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). The data were analyzed in seven disability categories: Autism, Emotional Disturbance, Intellectual Disability, Learning Disabilities, Other Health Impaired, Speech/Language Impairment and Other Disability.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100%

**Actual Target Data for FFY 2006:**

The percentage of children with parental consent to evaluate, who were evaluated within 45 school days (state established timeline) was 91.9 percent in the 2006-07 school year. Sampling is not used. Data are valid and reliable as verified by the series of validation checks built into the collection system.

$$[(4,072 + 7,967) / 13,106] \times 100 = 91.9\%$$

- a. Total number of students for whom consent was received = 13,106
- b. Number of students found not eligible within timeline = 4,072
- c. Number of students found eligible within timeline = 7,967

The range of days beyond the timeline when the evaluations were completed was between one and 124 days.

Districts were required to provide further explanation for students evaluated beyond the state established timeline. The following are the most common reasons that were stated as causes for delays:

- a. Delay due to late completion and scheduling of an outside (independent) evaluation
- b. Staff error
- c. Scheduling difficulties
- d. Staff absence/insufficient staff to conduct evaluations
- e. Excessive student absence

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Explanation of Progress or Slippage

In Connecticut, the referral timeline is 45 school days from the date of referral to implementation of the IEP; the child must be evaluated, eligibility for special education determined, and an IEP developed and implemented if the child is determined eligible. Data taken from the online state data system is based on actual, not an average, number of days. These data were collected from school districts July 1–August 15, 2007, via a web-based collection form.

Some components of the data collection system were enhanced such as the inclusion of relevant fields and clarification of definitions. Progress toward the 100 percent target in 2006-07 may have occurred as a result of completing activities related to technical assistance and communication. Additionally, having a full-time consultant overseeing the SPP indicators and availing herself to districts as a technical assistant and coordinator has proven effective. Leadership forums for special education administrators were held over the school year, with sessions contributing time to this topic.

General Supervision 2006:

The bureau provided technical assistance to all districts and programs regarding the regulations around evaluation timelines. This included the issuance of a policy memo and topic brief during 2006-07, as well as presentations at statewide leadership forums for special education administrators with sessions contributing time to this topic. All districts were notified of their district's data in this indicator via District Annual Performance Reports (APRs). As the Department's system of general supervision continues to improve and integrate all compliance and performance indicators, additional activities will be undertaken to directly address districts who are out of compliance regarding evaluation timelines. Future technical assistance to districts will include support around clarification of the regulation and employing the Department's standardized data entry protocol.

Discussion of Improvement Activities Completed

- a. The data collection system was enhanced for the 2006-07 data collection, as districts were able to select from four pre-established state allowable excuses. This collection occurs annually through an online data collection form. Efforts will be made to integrate these data with other indicators in looking at compliance for districts.

- b. Districts were sent a policy memo in June 2007 explaining the data collection and providing clarification around evaluation timelines and allowable excuses, which also contained their individual district's evaluation timeline data from the previous year. Districts were further reminded of the data collection and reporting requirements beginning in May 2006 through a monthly bureau update titled the "Bureau Blog," which is also posted on the Department's website.
- c. A topic brief was posted on the bureau website which compiled common questions and answers regarding evaluations for students with disabilities, including evaluation timelines.
- d. The Department's *Special Education Policy and Procedures Manual* was updated and disseminated to all districts. Districts attest to the adoption of the Policy and Procedures Manual through a signed Statement of Assurances in their IDEA grant application to the Department.
- e. A district level Annual Performance Report was drafted with broad stakeholder input; however, they were not publicly disseminated to districts in the 2006-07 school year. Sanctions will be applied for this indicator with the 2007-08 school year data.
- f. The Due Process Unit within the Bureau of Special Education reviewed data on complaints, mediations and due process hearings around evaluation timelines to track trends and persistence of noncompliance. This information was shared with the rest of the bureau and assisted in providing further clarification to the field. Themes are also reported within this APR under indicator 15.
- g. Consultants from the Bureau of Special Education are members of a Department leadership team that includes a statewide stakeholder group to develop and inform guidance on Response to Intervention (RTI) as well as revision of guidelines for identifying students with specific learning disabilities. Dissemination of preliminary guidelines is expected in the winter of 2008, with final guidelines in place by spring 2008.
- h. The bureau provided technical assistance to all districts and programs regarding the regulations around evaluation timelines. This included the issuance of a policy memo and topic brief during 2006-07, as well as presentations at statewide leadership forums for special education administrators with sessions contributing time to this topic.



**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Establish criteria for corrective action and 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.</li> </ul>	2008-09 school year; continue annually thereafter	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>Regional educational service center personnel</li> </ul>	<p>The Department has identified a set of technical assistance improvement activities to address two areas of concern. An area of concern is addressing the gap between the target and actual compliance data. In examining the major themes among district reported barriers and challenges as well as what other states are reporting, the Department recognizes a need for more targeted technical assistance and will work to develop this.</p>
<ul style="list-style-type: none"> <li>Analyze reasons for any noncompliance barriers to timely compliance and identify supports for districts based on a current review of the literature and reported needs of the districts.</li> </ul>	2007-08 school year; continue annually thereafter	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> </ul>	
<ul style="list-style-type: none"> <li>Develop timelines, capacity and infrastructure for regular reporting: meeting/not meeting timeline, explanations, corrective actions, next steps for correction, and technical assistance necessary from the Department.</li> </ul>	2007-08 school year until complete	<ul style="list-style-type: none"> <li>Bureau of Information Technology</li> <li>Bureau of Data Collection and Research</li> </ul>	<p>In coming years, the Department will be focusing on quality indicators for state and district student information databases and building capacity to use accurate data for reliable and valid decision-making toward continuous improvement across compliance indicators.</p>

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100 %

**Actual Target Data for FFY 2006:**

The Department’s data for the 2006-07 school year was 99.5 percent. The Department’s data indicate that 1,648 children were served in the state’s IDEA Part C program, the Connecticut Birth to Three System, and were referred on to Part B. There were 445 children found not eligible for Part B services, while 964 were found eligible and were provided a FAPE by their third birthday.

$$964 / (1,648 - 445 - 234) \times 100 = 99.5\%$$

The measurable and rigorous target data to be achieved is 100 percent. All children who exit the state’s IDEA Part C Program and who are found eligible for Part B prior to age 3 are to have an IEP developed and implemented by their third birthday. This IDEA requirement is a compliance indicator and the Department expects no less than 100 percent compliance for this indicator by all school districts in the state.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**Explanation of Progress in 2006:

The Department made progress from the reporting of baseline data in 2004 and from the state's reporting in the first APR submitted February 2006. The final verified 2006-07 school year data indicate that 99.5 percent of children who exited from Part C received a FAPE no later than their third birthday as compared to the 2004 baseline of 85.4 percent and the 2005 progress data of 97.4 percent.

No changes were made to the SPP indicator 12 regarding transition and the provision of a FAPE by age 3 for children who transitioned from the state's Part C program, the Connecticut Birth to Three System, to Part B services. For the 2005 APR, the Department incorporated the new data element identified in the APR measurement requirement to include "the number of children for who a parent's refusal to provide consent caused delays in the child's evaluation or initial services."

Data Used for Analysis:

Data for this indicator were not obtained from sampling.

The data used to report on this indicator include statewide data that are inclusive of every school district in the state that provides special education and related services to the preschool-age population. Data used also include Part C statewide data that are 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 data by each school district to the Department. Every school district in the state has the capability to enter data electronically to the Department on an annual basis. Data submitted are child-specific with each child having a unique student identification number. The data used by the Department in the analysis for this indicator is the Section 618 data that identifies the number of 3-year-old children receiving special education and related services (e.g., 3-year-old child receiving a FAPE). The Department data system captures the date of the child's IEP Team Meeting that is held to develop the child's initial IEP. The data system also collects the start date of the provision of a child's special education and related services.

The other source of statewide data used in the analysis for this indicator comes from the state's Part C lead agency. Data from the Part C lead agency are also specific to the Section 618 "exit data" for Part C that identify the number of 3-year-olds who exit Part C to Part B. The Department uses the Part C data to confirm that these children had a transition conference held at least 90 days before the child's third birthday.

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 unique student identification number to all children in the state's Part C program. The student identification number assigned by the Department stays with the child from receipt of early intervention services and continues to stay with the child in the state's

educational system at age 3 or at whatever age and point in time the child begins receiving a public education.

Data Merge Activity:

The Department and the Part C lead agency conducted a data merge 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 activities 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 a query where the child's IEP team would identify a number of data points, such as the date the child's IEP team met to develop the child's initial IEP and the child's start date of services (e.g., the beginning of a FAPE for a child). The IEP form also obtained information about whether the child had 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 aligned with the data elements collected in the state's data system, SEDAC. The date of the child's IEP team meeting was used to determine whether a child received a FAPE by age 3. That date is compared to the child's birth date to determine whether the child's IEP team had calculated an individualized educational program for the child prior to and no later than a child's third birthday.

Initial Findings in 2006-07

There were 1,648 children that were identified in the Department and Part C data merge. Of the 1,648 children, 668 children were determined not eligible for special education and related services or were not timely referred by Part C ( $n = 227$  due to parent refusal). Of the remaining 980 children, the data merge indicated that 889 or 90.7 percent received a FAPE by age 3 as compared to 85.4 percent in 2004 and 97.4 percent in the 2005 APR.

