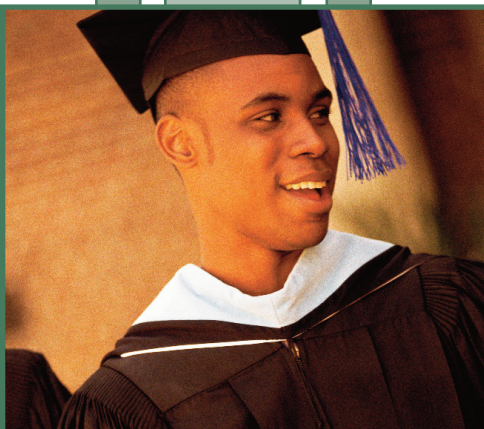


Connecticut State Department of Education
Division of Family and Student Support Services
Bureau of Special Education



Part B ANNUAL *Performance* REPORT

February 2013

Reporting Period

July 1, 2011 - June 30, 2012

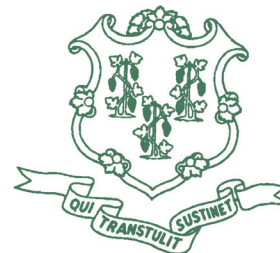


Table of Contents

Overview of Annual Performance Report Development

Broad Input from Stakeholders	i
Public Dissemination	i-ii
APR Revision.....	ii

Monitoring Priority: FAPE in the LRE

Indicator 1: Graduation	1-7
Indicator 2: Dropout.....	8-13
Indicator 3: Participation and Performance on Statewide Assessments	14-24
Indicator 4A: Suspension and Expulsion.....	25-27
Indicator 4B: Suspension and Expulsion	28-31
Indicator 5: Least Restrictive Environment (LRE).....	32-40
Indicator 6: Early Childhood LRE.....	41
Indicator 7: Early Childhood Outcomes	42-48
Indicator 8: Parental Involvement.....	49-53

Monitoring Priority: Disproportionality

Indicator 9: Districts with Disproportionate Representation in Special Education and Related Services	54-56
Indicator 10: Districts with Disproportionate Representation in Specific Disability Categories	57-60

Monitoring Priority: Effective General Supervision Part B

Indicator 11: Evaluation Timelines.....	61-65
Indicator 12: FAPE at Age 3.....	66-68

Table of Contents

Monitoring Priority: Effective General Supervision Part B (continued)

Indicator 13: Secondary Transition Goals and Services 69-78

Indicator 14: Postsecondary Outcomes..... 79-88

Indicator 15: General Supervision 89-94

Indicator 16: Complaints.....95

Indicator 17: Due Process Hearing Requests.....96

Indicator 18: Resolution Session Agreements 97-98

Indicator 19: Mediation Agreements 99-100

Indicator 20: Timely and Accurate Reporting 101-102

Appendix

Indicator 15 Worksheet..... 103-106

Overview of the Annual Performance Report Development

February 2013

Broad Input from Stakeholders

With the first submission of the State Performance Plan (SPP) in December 2005, the Connecticut State Department of Education (CSDE) divided the 20 indicators into six categories for its SPP. For its updated revision of the SPP, the CSDE reorganized its work groups to reflect ten groups. Each category was designated as a work group with at least one CSDE consultant facilitating each. The work groups are:

- Evaluation Timelines and General Supervision – Indicators 11, 15
- Dispute Resolution – Indicators 18, 19
- Disproportionality – Indicators 9, 10
- Data Reporting – Indicator 20
- Early Childhood – Indicators 6, 7, 12
- Parent Involvement – Indicator 8
- Least Restrictive Environment (LRE) – Indicator 5
- Academic Achievement – Indicator 3
- School Engagement and Completion – Indicators 1, 2, 4A, 4B
- Secondary Transition – Indicators 13, 14

The work groups for Evaluation Timelines and General Supervision, Dispute Resolution, Disproportionality, Data Reporting, Early Childhood, Parent Involvement, LRE, Academic Achievement, School Engagement and Completion, and Secondary Transition convened either internally within the CSDE or externally with stakeholders to participate in revisions of the SPP, including target setting and reviewing/developing improvement activities, and to analyze data for reporting in the Annual Performance Report (APR). The consultant assigned as the work group manager reported on the annual work plan, progress toward completing activities and the evaluation of outcomes. Each external stakeholder work group also included personnel from the State Education Resource Center (SERC), our training and technical assistance center, and a member from the State Advisory Council (SAC). Recommendations from the Council on State Personnel Development (CSPD) were also provided for those indicators that aligned directly with CSPD's priorities for the year.

Public Dissemination

The updated SPP and APR will be posted in the Special Education section of the CSDE's Web site at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094> by May 2013. Written communication bringing attention to the revised SPP and APR will be provided to each local education agency (LEA) and to parent organizations including, but not limited to, the state's Parent Training and Information (PTI) Center, African and Caribbean American Parents of Children with Disabilities (AFCAMP), ARC of Connecticut and Padres Abriendo Puertas (PAP), as well as institutions of higher education throughout the state that have educator preparation

programs, the State Advisory Council (SAC), the Department of Mental Health and Addiction Services (DMHAS), the Connecticut Birth to Three System, the Department of Children and Families (DCF), the Department of Developmental Services (formerly Department of Mental Retardation) and the Commission on Children.

The CSDE will report annually to the public on the performance of each local education agency located in the state on the targets in the SPP through the District Annual Performance Reports, which will be posted on the CSDE's Web site no later than June 15, 2013, and announced in the Bureau of Special Education's *Bureau Bulletin*.

APR Revision

Pursuant to *OSEP Memo 13-6* and the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Indicator 16 (Complaints) and Indicator 17 (Due Process Hearing Requests) have been deleted from the SPP, effective with the FFY 2011 submission of the APR. Data related to these two indicators are reported in November to the Department of Education Office of Special Education as part of reporting required under Section 618 of the IDEA. These data may be found at: <https://www.ideadata.org/PartBDispRes.asp>.

Also in accordance with *OSEP Memo 13-6*, Connecticut will not be providing an explanation of progress/slippage for FFY 2011 data if the State meets its target for the indicator. Connecticut will also not discuss improvement activities for compliance indicators where the State reports 100 percent compliance for FFY 2011 or results indicators where the State has met its FFY 2011 target.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: Overview, page i

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2011 (using 2010-2011 data)	85.0%

Actual Target Data for FFY 2011:

FFY 2011 ESEA 4-year cohort graduation rate data reported here represent the “on-time” graduation rate of students who were first time 9th graders in the fall of 2007. The 2010-11 4-year cohort graduation rate for students with disabilities was 62.4 percent. ESEA has mandated a minimum target of 85% for all subgroups under the cohort graduation rate. Connecticut did not set subgroup targets for the cohort graduation rate in our approved flexibility waiver; therefore, the state is required by IDEA to apply the ESEA target. Target not met.

$$[3,274 \text{ graduates} / 5,249 \text{ students with disabilities in the 2010-11 cohort}] \times 100 = 62.4\%$$

Graduation with a regular high school diploma is defined as receipt of Connecticut’s approved state issued diploma. Graduation with a General Educational Development (GED) or a Certificate of Completion does not constitute graduation with a regular high school diploma. A minimum of twenty credits is required for graduation with a regular high school diploma, including no fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education. In 2001, Connecticut General Statutes were revised to require that by September 1, 2002, each district had to specify basic skill levels

necessary for graduation for classes graduating 2006 and later, and the district had to specify a process for assessing competency. This process needed to include, but could not be limited to, assessment on the statewide Grade 10 Connecticut Academic Performance Test (CAPT). Districts were also required to create a course of study for students unsuccessful in meeting these competency requirements so they could reach a satisfactory level of competency before graduation. The same rules are applicable for youth with IEPs.

Data are the same data used for reporting under Title 1 of the ESEA through the Consolidated State Performance Report (CSPR). Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system and a randomized statewide verification process.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

FFY 2011 is the second year the Connecticut State Department of Education (CSDE) is reporting the ESEA 4-year cohort graduation rate. The data reported here represent the “on-time” graduation rate of students who were first time 9th graders in the fall of 2007. Non-statistically significant slippage is noted from FFY 2010 to FFY 2011 with rates dropping from 62.5 to 62.4 percent.

ESEA has mandated a target of 85% for all subgroups for the cohort graduation rate, target not met. Data used to calculate the cohort graduation rates are from the statewide Public School Information System (PSIS) register/unregister system. To determine the 2011 four-year graduation rate, the Department analyzed individual data from 5,249 students with disabilities. Using student-level data from the state’s public school information system, the CSDE is able to track individual students longitudinally from the time they enter ninth-grade through to graduation.

At first glance, the analysis of two years of cohort graduation data seem to indicate that no improvement was made, but it is important to note that the cohort itself increased, resulting in an additional 92 students with disabilities graduating with a diploma in 2011 as compared to 2010.

			Graduates	Non-Graduates		
CATEGORY		FINAL COHORT	4-YEAR RATE	STILL ENROLLED	CERTIFICATE OF ATTENDANCE	OTHER (DROPOUTS)
All Students	09-10	44,451	81.8	6.1	0.4	11.7
	10-11	45,221	82.7	6.4	0.1	10.8

			Graduates	Non-Graduates		
CATEGORY		FINAL COHORT	4-YEAR RATE	STILL ENROLLED	CERTIFICATE OF ATTENDANCE	OTHER (DROPOUTS)
Special Education	09-10	5,091	62.5	21.3	0.8	15.4
	10-11	5,249	62.4	21.6	0.3	15.7
General Education	09-10	39,370	84.3	4.0	0.4	11.3
	10-11	39,972	85.4	4.4	0.00	10.2

It should also be noted that more than one-fifth of all students with disabilities ages 18-21 remain enrolled in public education even though they have completed the requirements for a high school diploma within four years. These students continue their enrollment to maintain eligibility for transition services designed to help students move from high school into postsecondary activities, including post-secondary education and employment (IDEA Part B, Section 300.43).

Connecticut does not exit these student with a diploma until completion of all appropriate IDEA transition services because receipt of the diploma disqualifies these students from IDEA (Connecticut State Regulations; Section 10-76d-1(a)(7)). Via data collected in the Special Education Data Application and Collection (SEDAC), we know that these students have completed all the necessary requirements outlined in Connecticut General Statutes (Section 10-221a) to earn a regular high school diploma and, if not for the provision of transition services under IDEA, would have graduated within the four-year timeline. It is important to note that legally, at any time, these students can decide to stop receipt of IDEA transition services and request their diploma, as they have completed all state requirements.

Discussion of Improvement Activities Completed

1.5 CSDE staff collaborated with SERC staff on the development of statewide and district-specific activities and training to address suspension, expulsion, graduation and dropout. Using Connecticut’s Comprehensive System of Personnel Development (CSPD), the CSDE has assigned to SERC responsibility for coordination, development and ongoing evaluation of these activities. The results of fostering collaborative inquiry based learning and professional accountability has resulted in strengthened teacher performance and student outcomes.

CSDE applied for and received the State Personnel Development Grant (SPDG). The grant is a professional development project to build and sustain a statewide system regarding Connecticut Framework for Scientifically Research-Based Interventions (SRBI). The grant is designed to increase literacy achievement and positive behavior of students with disabilities. The primary goals of the grant are to develop and support a statewide infrastructure of implementation in schools across the state:

- Establish and sustain a continuum of support in over 100 schools during the first five years of grant; and
- Improve the academic achievement of all learners in participating schools, with specific attention to the achievement of students with disabilities, students of color, and students acquiring English.

CSDE is working to increase the number of schools in CT implementing scientifically research-based core literacy instruction and school-wide positive behavioral supports driven by common core state standards and personal/social learning expectations through the provision of multi-tiered interventions and use of data driven decision-making. Participants will receive support on developing standards-based IEPs, determining educational benefit for students with disabilities and increasing family/community engagement.

There are currently two cohorts of schools in the training series, consisting of 39 schools from 28 districts from around the state. The training design of the SPDG includes 7 days of training and 6 days of on-site technical assistance. Activities and focus of professional development include Welcoming Walkthrough protocols as well as the Education Benefit process.

1.6 Since acquiring resources and technical assistance from the National Dropout Prevention Center Network (NDPC-N) along with strengthened collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD,) there continues to be ongoing sharing of current resources and information pertaining to dropout prevention efforts and to supports for schools in addressing the precursors to dropout. A specific focus of the dropout initiative has been and continues to be identifying early indicators (e.g., low attendance, poor academic achievement and reading below grade-level) that emerge in students as early as their elementary education experience. As in the past, this information is disseminated through list-services, targeted e-mail, telephone contact and quarterly meetings.

1.7 A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continues to collaborate with other State agencies to address graduation and dropout as they pertain to delivering special education services. Recent activities include an expansion of activities related to supporting children in foster care, professional development activities to train school staff in specific strategies related to school completion.

Safeguards and procedures mandated through IDEA continued to be addressed in FFY 2011, through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. The CSDE and DCF have continued collaboration on developing programs to ensure educational stability for students in foster care, in response to efforts to align state regulations with Social Security Act, 42 U.S.C. Section 675 (2008) addressing educational stability for students, including students with disabilities, who are in foster placements. The CSDE continues efforts in collaboration with the State of Connecticut Judicial Branch for Juvenile Services and DCF to address the increase in dropouts from correctional educational settings following changes in protocols that more accurately represent student completion rates.

1.8 Data on statewide and district graduation and dropout rates for students with disabilities in Connecticut was disseminated to all school districts on the District Annual Performance Reports (APRs) and Strategic School Profiles. The state developed a reporting and analysis tool for its longitudinal data system (Connecticut Education Data and Reporting (CEDaR)). This system makes available to the public through the state’s Web site all school, district and state-wide data.