The initial 2006 data merge and initial analysis of information identified that 91 children from 51 school districts did not receive a FAPE by age 3. While the expected compliance target requires 100 percent performance, the initial data from 2006-07 show some slight improvement from the initial analyses both in the numbers of children and school districts when compared to the identification of 158 children from 68 school districts in 2004 and 94 children from 53 school districts in 2005.

The Department did investigate to determine if noncompliance was due to accurate, valid and reliable reporting of data and if so, if the noncompliance was systemic or localized. The Department's follow-up on the initial data indicated the following:

- 33 of the 51 school districts had one child who did not receive a FAPE by age 3;
- seven of the 51 school districts had two children who did not receive a FAPE by age 3;
- six of the 51 school districts had three children who did not receive a FAPE by age 3;

- one of the 51 school districts had four children who did not receive a FAPE by age 3;
- three of the 51 school districts had five children who did not receive a FAPE by age 3; and
- one school district had seven children who did not receive a FAPE by age 3.

Data Verification and Assurance of Data Accuracy in 2006:

The Department followed up with all 51 school districts regarding each of the 91 children that were identified in the data merge as not receiving a FAPE by age 3 in order to verify the data and ensure accuracy of the data before the final analysis and reporting in this APR.

The Department contacted each school district by letter or e-mail or both. Each school district was required to respond to the Department's inquiry by providing specific information from each individual child's IEP. The information was submitted to the Department and reviewed by Department personnel. Any lack of information or lack of clearly articulated information from the school district required additional communication and correspondence between the identified school district and the Department. Any district whose information indicated a lack of compliance was required to complete a Data Verification Grid. A completed Data Verification Grid was intended to: (a) capture the dates and transition activities that led up to the provision of a FAPE for a child; (b) verify that the identified date of a child's FAPE by 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 why a FAPE was not provided for any individual child.

Each school district was given about two weeks to submit the required information to the Department. The Department followed up with telephone calls and e-mails as needed and was available for targeted technical assistance if requested by the school district. Each district's information regarding each individual child was read, reviewed and analyzed to determine if a FAPE had or had not been provided. The following information was obtained from the 51 school districts regarding each of the 91 children:

- seven children had a delay in the provision of a FAPE for a parent reason (e.g., two children had late spring/summer birthdays, and the parents requested that their child begin services after the child's third birthday; two parents requested an out-of-district placement in a specialty program after a FAPE had been offered by the school district; two parents opted for a unilateral placement in a private school and one parent moved before the school district could begin the special education process). These children were added to the measurement table in item "d" because the parents delayed or refused the offer of a FAPE by the child's third birthday;
- four children began receiving their special education and related services after their third birthday because they were initially found not eligible for special education and related services and were later referred again to the school district for an evaluation and determination of eligibility. These children were added to the measurement table in item "b" because eligibility was determined before their third birthday and they were found not eligible;

- 75 children actually had a FAPE provided by their third birthday; and
- five children were found not to have a FAPE by age 3.

The data indicated that the range of days for the five children who did not receive a FAPE by age 3 was from five to 58 calendar days or from three to 29 school days.

Based on the Department follow-up and recalculation, the actual statewide data was 99.5 percent. With the follow-up data and information, the Department was able to identify that of the 1,648 children, there were 964 children, not 889 children, who were initially found eligible for special education and who had a FAPE provided no later than their third birthday. There were actually 445 children found not eligible for Part B, instead of the initial data of 443, 268 of which were referred by Part C to other early childhood programs. With the new information, there were 234 children instead of initial data of 224 who did not receive a FAPE for a parent reason. Hence, with the accurate and reliable data collected, the Department could determine that the actual statewide data was 99.5 percent for the 2006-07 school year.

The Department will provide 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.

The Department further analyzed the data and documentation on each of the five children from three school districts who did not receive a FAPE by age 3. In reviewing the documentation submitted by each school district, the Department determined that one school district delayed a child's evaluation and determination of eligibility until "ESL was not an issue;" one school district used a diagnostic placement after the child's third birthday to determine eligibility; and one school district delayed three children's evaluations until after each child's third birthday. A systemic issue was identified in two of the three school districts. The other school district practice was determined to be localized and child-specific; it was easily corrected after feedback and technical assistance from the Department.

Overall, the Department ensured the accuracy of the data by conducting individualized follow-up to ensure the accuracy, validity and reliability of the data submitted by all school districts. The Department then analyzed the data collected to identify whether problems were systemic or localized and determined 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 provided technical assistance and targeted guidance and enforcement, if and when needed.

#### General Supervision 2006:

The Department followed up with each individual school district identified as not providing a FAPE by age 3 in the 2006-07 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 2005-06 transition data and was identified by the 2006-07 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 2006-07 because there were no district matches between the two school years. All school districts took appropriate action in 2005-06; the 2006-07 follow-up takes place in the 2007-08 school year. The Department expects that each district identified ( $n = 3$ ) will receive formal feedback and close-out within one year of identification.

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 analyze and investigate 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.

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, website 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.

In the Department's general supervision activities for the 2006-07 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 2006-07 school year that it used in the previous school year to correct noncompliance including: 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. All activities will take place within one year of the identification of noncompliance.

#### Discussion of Improvement Activities Completed:

- a. Part B and Part C personnel conducted a data merge, with data verification checks, to capture data that would reflect the number of children who were timely referred by Part C prior to age 3, who had a transition conference no later than 90-days before the child's third birthday and 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.
- b. Activities completed included Part C and B interagency collaboration that (a) determined the feasibility of providing a single unique student identification number to children receiving Part C that would follow a child into public education by age 3 and/or upon their later entry to the educational system; (b) identified the technological needs for both state agencies including the identification of resources and activities to build an infrastructure to ensure success; (c) conducted and/or facilitated numerous activities

across both state agencies to obtain preliminary consent from the agency's Commissioners with a commitment to resources and began infrastructure development and coordination; (d) included plans to build logistics such as giving the unique student identification number to school districts at the time of the child's referral to Part B; and (e) fully implemented the assignment of unique student identification numbers for children in Part C in the 2006-07 school year.

- c. Department personnel conducted a systematic follow-up and provided direct technical assistance to all school districts ( $n = 51$ ) that were initially identified as not providing a FAPE by age 3. Of those, three school districts were identified as not providing a FAPE by age 3 and those school districts received attention to correct noncompliance.
- d. The Part C lead agency, the Department and the State's Parent Training and Information Center (PTI), the Connecticut Parent Advocacy Center (CPAC), conducted a number of parent training opportunities. The training, which includes technical assistance, has taken place through one-to-one requests for information, support or assistance; small group events that are program and school district specific; and more regionally based opportunities offered through the Department, birth to three programs, school districts and parent organizations.
- e. The Part C lead agency issued a Request for Proposals to encourage site-based playgroups where toddlers receiving Part C services could participate in playgroups with typically developing peers. 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.
- f. 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 2006-07. The Department issued policy clarification letters to school districts throughout the state regarding compliance requirements for providing FAPE by age 3. In addition, the Department issued a policy clarification regarding required school health physicals and immunizations to smooth the transition process for children enrolling in a public education.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

The Department and the state's stakeholder group closely examined the Proposed Targets, Improvement Activities, Timelines and Resources identified in the 2005 SPP and the 2006 APR, considered whether the Department needed to change or adjust any targets and determined that no changes or modifications were necessary.



**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100%

**Actual Target Data for FFY 2006:**

The Department data for the 2006-07 school year is 99 percent. The Department’s data indicate that 14,344 youth with disabilities aged 16 and above had an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet the postsecondary goals.

$$(14,344 / 14,496) \times 100 = 99.0\%$$

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 2006:**

Explanation of Progress or Slippage

The measurable and rigorous target data to be achieved is 100 percent. This IDEA requirement is a compliance indicator and the Department expects no less than 100 percent compliance for all school districts in the state.

The Department made progress from the reported 2005-06 baseline data of 97.8 percent, in which 12 districts contributed to the 2.2 percent ( $n = 302$ ) of students who did not have

coordinated, measurable, annual IEP goals and transition services. In 2006-07, progress data showed 99 percent of students had measurable, annual IEP goals and transition services, in which six districts contributed to the 1 percent of students ( $n = 152$ ) whose IEPs did not have measurable, annual IEP goals and transition services.

Through a letter issued from the Department to the 143 districts in Connecticut that serve youths with disabilities aged 16 and above who have an IEP that includes transition services, the Department identified a trend toward failure to understand the reporting parameters of this indicator. As a result, the Department conducted a data verification procedure for the 2006-07 data and the following clarification to the data collection procedures was made in the SEDAC manual and subsequent training to districts: “In order to answer Yes [to a student aged 16 or over having an IEP that includes coordinated, measurable, annual IEP goals and transition services], at least one of the following “Community Participation”, “Independent Living” or “Employment/Post-Secondary Education” must be checked (top of IEP page 7) and at least one Measurable Annual Goal has been written.”

Through the Department’s clarification, the initial 2006-07 data revealed that 71 of the 143 districts in Connecticut that service youth aged 16 and above contributed to the 5.1 percent ( $n = 739$ ) of students without coordinated, measurable, annual IEP goals and transition services. Further investigation identified that complications in 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 all transition IEPs, the actual number of students without coordinated, measurable, annual IEP goals and transition services was reduced to 1 percent ( $n = 152$ ) in only six districts.