1.9 The CSDE continued to implement the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with a special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. In 2011-12, the module titled Improving School Climate to Support Student Achievement was offered through four two-day basic training sessions at which 261 people attended and four three-day climate certification trainings with 77 certificates issued.

Furthermore, CSDE staff members have provided school climate workshops to 44 districts, Regional Education Service Centers (RESCs), multiple district boards of education, the regional chapters of the Connecticut Association of Public School Superintendents (CAPSS) and to parent-community groups. The CSDE continued collaboration with the Connecticut Association of Schools (CAS) to support the amended anti-bullying statute on creating common developmentally appropriate school climate assessments and to create a school climate webpage on the CAS Web site. CSDE staff members continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force.

1.10 The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 13 of 16 districts identified. The CALI professional development modules provide a comprehensive approach to ensure successful student learning and an opportunity for schools and districts to refine and improve much of what they are already doing. Public Act 12-116 created the Alliance District Program with the goal of providing new resources to the districts with the greatest need—provided they embrace key reforms which position their students for success. Alliance Districts are required to take appropriate intervention measures to improve student performance.

1.11 The Request for Proposal (RFP) was issued during the 2010-11 school year. The CSDE identified 12 districts with higher than average dropout rates and with the requisite staffing resources to develop student support programs and initiatives that contribute to students’ sense of school connectedness and achievement. Among the strategies supported through this funding, districts developed mentoring, attendance monitoring, data analysis, staff development and school climate efforts.

1.12, 1.13 The CSDE previously identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services.

The CSDE continues the intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multi-stakeholder group is comprised of representatives from the business, non-profit, parent and social service communities. The group contributed to the development of guidelines addressing discipline, efforts toward credit recovery, and continued to contribute to the development of CSDE policies. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state. In addition, in preparation for the Results portion of the OSEP Continuous Improvement Visit (CIV), the state identified additional stakeholders to examine the state-selected topic of graduation rates for students of color with disabilities. This group included representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, civil rights organizations and youth with disabilities.

The assigned BHNFA staff persons worked with other staff members from the Bureaus of Special Education; Data Collection, Research and Evaluation; Teaching and Learning; and Accountability and Improvement to develop programs, strategies and resources to be shared with districts and to provide technical assistance to districts upon request. Some efforts undertaken to meet these developing strategies include: analyses of dropout and suspension data among Connecticut's SWD; utilizing the knowledge-base of state-level and national experts in dropout prevention; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in September 2011, the CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of scientific research-based interventions (SRBI) addressing the needs of the whole child. The CSDE developed a Topical Brief that focuses on social, emotional, behavioral and physical health as well as academic achievement in the SRBI Model.

1.14 The CSDE continued to expand the development of Student Success Plans (SSPs) to assist schools with guiding students in developing academic and career goals. The SSPs are based on three major core components: academic, career, and social/emotional/physical development aligned to the CSDE document *Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development*. A survey was developed in 2010-2011 to ascertain the degree of implementation of SSPs for students, including those with disabilities, as well as to identify areas for state support to ensure full implementation by July 2012. Training for district personnel including counselors, school psychologists, directors of pupil personnel and principals was developed for the 2011-2012 school year.

1.16 In FFY 2011, a newly reconfigured stakeholder group with membership from the CSDE, SERC, The Connecticut Parent Advocacy Center (CPAC), DCF, Court Support Services Division, parent and student advocates and representatives from local school systems, met to review data and develop additional strategies to assist students of color with school completion. Recommendations from this group are considered for inclusion within larger Department initiatives.

APR Template – Part B (4)

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources	Justification
<p>1.17 (New) Disaggregate graduation and dropout rates for SWD by race and review with stakeholders to inform future statewide policies, procedures and practices.</p>	<p>2012-2013 school year</p>	<ul style="list-style-type: none"> • Department personnel • Representatives from Local Educational Agencies (LEAs) • Representatives from other state agencies • Representatives from other stakeholder groups • SERC • CPAC 	<ul style="list-style-type: none"> • To reduce the racial disproportionality in the state’s data.

Part B State Annual Performance Report (APR) for FFY 2011

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.

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

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
2011 (using 2010-2011 data)	15.4%

Actual Target Data for FFY 2011:

FFY 2011 data reported here represent students with disabilities who were first time 9th graders in the fall of 2007 but who were no longer enrolled in public education at the end of the 2010-11 reporting year. The 2010-11 cohort dropout rate for students with disabilities was 15.7 percent. Target not met.

$$[824 \text{ dropouts} / 5249 \text{ students with disabilities in the 2010-11 cohort}] \times 100 = 15.7\%$$

The dropout rate calculation for students with disabilities is consistent with the formula used for all Connecticut students. Specifically, students who drop out are defined as: (1) 16-and 17-year-old students who notify the school of their intention to withdraw, with parental permission; (2) 18-year-old students who notify the school of their intention to withdraw; (3) students who enroll in a GED program; and (4) students who withdraw from the school, without notifying the district, and for whom no transfer information or transcript is requested by another school.

The dropout data are the same used for calculating the cohort graduation rate under Title 1 of the ESEA. Data are not obtained from sampling. Data are valid and reliable as verified by the series of validation checks built into the collection system.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

The 2010-11 cohort dropout rate for students with disabilities was 15.7 percent. The cohort dropout target was not met. The change in dropout data from FFY10 to FFY11 indicates a slight increase in the cohort dropout rate of 0.3%, or 40 additional students statewide compared to last year. In analyses of the students within the 2010-11 cohort who had dropped out, there is an over representation of Hispanic students with disabilities. These students are more than twice as likely as their white peers to dropout. Additionally, the dropouts are overwhelmingly students identified with Serious Emotional Disturbance. Interestingly, the data indicate that over 30 percent of dropouts who exited after their 10th grade year were scoring at proficient or above on the state’s standard assessment. There are also several trends noted when dropout data were examined across segregated and inclusive settings that deserve more study.

Year	Drop Outs	Total (Cohort)	COHORT Dropout Rate
2010-11	824	5,249	15.7%
2009-10	784	5,091	15.4%

In addition to the calculation and reporting of a cohort dropout rate, Connecticut also calculates an annual dropout rate. Three years of annual dropout rate for students with disabilities is reported in the table below. A dramatic increase was noted in 2010-11. This increase of 235 dropouts was substantially represented across seven urban districts that accounted for 60% of the statewide increase.

Year	Drop Outs	Total (Grades 9-12)	ANNUAL Dropout Rate
2010-11	1013	19,937	5.1%
2009-10	779	19,907	3.9%
2008-09	879	21,640	4.1%

Discussion of Improvement Activities Completed

2.5 CSDE staff collaborated with SERC staff on the development of statewide and district-specific activities and training to address suspension, expulsion, graduation and dropout. Using Connecticut’s Comprehensive System of Personnel Development (CSPD), the CSDE has assigned to SERC responsibility for coordination, development and ongoing evaluation of these activities. The results of fostering collaborative inquiry based learning and professional accountability has resulted in strengthened teacher performance and student outcomes.

CSDE applied for and received the State Personnel Development Grant (SPDG). The grant is a professional development project to build and sustain a statewide system regarding Connecticut Framework for Scientifically Research-Based Interventions (SRBI). The grant is designed to increase literacy achievement and positive behavior of students with disabilities. The primary

goals of the grant are to develop and support a statewide infrastructure of implementation in schools across the state:

- Establish and sustain a continuum of support in over 100 schools during the first five years of grant; and
- Improve the academic achievement of all learners in participating schools, with specific attention to the achievement of students with disabilities, students of color, and students acquiring English.

CSDE is working to increase the number of schools in CT implementing scientifically research-based core literacy instruction and school-wide positive behavioral supports driven by common core state standards and personal/social learning expectations through the provision of multi-tiered interventions and use of data driven decision-making. Participants will receive support on developing standards-based IEPs, determining educational benefit for students with disabilities and increasing family/community engagement.

There are currently two cohorts of schools in the training series, consisting of 39 schools from 28 districts from around the state. The training design of the SPDG includes 7 days of training and 6 days of on-site technical assistance. Activities and focus of professional development include Welcoming Walkthrough protocols as well as the Education Benefit process.

2.6 Since acquiring resources and technical assistance from the National Dropout Prevention Center Network (NDPC-N) along with strengthened collaboration with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD,) there continues to be ongoing sharing of current resources and information pertaining to dropout prevention efforts and to supports for schools in addressing the precursors to dropout. A specific focus of the dropout initiative has been and continues to be identifying early indicators (e.g., low attendance, poor academic achievement and reading below grade-level) that emerge in students as early as their elementary education experience. As in the past, this information is disseminated through list-services, targeted e-mail, telephone contact and quarterly meetings.

2.7 A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continues to collaborate with other State agencies to address graduation and dropout as they pertain to delivering special education services. Recent activities include an expansion of activities related to supporting children in foster care, professional development activities to train school staff in specific strategies related to school completion.

Safeguards and procedures mandated through IDEA continued to be addressed in FFY 2011, through ongoing policy development and collaboration between the CSDE and the Department of Children and Families (DCF) on school completion and graduation for students with disabilities. The CSDE and DCF have continued collaboration on developing programs to ensure educational stability for students in foster care, in response to efforts to align state regulations with Social Security Act, 42 U.S.C. Section 675 (2008) addressing educational stability for students, including students with disabilities, who are in foster placements. The CSDE continues efforts in collaboration with the State of Connecticut Judicial Branch for Juvenile Services and

DCF to address the increase in dropouts from correctional educational settings following changes in protocols that more accurately represent student completion rates.

2.8 Data on statewide and district graduation and dropout rates for students with disabilities in Connecticut was disseminated to all school districts on the District Annual Performance Reports (APRs) and Strategic School Profiles. The state developed a reporting and analysis tool for its longitudinal data system (Connecticut Education Data and Reporting (CEDaR)). This system makes available to the public through the state’s Web site all school, district and state-wide data.

2.9 The CSDE continued to implement the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with a special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through No Child Left Behind. This strategy was intended to improve the education of all students; in turn, the education of students with disabilities will also improve. CALI workshops entail a two-day, basic training, and participants who complete this portion are then qualified to move on to a three-day Certification Training that enables participants to lead workshops in their own district. In 2011-12, the module titled Improving School Climate to Support Student Achievement was offered through four two-day basic training sessions at which 261 people attended and four three-day climate certification trainings with 77 certificates issued.

Furthermore, CSDE staff members have provided school climate workshops to 44 districts, Regional Education Service Centers (RESCs), multiple district boards of education, the regional chapters of the Connecticut Association of Public School Superintendents (CAPSS) and to parent-community groups. The CSDE continued collaboration with the Connecticut Association of Schools (CAS) to support the amended anti-bullying statute on creating common developmentally appropriate school climate assessments and to create a school climate webpage on the CAS Web site. CSDE staff members continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force.

2.10 The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 13 of 16 districts identified. The CALI professional development modules provide a comprehensive approach to ensure successful student learning and an opportunity for schools and districts to refine and improve much of what they are already doing. Public Act 12-116 created the Alliance District Program with the goal of providing new resources to the districts with the greatest need—provided they embrace key reforms which position their students for success. Alliance Districts are required to take appropriate intervention measures to improve student performance.

2.11 The Request for Proposal (RFP) was issued during the 2010-11 school year. The CSDE identified 12 districts with higher than average dropout rates and with the requisite staffing resources to develop student support programs and initiatives that contribute to students’ sense of school connectedness and achievement. Among the strategies supported through this funding, districts developed mentoring, attendance monitoring, data analysis, staff development and school climate efforts.

2.12, 2.13 The CSDE previously identified the Bureau of Health/Nutrition, Family Services and Adult Education (BHNFA) to assume primary responsibility for dropout prevention services. The CSDE continues the intra-agency and interagency taskforce to address graduation, dropout, suspension and expulsion of students with and without disabilities. This multiagency, multi-stakeholder group is comprised of representatives from the business, non-profit, parent and social service communities. The group contributed to the development of guidelines addressing discipline, efforts toward credit recovery, and continued to contribute to the development of CSDE policies. The group continues to meet and recruit new members to ensure wide representation of the many youth-serving groups within the state. In addition, in preparation for the Results portion of the OSEP Continuous Improvement Visit (CIV), the state identified additional stakeholders to examine the state-selected topic of graduation rates for students of color with disabilities. This group included representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, civil rights organizations and youth with disabilities.

The assigned BHNFA staff persons worked with other staff members from the Bureaus of Special Education; Data Collection, Research and Evaluation; Teaching and Learning; and Accountability and Improvement to develop programs, strategies and resources to be shared with districts and to provide technical assistance to districts upon request. Some efforts undertaken to meet these developing strategies include: analyses of dropout and suspension data among Connecticut's SWD; utilizing the knowledge-base of state-level and national experts in dropout prevention; and promoting the use of scientific research-based interventions (SRBI) to identify youths at risk of dropping out of school. In addition, in September 2011, the CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of scientific research-based interventions (SRBI) addressing the needs of the whole child. The CSDE developed a Topical Brief that focuses on social, emotional, behavioral and physical health as well as academic achievement in the SRBI Model.

2.14 The CSDE continued to expand the development of Student Success Plans (SSPs) to assist schools with guiding students in developing academic and career goals. The SSPs are based on three major core components: academic, career, and social/emotional/physical development aligned to the CSDE document *Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development*. A survey was developed in 2010-2011 to ascertain the degree of implementation of SSPs for students, including those with disabilities, as well as to identify areas for state support to ensure full implementation by July 2012. Training for district personnel including counselors, school psychologists, directors of pupil personnel and principals was developed for the 2011-2012 school year.

2.16 In FFY 2011, a newly reconfigured stakeholder group with membership from the CSDE, SERC, The Connecticut Parent Advocacy Center (CPAC), DCF, Court Support Services Division, parent and student advocates and representatives from local school systems, met to review data and develop additional strategies to assist students of color with school completion. Recommendations from this group are considered for inclusion within larger Department initiatives.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Improvement Activities/Timelines/Resources:

Activity	Timelines	Resources	Justification
<p>2.17 (New) Disaggregate graduation and dropout rates for SWD by race and review with stakeholders to inform future statewide policies, procedures and practices.</p>	<p>2012-2013 school year</p>	<ul style="list-style-type: none"> • Department personnel • Representatives from Local Educational Agencies (LEAs) • Representatives from other state agencies and stakeholder groups • SERC • CPAC 	<ul style="list-style-type: none"> • To reduce the racial disproportionality in the state’s data.

Part B State Annual Performance Report (APR) for FFY 2011

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 IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

FFY	Measurable and Rigorous Target		
2011	3A: 70.0%	3B: 95.0%	3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0% CAPT math = 90.0%

Actual Target Data for FFY 2011:

In the school year 2011-12:

3A: Of 170 districts, 130 met the state’s minimum *n*, and 66.9 percent achieved AYP for the special education subgroup. Target not met.

$$(87/130) \times 100 = 66.9\%$$

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

Participation Rates		
CMT Reading =	98.3%	$(31,303 / 31,847) \times 100$
CMT Math =	98.7%	$(31,421 / 31,847) \times 100$
CAPT Reading =	92.4%	$(4,820 / 5,217) \times 100$
CAPT Math =	90.8%	$(4,736 / 5,217) \times 100$

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

CMT Reading=	51.9%	$(16,241 / 31,303) \times 100$
CMT Math =	56.2%	$(17,652 / 31,421) \times 100$
CAPT Reading=	47.9%	$(2,311 / 4,820) \times 100$
CAPT Math =	39.0%	$(1,847 / 4,736) \times 100$

Assessment data reported here for the 2011-12 school year are the same assessments used for reporting under the Elementary and Secondary Education Act (ESEA). 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.

The CSDE reports the performance of students with disabilities with the same frequency and detail as all students. Public reports of assessment results can be found at the Connecticut Education Data and Research (CEDAR) Web site:

http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx and www.ctreports.com.

Connecticut does not have CMT and CAPT alternate assessments based on grade-level academic achievement standards. The CMT and CAPT alternate assessments based on alternate academic achievement standards are called the “Skills Checklist.” Student participation and achievement data for the Skills Checklist can be found at

http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx

For state CMT data select: Data Tables>CMT>Skills Checklist Report>Mathematics *or* Reading>Grade level

For state CAPT data select: Data Tables>CAPT>Skills Checklist Report>Mathematics *or* Reading

For district-level data, click on the “State” link under the left-hand column titled “Organization Name.” For school-level data, click on the “District” link under the left-hand column titled “District Name.” Multiple years of district data will appear. Select a year by clicking the District Name again and school-level data will appear. Please note that district and school-level data will be suppressed when the number of students participating is less than six.

All data are valid and reliable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

3A: More than twice as many districts were identified this year as having met adequate yearly progress (AYP) targets for the subgroup of students with disabilities. This is an increase from 26.6 to 66.9 percent of districts that met the minimum “n”, making adequate yearly progress. This is a dramatic increase that puts the state just 3.1 percent shy of the indicator 3A target for FFY 2011.

Of the 87 districts meeting AYP targets for students with disabilities, 83 of those districts met the target via the Safe Harbor provision in *Connecticut’s Accountability Workbook* under ESEA. Significant progress on this indicator may be attributed to multiple factors including: emphasis on improving student achievement across the department and specifically through the bureau’s Focused Monitoring activities; increased collaborative efforts across the department to focus on the achievement of students with disabilities; as well as a spotlight on improvements in the graduation rate and increases in the percent of students with disabilities achieving basic or above on the writing assessment, two of the criteria for achieving Safe Harbor status.

3B: The CSDE met the 95 percent participation target for the CMT Reading and Math with a participation rate of 98.3 percent in CMT reading and 98.7 percent in CMT mathematics. The state did not meet the participation target of 95 percent for the CAPT (high school) Math and Reading assessments. The CAPT participation rate was 92.4 percent in reading and 90.8 percent in mathematics.

Connecticut continues to meet the participation target for the CMT, which represents more than 85 percent of our assessment student population.

3C: The CSDE did not meet its proficiency rate targets for the 2011-12 school year. Growth was demonstrated, however, in CAPT reading and CAPT math, as well as CMT reading, in the percent of students with disabilities meeting proficiency and above. Slippage in CMT math proficiency for students with disabilities may be the unintended consequence of the increased focus on literacy instruction at the elementary and middle school levels during FFY 2011, according to stakeholders. In fact, over the last few years, many elementary and middle schools throughout the state have increased literacy instruction time, hired literacy coaches, and developed comprehensive literacy supports and interventions. It appears that there may not have been the same commitment to mathematics instruction in these schools due to staffing levels and fiscal constraints.

Connecticut is pleased that students with disabilities continue to move in a positive direction toward proficiency in CAPT reading, CAPT math, and CMT reading. We are also pleased that at least half of all students with disabilities tested on the CMT (grades 3-8) are scoring at proficient or above.

Discussion of Improvement Activities Completed

3.2, 3.12 During the 2011-12 school year, the Bureau of Accountability and Improvement and the Bureau of Special Education (BSE) continued to collaborate, plan, and implement initiatives together. Consultants from both bureaus jointly attended and presented training together around the Connecticut Accountability for Learning Initiative (CALI), and jointly developed resources and training to support districts' implementation of Scientific Research-Based Intervention (SRBI), Connecticut's framework for Response to Intervention (RtI).

The Bureau of Accountability and Improvement continued to facilitate the SRBI Internal Expert Committee to improve communication across bureaus regarding the implementation of the SRBI framework in Connecticut. Multiple representatives from the Bureau of Special Education serve on these committees and also attend SRBI Lead Trainers Meetings to ensure special education's role and expectations are embedded into the framework.

Connecticut submitted a request and was granted an Elementary and Secondary Education Act (ESEA) flexibility waiver on May 29, 2012. The waiver enabled the Connecticut State Department of Education (CSDE) and districts to replace annual yearly progress (AYP) under No Child left Behind (NCLB) with state designed annual measurable objectives (AMOs), replace NCLB sanctions for schools and districts with more effective interventions, and use Title I funding more flexibly. During 2011-12, baseline data for new performance targets (averaged with previous two years) was determined. The new waiver indicators capture performance across all bands and graduation rates.

On July 7, 2010, the Connecticut State Board of Education adopted the Common Core State Standards (CCSS) as Connecticut's standards in English language arts and mathematics. The transition to CCSS was rolled out with instructional materials, professional development, and transition to the new state assessment during FFY 2011. Connecticut will implement new statewide assessments in 2014-15.

The CSDE posted the previously created document *Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical* on the CSDE's Web site and has been integrated into health and wellness professional development. In addition, presentations have been conducted to key educational groups including the directors of special education, the Regional Education Service Centers (RESA) Alliance Professional Development Council, and to the School Improvement Bureau consultants during the 2011-12 school year. After each presentation, implementation strategies were discussed for each audience and their respective constituents.

3.3 Training around academic achievement for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. The State Education Resource Center (SERC) and CSDE staff presented training opportunities related to academic achievement in the following topical areas:

- Co-teaching
- Differentiated Instruction
- Assistive Technology
- Educational Benefit

- English Language Learners (ELL) and Bilingual Education
- Standards-based Individual Education Programs (IEPs)
- Assessment Accommodations for the CMT and CAPT
- Executive functioning
- CALI

Focused Monitoring specifically indicated a need for training in co-teaching, differentiated instruction and educational benefit with an emphasis on instruction in the general education environments and training of paraprofessionals. SERC posted a flyer describing the co-teaching option on its Web site that highlighted their customized, job-embedded training and technical assistance options. Eight districts requested the co-teaching training in the 2011-12 school year. Training included an overview of co-teaching, follow-up classroom visits and debriefs, facilitated planning sessions, and meetings with administration to discuss implementation challenges and scheduling tips. Additional statewide co-teaching sessions continued to be offered including the two-day “Making a Difference through Co-teaching,” “Enhancing Outcomes for Students with Individualized Education Programs (IEP) in the Co-taught Classroom” and “Meeting the Needs of All Students in the Co-taught Classroom - a facilitated planning session.” Elements of the training content from the CALI differentiated instruction module were infused into the co-teaching sessions.

Professional development activities were presented by SERC to special education staff as well as general education staff, including general education teachers, related services staff, and central office and building level general education administrators. Sessions were provided for Accessing and Adapting Literature, Accessing the Content and Assessing the Achievement of Students with Significant Disabilities, Understanding and Working With Children Who Have Survived Trauma, Universal Design and implementing the Autism Initiative. Additional professional development provided to school district personnel throughout the state included Paraprofessionals as Partners, Reaching the Adolescent Learner: Strategic Differentiation in High School. Two sessions, A Step by Step Approach for Inclusive Schools[®] and Designing Standards-Based IEPs for Participation and Progress in the General Education Curriculum were provided in district. SERC and the CSDE began working collaboratively with an interdistrict group of educators and leaders to create and deliver training on a process of aligning IEP goals and objectives to CCSS.

The CALI Effective Tier I Practices for English Language Learners two-day training has been designed to train regular education classroom teachers, special education teachers, pupil personnel, and school administrators in the best instructional practices for ELLs. The workshop is aimed specifically for educators who have not previously received instruction on how to best educate their ELLs. The workshop consists of four stand-alone but interrelated modules. Each module consists of 2.5 hours for a total of 10 hours of instruction. The topics of the four modules are as follows:

1. Laying the Foundation: Debunking the Myths about ELLs;
2. Making Content (Input) Comprehensible;
3. Engaging the ELL: Creating Opportunities for Output; and
4. Sheltered Instruction: Putting it All Together.

Basic trainings were provided to over 2,000 school personnel by consultants from the RESCs, CSDE, and SERC.

The Bureau of Student Assessment provided three types of training opportunities throughout the state related to understanding special education students' needs and providing appropriate accommodations and assessments. There were a total of 19 sessions across the three trainings. These included:

- What Every Connecticut Educator Should Know About Assessment Accommodations for the Connecticut Mastery Test(CMT) and Connecticut Academic Proficiency Test (CAPT)
- CMT/CAPT Skills Checklist Training
- The CMT/CAPT Modified Assessment System (MAS)

3.5, 3.18 During 2011-12 school year, districts were identified that did not make adequate yearly progress for their students with disabilities through the CSDE's focused monitoring system. Teams were assigned to each of the ten selected districts consisting of membership from the CSDE's BSE and SERC. Each team conducted site visits for service verification and reviewed files to monitor compliance with IDEA requirements. Technical assistance focused on each district's identified possible root causes. Districts developed their own individual improvement plans based on their identified areas of need. Training was provided by SERC teams through a job-embedded approach aligned to the district's plans. This training included school improvement planning, analyzing student CMT/CAPT data and its relationship with time with nondisabled peers, educational benefit, designing standards-based instruction based on the student's curricular areas of need, and assisting districts with strategies to achieve AYP targets for this subgroup. Additional outcomes for graduation and drop out were examined and incorporated into data analysis. Therefore, some districts also received technical assistance from SERC in the area of transition. Because each district's area of need differed, training provided was tailored to those needs with some districts receiving training in the use of assistive technology, Positive Behavior Intervention and Supports (PBIS), and/or culturally responsive instruction.

3.6 CMT/CAPT Skills Checklist Training was required for any special education teacher administering the skills checklist to students with severe cognitive disabilities. This first level training was offered at 14 sessions statewide. These sessions were intended to clarify the identification process for students taking Connecticut's CMT/CAPT Skills Checklist or CMT/CAPT MAS. Included in this session is an understanding of the alignment between the general education performance standards and skills checklist essence statements and downward extensions; an understanding of the skills checklist procedures; online registration and submission process; and how to use assessment data from the skills checklist to plan instruction and monitor student progress. In the 2011-12 school year, 410 teachers participated in the initial training course.

The second level of CMT/CAPT Skills Checklist training called Certified Rater Training (CRT) is an online course that allows teachers who have received the initial training to further their understanding of the skills checklists as an assessment instrument. This course created by CSDE provides greater fidelity in the assessment process for students with significant cognitive

disabilities; provides for ongoing, systematic and increasingly comprehensive training for Connecticut teachers that administer the CMT/CAPT Skills Checklist; and is advanced training for veteran teachers providing consistency and accuracy of rating student performance over time. During the 2011-12 school year, 475 teachers have taken the CRT online course.

In 2011-12, Connecticut began participating in the National Center and State Collaborative (NCSC) Community of Practice (CoP) addressing a new alternate assessment system built on CCSS. Using a UDL approach with accommodations and supports for emerging readers and communication users, Learning Progressions (LPs) and Core Content Connectors (CCCs) were shared via webinars as they pertain to instructional planning for students with significant cognitive disabilities. These components are one part of a visual framework for the components of professional development. The instructional framework uses a triangle to identify the three key components: curriculum, instruction, and assessment. The triangle is placed upon a base: communication. Finally, the triangle is located on a background of college, career, and community, which helps to ensure that these real world components are integrated into the system of curriculum, instruction, and assessment.