Confusion about the need for transition services for special education students parentally placed in private schools and how to record regular or special education transition-related services also contributed to the potential scenarios for a “No” response to this indicator. Further clarification was provided to remove youths with disabilities aged 16 and above who were designated to receive special education services and were parentally placed in a private school from the data calculations. While such students must have a service plan that describes services the district will make available to all parentally placed private school children, transition services are not necessarily included.

Additional concerns were identified by two of the three larger unified districts that either were not required to provide transition services under §300.324(d)(ii) or that provide transition services for all students embedded within their vocational curriculum. After reviewing the *Topic Brief on Writing Transition Goals and Objectives*, personnel from both districts determined that they did indeed provide specialized instruction for transition goals and services and would work with the Department to help identify more appropriate methods of documenting such services.

#### Information Required by the OSEP Response Letter

For the 12 districts identified as out of compliance in 2005-06, all 12 achieved 100 percent compliance in 2006-07, 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.

In the FFY 2005 SPP/APR Response Table, OSEP requested further information regarding whether the Department's FFY 2006 data on the percentage of youths aged 16 and above with IEPs that include coordinated, measurable annual IEP goals and transition services include transition services that are reasonably designed to enable the student to meet the postsecondary goals. To investigate noncompliance in FFY 2006 data, in addition to reviewing transition IEPs of all students 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 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 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.

During the 2007-08 school year, the Department will continue to provide on-site training regarding secondary transition practices in selected districts. These districts will include several who are in 100 percent compliance on providing IEPs for youths 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 a number of 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 assist students meet the postsecondary goals, and appropriately recording transition goals and services in the IEP. The Department will also continue to conduct data verification activities before the site visits.

#### Discussion of Improvement Activities Completed

Successes in indicator 13 are attributed to the following explanations and implementation of improvement activities as ascertained through data review, observation and stakeholder group input:

- a. The Department's IEP and Summary of Performance forms and manual was revised in January 2006 to improve the flow of information and to ensure that transition services were being recorded according to changes in the IDEA 2004. The IEP manual was updated in December 2006 to reflect changes in the IDEA 2004 regulations. These modifications and the subsequent training assisted districts in better recording all aspects of a student's transition services, specifically including a student's interests, preference, strengths and needs, and agency participation. Through data review, record review and input from districts and the secondary on-site training teams, additional modifications of the IEP and Summary of Performance forms are being discussed, allowing districts to more accurately capture not only transition services, but also the interaction between academic courses, functional performance, career counseling, and transition/vocational services in preparation for facilitating the movement from school to post-school activities.
- b. As a result of identifying a trend toward failure to understand the reporting parameters of this indicator, the Department provided clarification to the data collection procedures in the SEDAC manual and subsequent training. Districts were instructed that, "In order to answer Yes [to a student aged 16 or over having an IEP that includes coordinated, measurable, annual IEP goals and transition services], at least one of the following "Community Participation", "Independent Living" or "Employment/Post-Secondary Education" must be checked (top of IEP page 7) and at least one Measurable Annual Goal has been written."
- c. Statewide training through the Connecticut Council of Administrators of Special Education (ConnCASE), SERC and the Regional Transition Networks was conducted for administrators and teachers regarding transition data collection and identifying transition goals and objectives that are based on age-appropriate transition assessments. Materials used were adapted from the NSTTAC, and others were developed by the Department with input from SERC and the Transition Task Force, which includes broad stakeholder representation.
- d. Follow-up with districts reporting less than 100 percent compliance revealed a variety of scenarios for which "No" was reported for youths aged 16 and above whose IEPs included coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable the student to meet the postsecondary goals. These scenarios included students who were parentally placed in private schools, confusion in two unified school districts, use of an electronic IEP database, and a misunderstanding among districts of how to report data. Department personnel contacted each district directly and through a review of all transition IEPs, the number of students without coordinated, measurable, annual IEP goals and transition services was corrected.
- e. A cadre of more than 20 parents and professionals, most of whom are current members of the Transition Task Force, completed 10 hours of training to offer a "Transition Essentials" session using the newly revised *Transition Resource Manual*. Through SERC, several pairs of trainers, a parent and an educator presented three sessions on secondary

transition to parent and community groups throughout the state at no cost to the recipients.

- f. A subcommittee of the Transition Task Force completed the final draft of the *Transition Assessment Resource Manual*. This manual contains an extensive description of a wide range of transition assessment tools, ranging from informal inventories and computerized tools to standardized instruments and procedures. A comprehensive matrix quickly identifies the characteristics of the tools that staff members are looking for such as: availability in other languages, cost of purchase/use, training required, reading level - including reading free versions, content covered and alternative formats (video, CD, large print). After final editing and printing, this manual will be disseminated to each district and will be available on the Department's and SERC's websites in spring 2008.
- g. 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 of present level of performance/transition assessment, IEP goals and objectives, and the supports and services provided. The process involves reviewing 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 and those who were not in compliance in this indicator will be given priority for the spring 2008 training.
- h. District personnel and families are more skilled in identifying transition goals and objectives as a result of the posting and dissemination of the *Topic Brief on Writing Transition Goals and Objectives* and the *Transition IEP Goals, Objectives and Services Checklist*. Both documents have been used extensively in a multitude of training and technical assistance activities by the Department, SERC, other state agencies (e.g., Bureau of Rehabilitative Services, Department of Developmental Services), and parent and family advocacy groups. These tools assist families and students in identifying the transition skills that a student is able to complete and those that need additional specialized instruction. Using such indicators to identify functional needs and strengths assists students, families and professionals to more objectively and effectively plan for the transition needs of individual students in the IEP Team Meetings.
- i. Through funding from the Department, SERC and the Regional Transition Networks, two annual Transition Panel Workshops were offered 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 have provided a two to three

hour presentation on the collaboration between the Department and BRS as it relates to secondary transition to all six of the ConnCASE regional meetings. This training provides 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.

- j. 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 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. Involvement by Department personnel in other areas (e.g., 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.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

Activity	Timelines	Resources	Justification
<ul style="list-style-type: none"> <li>• Develop and implement a process to conduct annual secondary transition on-site training visits to selected districts to ensure that the IEPs of youths aged 16 and above include coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable the student to meet the postsecondary goals.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• TTF members</li> </ul>	There is a need to review transition IEPs to determine whether the transition activities are reasonably designed to enable a student to meet his or her postsecondary goals. Districts need ongoing assistance and training to comprehensively plan, implement and record a student’s transition services. The benefit of on-site training provided by the Department, SERC and Transition Task Force members is that those who are providing the on-site training will also be learning and bringing new information back to their own districts and agencies.

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>Develop and provide training to LEAs and families regarding tools for differentiating instruction and writing measurable post-school outcome goal statements, functional performance statements and annual IEP goals and objectives within the general curriculum (e.g., checklist, Summary of Performance guidance and instructions, Connecticut frameworks and content standards) to improve transition services.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>TTF members</li> <li>CPAC</li> </ul>	On-site training visits and district feedback have indicated that there is a need to provide districts with the tools and comprehensive training necessary to develop and write postsecondary goals (to be identified as post-school outcome goal statements) and annual goals and objectives that are coordinated, measurable, applied within the least restrictive environment, and facilitate the movement from school to adult life.

**Part B State Annual Performance Report (APR) for FFY 2006**

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

**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
2006	To be submitted with FFY 2007 APR, due February 1, 2009.

**Actual Target Data for 2006:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:**

To be submitted with FFY 2007 APR, due February 1, 2009.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006:**

*[If applicable]*

To be submitted with FFY 2007 APR, due February 1, 2009.



**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100%

**Actual Target Data for FFY 2006:**

There were 84 findings of noncompliance in the 2005-06 school year, of which 82 were corrected, resulting in 97.6 percent of noncompliance corrected within one year of identification.

$$82 / 84 \times 100 = 97.6\%$$

See the following B-15 Worksheet for noncompliance that was found in 2005-06 and subsequently corrected in 2006-07.

INDICATOR B-15 WORKSHEET

Indicator	General Supervision System Components	# of Programs Monitored in 2005-06	(a) # of Findings of noncompliance identified in FFY 2005 (7/1/05 - 6/30/06)	(b) # of Findings 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.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
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.	Dispute Resolution	18	1	1
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.	Other: Specify	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution	0	0	0
	Other: Specify	0	0	0

**APR Template – Part B (4)**

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: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	0	0	0
	<b>Other:</b> Specify	0	0	0
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	16	0	0
	Dispute Resolution	22	5	5
	<b>Other:</b> Specify	0	0	0
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	0	0	0
	<b>Other:</b> Specify	0	0	0
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: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	0	0	0
	<b>Other:</b> Specify	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	4	3	2
	Dispute Resolution	0	0	0
	<b>Other:</b> Specify	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	0	0	0
	<b>Other:</b> Specify	0	0	0

**APR Template – Part B (4)**

**Connecticut**  
State

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: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	26	13	13
	<b>Other: Specify</b>	0	0	0
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: On-site visits, self-assessment, local APR, desk audit, etc.	0	0	0
	Dispute Resolution	0	0	0
	<b>Other: Specify</b>			
15A. Data/General Supervision	<b>Monitoring:</b> On-site visits, self-assessment, local APR, desk audit, etc.	1	1	0
	<b>Dispute Resolution</b>	51	61	61
	<b>Other: Specify</b>	0	0	0
The worksheet automatically sums Column a and b			84	82
Percent of noncompliance corrected within one year of identification =				97.62%

Findings of noncompliance for indicator 15A, Dispute Resolutions, indicated issues in the following areas: failure to involve parents in designing IEP, improperly constituted IEP, refusal to provide independent evaluation, and failure to design an IEP reasonably to provide FAPE. Districts are required to submit evidence of corrective actions and corrected noncompliance within a year or less of citation.

The monitoring finding described in 15A of the Indicator B-15 Worksheet was specific to district 064, which continues to be out of compliance. This is described in greater detail under Systemic Noncompliance.

### General Supervision

General Supervision is a process by which the Department ensures the provision of a free appropriate public education and compliance with federal regulations through a series of administrative and outreach activities. The Department reviews and takes action, as appropriate, based on data collected through components of the state's General Supervision System, including on-site visits, self-assessments, local performance plans and annual performance reports, desk audits, data reviews, complaints and due process hearings. All bureau staff members are involved in General Supervision as part of their assigned duties. All districts, approved private schools and programs funded through IDEA are monitored as part of General Supervision. Noncompliance is also detected through a data analysis system, complaints, due process, IDEA grant applications and regular meetings of indicator managers.

In 2005-06, data were housed in several locations within the Department and pulled together regularly to track performance and progress. Each bureau or unit responsible for data collection employed methods for providing credible data that were of defensible quality for each of the indicators and monitoring programs presented below. Specific methods for ensuring accurate, verifiable data are described in individual indicators. Compliance monitoring was ongoing and involved expertise outside of the bureau in the planning, supervising, validating and decision-making processes. As described in the SPP and *General Supervision and Focused Monitoring Manual*, the bureau has designed a series of incentives and sanctions for use with districts and implemented sanctions based on findings discovered through General Supervision activities. In addition, all district data is publicly available on the Department website. Each of the districts working on an improvement plan as a result of focused monitoring activities is awarded, on request, a grant in the amount of \$10,000 to assist in defraying the costs of creating systemic school change.

### Focused Monitoring

Connecticut identified one key performance indicator for focused monitoring during the 2006-07 school year: "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 proportionality analysis:

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%.
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%.
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%.
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%.

Each of the above data points was used in analyzing each district's data regardless of the *N* size in the district. Data maps were created and shared statewide, indicating districts in red which 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.

Using the above four data points from the 2004-05 school year, 29 districts were identified as having high rates of suspension and expulsion for students with disabilities. Each of these districts was asked to complete a comprehensive written self assessment. From the self assessments, eight districts were selected for a comprehensive focused monitoring visit to assess district policies and procedures and they relate to discipline.

Visits were completed in each of the eight districts during the 2006-07 school year. Comprehensive reports describing the Department's findings during the visit were issued to each of the superintendents. The district conducted improvement planning sessions with the Department; improvement plans are currently being monitored for implementation and outcomes.

During the 2006-07 school year, districts that had received focused monitoring visits during the previous year regarding LRE and Disproportionality (2005-06) were monitored for the implementation and effectiveness of their improvement plans. Four districts had plans related to racial overidentification and six districts had plans related to least restrictive environment.

#### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

##### Explanation of Progress or Slippage

Connecticut did not meet its target of 100 percent compliance with this indicator. The 97.6 percent demonstrates slippage from the 2005-06 data of 99.5 percent. Two primary factors likely contributed to this change. First, the bureau adjusted its definition of reportable noncompliance to conform with the definition provided to it by OSEP in August 2007, specifically the requirement for written notification to the district that it is noncompliant with the accompanying citation of the regulation violated. Historically, the Department has included in its count of corrected noncompliance any notice to the district of concerns or issues found during any type of monitoring activity. The districts have not always been notified specifically as to technical noncompliance and the related regulation. The data presented in this APR submitted February

2008 include only data properly distributed in writing to districts with the corresponding regulatory reference.

The second factor influencing the slight decrease in state performance is the addition of a second district failing to correct noncompliance within a year (district 135). In this district, the redirection of federal funds subsequent to a finding of noncompliance on indicator 10 was not sufficient to create correction of the districts policies, practices or procedures to bring this indicator into compliance. The bureau will again require the redirection of funds and will design, with the district, the plan for expending those funds.

In analyzing the themes of noncompliance in Connecticut, issues emerge in two monitoring priority areas. As indicated above, district 135 is entering its second year of noncompliance regarding disproportionality. However, the majority of noncompliance issues, including those in the district continuing with intensive monitoring, focus in the area of FAPE in the LRE. Specifically, repeated concerns have emerged in two areas: the failure of districts to create IEPs reasonably designed to provide FAPE, and the implementation of IEPs for students as they are designed. The task of looking at these themes will be in part assigned to the Focused Monitoring Steering Committee, which, beginning in March 2008, will design the focused monitoring activities and targets for the coming year.

Additionally, district 064 continues to be out of compliance as originally reported in the 2005 APR submitted February 2006. Activities within that district are specified below.

#### Systemic Noncompliance

As reported in the 2005 APR, one urban school district (064) continues to have ongoing issues of noncompliance that have persisted since the 1999-2003 cycle of review. Concerns center on developing appropriate IEPs and ensuring that IEPs are implemented as designed. In 2005-06, 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.

The following additional activities were implemented during the 2006-07 school year to improve the performance of this district:

1. The district was again required to redirect IDEA funding to support the continued work of the Urban Special Education Leadership Collaborative Education Development Center Inc. to conduct a second year audit, comparing IEP design and implementation findings to those completed during the previous year, and to make further recommendations regarding system accountability planning. The draft of the report was submitted to the superintendent in May 2007. It summarized, in part, that "For roughly half of the focal students, there are no compliance or quality problems, according to the IEPs, records and the interviews; students are receiving services and benefiting from their programs. Services are coordinated. For the other half (roughly) of the focal students, the IEPs, records and the case manager interviews indicate serious or potentially serious

compliance and quality issues meriting closer HPS attention.” A second round of site visits was scheduled for April–May 2007, with the report anticipated in the summer of 2007.

2. In addition to its ongoing audit work, the Urban Special Education Leadership Collaborative completed the following work with the district to establish an overall system of accountability:
  - a. Identified quantifiable indicators to measure performance and progress relative to Connecticut’s Annual Performance Plan indicators. Completed February 2007.
  - b. Developed a template to report data indicators and progress on a monthly or annual basis depending on the indicator. Completed March 2007.
  - c. Developed a manual of procedures including a template for collecting and reporting data relevant to the complaint investigation and resolution system. Completed March 2007.
  - d. Developed a self-monitoring protocol to facilitate school based review of key special education procedures and practices. Completed May 2007.
3. In addition to the work described above, the district engaged with the Department in a series of improvement activities including:
  - a. The receipt on October 15, 2006, of the District Improvement Plan to address issues identified through NCLB and IDEA.
  - b. The completion of two full days of collaborative improvement planning on October 23-24, 2006, to address alignment and accountability practices in the district.
  - c. The completion of a negotiated plan on November 29, 2006, to address issues of noncompliance including a plan for logging and completing compensatory services, conducting PPTs to finalize plans for determining and implementing compensatory services, and to complete staff development in the areas of nonbiased testing, establishing an early intervention process and procedure, and developing non discriminatory assessment practices.
  - d. On January 19, 2007, IDEA funds were released contingent upon the ongoing implementation of the November 2006 plan.
  - e. In March 2007, and followed by correspondence on March 13, 2007, the bureau met with the new superintendent of the district and outlined five clear expectations regarding the remaining areas of district noncompliance and a delineation of the outcomes necessary to correct remaining issues.
  - f. On March 23, 2007, the district completed with the Department a protocol for ensuring that adult support was provided to students in accordance with IEP mandates.
  - g. On May 7, 2007, the Urban Special Education Leadership Collaborative completed a proposal to the system outlining expectations for continued collaborative system work for the 2007-08 school year.
4. The following supportive activities continued from the 2005-06 activities:
  - a. Regular communication between district officials, the teachers’ union leadership and Department personnel regarding individual student issues raised by families or teachers.



- b. The continued assignment of one education consultant from the Department on a full-time basis to monitor day-to-day system operations and provide direct school and district based technical assistance.
- c. The continued assignment of a special education consultant to work on a weekly basis with district leadership to provide guidance and direction on compliance and system development issues.

While this district continues to evidence long-standing entrenched patterns of poor practice, performance and outcome, the spring data on a preliminary basis indicate steady improvement in targeted areas. The Department will continue its intensive support and monitoring of this district in the 2007-08 school year.

#### Corrected Noncompliance in Indicators 4A, 9, 10, 11, 12 and 13

4A. Data from the 2004-05 school year in this area served as the basis for focused monitoring activities during the 2006-07 school year. All districts were notified as to their discrepant data. Ten 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. Four data probes were used: unique out-of-school suspension and expulsion rates for general education students; unique out-of-school suspension and expulsion rates for students with disabilities; difference between unique out-of-school suspension and expulsion rates for general and special education students, and greater than 10 days out-of-school suspension and expulsion rates for students with disabilities. State color-coded maps representing suspension and expulsion rates were disseminated to all districts in the state in September 2005 and 2006, using 2003-04 and 2004-05 school year data, respectively. Suspension and expulsion data were disseminated to all school districts via Special Education Strategic School Profiles in October 2005 and 2006, using 2003-04 and 2004-05 school year data, respectively. Data were also available on the Department website.