3.7 Building capacity for districts not making AYP for students with disabilities continued through basic training available to school personnel by consultants from the RESCs, CSDE, and SERC. Through these partnerships, ongoing district and school-level support and technical assistance were provided in the key focus areas of Data-Driven Decision-Making/Data Teams (DDDM/DT), Making Standards Work (MSW), Effective Teaching Strategies (ETS), Common Formative Assessments (CFA), and Improving School Climate to Support Student Achievement.

The Bureau of Accountability and Improvement implemented three previously redesigned CALI modules: School and Instructional Data Teams, Using Differentiated Instruction to Implement the Common Core State Standards, and Getting Ready for the Next Generation of Assessments. Improving School Climate Basic and Certification training continued to be offered to help complete the connections between data analysis, school climate, assessment, and differentiation of instruction to meet student academic and social-emotional needs.

A module titled “Culturally Responsive Education” focused on the implementation of a culturally responsive education and how it can increase student achievement, characteristics of culturally competent teachers and schools, and how to prepare students for a diverse world and workplace. Additionally, a module addressing English Language Learners (ELL) has expanded the offering to address specific instruction to students whose first language is not English (see Improvement Activity 3.3).

3.8 In April 2012, the CSDE sponsored a symposium to communicate to institutes of higher education (IHE) faculty, deans, and policymakers updated information regarding major CSDE initiatives addressing CCSS. The CSDE now has a direct link with Higher Education and are in discussions around pre-service initiatives. A workgroup is examining the current CALI modules and exploring how content can be integrated into IHE course syllabi and experiences. Additionally, the Bureau of Accountability and Improvement and the Bureau of Special Education presented on the topic of SRBI to members of institutes of higher learning whose

schools focus is teacher preparation. Faculty from higher education was invited to meet and discuss the following topics with each other and the Connecticut State Department of Education:

- Expectations for our Teacher and School Leader Candidates in SRBI Preparation
- Research on SRBI/RtI (Practices with Impact)
- Role of the IHE in preparing candidates in the SRBI framework
- Current and/or best practices for concentrations in education programs regarding SRBI
- Incorporating SRBI into IHE program areas

3.14 During the 2011-12 school year, the CSDE's Bureau of Teaching and Learning created crosswalk documents that were posted on the CSDE Web site. The crosswalk documents provided district curriculum directors and teachers with guidance and support as the transition between the CCSS and the Connecticut Frameworks began.

To further assist with the implementation of the CCSS at the building and classroom levels, professional development sessions were created and delivered statewide through a multitude of venues. Many targeted districts completed training that included how to inform key stakeholders, including parents, of CCSS-related changes to the curriculum and classroom instruction, and their role in supporting this process. As the implementation of the CCSS is well underway, the crosswalk documents will be removed from the CSDE Web site and other more current resources will be posted.

3.15 During 2011-12, the training around CMT/CAPT accommodations was provided on-line and can be found on the CSDE Web site. Participants are provided a 2011-2012 Test Accommodations PowerPoint presentation with audio and five individual training sessions including an introduction to accommodations, presentation accommodations, response accommodations, other accommodations, IEP documentation, Measurement Incorporated Secure Testing (MIST), and considerations when providing accommodations.

Connecticut is involved in two national consortia, Smarter Balanced Assessment Consortium (SBAC) and NCSC to address the statewide assessments based on the Common Core State Standards. These two consortia are developing new next-generation assessments to be used by all students including students with disabilities. These assessments will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that educators can use to help students succeed. This technology will also allow for any needed accommodations for students with disabilities. CSDE trainings will be updated to inform district personnel of the new assessments.

3.19 Connecticut's parent training and information (PTI) center, the Connecticut Parent Advocacy Center (CPAC), continued to offer workshops for hundreds of parents and professionals during the 2011-12 school year. Topics included understanding CMT/CAPT reports, the SRBI Framework, and IEP Goals and Objectives aligned with the general education curriculum.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The proposed 3A Target for FFY 2012 has been revised to reflect the new accountability measures in Connecticut’s approved ESEA flexibility waiver:

FFY	Measurable and Rigorous Target		
2012 (2012-2013)	3A: Connecticut will report baseline AMO data used for accountability reporting under Title 1 of the ESEA as a result of ESEA flexibility	3B: 95.0%	3C: CMT reading = 89.0% CMT math = 91.0% CAPT reading = 91.0% CAPT math = 90.0%

Improvement Activities	Timelines	Resources	Justification
3.5 (Revised) Provide targeted training to districts and schools identified through the accountability measures in Connecticut’s ESEA Flexibility Waiver for the subgroup of students with disabilities to assist districts in targeting more students to make progress and to sustain progress made. This training will include school improvement planning, analyzing student CMT/CAPT data and its relationship with time with nondisabled peers, design standards-based instruction based on the student’s curricular areas of need, and assist districts with strategies to achieve AYP targets for this subgroup.	2010-11 school year through 2013	<ul style="list-style-type: none"> • Training provided by the State Education Resource Center 	<ul style="list-style-type: none"> • The improvement activity has been revised to reflect the new accountability measures in Connecticut’s approved ESEA flexibility waiver.
3.7 (Revised) Offer training opportunities for use by targeted schools identified through the accountability measures in Connecticut’s ESEA Flexibility Waiver for students with	2010-11 school year through 2013	<ul style="list-style-type: none"> • Bureau of Accountability and Improvement • Bureau of Teaching and 	<ul style="list-style-type: none"> • The improvement activity has been revised to reflect the new accountability measures in

Improvement Activities	Timelines	Resources	Justification
<p>disabilities, especially for those students who are increasing their time in regular classrooms. Components of the training will include three redesigned CALI modules: School and Instructional Data Teams, and Using Differentiated Instruction to Implement the Common Core State Standards, and Getting Ready for the Next Generation of Assessments. Additionally components of co-teaching, Educational Benefit Review Process and excerpts from Step by Step[®].</p> <p>Offer Improving School Climate Basic and Certification training to help complete the connections between data analysis, school climate, assessment, differentiation of instruction to meet student academic and social-emotional needs.</p>		<p>Learning</p> <ul style="list-style-type: none"> • Bureau of Student Assessment • Bureau of Special Education • SERC • RESCs 	<p>Connecticut’s approved ESEA flexibility waiver.</p>
<p>3.14 (Revised) Provide assistance with the implementation of the Common Core State Standards (CCSS) and crosswalk documents to assist with the transition between CCSS and CT Frameworks. This will include what changes are needed to certain grade level expectations and the intent of those changes for teaching and learning. Training to include how staff informs parents of the curriculum, how to access it, who the district contact is, and any other written material available to parents or the community regarding a district’s curriculum.</p>	<p>2011-12 school year</p>	<ul style="list-style-type: none"> • Bureau of Teaching and Learning • SERC/RESC Alliance 	<ul style="list-style-type: none"> • The timeline has been revised as this activity was completed during 2011-12.

Improvement Activities	Timelines	Resources	Justification
<p>3.18 (Revised) Conduct targeted monitoring and support for districts identified through the accountability measures in Connecticut’s ESEA Flexibility Waiver for students with disabilities. This is to be done either through the Focused Monitoring System, SPP indicator 3, or through other components of the Bureau’s General Supervision System. Support will be identified through the monitoring of districts to outline their needs in address students with disabilities meeting proficiency on the CMT and CAPT.</p>	<p>2011-12 school year through 2013</p>	<ul style="list-style-type: none"> • Bureau of Special Education 	<ul style="list-style-type: none"> • The improvement activity has been revised to reflect the new accountability measures in Connecticut’s approved ESEA flexibility waiver.

Part B State Annual Performance Report (APR) for FFY 2011

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 that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

- A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.
- B. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

FFY	Measurable and Rigorous Target
2011 (using 2010-2011 data)	4A - 15.0%

All information regarding Indicator 4B is reported in the FFY 2011 Optional APR Template.

Definition of Significant Discrepancy and Methodology

For Indicator 4A, the Connecticut State Department of Education (CSDE) determined that a district had a significant discrepancy by comparing the suspension/expulsion rates for children with individualized education programs (IEPs) among districts in the state. The state calculated

the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs for each district within the state. Connecticut has defined “significant discrepancy” as a district suspending or expelling greater than 2 percent of its children with disabilities for more than 10 days in a school year. Connecticut does not use a minimum “n” size for this analysis, and no districts were excluded from the calculation.

Actual Target Data for FFY 2011:

4A: In the 2010-2011 school year, 16 districts or 9.41 percent, had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target met.

$(16/170) \times 100 = 9.41\%$

Data for Indicator 4A are not taken from sampling. Data collected are valid and reliable, as verified by the series of validation checks built into the collection system and further ensured through a series of manual verification checks after the electronic submission of the data.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2011 (using 2010-2011 data)	170	16	9.41

Review of Policies, Procedures, and Practices

The CSDE analyzed district suspension and expulsion data submitted electronically through the ED 166 Discipline data system. CSDE consultants from the Bureau of Data Collection, Research and Evaluation, the Bureau of Special Education, and the Bureau of Health/Nutrition, Family Services and Adult Education met to review district suspension and expulsion data and the process for addressing districts with a significant discrepancy.

The CSDE contacted the 16 districts identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The CSDE conducted the review outlined in 34 C.F.R. Section 300.170(b) by requiring districts to provide additional data and information to the CSDE through a self-assessment. The completed self-assessment addressed the district’s policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. CSDE staff reviewed the self-assessments through a desk audit and clarified any self-assessment responses with individual districts.

Additionally, if appropriate, the CSDE required the district to revise its policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures and practices comply with IDEA. Upon completion of the desk audit, the CSDE determined that each of the 16 districts had appropriate policies, procedures and practices related to the

development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Per *OSEP Memo 13-6*, Connecticut is not required to provide an explanation because the state met its FFY 2011 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 13-6*, Connecticut is not required to discuss improvement activities as the state met its FFY 2011 target for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The improvement activities were reviewed to determine if any changes needed to be made to the activities, timelines or resources. No revisions are proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See Overview, page i

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Overview of Issue/Description of System or Process:

The CSDE analyzed district suspension and expulsion data submitted electronically through the ED166 Discipline data system. CSDE consultants from the Bureau of Data Collection, Research and Evaluation, Division of Family and Student Support Services and the Bureau of Special Education reviewed suspension and expulsion data and the process for addressing districts with a significant discrepancy. Significant discrepancy is defined as: Greater than 2% of students with disabilities in a district suspended or expelled out-of-school (OSS) for any serious offense for a cumulative total of greater than ten days in a school year by race.

Definition of Significant Discrepancy and Methodology

The State's comparison methodology compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State. In Connecticut, significant discrepancy for Indicator 4B is now defined as follows: Greater than 2% of students with disabilities in a district suspended or expelled out-of-school (OSS) for any serious offense for a cumulative total of greater than ten days in a school year by race.

We established a state ratio bar of 2% in order to compare suspension rates among districts. We then calculated a suspension rate by race in each district for students with disabilities and compared those rates to the students with disabilities that had suspensions and expulsions greater than a cumulative total of 10 days by race in each district.

Optional APR Template – Part B (4)

Connecticut
State

Connecticut applied a minimum “n” size requirement in the calculation of significant discrepancy in the rates of suspension and expulsion for greater than 10 days in a school year for children with IEPs:

- minimum of 5 students with disabilities in the district were suspended/expelled for > 10 days (Rule A)
- minimum of 10 students with disabilities in the district in each race category (Rule B)

Actual Target Data for FFY 2011 (using 2010-2011 data)

FFY	Measurable and Rigorous Target
2011 (using 2010-2011 data)	0%

For this indicator, report data for the year before the reporting year (use 2010-2011 data).

0%

Describe the results of the State examination of the data.

In the 2010-11 school year, 16 districts, or 9.41 percent were identified as having a significant discrepancy by race or ethnicity in the suspension/expulsion rate of children with disabilities of greater than 10 days in a school year. The districts’ policies, procedures or practices were reviewed to ensure compliance with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Zero districts were found to have noncompliant policies, procedures or practices. Target met.

Connecticut applied a minimum “n” size requirement in the calculation of significant discrepancy in the rates of suspension and expulsion for greater than 10 days in a school year for children with IEPs.

- minimum of 5 students with disabilities in the district were suspended/expelled for > 10 days (Rule A)
- minimum of 10 students with disabilities in the district in each race category (Rule B)

Connecticut’s minimum ‘n’ size requirement excluded 21 districts from the calculation of rates.

Districts in Connecticut	170
Districts excluded under minimum “n” Rule A	21
Districts excluded under minimum “n” Rule B	0
Districts assessed for Significant Discrepancy	149

Data for Indicator 4B are not taken from sampling. Data collected are valid and reliable, as verified by the series of validation checks built into the collection system and further ensured through a series of manual verification checks after the electronic submission of the data.

4B(a). LEAs with Significant Discrepancy, by Race or Ethnicity*, in Rates of Suspension and Expulsion:

Year	Total Number of LEAs**	Number of LEAs that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2011 (using 2010-2011 data)	170	16	9.41

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of LEAs*	Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Percent**
FFY 2011 (using 2010-2011 data)	16	0	0

Review of Policies, Procedures, and Practices (completed in FFY 2011 using 2010-2011 data): If any LEAs are identified with significant discrepancies:

The CSDE contacted the 16 districts identified as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by race or ethnicity. The CSDE conducted the review outlined in 34 C.F.R. Section 300.170(b) by requiring districts to provide additional data and information to the CSDE through a self-assessment. The completed self-assessment addressed the district’s policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. CSDE staff reviewed the self-assessments through a desk audit and clarified any self-assessment responses with individual districts. Upon completion of the desk audit, the CSDE determined that each of the 16 districts had policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards that were in compliance with the regulatory requirements. Therefore, the CSDE did not require any of the districts to revise its policies, procedures or practices relating to the development and

implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.

The CSDE completed the review of the sixteen identified districts and there were no districts that had significant discrepancies due to inappropriate policies, procedures or practices relating to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards.

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

Explanation of Progress or Slippage

Per *OSEP Memo 13-6*, Connecticut is not required to provide an explanation because the state met its FFY 2011 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 13-6*, Connecticut is not required to discuss improvement activities as the state is reporting 100 percent compliance for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The improvement activities were reviewed to determine if any changes needed to be made to the activities, timelines or resources. No revisions are proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

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

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% 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 separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target		
2011	5A: 70.0%	5B: 6.0%	5C: 6.0%

Actual Target Data for FFY 2011:

In the school year 2011-12:

5A. The percentage of students with disabilities aged 6-21 served inside the regular class 80 percent or more of the day was 69.5 percent. Target not met.

$$(41,913 / 60,324) \times 100 = 69.5\%$$

5B. The percentage of students with disabilities served inside the regular class less than 40% of the day aged 6-21 was 5.6 percent. Target met.

$$(3,379 / 60,324) \times 10 = 5.6\%$$

5C. The percentage of students with disabilities aged 6-21 served in separate schools, residential placements, or homebound or hospital placements was 7.3 percent. Target not met.

$$(4,401 / 60,324) \times 100 = 7.3\%$$

Data are valid and reliable as verified by the series of validation checks built into the collection system. Sampling was not used. Data presented here match section 618-Table 3 submitted in accordance with February 1, 2012, timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

The percentage of students in regular class placements (5A) decreased by 1.5 percent, moving from 71.0 percent in the 2010-11 school year to 69.5 percent in the 2011-12 school year. The regular class placement data have been stable for a number of years, generally hovering around 70 percent. The Connecticut State Department of Education (CSDE) saw a slight increase in the percentage of students in segregated settings (5B); however, still met our target of 6.0 percent (5.3 percent in 2010-11 up to 5.6 percent in 2011-12).

The target for placement of students in separate schools, residential placements, or homebound or hospital settings (5C) was 6.0 percent, and the 2011-12 data continue to indicate 7.3 percent of students with disabilities in Connecticut were placed in these settings. The target was not met.

Students with serious emotional disturbance (SED) make up approximately one-third of all students served in separate schools, residential placements, or homebound or hospital placements. This number has remained fairly stable in recent years, (see Table 1).

Table 1.

	SED 0910 Count	SED 1011 Count	SED 1112 Count	SED 0910 Percent	SED 1011 Percent	SED 1112 Percent
80-100%	2153	2241	2275	41.2	43.4	43.0
40-79%	618	583	688	11.8	11.3	13.0
0-39%	939	830	877	18	16.1	16.6
Other/ Separate	1510	1506	1451	28.9	29.2	27.4
Total	5220	5160	5291	100	100	100.0

Only one group of students, those with autism (AU) increased in the count of students placed in separate schools, residential placements, or homebound or hospital settings. The number of students with AU in 5C–settings increased by 71. It is important to note, however, that while there are more students with AU in each placement category, the proportion of students with AU in separate settings continues to decline (see Table 2).

Table 2.

	AU 0708 Count	AU 0809 Count	AU 0910 Count	AU 1011 Count	AU 1112 Count	AU 0708 Percent	AU 0809 Percent	AU 0910 Percent	AU 1011 Percent	AU 1112 Percent
80-100%	1700	2139	2542	2878	3136	44.7	48.3	50.8	52.2	51.8
40-79%	882	957	1010	1069	1229	23.2	21.6	20.2	19.4	20.3
0-39%	518	547	607	643	688	13.6	12.4	12.1	11.7	11.4
Other/ Separate	700	781	847	928	999	18.4	17.7	16.9	16.8	16.5
Total	3800	4424	5006	5518	6052	100	100	100	100	100

Table 3 below shows trend data across four years for all placement categories.

Table 3.

Indicator	% of students w/ disabilities (SWD) in 2008-09	# of students w/ disabilities (SWD) in 2008-09	% of students w/ disabilities (SWD) in 2009-10	# of students w/ disabilities (SWD) in 2009-10	% of students w/ disabilities (SWD) in 2010-11	# of students w/ disabilities (SWD) in 2010-11	% of students w/ disabilities (SWD) in 2011-12	# of students w/ disabilities (SWD) in 2011-12
5A Inside the regular class 80% or more of the day;	69.9%	42,572/ 60,942 (5A / total # of SWD in 2008-09)	70.4%	42,767/ 60,719 (5A / total # of SWD in 2009-10)	71.0%	42,757/ 60,232 (5A / total # of SWD in 2010-11)	69.5%	41,913 / 60,324 (5A / total # of SWD in 2011-12)
5B Inside the regular class less than 40% of the day	5.5%	3,348/ 60,942 (5B / total # of SWD in 2008-09)	5.4%	3,282/ 60,719 (5B / total # of SWD in 2009-10)	5.3%	3,214/60,232 (5B / total # of SWD in 2010-11)	5.6%	3,379 / 60,324 (5B / total # of SWD in 2011-12)
5C Separate schools, residential, homebound, hospital placements	6.9%	4,244/ 60,942 (5C / total # of SWD in 2008-09)	7.2%	4,365 / 60,719 (5C / total # of SWD in 2009-10)	7.3%	4,399 / 60,232 (5C / total # of SWD in 2010-11)	7.3%	4,401 / 60,324 (5C / total # of SWD in 2011-12)
Inside the regular classroom 40-79%	16.1%	9,775/ 60,942 (students inside 40-79% / total # of SWD in 2008-09)	15.3%	9,300 / 60,719 (students inside 40-79% / total # of SWD in 2009-10)	14.8%	8,920 / 60,232 (students inside 40-79% / total # of SWD in 2010-11)	16.2%	9,779 / 60,324 (students inside 40-79% / total # of SWD in 2011-12)
5A + 40-79% category	86.0%	52,347/ 60,942	85.7%	52,067 / 60,719	85.8%	51,677 / 60,232	85.7%	51,692 / 60,324
5B + 5C	12.4%	7,592 / 60,942	12.6%	7,647 / 60,719	12.6%	7,613 / 60,232	12.9%	7,780 / 60,324

Connecticut continues to maintain aggressive targets for Indicator 5. The current 5A target of 70% was not met. It should be noted that students identified as SED and AU, while disproportionately represented in 5C, are also increasing in 5A placements. The 5A increase was attributed by this indicator's stakeholder group to the academic and social emotional capabilities of individual students within these two disability categories who can be educated appropriately with supplementary aids and services in general education settings. Furthermore, stakeholders indicated that the increase in 5C was attributable to the difficulties of school districts providing supplementary aids and services in less restrictive settings to address the behavioral needs of some students identified as SED or AU. However, as the count for students with AU has increased, 5C percentages for this population have decreased. Districts report that they have increased their capacity to serve the autism population in the district as they have examined research-based practices and focused professional development on strategies and techniques specific to students with autism. The CSDE and the State Education Resource Center (SERC) are continuing to research effective practices for students with behavioral challenges to provide guidance to districts in delivering services to students in the general education environment.

Discussion of Improvement Activities Completed

5.15 The Seven day Leadership Series Training provided by the State Education Resource Center (SERC) uses the Consortium of Inclusive School Practice's framework of vision, policy, structures and practices. The 2011-12 Leadership Series was attended by thirty-three general education administrators, three general education teachers, eleven special education administrators, and four special education teachers and related service personnel. Content addressed implementation of scientific research based practices (SRBI), collaborative models for establishing supportive, inclusive schools, data driven decision making and effective teaching strategies, differentiated instruction, educational benefit determination process for a student with disabilities, and medical and mental health issues and communication with families.

5.17 Past lessons learned from monitoring and participation with the National Center for Special Education Accountability Monitoring (NCSEAM) and involvement in the LRE Community of Practice informed consultants oversight of improvement plans. In addition, research was gathered from the California Department of Education to assist in the development of a district self-assessment to be used for reviewing policies, procedures and practices regarding placement for significant disproportionality for placement. Other various organizations' materials were also reviewed including the National Institute of Urban School Improvement and the Consortium on Inclusive Schooling Practices. National data maps were examined and compared with other states. States within the region who demonstrated positive change were contacted in fall of 2012 to discuss improvement strategies they implemented that may have impacted their positive results.

5.21, 5.24 During this past year, a greater emphasis has emerged to address the issue of more inclusive programming for students with emotional disturbance and autism. The revision of the *Guidelines for Identifying and Educating Students with Serious Emotional Disturbance* was completed during FFY 2011. The guidelines are currently posted on the CSDE Web site. Professional development on targeted areas of the new guidelines is scheduled for spring 2013.

The Connecticut Parent Advocacy Center (CPAC), the state's parent training and information (PTI) center sponsored parent training and forums, especially targeted at parents of students with

autism, during the past year to raise the comfort level of parents in how their child can be educated in general education classrooms in their child's home school.

Implementation of positive behavior interventions and supports (PBIS) has been facilitated through technical assistance, coaching and evaluation through SERC to targeted districts in collaboration with the Center on Positive Behavioral Supports, University of Connecticut (UConn) and CSDE. To date, the PBIS collaborative has trained more than 290 schools since 2005 (3 additional districts and 23 new schools began training in 2011-12). Schools at all grade levels (preschool, elementary, intermediate, middle, and high), as well as alternative schools, have participated in PBIS training. The majority, approximately 45%, are K-6 elementary schools and 17% of the schools are K-8. Middle schools represent 26% while the number of high schools participating in the PBIS training has increased steadily to 12%.

SERC and CSDE have aligned professional development including a 2012 Summit on PBIS to provide Connecticut leaders, policy makers and educators an opportunity to learn about PBIS implementation efforts and to shape an action plan to enhance academic school reform efforts. SERC is designing evidence-based professional development focusing on family engagement strategies. The workshop series will start December 2012. SERC and UConn continue to implement the School-wide Positive Behavioral Intervention Support Training Cadres (STC) and the Connecticut PBIS Collaborative to expand training for schools and to develop a training of trainer's model to sustain implementation of PBIS with fidelity. Approximately 80% of the PBIS schools are sustaining implementation after this third year of training.

SERC recognizes school for successfully putting into practice PBIS by identifying schools as model sites. The schools are identified as a Model Banner school (80% systematic implementation) or a Model Demonstration school (90% systematic implementation) based on the School-wide Evaluation Tool (SET), which is measured annually. Connecticut schools are experiencing positive outcomes in response to the school's implementation of PBIS. This is evidenced by data collection in the School-wide Information System (SWIS) that sorts data points by student, location, teacher, time, day and incident. SERC continues to develop a Results-Based Accountability Report Card (RBA) focusing on three performance measures: 1) the number of schools that have received training in PBIS, 2) the percent of schools sustaining implementation of school-wide PBIS with fidelity, and 3) the average number of office discipline referrals per day per month from PBIS schools (collected in SWIS). Additionally, the PBIS new framework examines cultural context to improve the overall school climate, decrease reactive management and to maximize academic achievement for all students.

In 2011, the State Department of Education (SDE) applied for a second State Personnel Development Grant (SPDG) to foster the implementation of an "integrated model" of literacy instruction and behavior supports. Connecticut's SPDG provides funding to our state to increase and sustain the appropriate implementation of the Scientifically Research Based Intervention (SRBI) framework. Connecticut was one of eight states to receive this federal grant in October 2011.

The primary goals of the grant are (1) to develop a statewide infrastructure to support implementation in schools across the state; (2) establish and sustain a continuum of support in

over 100 schools during first five years of grant; and (3) improve the academic achievement of all learners in participating schools, with specific attention to the achievement of students with disabilities, students of color, and students acquiring English. The SDE will achieve these goals in partnership with the SERC, RESC Alliance, UCONN/CBER, CT-PIRC, CPAC, CT B-3 Program, and CT Juvenile Justice System. In addition, the establishment of a State Leadership Team will assist the SDE to build and sustain a statewide system of professional development to support the fidelity of implementation of a continuum of support and address broader issues of systems change in order to improve student outcomes, PreK-12. Membership includes those with decision-making authority at the state level to support local/district and statewide expansion, promote visibility and political support, and identify funding priorities beyond the life of the grant.

As a result of the Comprehensive System of Personnel Development (CSPD) council's recommendations, the CSDE's publication, *Guidelines for Assistive Technology*, in collaboration with the SERC, and the Part C lead agency, has been revised. The CSDE anticipates that the final, revised document will be rolled out to the field in spring 2013.

5.22 The LRE stakeholder group met two times in 2011-12 with current membership including representation from the RESCs, SERC, CPAC, African Caribbean American Parents of Children with Disabilities, Inc. (AFCAMP), Connecticut Council of Administrators of Special Education (ConnCASE), district special education leadership, state department personnel, the State Advisory Council (SAC) on special education, and Connecticut Association of Private Special Education Facilities (CAPSEF). Additional new members represent two institutes of higher learning, the Department of Children and Family Services (DCF), and a private consultant. The group has examined the correlations between disability categories, environments (placement) and academic achievement.

5.23,5.28 The CSDE gathered current disability category, time with nondisabled peers, race, age, gender, geographic region, district reference group (socioeconomic and education status of families), prevalence rate and achievement scores data for students in 5C–settings to examine trends and variables to understand causal factors. As a result, professional development was increased as noted in activity 5.21. Comparison of statewide assessment scores of students educated in district and out of district placements revealed significant gap in performance of students meeting proficiency, especially in the content area of mathematics. These data will be reviewed and shared with the stakeholders group to determine specific action steps and intervention levels for districts with data of concern. For the OSEP continuous improvement visit (CIV) in November 2011, data were examined differently by analyzing the relationships between placements, graduation, drop out and race.