Data for 2005-06 in this indicator were not available until July 2007, in which 51 districts were found to have a significant discrepancy for this indicator. Each of the 51 districts was instructed to complete a self analysis of discipline practices and to submit a written response to the Department analyzing their own policies, practices and procedures. Each of the responses was assessed against a common rubric. Two districts were further asked to submit data indicating progress in this area during the 2007-08 school year. Six districts were designated for a focused monitoring visit.

9. The department analyzed data on overrepresentation and underrepresentation for both 05-06 and 06-07 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).

The threshold for significant underrepresentation of racial or ethnic student disability subgroups is defined as an RRI of  $\leq 0.25$ . This threshold identifies racial or ethnic groups whose risk for being placed in special education was one-quarter or less than that for all other categories combined. In other words, students in these racial or ethnic groups were only one-quarter as likely as all other combined racial/ethnic groups to be

placed in special education. In an effort to align with the Department's policy to focus our resources to reduce existing overrepresentation in special education, the stakeholder group decided to set the underrepresentation criteria at an RRI of  $\leq 0.25$ . Part of this decision was based in the understanding that where overrepresentation is identified, some level of underrepresentation will exist due to the nature of the data analysis conducted. Therefore, the underrepresentation standard was set to support identification of true underrepresentation and not underrepresentation that reflects overrepresentation previously identified.

10. The department analyzed data on overrepresentation and underrepresentation for both 2005-06 and 2006-07 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). The data were analyzed in seven disability categories: Autism, Emotional Disturbance, Intellectual Disability, Learning Disabilities, Other Health Impaired, Speech/Language Impairment and Other Disability.

The threshold for significant underrepresentation of racial or ethnic student disability subgroups is defined as an RRI of  $\leq 0.25$ . This threshold identifies racial or ethnic groups whose risk for being placed in special education was one-quarter or less than that for all other categories combined. In other words, students in these racial or ethnic groups were only one-quarter as likely as all other combined racial/ethnic groups to be placed in special education. In an effort to align with the Department's policy to focus our resources to reduce existing overrepresentation in special education, the stakeholder group decided to set the underrepresentation criteria at an RRI of  $\leq 0.25$ . Part of this decision was based in the understanding that where overrepresentation is identified, some level of underrepresentation will exist due to the nature of the data analysis conducted. Therefore, the underrepresentation standard was set to support identification of true underrepresentation and not underrepresentation that reflects overrepresentation previously identified.

In 2005-06, district 135 received a focused monitoring visit, developed an action plan, conducted file reviews of all students identified within the overidentified disability category and revised policies, procedures and practices as appropriate. District 103 and 135 both had funds redirected in 2005-06.

11. The bureau provided technical assistance to all districts and programs regarding the regulations around evaluation timelines. This included the issuance of a policy memo and topic brief during 2006-07, as well as presentations at statewide leadership forums for special education administrators with sessions contributing time to this topic. All districts were notified of their district's data in this indicator via district APRs. As the Department's system of general supervision continues to improve and integrate all compliance and performance indicators, additional activities will be undertaken to directly address districts that are out of compliance regarding evaluation timelines.
12. The Department followed up with each school district identified as not providing a FAPE by age 3 in the 2006-07 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 2005-06 transition data and was identified by the 2006-07 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 2006-07 because there were no district matches between the two school years. All school districts took appropriate action in 2005-06 and the 2006-07 follow-up takes place in the 2007-08 school year.

The state's system of general supervision for the 2006-07 school year used both quantitative and qualitative information to analyze and drill down to identify specific issues. 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.

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, website 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.

In the Department's general supervision activities for the 2006-07 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 2006-07 school year that it used in the previous school year to correct noncompliance including: 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.

13. Districts found out of compliance in 2005-06 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 FFY 2006 data, in addition to reviewing transition IEPs of all students 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

- a. The Focused Monitoring Steering Committee met three times in 2006-07 to review data, determine key performance indicators and advise on implementation of the SPP.
- b. An external evaluation of Connecticut's Focused Monitoring system was conducted with the National Center on Special Education Accountability Monitoring (NCSEAM).
- c. Data maps were revised and disseminated to all districts, reflecting data on suspension and expulsion for the 2005-06 school year. Special Education Profiles were not disseminated to districts; however, the Department's District Annual Performance Reports were drafted to reflect data on the SPP indicators for each district.
- d. Revision of focused monitoring tools and site visit protocols occurred. Consultants and personnel conducting site visits were trained in using the updated tools and protocols.
- e. Focused monitoring was conducted to ensure compliance with IDEA. The Key Performance Indicator focused on suspension and expulsion. Monitoring tools were used to review student records; interview with administrators, teachers (general and special education), related service professionals; solicit input from parent through forums; and conduct observations of implementation of student IEPs.
- f. The Department's IEP Manual and Forms was revised and training was conducted statewide in the 2005-06 school year.
- g. A consultant continued to be assigned full time to the district with ongoing noncompliance, district 064. The consultant conducted monitoring and technical assistance in this district, providing updates to the Department on a regular basis.
- h. District 064 entered a second year of fund redirection for audit activities and to support the building of systemic internal monitoring procedures.

- i. Training and technical assistance was provided by SERC to assist with district improvement plans.
- j. Grant funds continue to be distributed to assist districts with implementing improvement plans.
- k. The Department's data collection system piloted implementation in the 2006-07 school year.
- l. The Department and SERC created a consortium training model for the eight districts that received a focused monitoring visit during the 2006-07 school year. The model was five full days of assistance for teams from these districts in the areas of data analysis, Functional Behavior Plans and Behavior Intervention Plans, and constructing and implementing effective IEPs.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

A System of General Supervision Model (GSS) will be completed in the 2007-08 school year to move toward a more integrated, inclusive approach across indicators with a focus on program enhancements and quality assurance. The Department's improved GSS design and system will:

- Focus on efficient management, planning, and resource processes to achieve performance-based impact through monitoring of changes implemented using results-based accountability strategies; involvement in allocation of funding for improvement; and maintenance of both a performance and compliance management system for stakeholders.
- Include widespread involvement of staff and stakeholders, including multiple avenues for input and systematic use of user groups for collection of evidence on service delivery, standards, experiences and benchmarks.
- Include an accountability mechanism for the Department to OSEP across the six key areas of general supervision: compliance, policies, technical assistance, data management, fiscal management and strategic performance planning.
- Implement informed policy decisions and actions at the local and state levels based on continuous analysis of indicator data.
- Use performance results across compliance and progress indicators to prioritize the bureau's goals and activities for the upcoming year.

Activity	Timelines	Resources	Justification
<ul style="list-style-type: none"> <li>Develop and implement GSS Strategic Planning and Internal Evaluation Protocol.</li> </ul>	2007-08, continue annually	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> </ul>	Ensure the System of General Supervision Model (GSS) moves toward a more integrated, inclusive approach across indicators with a focus on program enhancements and quality assurance.
<ul style="list-style-type: none"> <li>Conduct alignment and coordinate activities such as notification methods, data collection and methods, and database infrastructure among all components of general supervision and state accountability measures to ensure an integrated system.</li> </ul>	2007-08, continue annually	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> <li>Other state agency’s personnel as needed</li> </ul>	Ensure the System of General Supervision Model (GSS) moves toward a more integrated, inclusive approach across indicators with a focus on program enhancements and quality assurance.
<ul style="list-style-type: none"> <li>Coordinate compliance planning and revision of procedures for timelines and findings, develop a glossary to ensure common use of terms.</li> <li>Enhance methods of disseminating data to stakeholders, districts and families through use of visual depictions.</li> </ul>	2007-08, continue annually	<ul style="list-style-type: none"> <li>Department personnel</li> <li>SERC personnel</li> </ul>	
<ul style="list-style-type: none"> <li>Hire FTE consultant to oversee development and implementation of the Department’s system of general supervision.</li> </ul>	2007-08, maintain indefinitely	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Meet with SERC to discuss statewide and district specific activities and training to address general supervision and monitoring.</li> <li>• Institutionalize collaborative dialogue between the Department and CSPD Council regarding progress and slippage, improvement activities and technical assistance.</li> </ul>	2005-06 school year through 2011	<ul style="list-style-type: none"> <li>• Department personnel</li> <li>• SERC personnel</li> <li>• CSPD Council</li> <li>• A portion of IDEA funds awarded to SERC for training in general supervision and monitoring</li> </ul>	Discussions continue with SERC staff members to discuss activities and training. Discussions with CSPD Council are to ensure continued focus on the SPP indicators, and collaborate around progress and slippage across the indicators, improvement activities and technical assistance.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100%

**Actual Target Data for FFY 2006:**

In 2006-07, 99 percent of signed written complaints with reports issued were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

$$[(97 + 5) / 103] \times 100 = 99\%$$

Data reported are valid and reliable. Data are collected and entered by qualified personnel using the same data sources over time, standardized data definitions and common coding procedures. Data are maintained in an Access database with reports 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. In the future, due process data verification and validation will be supported by an automated system that will support more frequent, timely data validation checks.