5.26 Training around academic achievement for students with disabilities continued through job-embedded, school-level and district-level professional development, and statewide offerings. SERC and CSDE staff presented training opportunities related to academic achievement in the following topical areas:

- Co-teaching
- Differentiated Instruction
- Assistive Technology

- Educational Benefit
- English Language Learners and Bilingual
- Standards-based Individual Education Programs (IEPs)
- Effective Teaching Strategies
- Assessment Accommodations for the CMT and CAPT

Focused Monitoring specifically indicated a need for training in co-teaching, differentiated instruction and educational benefit. Attendees of a variety of co-teaching sessions received information about various models of co-teaching and effective practices. Co-teaching sessions were specifically aligned to individual districts' needs and or requests. Training was individualized to teacher teams and job-imbedded. Sessions around differentiating instruction introduced participants to a variety of strategies to use with students of varying levels. Most participants from these sessions had planned on sharing what they learned with colleagues and administrators, and implementing some strategies into their own lessons, particularly around the use of technology. Additionally, methods of incorporating movement into reading lessons was provided.

Professional development activities were presented by SERC to special education staff as well as general education staff, including general education teachers, related services staff, and central office and building level general education administrators. Sessions were provided for Accessing and Adapting Literature, Accessing the Content and Assessing the Achievement of Students with Significant Disabilities, Understanding and Working With Children Who Have Survived Trauma, Universal Design and implementing the autism initiative. Additional professional development provided to school district personnel throughout the state included Paraprofessionals as Partners; Enhancing Students' Executive Skills: Strategies to Support Student Learning and Behavioral Regulation; A Step by Step Approach for Inclusive Schools© was provided in-district; Reaching the Adolescent Learner: Strategic Differentiation in High School; and Designing Standards-Based IEPs for Participation and Progress in the General Education Curriculum was also provided in district.

5.30 The CSDE has utilized the tools added to the special education link on the CSDE Web site section "Least Restrictive Environment." The self-assessment designed to assist districts in reviewing their policies, procedures, and practices with regards to placement and disproportionality has been used as a reference for districts when analyzing the LRE for individual students. The CSDE will use the self-assessment should a district be identified as having a concern in this area. The CSDE began to create an additional self-assessment for districts to use with regards to best practices that support the least restrictive environment. Concurrently, SERC has updated their LRE Web site to be linked to the CSDE Web site. This will be on-going throughout 2012-13.

5.31 The CSDE and SERC revised the two-day pilot training, *Secondary Transition Planning: Making the IEP a Living Document*, offered in January 2011 based on feedback from participants. This revised professional development activity that was offered twice in the fall of 2011-12 to 21 districts to 74 participants, was designed to provide teams of teachers and administrators with tools for reviewing the educational benefit of transition goals & objectives; using the results of age-appropriate transition assessment to develop appropriate, measurable postsecondary goals (i.e., PSOGS) and annual goals and objectives; and designing an appropriate

continuum of transition services based on the student’s needs, interests, and preferences as well as the reality of current employment opportunities and trends. District personnel learned how to incorporate standards outlined in the Common Core State Standards as well as appropriate employment standards identified by the student’s interests into a continuum of transition services. Resources such as O*Net, the BRS School to Work Transition Tool Kit, and transition case studies were integrated into the training to assist district personnel create transition services that result in positive post-school outcomes for students with disabilities.

The CSDE and SERC presented a second set of informational sessions to over 75 participants in the spring of 2012 to assist districts that wanted to develop or enhance community-based transition services for 18-21 year-old students with disabilities to increase their College and Career Readiness. The morning session focused on the presentation of the five or six different models of over 30 Connecticut programs serving these students in college, university, or community-based settings (see Directory at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Community_Based_Transition_Services.pdf). The afternoon session facilitated a dialogue regarding a variety of approaches to encourage districts to expand the college and university-based transition services to include more course-taking options and supports for students with disabilities and various barriers that need to be overcome. Options for providing transition services in collaboration with institutions of higher education such as dual enrollment programs or bridge-year services were discussed. Follow-up networking sessions will be provided during 2012-13 to support the further development and expansion of the ideas generated by these informational sessions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Stakeholders participated in the adjustments made to the following improvement activities:

Activity	Timelines	Resources	Justification
5.15 (Revised) Use nationally available resources and research to guide the development of monitoring and implementation strategies.	2005-06 through 2013	<ul style="list-style-type: none"> • Department personnel • SERC • Regional Resource Centers (RRC) 	<ul style="list-style-type: none"> • Reference to specific TA centers has been removed to reflect use of current resources and research. • Resources have been updated to align with revised activity.
5.17 (Deleted) Use National Center for Special Education Accountability Monitoring (NCSEAM) and LRE Part B Community of Practice to assist in informing best practice in monitoring.	2005-06 through 2013	<ul style="list-style-type: none"> • NCSEAM • Regional Resource Centers (RRC) 	<ul style="list-style-type: none"> • This activity has been incorporated into revised activity 5.15.

Activity	Timelines	Resources	Justification
<p>5.31 (Revised) Develop and provide a series of trainings for districts regarding tools for providing age-appropriate transition assessment, and using the results to develop measurable Post-School Outcome Goal statements, functional performance statements, and annual IEP goals and objectives within the general curriculum framework (Common Core Standards) that will reasonably enable students to meet their postsecondary goals (e.g., Transition Assessment & the IEP; Education Benefit – Making the IEP a Living Document) to be college and career ready.</p>	<p>2010- 11 school year through 2013</p>	<ul style="list-style-type: none"> • Department personnel • SERC • TTF 	<ul style="list-style-type: none"> • This activity has been revised to be more specific and aligned with state priorities.
<p>5.32 (New) Disseminate state color-coded map, by district, representing LRE data specific to 5C-settings.</p>	<p>Spring 2013</p>	<ul style="list-style-type: none"> • Department personnel to design and disseminate the map • Department Web site • Map dissemination 	<ul style="list-style-type: none"> • Recommendation by stakeholder group based on successful use of maps for past initiatives.
<p>5.33 (New) Support training and information sharing sessions on LRE conducted by other public or private agencies for families and district/agency personnel.</p>	<p>2012-2013</p>	<ul style="list-style-type: none"> • Department personnel • CPAC • Resource Equity Account • SERC/PIRC 	<ul style="list-style-type: none"> • The Department recognizes the importance of including parents in training opportunities.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See Overview, page i

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.
(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2011	N/A: Targets Will Be Reported for FFY 2012

Actual Target Data for FFY 2011:

Baseline data and targets are established and reported in the FFY 2011 SPP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Improvement activities are established in the FFY 2011 SPP and will be reported on in the FFY 2012 APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Not applicable. #

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See Overview, page i

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 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:

Outcomes:

- 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.

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes (use for FFY 2011 reporting):

Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

FFY	Measurable and Rigorous Target
FFY 2011	<p>Outcome A1: 56.0% Outcome B1: 59.0% Outcome C1: 48.0%</p> <p>Outcome A2: 52.0% Outcome B2: 31.0% Outcome C2: 24.0%</p>

Actual Target Data for FFY 2011:

The following chart provides summary statement data for each of the three outcomes and represents the state’s early childhood outcome data for children whose post-test data were collected from July 1, 2011, to June 30, 2012.

The state met target for five of the six summary statements.

Summary Statements		
Outcome A: Positive social-emotional skills (including social relationships)	Targets FFY 2011 (% Children)	Actual FFY 2011 (% Children)
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	56.0%	54.2%

Summary Statements		
The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	52.0%	52.9%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Targets FFY 2011 (% Children)	Actual FFY 2011 (% Children)
Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	59.0%	64.0%
The percent of children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	31.0%	34.7%
Outcome C: Use of appropriate behaviors to meet their needs	Targets FFY 2011 (% Children)	Actual FFY 2011 (% Children)
Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	48.0%	52.1%
The percent of children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	24.0%	26.5%

Child Progress Data in Measurement Categories for FFY 2011:

Positive social-emotional skills (including social relationships):	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	63	2.3%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	789	29.2%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	420	15.6%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	587	21.8%

e) Percent of children who maintained functioning at a level comparable to same-aged peers	839	31.1%
Total	N =2698	100%
Acquisition and use of knowledge and skills (including early language/communication and early literacy):		
	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	17	0.6%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	783	29.0%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	961	35.6%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	464	17.2%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	473	17.5%
Total	N = 2698	100%
Use of appropriate behaviors to meet their needs:		
	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	16	0.6%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1138	42.2%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	828	30.7%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	425	15.8%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	291	10.8%
Total	N = 2698	100%

The CSDE analyzed data regarding children’s developmental and functional progress. Data indicate that there were 2698 children in the statewide data system that had both Point 1 and Point 2 early childhood outcome assessment information and whose post-test data were collected from July 1, 2011, to June 30, 2012.

The average length of time for the receipt of special education and related services for the children on whom progress data is reported is 19.5 months of special education and related services, compared to 19.6 months last year, but up from 18.7 months in 2009-10 and 17.9

months in 2008-09. The following chart is representative of the amount of time that the 2698 children received special education and related services:

Time (in months) Children Received Special Education	Number of Children	Percent of Children
6-12 months	491	18.2%
13-18 months	632	23.4%
19-24 months	901	33.4%
25-30 months	518	19.2%
31-36 months	128	4.7%
36+ months	28	1.0%
Total	2698	100.0%

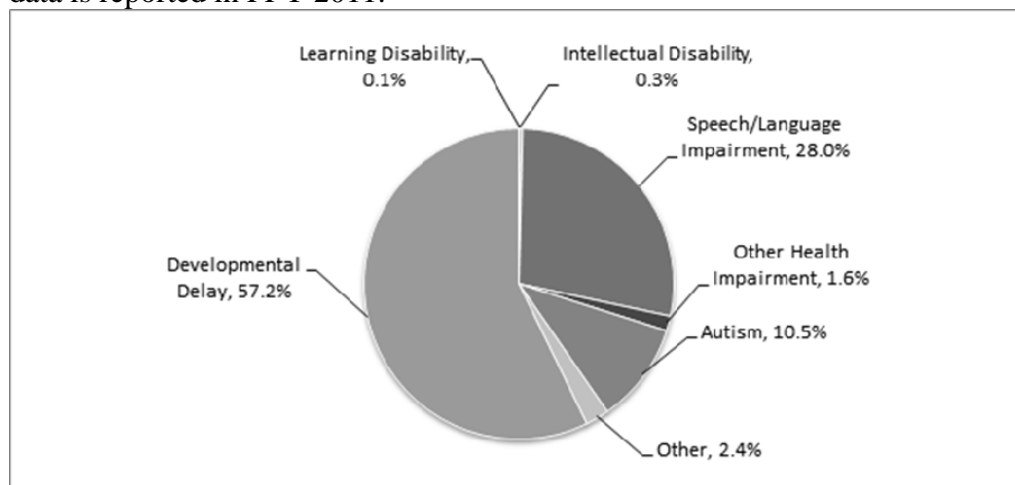
Of the 2698 children, the charts below respectively represent the gender and race/ethnicity of the children for whom progress information was reported compared to the representative population of children served in their final year of preschool. These data provided in the ‘*children in ECO data*’ and ‘*children served in Pre-K*’ columns indicate that the data reported for this indicator in the 2011-12 school year is representative of the percent of children served in preschool special education for the same year. These data indicate that there is a comparable representation of children receiving special education at the preschool level evident in the FFY 2011 outcome data as it relates to both gender and race/ethnicity.

Gender	Number of Children in ECO Data	Percent Children in ECO Data	Children Served in Pre-K in 2011-2012
Female	796	29.5%	28.7%
Male	1902	70.5%	71.3%
Total	2698	100%	100%

Race/Ethnicity	Number of Children in ECO Data	Percent Children in ECO Data	Children Served in Pre-K in 2011-2012
Am. Indian/Native Alaskan	10	0.4%	0.5%
Asian	79	2.9%	3.4%
Black	307	11.4%	11.9%
White	1637	60.7%	24.4%
Hispanic	586	21.7%	57.4%
Native Hawaiian or Pacific Islander	2	0.1%	0.2%
Multiple Races	77	2.9%	2.2%
Total	2698	100.0%	100%

Primary Disability of Children in ECO FFY 2011 Data:

The chart below identifies the primary disability category of the 2698 children for whom ECO data is reported in FFY 2011.



The CSDE continues to address the issue of data quality in the collection, analysis and reporting of data for this indicator. Data integration across multiple CSDE data systems has enhanced the assurance of data accuracy and reporting. The CSDE uses the state's all student data collection system, Public School Information System (PSIS), to assist in tracking children who have moved from one school district to another. PSIS has also assisted in identifying the start date of special education to ensure that all newly identified children are included and that Point 1 data is obtained for all children in the data collection. PSIS also identifies when children have exited preschool to kindergarten to ensure the collection and reporting of Point 2 data for all children who exit. The data collection system for this indicator also has a number of edit checks which help ensure that the data is accurate. Follow-up technical assistance and support on ensuring timely and accurate data is provided by the CSDE. These activities allow for enhanced data quality and reliability.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:Explanation of Progress or Slippage

The CSDE met the targets for the outcome summary statements for A2, B1, B2, C1 and C2. The CSDE did not meet the target for the outcome summary statement A1, namely those children who entered or exited the program below age expectations and who substantially increased their rate of growth by the time they turned 6 years of age or exited the program in Outcome A, positive social emotional skills, including social relationships. The performance on outcome summary statement A1 was lower than the anticipated target in both 2009 and 2010, with 54.3% in FFY 2009 and 54.7% in FFY 2010. The CSDE speculates that one of the factors may be the less than robust measures for obtaining information on children's social emotional skills, including social relationships as measured by the Brigance IED-II. Two sub-tests of the Brigance IED-II inform children's progress compared to eight sub-tests to report on 'acquisition and use of knowledge and skills' and eight sub-tests to report on 'behavior to meet needs'. Curriculum Associates has also identified that the social-emotional domains of the instrument are

less robust and are currently working to increase the depth and breadth of items in this developmental domain area.