In general, the complaints reported in 2006-07 were around issues of failure to provide FAPE and failure to implement the IEP. Although complaints crossed disability categories, the most frequently cited disabilities were autism and specific learning disabilities, a trend similar to 2005-06 data findings. For the districts that did not have a complaint resolved within appropriate timelines or within an approved extension, the reasons cited were:

- Alternative dispute resolution tactics
- Requests for holding cases open because parties still talking
- Barriers in collecting information from evaluators and district personnel



All noncompliance identified within complaints during the 2005-06 school year, were corrected within one year. Districts were notified of noncompliance in writing and were required to provide a corrective plan. Noncompliance found in complaints during the 2006-07 school year are pending correction within the current school year.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Explanation of Progress or Slippage

The 100 percent compliance target was not met due to one complaint that was not resolved with a report within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. This complaint was seven days beyond the timeline due to the length of time required to write an accurate report, given the complexity of the complaint. There is a designated complaint coordinator tasked with documenting the process, communications, findings, outcomes and follow-up activities. The complaint coordinator, who is appointed by the chief of the Bureau of Special Education, designates an education consultant who is a member of the bureau staff to take responsibility for responding to the complaint. This staff member conducts an independent review of each issue raised in the complaint and communicates with the complainant by telephone and mail. The staff member forwards a copy of complaint procedures and procedural safeguards notice to the complainant.

The staff member also communicates by telephone and mail with the education agency that is the subject of the complaint, as well as to obtain information about the allegations in the complaint from the perspective of the education agency. The education agencies include districts, private schools, regional educational services centers, state agencies and other service providers that the bureau believes have been providing services, or should have been providing services, on behalf of the education agency that is the subject of the complaint.

With the support of the complaint coordinator, staff members review all available information relative to the complaint issues and request, in writing, from the relevant organization or individual a copy of any education record or other documentation that the staff member believes will be helpful in the review of the complaint. In some instances, this occurs within the district cited in the complaint as an on-site investigation. Staff members complete the review of the complaint and will issue a written final decision within 60 days of the date that the bureau received the complaint. Data on complaints and actions are kept in both hardcopy and electronic form. The complaint coordinator logs in relevant data and documentation in a spreadsheet format, which is shared within the Due Process Unit and with consultants through an intranet storage mechanism. The complaint coordinator reports out on the status of complaints on a regular basis as part of Due Process Unit meetings; however, formal reporting to consultants and other relevant stakeholders occur annually. More frequent reporting will occur with the implementation of a more extensive database that will handle reports and queries.

The complaint process and procedures are clearly documented in a Complaints Procedure Manual available on the bureau website and shared with districts annually. The process for filing a complaint using the sample request form was modified and included in the updated *Parent's Guide to Special Education in Connecticut* with intentions of simplifying procedures for families. This information is included on the bureau website in addition to a brochure addressing

alternative dispute resolution strategies. Training continues to be made available for new and existing personnel handling complaints or for bureau staff who provide technical assistance and outreach in these areas.

General Supervision 2006

When districts are selected for a focused monitoring visit, the Due Process Unit provides the site visit team with complaint data reports pertaining to the key performance indicator and relevant areas of focus.

Discussion of Improvement Activities Completed

- a. No new consultants were assigned to complaints in the 2006-07 school year. Therefore, no training was conducted.
- b. Timelines for completion of complaints are closely monitored through the Due Process Unit of the Bureau of Special Education.
- c. A new database has begun development with personnel from the Bureau of Information Systems; Bureau of Data Collection, Research and Evaluation; and the Due Process Unit of the Bureau of Special Education. Initial protocols have been shared for input among Department staff members to ensure a flexible and dynamic system that will inform the System of General Supervision.
- d. The *Parent’s Guide to Special Education* was updated and disseminated in English and Spanish to various parent organizations, including the state’s Parent Training and Information Center. The guide includes a blank complaint request form and simplified explanation of the process for filing a complaint.
- e. Complaint data reports are provided to consultants for districts undergoing focused monitoring visits.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Complete an assessment of the Dispute Resolution System and alignment to general supervision of compliance indicators.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <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>	While the bureau has a basic database for tracking complaints and actions, resources are being invested in developing a data system that allows for more integration with dispute resolution data and other key variables as part of a more systemic approach to

Activity	Timelines	Resources	Justification
			<p>General Supervision. Upon completion of the database, the bureau will seek ways to incorporate quality assurance activities of various aspects of the complaint system and the impact of various activities on improving timeline adherence, training content for complaint resolution staff, and integration monitoring for this indicator’s alignment to others across districts and programs.</p>
<ul style="list-style-type: none"> <li>Continue development of new data system to track complaints by district, issue, findings and timelines. Data system to have “tickler” system for corrective action timelines. Implement data system and identify training needs of bureau staff.</li> </ul>	<p>2006-07 until completed</p>	<ul style="list-style-type: none"> <li>Office of Information Systems database development</li> <li>Due Process Unit of Bureau of Special Education</li> </ul>	<p>The timeline of this activity had been revised as the system continues to be built and revised, with implementation occurring once it is complete.</p>

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100%

**Actual Target Data for FFY 2006:**

The bureau rendered 100 percent of its hearing decisions within the required timelines.

$$[(7 + 10) / 17] \times 100 = 100\%$$

Data reported are valid and reliable. Data are collected and entered by qualified personnel using the same data sources over time, standardized data definitions and common coding procedures. Data are maintained in an Access database with reports 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 generating indicator reports. In the future, due process data verification and validation will be supported by an automated system that will support more frequent, timely data validation checks.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Explanation of Progress or Slippage

The Department made progress and met compliance with the target of 100 percent based on 2006-07 data. Attainment of the target is likely attributed to the successful completion of improvement activities, current staffing structures and targeted technical assistance made available to districts and bureau staff. The due process hearing system continues to be overseen by the Department, which appoints contracted hearing officers. All 10 hearing officers are

attorneys in good standing with their respective state bar associations and have experience in education. The Department provided and will continue to provide training and technical assistance to mediators, districts and families on alternatives to dispute resolution.

All noncompliance identified within hearings during the 2005-06 school year was corrected within one year. Districts were notified of noncompliance in writing and were required to provide a corrective plan. Noncompliance found in hearings during the 2006-07 school year is pending correction within the current school year.

#### General Supervision 2006

When districts are selected for a focused monitoring visit, the Due Process Unit provides the site visit team with hearing data reports pertaining to the key performance indicator and relevant areas of focus.

#### Discussion of Improvement Activities Completed

- a. A new database has begun development with personnel from the Bureau of Information Systems; Bureau of Data Collection, Research and Evaluation; and the Due Process Unit of the Bureau of Special Education. Initial protocols have been shared for input among Department staff members to ensure a flexible and dynamic system that will inform the System of General Supervision. This system will also integrate management of mediations, complaints and due process hearings.
- b. In May 2007, the State Education Resource Center (SERC) in conjunction with the Department and the Center on Dispute Resolution at Quinnipiac University School of Law held the third annual “Resolving Disputes in Educational Settings.” The conference brochure was disseminated to mediators, hearing officers, families, educators, attorneys and community members.
- c. A brochure titled “Opportunities for Solutions” was published in English and Spanish and disseminated to parent organizations, various state agencies, the CSDE Parent Workgroup, SERC, district staff, mediators and hearing officers. It is also posted on the Department website.
- d. Hearing officers were notified of the required timelines upon assignment to the case.
- e. Training was provided to hearing officers in new timelines required by IDEA 2004 and around the system for tracking timelines.
- f. Timely hearing completions are included as a performance measure for hearing officer appraisals.
- g. Hearing officers received eight days of Department sponsored professional development.
- h. Hearing officers were allocated funding for individual professional development and a subscription to “LRP – Special Education Connection.”

- i. A summary of due process hearing data and timely completions data was shared with hearing officers at quarterly hearing officer meetings.
- j. As all hearing decisions were rendered on time in 2006-07, trends with specific hearing officers were not reviewed.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>• Complete an assessment of the Dispute Resolution System and alignment to general supervision of compliance indicators.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <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>	While the bureau has a basic database for tracking complaints and actions, resources are being invested in developing a data system that allows for more integration with dispute resolution data and other key variables as part of a more systemic approach to General Supervision. Upon completion of the database, the bureau will seek ways to incorporate quality assurance activities of various aspects of the complaint system and the impact of various activities on improving timeline adherence, training content for complaint resolution staff, and integration monitoring for this indicator’s alignment to others across districts and programs.

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	67.3%

**Actual Target Data for FFY 2006:**

For the 2006-07 school year, 15 out of 23 resolution sessions resulted in settlement agreements:

$$(15 / 23) \times 100 = 65.2\%$$

Data reported are valid and reliable. Data are collected and entered by qualified personnel using the same data sources over time, standardized data definitions and common coding procedures. Data are maintained in an Access database with reports 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 generating indicator reports. In the future, due process data verification and validation will be supported by an automated system that will support more frequent, timely data validation checks.

Of the remaining eight hearing requests, four were dismissed by the hearing officer. One hearing request became a mediation, resulting in a written agreement. The final three hearing requests resulted in fully adjudicated hearing decisions.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

Explanation of Progress or Slippage

The target of 67.3 percent was not met. The bureau continues to provide a wealth of resources to districts and programs through extensive technical assistance and outreach services. Public

awareness about policies, procedures and resources has been heightened through the development of electronic and hard copy materials on IDEA law and regulations, procedural safeguards, dispute resolution options and problem solving strategies. Additionally, material content is reflected in training of new and existing staff serving the Due Process Unit.

The Department continues to focus on improving data collection and reporting through the development and implementation of our database. The database will enable us to perform duties around tracking for timelines, decisions, process reminders and outcomes from due process requests with greater ease and alignment to other monitoring activities.

#### General Supervision 2006

When districts are selected for a focused monitoring visit, the Due Process Unit provides the site visit team with due process data reports pertaining to the key performance indicator and relevant areas of focus.

#### Discussion of Improvement Activities Completed

- a. A new database has begun development with personnel from the Bureau of Information Systems; Bureau of Data Collection, Research and Evaluation; and the Due Process Unit of the Bureau of Special Education. Initial protocols have been shared for input among Department staff members to ensure a flexible and dynamic system that will inform the System of General Supervision. This system will also integrate management of mediations, complaints and due process hearings.
- b. When a hearing request is made, the Due Process Unit of the Department notifies the district of the hearing request and requires districts to fill out a form indicating whether a resolution session was convened or waived and the outcome of the session of convened.
- c. In May 2007, the State Education Resource Center (SERC) in conjunction with the Department and the Center on Dispute Resolution at Quinnipiac University School of Law, held the third annual “Resolving Disputes in Educational Settings.” The conference brochure was disseminated to mediators, hearing officers, families, educators, attorneys and community members.
- d. A brochure titled *Opportunities for Solutions* was published in English and Spanish and disseminated to parent organizations, various state agencies, the CSDE Parent Workgroup, SERC, district staff, mediators and hearing officers. It is also posted on the Department website.
- e. Training was provided to hearing officers on the requirements for use of resolution sessions and in new timelines required by IDEA 2004, as well as the system for tracking timelines.
- f. Data were provided to hearing officers on the success of resolution sessions in January 2007.



- g. The *Parent’s Guide to Special Education in Connecticut* was revised to include information regarding the use of resolution sessions.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

Activity	Timelines	Resources	Justification
<ul style="list-style-type: none"> <li>Complete an assessment of the Dispute Resolution System and alignment to general supervision of compliance indicators.</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <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>	While the bureau has a basic database for tracking complaints and actions, resources are being invested in developing a data system that allows for more integration with dispute resolution data and other key variables as part of a more systemic approach to General Supervision. Upon completion of the database, the bureau will seek ways to incorporate quality assurance activities of various aspects of the complaint system and the impact of various activities on improving timeline adherence, training content for complaint resolution staff, and integration monitoring for this indicator’s alignment to others across districts and programs.

**Part B State Annual Performance Report (APR) for FFY 2006**

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

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**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
2006	68%

**Actual Target Data for FFY 2006:**

In the school year 2006-07, 59.6 percent of mediations held resulted in mediation agreements.

$$[(35 + 83) / 198] \times 100 = 59.6\%$$

A mediation agreement is defined as written agreements between the parties that results from a mediation convened through the Department. Data reported are valid and reliable. Data are collected and entered by qualified personnel using the same data sources over time, standardized data definitions and common coding procedures. Data are maintained in an Access database with reports 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 generating indicator reports. In the future, due process data verification and validation will be supported by an automated system that will support more frequent, timely data validation checks.

Out of the remaining mediation cases that were not reported as mediated outcomes under indicator 19, none resulted in complaints or hearings. Four went on to a hearing where there was a fully adjudicated hearing decision, and one is currently before a hearing officer. Of the remaining cases where the parties used mediation, the due process hearing option was not needed to resolve the issues in dispute. The goal of mediation is to maximize the opportunity for the parties to reach a settlement. The effectiveness of mediation should not be rated on a percentage of written agreements.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**Explanation of Progress or Slippage

The 2006-07 target of 68 percent was not met. The Department has been updating guidelines specific to special education mediation and including these revisions in our training content as well as hard copy and electronic materials available to parents, districts, mediators, and other bureau personnel. Bureau personnel who provide e-mail and telephone assistance are aware of the benefits of mediation and the role of mediation in collaborative problem solving. Additionally, a model mediation form has become part of the Complaint Resolution Process Manual.

Discussion of Improvement Activities Completed

- a. The Department will continue to focus efforts on tracking and using data as the new database is implemented, and work with a database tool that structures our dispute resolution system so that components are aligned and linked to each other as well as the larger vision for general supervision in development.
- b. New mediators undergo training in rationale, IDEA law, confidentiality and conflict resolution and have access to the bureau for ongoing support and guidance. Mediator mentoring is one area the bureau anticipates focusing on in the upcoming year. However, the Department does not have a formal mentoring model or approach to supporting new mediators and will investigate the extent to which a more formalized approach is needed.
- c. Mediators attend quarterly meetings together and attend trainings through the RESCs, ConnCASE Legal Forum and district personnel as appropriate. The Department will also investigate current procedures for mediator selection and supervision. A targeted evaluation checklist that can guide supervision and self-assessment of mediators along skills and competencies necessary for successful outcomes will be developed.
- d. The *Parent's Guide to Special Education* was updated and disseminated in English and Spanish to various parent organizations, including the state's Parent Training and Information Center. The guide includes a blank complaint request form and simplified explanation of the process for filing a complaint.
- e. A brochure titled *Opportunities for Solutions* was published in English and Spanish and disseminated to parent organizations, various state agencies, the CSDE Parent Workgroup, SERC, district staff, mediators and hearing officers. It is also posted on the Department website.
- f. In May 2007, the State Education Resource Center (SERC) in conjunction with the Department and the Center on Dispute Resolution at Quinnipiac University School of Law, held the third annual "Resolving Disputes in Educational Settings." The conference brochure was disseminated to mediators, hearing officers, families, educators, attorneys and community members.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

The Department and the state's stakeholder group closely examined the Proposed Targets, Improvement Activities, Timelines and Resources identified in the 2005 SPP and the 2006 APR, considered whether the Department needed to change or adjust any targets and determined that no changes or modifications were necessary.

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	140
(1.1) Complaints with reports issued	103
(a) Reports with findings	65
(b) Reports within timeline	97
(c) Reports within extended timelines	5
(1.2) Complaints withdrawn or dismissed	35
(1.3) Complaints pending	2
(a) Complaint pending a due process hearing	1
SECTION B: Mediation requests	
(2) Mediation requests total	231
(2.1) Mediations	198
(a) Mediations related to due process	70
(i) Mediation agreements	35
(b) Mediations not related to due process	128
(i) Mediation agreements	83
(2.2) Mediations not held (including pending)	33
SECTION C: Hearing requests	
(3) Hearing requests total	198
(3.1) Resolution sessions	23
(a) Settlement agreements	15
(3.2) Hearings (fully adjudicated)	17
(a) Decisions within timeline	7
(b) Decisions within extended timeline	10
(3.3) Resolved without a hearing	169
SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

**Part B State Annual Performance Report (APR) for FFY 2006**

**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
2006	100%

**Actual Target Data for FFY 2006:**

Data reported are 90.8 percent timely and accurate.

$$(62 + 46) / 119 \times 100 = 90.8\%$$

For the 2006-07 school year, two of the five required federal reports for special education were reported on time and with accuracy, passing all edit checks and responses to data notes complete at the time of this reporting. Table 5, Discipline, was submitted through the EDEN system on time. Guidance from OSEP on the data manager’s conference call November 29, 2007, indicates that if the first submission of data either through EDEN or Westat is on time, this would be considered timely, even if the state is not EDEN approved. Further guidance on the conference call clarifies that data are considered complete if they are not placeholder data; however, as reported in previous years, data contained in Table 5 are preliminary as further edit checks are conducted to ensure accuracy.

All APR data were submitted on time. Due the unavailability of 2006-07 suspension/expulsion data affecting indicator 4, the Department did not follow instructions for this indicator. Also, all

other indicators contain valid and reliable data with the correct calculation according to the instructions provided.

SPP/APR Data - Indicator 20				
APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	0	2
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			<b>Subtotal</b>	57
<b>APR Score Calculation</b>		<b>Timely Submission Points</b> - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		<b>Grand Total</b> - (Sum of subtotal and Timely Submission Points) =		62

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	0	1	1	1	3
Table 2 - Personnel Due Date: 11/1/07	1	0	1	1	3
Table 3 - Ed. Environment Due Date: 2/1/07	0	1	1	1	3
Table 4 - Exiting Due Date: 11/1/07	1	0	1	1	3
Table 5 - Discipline Due Date: 11/1/07	1	0	1	1	3
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				<b>Subtotal</b>	23
<b>618 Score Calculation</b>			<b>Grand Total</b> (Subtotal X 2) =		46

Indicator #20 Calculation	
A. APR Grand Total	62
B. 618 Grand Total	46
C. APR Grand Total (A) + 618 Grand Total (B) =	108
Total N/A in APR	0
Total N/A in 618	0
<b>Base</b>	<b>119</b>
D. Subtotal (C divided by Base*) =	0.9075
E. Indicator Score (Subtotal D x 100) =	<b>90.8</b>



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**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 SEDAC; and communication among 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, and Table 3, Environment, were not submitted on time; however, both tables contained complete data, passed all edit checks and data note requests were responded to.

Connecticut filed its Personnel Table 2 on time for 2006-07 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, all data were reported in the 6 through 21 category on time. However, Westat notified the Department that it needed to break out paraprofessional data by the age of the student. Westat instructed Connecticut to apply for an override from OSEP, which the Department did on January 31, 2008. The Department is working to update its data collection to meet the parameters of this reporting. The electronic data system recodes will occur for the 2008-09 school year, making the reporting of this data complete in 2009.

Table 4 was submitted on time. At the time of the reporting, data were believed to be accurate. However, in January compiling data for Table 1, Child Count, through the Department's Special Education Data Application and Collection (SEDAC), it was discovered that the Department's all-student database failed to implement a required exception report that would require districts to unregister seniors in high school that had graduated. Therefore, a significant number of records needed to be collected to reflect correct data, which were completed in time to report indicator 1 graduation data in this APR.