Discussion of Improvement Activities

7.1 The CSDE used information obtained from stakeholders to clarify guidance issued on test administration, timelines and ECO requirements versus best practice. The effort was related to ensuring the quality of the statewide data collected and reported.

7.2 The CSDE updated materials to be used in training and technical assistance, in outreach and public awareness and in other professional development and informational venues. A primary activity was the review of the training information used statewide by eliminating duplicative informative and including additional resource information. There was an annual CSDE meeting with Regional Educational Service Centers (RESCs) and the State Special Education Resource Center (SERC) to work on increasing the quality of the statewide data collected and reported.

7.3 The CSDE continued to provide and evaluate training and technical assistance and revised and refined the training and technical assistance and other professional development opportunities based on evaluation feedback. The CSDE worked with the RESCs and the SERC on this to increase the quality of the statewide data collected and reported.

7.4 The CSDE continued to work closely with Part C in the state to ensure that materials and other information developed and disseminated is coordinated with the state's Part C program and the CSDE personnel working on this SPP/APR indicator. This work included information disseminated through the *Birth-5 Newsletter* on the similarities and differences between the two systems.

7.5 The CSDE used the annual data collection and analysis to inform and refine the data collection, the decision rules and the analysis for future reporting. This effort included adding edits checks and was related to ensuring the quality of the statewide data collected and reported.

7.6 CSDE personnel continued to use the Web site resources of the National Early Childhood Technical Assistance Center (NECTAC), US DOE/OSEP, and the Early Childhood Outcomes Center (ECO Center). Information from these national resources was included in statewide training. Links to various federally-funded centers and resources were provided through technical assistance to districts. This activity was related to data quality and program improvement.

7.7 CSDE personnel continued to access and utilize the information and resources from national professional organizations to embed evidence-based assessment practices into the state outcome system (e.g., National Association for the Education of Young Children, the Division of Early Childhood, etc.). Information on authentic assessment was disseminated to districts upon request. This activity was related to program improvement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Stakeholders did not make any revisions to the targets, activities, timelines or resources for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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
2011	88.0%

Actual Target Data for FFY 2011:

Of the parents surveyed from 22 school districts in Connecticut, including regional school districts, during the 2011-2012 school year, 88.0 percent agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. Data reported are valid and reliable. Target met.

943 agreements with item 12 / 1,072 survey respondents × 100 = 88.0%

2011-12 survey administration district sample total:

- surveys sent = 6143 in 22 school districts
- surveys returned completed = 1072
- response rate = 17.4%
- surveys returned non-deliverable = 516
- non-deliverable rate = 8.4%

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

the completed survey within two weeks. A letter reminding parents to complete the survey was sent two weeks from the initial mailing.

Parent responses to survey item 12, “In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities,” were analyzed to determine state performance on Indicator 8. Parent responses in the categories of Strongly Agree, Moderately Agree and Slightly Agree constitute the 88.0 percent reported above. The responses collected from 22 districts in this year’s survey sample were analyzed for representativeness by age, gender, race and ethnicity, grade and disability as compared to the total statewide population of students with disabilities. The analysis for response representativeness was conducted using both a statistical significance test (chi-square) and a practical or meaningful significance test (effect size). Below are the actual proportions for each area assessed.

Variable	Grouping	2011-12 Statewide Data	2011-12 Survey Data
Age	3-5	11.7%	12.7%
	6-12	45.6%	51.8%
	13-14	15.5%	14.4%
	15-17	21.6%	16.4%
	18-21	5.7%	4.8%
Gender	Male	68.8%	66.2%
	Female	31.2%	33.8%
Race/Ethnicity	American Indian/ Alaskan Native	0.4%	0.8%
	Asian	2.1%	2.0%
	Black	15.7%	12.1%
	White	57.2%	65.4%
	Hispanic/Latino of any race	22.9%	18.3%
	Native Hawaiian or other Pacific Islander	0.1%	0.0%
	Two or more races	1.6%	1.5%
Grade	PK	6.8%	7.5%
	Elementary	36.5%	42.9%
	Middle	24.2%	23.1%
	High	32.5%	26.5%
Disability	LD	30.8%	24.1%
	ID	3.6%	3.9%

Variable	Grouping	2011-12 Statewide Data	2011-12 Survey Data
	ED	7.8%	4.9%
	SLI	18.1%	18.0%
Disability	OHI	17.9%	20.0%
	Autism	10.1%	16.6%
	Other	11.9%	12.4%

Variable	Chi-Sq Test (χ^2)	Cohen's Effect Size	Interpretation
Age	$\chi^2(4) = 25.6$	0.15	Small
Gender	$\chi^2(1) = 3.2$	n/a	n/a
Race/Ethnicity	$\chi^2(6) = 34.7^*$	0.18	Small
Grade	$\chi^2(3) = 25.0^*$	0.15	Small
Disability	$\chi^2(6) = 75.5^*$	0.27	Small

* Significant at .001 level.

Of the five areas assessed, 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/ ethnicity, grade and disability, none of these had an effect size or practical significance level that warranted consideration. Effect sizes for all variables were small (below 0.30) and did not indicate any 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.

The parent survey was developed in the 2004-05 school year and responses from the 2005-06 and 2007-08 school year surveys were analyzed using exploratory factor analysis and reliability analysis to determine the factor structure of the survey and the internal consistency for each of the four resulting factors. Survey item 12 was included in a factor with very high internal consistency. The results indicated that the survey items were valid and reliable over time.

Considering the chi-square and previous factor analysis results, the CSDE is satisfied with the survey structure and the overall representativeness of the survey sample in 2011-12 and asserts the conclusions drawn from this survey to be both valid and reliable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Per *OSEP Memo 13-6*, Connecticut is not required to provide an explanation of progress from the FFY 2010 data as the state met its FFY 2011 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 13-6*, Connecticut is not required to discuss improvement activities as the state met its FFY 2011 target for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Activity	Timelines	Resources	Justification
8.13 (Revised) Administer the Department’s Special Education Parent Survey in English and Spanish in both paper and online formats.	2011-12 school year through 2012-13	<ul style="list-style-type: none"> • Department Personnel • CPAC • SERC • CSDE Parent Work Group • External Evaluator 	<ul style="list-style-type: none"> • Department and Parent Work Group recommendation to improve the special education parent survey response rate and to increase response rates from different constituent groups.
8.15 (Revised) Include a parent representative on the Department’s focused monitoring teams.	2006-07 school year through 2012-13	<ul style="list-style-type: none"> • Department personnel • CPAC 	<ul style="list-style-type: none"> • The “Resources” listed were updated to include CPAC.
8.16 (Revised) Include parent input and participation in the Department’s focused monitoring system.	2006-07 school year through 2012-13	<ul style="list-style-type: none"> • Department personnel • CPAC 	<ul style="list-style-type: none"> • The “Resources” listed were updated to include CPAC.
8.21 (Revised) Explore, with the Parent Work Group and the external evaluator, (a) revisions to the Department’s Parent Survey and (b) an expansion of the number of districts surveyed per year for 2012-13 and the next SPP cycle.	2012-13 school year	<ul style="list-style-type: none"> • Department Personnel • CPAC • SERC • CSDE Parent Work Group • External Evaluator 	<ul style="list-style-type: none"> • State Advisory Council on Special Education and the Parent Work Group recommendation in order to provide current and more frequent special education parent survey results to districts and communities (two-year cycle instead of a six-year cycle) – to improve parent-district collaboration and the special education parent survey response rate, and to more effectively link

			special education parent survey results to the Department’s focused monitoring and improvement initiatives with school districts.
8.23 (New) Update two Department documents, <i>Helpful CT Resources for Families and Before, During and After a PPT Meeting</i> , in English and Spanish, and disseminate to parents, districts and the public.	2012-13 school year	<ul style="list-style-type: none"> • Department personnel • SERC • CPAC • CSDE Parent Work Group 	<ul style="list-style-type: none"> • Recommendation from the Parent Work Group in order to improve parent-district collaboration.

Part B State Annual Performance Report (APR) for FFY 2011

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.”

Based on its review of the 618 data for FFY 2009, describe how the State made its annual determination that the disproportionate representation it identified (consider both over and underrepresentation) of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2009 reporting period, i.e., after June 30, 2010. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2011	0

Actual Target Data for FFY 2011:

In the 2011-12 school year, zero districts in Connecticut had overrepresentation within the seven racial and ethnic groups in special education and related services that was the result of inappropriate identification. Target met.

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

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

Definition of “Disproportionate Representation” and Methodology

The Connecticut State Department of Education (CSDE) has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI’s greater than or equal to 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification.

The CSDE requires districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon a desk audit review of the self-assessment and student file review protocols by CSDE staff, it is determined if each of the districts is correctly implementing the related regulatory requirements and has appropriate identification policies, procedures and practices. If the district is found to have inappropriately identified students, the CSDE will assign corrective actions accordingly.

Connecticut does not use a minimum “n” size for this analysis, and no districts were excluded from the calculation. See Connecticut’s State Performance Plan (SPP) for a complete explanation of the disproportionality analysis.

Districts with Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	170	3	0	0%

In total, three districts were initially contacted regarding potential “data of concern” when assessed for disproportionate representation using the CSDE’s definition.

The CSDE required the three districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon review of the self-assessment and student file review protocols by CSDE staff via desk audit, it was verified that each of the three districts was correctly implementing the related regulatory requirements and had appropriate identification policies, procedures and practices; and that the disproportionate representation was not due to inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Per *OSEP Memo 13-6*, Connecticut is not required to provide an explanation because the state met its FFY 2011 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 13-6*, Connecticut is not required to discuss improvement activities as the state is reporting 100 percent compliance for FFY 2011 on this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The improvement activities were reviewed to determine if any changes needed to be made to the activities, timelines or resources. No revisions are proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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.

FFY	Measurable and Rigorous Target
2011	0%

Actual Target Data for FFY 2011:

In the 2011-12 school year, zero districts in Connecticut had overrepresentation across the seven racial and ethnic groups in specific disability categories that was the result of inappropriate identification. As the reporting requirements under this indicator have changed, no analysis was performed to assess underrepresentation. Target met.

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

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

Definition of “Disproportionate Representation” and Methodology

The Connecticut State Department of Education (CSDE) has adopted a two-step process for the analysis of disproportionate representation: the use of a confidence interval to adjust for the effect of sample size and the calculation and interpretation of a relative risk index (RRI). RRI’s greater than or equal to 2.0 are considered “data of concern” and trigger a multistep investigation into whether the disproportionate representation is the result of inappropriate identification.

The CSDE requires districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon a desk audit review of the self-assessment and student file review protocols by CSDE staff, it is determined if each of the districts is correctly implementing the related regulatory requirements

and has appropriate identification policies, procedures and practices. If the district is found to have inappropriately identified students, the CSDE will assign corrective actions accordingly.

Connecticut does not use a minimum “n” size for this analysis, and no districts were excluded from the calculation. See Connecticut’s State Performance Plan (SPP) for a complete explanation of the disproportionality analysis.

Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2011 (2011-2012)	170	29	0	0%

In total, 29 districts were initially contacted regarding potential “data of concern” in 37 areas when assessed for disproportionate representation using the CSDE’s definition.

Twenty-three (62.2 percent) of the 37 areas of disproportionate data were in the racial category of white:

- 12 = White Autism
- 4 = White Learning Disabilities
- 3 = White Other Health Impairment
- 3 = White Serious Emotional Disturbance
- 1 = White Speech/Language Impairment

Eight (21.6 percent) of the 37 areas of disproportionate data was in the racial category of black:

- 1 = Black Autism
- 2 = Black Intellectual Disabilities
- 2 = Black Learning Disabilities
- 1 = Black Other Health Impairment
- 1 = Black Serious Emotional Disturbance
- 1 = Black Speech/Language Impairment

The remaining six (16.2 percent) of the 37 areas of disproportionate data were in the racial categories of Hispanic/Latino:

- 1 = Hispanic/Latino Learning Disabilities
- 5 = Hispanic/Latino Speech/Language Impairment

The CSDE required the 29 districts with “data of concern” to conduct an analysis of their policies, procedures and practices using the state-designed self-assessment based upon compliance with the requirements in 34 C.F.R. Sections 300.111, 300.201, and 300.301 through 300.311. Upon review of the self-assessment and student file review protocols by CSDE staff via desk audit, it was verified that each of the 29 districts was correctly implementing the related regulatory requirements and had appropriate identification policies, procedures and practices; and that the disproportionate representation was not due to inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

Explanation of Progress or Slippage

Per *OSEP Memo 13-6*, Connecticut is not required to provide an explanation because the state met its FFY 2011 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 13-6*, Connecticut is not required to discuss improvement activities as the state is reporting 100 percent compliance for FFY 2011 on this indicator.

Correction of FFY 2010 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 0%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	0
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

N/A

Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010:

N/A

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The improvement activities were reviewed to determine if any changes needed to be made to the activities, timelines or resources. No revisions are proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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 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.

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

Measurement:
 a. # of children for whom parental consent to evaluate was received.
 b. # of children whose evaluations were completed within 60 days (or State-established timeline).
 Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.
 Percent = [(b) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

For the 2011-12 school year, 99.3 percent of children with parental consent to evaluate were evaluated within the state established timeline. Target not met.

$[13,049 / 13,136] \times 100 = 99.3\%$

- a. # of children for whom parental consent to evaluate was received = 13,136
- b. # of children whose evaluations were completed within 60 days = 13,049

The data used to report on this indicator are statewide data that are inclusive of every school district in the state that provides special education and related services. Data are not obtained from sampling. Data reported here are valid and reliable.

Data are collected annually from all local education agencies (LEA) via an online web data submission tool. Data were collected for all children for whom parental consent to evaluate was received, including children placed by their parents in private, non-public and religiously affiliated schools, between July 1, 2011 and June 30, 2012.

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	13,136
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	13,049
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established-timeline) (Percent = [(b) divided by (a)] times 100)	99.3

Account for children included in (a) but not included in (b):

There were 87 children statewide (served by 26 districts) during the 2011-12 school year included in (a) but not included in (b). In other words, these 87 children did not receive a timely initial evaluation upon the district’s receipt of parent consent. The range of days beyond the timeline when the evaluations were completed was between 1 and 115 days. Districts were required to provide an explanation for students evaluated beyond the state established timeline if the explanation did not fit one of the categories that were considered justifiable explanations. The most frequently cited reasons by districts as causes for eligibility determinations made beyond the state mandated timeline that did not meet one of the acceptable explanations are consistent with last year and included:

- independent/outside evaluators not meeting timeline;
- clerical/tracking errors;
- inability to access multi-lingual evaluators or assessment instruments for non-native English speakers;
- scheduling conflicts.

Of the 26 districts that were determined to be out of compliance with Indicator 11 based on 2011-12 initial evaluation data being below 100 percent, 20 of the 26 districts had percentages falling in the 95-99% range. All 26 districts were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to conducting and completing initial evaluations for any factors that may have contributed to untimely completion of initial evaluations and submit any changes or revisions for review by Bureau of Special Education (BSE) staff. These districts were also required to submit the following information for each child in 2011-12 determined eligible beyond the timeline: the reason for the delay; the extent to which the delay may have resulted in a denial of a free and appropriate public education (FAPE); and any actions taken to address the late evaluation and individualized education program (IEP) implementation such as compensatory education or services. Using the special education student information system (SIS) database, the Connecticut State Department of Education (CSDE) verified that all initial evaluations were completed and an IEP implemented for each of the eligible students whose evaluations exceeded the state timelines. Finally, as part of the requirements to examine subsequent data as described in *OSEP Memo 09-02*, the 26 districts

were required to participate in a monitored submission process for their 2012-13 evaluations timelines data. This process required districts to submit subsequent evaluation data at specific points during the year, which include all new parental consents to evaluate received during the monitored period. The CSDE reviews each evaluation record to ensure compliance with the regulatory requirements for each of the submission periods.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Connecticut continued to make progress toward its 100 percent target with an increase from 99.2 percent in 2010-2011 to 99.3 percent in 2011-2012. Despite an increase of 721 initial evaluations completed in 2011-2012 over the previous year, there were 15 fewer evaluations that went beyond the required timeline. Progress is attributed to an extensive provision of technical assistance by multiple CSDE staff members from the BSE and the Bureau of Data Collection, Research and Evaluation. The CSDE continued to dedicate an increased amount of time and personnel to assist districts in understanding both the data collection procedures and regulatory requirements associated with timely initial evaluations.

Discussion of Improvement Activities Completed

11.7 The CSDE continued to issue District Annual Performance Reports (APR) and Determinations. The district's performance data on Indicator 11 was included in the District APR and was one of the factors used to make the district's 2012 determination.

11.8 In 2011-2012, the CSDE used the automated system to notify districts of compliance status and issue corrective actions if needed. Each district with less than 100 percent compliance upon the certification was required to review, and, if necessary, revise policies, procedures and practices related to initial evaluations, as well as submit subsequent data for BSE review and verification. Targeted technical assistance was provided to districts to assist with the required review and data submission as well as the understanding and implementation of the related regulatory requirements.

11.9 Data from complaints, mediations and due process hearings were reviewed for trends related to evaluation timelines during 2011-2012. BSE staff looked for relationships between the districts where Child Find complaints were occurring and the extent to which the same districts were experiencing noncompliance with indicator 11. No patterns or trends were identified. These data continue to be part of regular BSE discussions on district performance.

11.10 The leadership team, which includes membership across the entire CSDE, continued to meet during 2011-2012 to discuss needs and develop guidance on Scientific Research-Based Instruction (SRBI), a model grounded in Response to Intervention (RtI) principles. The BSE remains closely involved in this Department-wide work and has provided guidance to the group and the field, including parents, concerning referrals for special education and initial evaluations for determining special education eligibility aligned to SRBI. Over the past year, the leadership team reviewed a guidance document for SRBI and English Language Learners (ELL), received updates on the progress of State Personnel Development Grant (SPDG), and compiled a list of

district SRBI contacts, which was posted on the CSDE Web site. The team also started drafting an FAQ document, which will include questions/answers regarding the interface between SRBI and special education eligibility determination and services. BSE staff members continued to participate in various levels of the SRBI statewide trainings, including planning and placement team (PPT) chairperson and parent advocacy group trainings.

11.11 The CSDE analyzed the reasons for noncompliance that districts submitted via the online evaluation timeline data system. These reasons include: independent/outside evaluators not meeting timeline, clerical/tracking errors, inability to access multi-lingual evaluators or assessment instruments for non-native English speakers, and scheduling conflicts. Support and guidance for districts was provided by CSDE staff through individualized technical assistance. As a result of this technical assistance, districts have conducted root cause analyses; provided staff training on regulatory requirements and district policies, procedures and practices; assigned additional responsibilities to specific staff members; and revised practices.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 99.2%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	40
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	40
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

There were 40 districts determined to be out of compliance with Indicator 11 based on 2010-2011 initial evaluation data. All 40 districts were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to conducting and completing initial evaluations for any factors that may have contributed to untimely completion of initial evaluations and submit any changes or revisions for review by BSE staff via desk audit.

The 40 districts also were required to submit the following information for each child in 2010-2011 determined eligible beyond the timeline: the student's State Assigned Student Identifier (SASID); the reason for the delay; the extent to which the delay may have resulted in the denial of a free and appropriate public education (FAPE); and any action items taken to address the late evaluation and individualized education program (IEP) implementation. The CSDE used the special education SIS database to verify that the initial evaluation was completed and an IEP implemented for each of the eligible students whose evaluations exceeded the state timelines. BSE staff also reviewed any actions taken by the district to address the late evaluation and individualized education program (IEP) implementation such as compensatory education or services, staff training, or revisions to clerical procedures.

Finally, the districts were required to provide monitored submissions of subsequent evaluation timelines data for review. During the monitored submission process, all 40 districts reached the 100% target for timely initial evaluations and were found to be implementing the specific regulatory requirements in 34 C.F.R. Section 300.301 which the CSDE verified using the special education SIS database.

Through the actions detailed above, the CSDE was able to verify within one year that each of the 40 districts completed the initial evaluation, although late, unless the child was no longer within the jurisdiction of the LEA; and is correctly implementing the regulatory requirements for initial evaluations, consistent with *OSEP Memo 09-02*.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The improvement activities were reviewed to determine if any changes needed to be made to the activities, timelines or resources. No revisions are proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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 Part B eligibility determination.
- b. # of those referred determined to NOT be eligible and whose eligibility was 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 whom parent refusal to provide consent caused delays in evaluation or initial services or whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C.

Account for children included in a but not included in b, c, d or e. 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 - e)] times 100.

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

$$[1628 / (2482 - 476 - 240 - 138)] * 100 = 100\%$$

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.

State Data Collection Method

The data used to report on this indicator represent the statewide data collected from every school district in the state that provides special education and related services to the population of eligible students beginning at age 3. No sampling was utilized for reporting on this indicator. Data are valid and reliable as verified by a series of validation checks built into the statewide data collection system.

The statewide special education data collection system is called the Special Education Data Application and Collection (SEDAC). Data utilized were obtained by the Connecticut State

Department of Education (CSDE) through the electronic submission of special education data by each school district in the state. Data submitted are child-specific with each child having a unique student identification number called a State Assigned Student Identification Number (SASID). The CSDE began assigning a SASID number to all children in the state’s Part C program in the school year 2006-07. By the school year 2007-08, all infants and toddlers receiving Part C services had a SASID assigned by the CSDE. That student identification number assigned by the CSDE stays with the child during the receipt of their early intervention services and is reassigned to the child by the CSDE at age 3 or at whatever age and point in time the child becomes enrolled and begins receiving a public education.

Data used in the analysis reflect the Section 618 data that identifies the number of 3-year-old children receiving special education and related services. The CSDE’s data system also captures the date of the child’s individualized education program (IEP) team meeting that is held to develop the child’s initial IEP along with the start date of a child’s special education and related services. The Part C lead agency’s data are used as data verification to ensure that the data analysis and reporting is fully inclusive of all students who exit Part C to Part B.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2482
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	476
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1628
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	240
e. # of children determined to be eligible for early intervention services under Part C. <i>[This information is not required until the 2011 submission but may be reported in 2010 if the State’s data are available.]</i>	138
# in [a] but not in [b], [c], [d], or [e].	0
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 Percent = [(c) / (a-b-d-e)] * 100	100% = [1628/(2482-476-240-138)] * 100

Account for children included in [a], but not in [b], [c], [d], or [e]:

Target met. One hundred percent of those children referred from Part C and who were found eligible for special education had an IEP developed and implemented by their third birthday.

Indicate the range of days beyond the third birthday and the reasons for the delays:

Not Applicable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Per *OSEP Memo 13-6*, the state is not required to provide an explanation of progress or slippage when the state has met the FFY 2011 target for this indicator.

Improvement Activities Completed

Per *OSEP Memo 13-6*, the state is not required to provide information on those improvement activities addressed and completed when the state has met the FFY 2011 target for this indicator.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 100%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011).	0
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding).*	0
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)].	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	NA
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	NA

Actions taken if Noncompliance Not Corrected

Not Applicable.

Verification of Correction (either timely or subsequent)

Not Applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No revisions are being proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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 with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

Youth with IEPs aged 16 and above with an IEP that included appropriate measurable postsecondary goals that were annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs was 99.7 percent in the 2011-12 school year. Target not met.

There was also evidence that the student was invited to the planning and placement team (PPT) meeting where transition services were discussed and evidence that, if appropriate, a representative of any outside/participating agency was invited to the PPT meeting with the prior written consent of the parent or student who has reached the age of majority.

$13,424 / 13,459 \times 100 = 99.7\%$

The data utilized to report on this indicator are statewide data that are inclusive of every school district in the state that provides special education and related services. The data are the federally required Section 618 data. The data are collected annually in accordance with the established timelines for federal reporting. Data were not obtained from sampling. All data reported here are valid and reliable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2011:

Explanation of Progress or Slippage

Connecticut made great progress toward its 100 percent target with increases over each of the past three years from 77.8 percent in 2009-10 to 93.8 percent in 2010-11 and now to 99.7% in 2011-12.

Progress is attributed to an extensive provision of professional development and technical assistance by multiple Connecticut State Department of Education (CSDE) staff members from the Bureau of Special Education (BSE) and the Bureau of Data Collection, Research and Evaluation as well as the State Education Resource Center (SERC). The CSDE continued to dedicate an increased amount of time and personnel to assist districts in understanding both the data collection procedures and regulatory requirements associated with the development of an IEP for students with disabilities between the ages of 16 and 21. Progress may also be attributed to the development of a variety of guidelines regarding the writing of Post-School Outcome Goal Statements (PSOGS) and annual goals and objectives, sample PSOGS statements, and an extensive FAQ document (NOTE: In Connecticut, the “postsecondary goal” is called a “Post-School Outcome Goal Statement”). In addition, the CSDE provided on-site transition site visits and technical assistance as needed to address the compliance of specific secondary transition regulatory requirements.

Of the 143 districts in Connecticut that serve youth with disabilities aged 16 and above who have an IEP that includes coordinated, measurable, annual IEP goals and transition services, 130 districts met the 100 percent target for this indicator. Thirteen districts contributed to the 0.3 percent of students ($n = 35$) without coordinated, measurable, annual IEP goals and transition services or who were not invited to the PPT meeting or did not have appropriate outside/participating agencies invited. While Connecticut has not yet reached 100 percent compliance on this indicator, significant improvement has been made from 2009-10 to 2011-12 (see summary table below).

Indicator 13	2009-10	2010-11	2011-12	Percent Change from FFY 2010
Districts with 100% Compliance	19	69	130	+88.4%
Student IEPs Out-of-Compliance	2,914	829	35	-95.8%
Student-level Compliance %	77.8%	93.8%	99.7%	+6.3%

This indicator is quite complex as there are three distinct ways for a student’s IEP to fail to meet the criteria necessary to answer “yes” to the overarching indicator question. First, the student’s IEP may not meet the criteria for coordinated, measurable, annual IEP goals and transition services; second, the student may not have been invited to the PPT meeting where transition services were to be discussed; and third, appropriate outside/participating agencies may not have been invited to attend the PPT meeting where transition services were to be discussed. The 35 IEPs with the answer “no” may have failed any one or a combination of all three compliance criteria.

Coordinated, Measurable, Annual IEP Goals and Transition Services

Statewide, 99.8 percent of student IEPs met the first compliance criteria – goals and transition services (13,436/13,459 = 99.8%). Eleven districts were