Due to the intensive and comprehensive process of cleaning data, suspension and expulsion data are not available at the time of this report. As reported in the APR February 2007, it is department policy to open the discipline data collection in mid-July and allow reporting through late October. This timeline allows the Department to conduct multiple validation checks and align the discipline file with the state's PSIS and assessment data collection files. The Department is examining the potential for conversion of the discipline data collection to an online system linked directly to PSIS and enabling collection in a timely manner.

It is expected that in the 2008-09 school year, Connecticut's data collection practices regarding discipline will be converted to an online system that will allow for the reporting of the appropriate year's data in the APR and therefore, this indicator will remain inaccurate until the conversion is complete. Failure to be 100 percent accurate for the APR does not reflect the reality of the data reported and, instead, is a reflection of Connecticut's timeliness in reporting due to data collection policies within the state thereby causing late collection to also be considered inaccurate reporting.

General Supervision 2006

Our General Supervision System involves looking at patterns and trends across indicators and, with respect to activities funded by IDEA dollars, for the expressed purpose of enabling districts to meet compliance regulations. In 2005-06 and 2006-07, the bureau relied on multiple, independent data sources to monitor compliance indicators. As described in individual indicator narratives within our SPP and APR, data are collected and verified by department experts and stored securely through various electronic systems. While tools and procedures have been developed to enhance the credibility of our data, we continue to explore more effective ways to ensure timeliness. The Department is improving the documentation of district data submissions as well as the timeliness of federally mandated reporting. Given the scrutiny the Department places on data verification and meaningful measurement procedures, these efforts tend to delay our commitment to sharing results, findings and up-to-date data sets. Additionally, timeliness goals are affected with the use of multiple relational databases to track performance. As General Supervision expands its data collection efforts and relevant infrastructure to support qualitative and additional quantitative information, our practices will reflect policies, procedures and technical assistance targeting competencies around timeliness.

Discussion of Improvement Activities Completed

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 submissions.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006:**

<b>Activity</b>	<b>Timelines</b>	<b>Resources</b>	<b>Justification</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	2008-09 school year through 2011	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	To increase the timeliness and accuracy of Department data, districts are held to timely and accurate expectations.
<ul style="list-style-type: none"> <li>General Supervision System plan for data collection that includes data sources, collection methods, validation procedures, management protocol, data definitions and evaluation approaches</li> </ul>	2007-08 school year	<ul style="list-style-type: none"> <li>Department personnel</li> </ul>	Clarification for districts enabling more timely and accurate data reporting.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: CT - CONNECTICUT

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4790	42559
4	5092	42216
5	5411	43053
6	5398	43073
7	5535	43947
8	5446	44857
HIGH SCHOOL (SPECIFY GRADE:) 10	5246	44309

<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

2006-2007

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 ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) <sup>1</sup>	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	4350	3230		29
4	4691	3686		39
5	4969	3874		32
6	4943	3620		37
7	5066	3715		66
8	4937	3468		79
HIGH SCHOOL : 10	4510	3449		257

<sup>1</sup> This column is gray because it does not apply to the math assessment. Do not enter data in this column.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the 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 assessment without these changes.

2006-2007

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 WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>1</sup> (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4D)
3	419	0	419	0	0
4	380	0	380	0	0
5	404	0	404	0	0
6	402	0	402	0	0
7	369	0	369	0	0
8	391	0	391	0	0
HIGH SCHOOL : 10	433	0	433	0	0

<sup>1</sup> NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or 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.**

2006-2007

STATE: CT - CONNECTICUT

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

		STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB		
		STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	0	19	2
4	0	0	20	1
5	0	0	36	2
6	0	0	50	3
7	0	0	99	1
8	0	0	118	0
HIGH SCHOOL :	10	0	300	3

<sup>1</sup> In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					9A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CMT	1661	668	962	794	236	0	0	0	0	4321
4	CMT	1655	826	974	912	285	0	0	0	0	4652
5	CMT	1804	914	1004	1011	204	0	0	0	0	4937
6	CMT	1910	895	1083	810	208	0	0	0	0	4906
7	CMT	2038	1022	1036	734	170	0	0	0	0	5000
8	CMT	1970	954	986	768	180	0	0	0	0	4858
HIGH SCHOOL : 10	CAPT	1682	911	1117	390	153	0	0	0	0	4253

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)												Computed row Total	Column 4A - column 4D should be less than or equal to computed total	Column 4A should be greater than or equal to computed total
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>1</sup>			
3		0	0	0	0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup> The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.



REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: CT - CONNECTICUT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)												Computed row Total
GRADE LEVEL	TEST NAME	1 - Basic	2 - Proficient	3 - Independent							9C ROW TOTAL <sup>2</sup>	
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level		
3	Skills Checklist	287	82	50	0	0	0	0	0	0	419	419
4	Skills Checklist	293	67	20	0	0	0	0	0	0	380	380
5	Skills Checklist	267	98	39	0	0	0	0	0	0	404	404
6	Skills Checklist	336	51	15	0	0	0	0	0	0	402	402
7	Skills Checklist	300	53	16	0	0	0	0	0	0	369	369
8	Skills Checklist	322	59	10	0	0	0	0	0	0	391	391
HIGH SCHOOL : 10	Skills Checklist	398	31	4	0	0	0	0	0	0	433	433

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2 - Proficient

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

<sup>2</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: CT - CONNECTICUT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) <sup>1</sup>	TOTAL FOR COLUMN 9B (ON PAGE 7) <sup>1</sup>	TOTAL FOR COLUMN 9C (ON PAGE 8) <sup>1</sup>	NO VALID SCORE <sup>1, 2</sup> (10)	TOTAL <sup>1, 3</sup> (11)
3	4321	0	419	50	4790
4	4652	0	380	60	5092
5	4937	0	404	70	5411
6	4906	0	402	90	5398
7	5000	0	369	166	5535
8	4858	0	391	197	5446
HIGH SCHOOL : 10	4253	0	433	560	5246

<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 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

<sup>3</sup> Column 11 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 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

Explanation

CURRENT DATE:

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

STATE: CT - CONNECTICUT

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		4790	42559
4		5092	42216
5		5411	43053
6		5398	43073
7		5535	43947
8		5446	44857
HIGH SCHOOL (SPECIFY GRADE:)	10	5246	44309

<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

2006-2007

STATE: CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH THE ACCOMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) <sup>1</sup>	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	4320	3231	0	62
4	4664	3648	0	52
5	4947	3859	0	34
6	4918	3608	0	56
7	5043	3670	0	65
8	4928	3428	0	68
HIGH SCHOOL : 10	4406	3449	0	133

<sup>1</sup> Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or 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.**

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

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 WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP <sup>1</sup> (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4D)
3	419	0	419	0	0
4	380	0	380	0	0
5	404	0	404	0	0
6	402	0	402	0	0
7	369	0	369	0	0
8	391	0	391	0	0
HIGH SCHOOL : 10	433	0	433	0	0

<sup>1</sup> NCLB 1% cap is the limit on the number of **scores on an alternate assessment on alternate achievement standards that can be counted as proficient** AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or 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.**

2006-2007

STATE: CT - CONNECTICUT

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3		0	37	14
4		0	35	13
5		0	47	13
6		0	61	17
7		0	105	18
8		0	116	11
HIGH SCHOOL : 10		0	401	6

<sup>1</sup> In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

Please provide the reason(s) for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	1 - Below Basic	2 - Basic	3 - Proficient	4 - Goal	5 - Advanced					9A ROW TOTAL <sup>1</sup>
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	CMT	2568	521	516	566	87	0	0	0	0	4258
4	CMT	2801	524	525	681	81	0	0	0	0	4612
5	CMT	2938	449	569	844	113	0	0	0	0	4913
6	CMT	2740	587	559	879	97	0	0	0	0	4862
7	CMT	2764	635	512	928	139	0	0	0	0	4978
8	CMT	2657	557	512	1013	121	0	0	0	0	4860
HIGH SCHOOL : 10	CAPT	1432	1115	1242	380	104	0	0	0	0	4273

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 3 - Proficient

<sup>1</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

TABLE 6  
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
 ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>1</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 10		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup> The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement s



2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	1 - Basic	2 - Proficient	3 -							9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	Skills Checklist	360	46	13	0	0	0	0	0	0	419
4	Skills Checklist	328	41	11	0	0	0	0	0	0	380
5	Skills Checklist	325	60	19	0	0	0	0	0	0	404
6	Skills Checklist	338	40	24	0	0	0	0	0	0	402
7	Skills Checklist	308	38	23	0	0	0	0	0	0	369
8	Skills Checklist	320	62	9	0	0	0	0	0	0	391
HIGH SCHOOL : 10	Skills Checklist	375	35	23	0	0	0	0	0	0	433

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2 - Proficient

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

<sup>2</sup> The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

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STATE: CT - CONNECTICUT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>2</sup> (10)	TOTAL <sup>3</sup> (11)
3	4258	0	419	113	4790
4	4612	0	380	100	5092
5	4913	0	404	94	5411
6	4862	0	402	134	5398
7	4978	0	369	188	5535
8	4860	0	391	195	5446
HIGH SCHOOL : 10	4273	0	433	540	5246

<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 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

<sup>3</sup> Column 11 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 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

CURRENT DATE:







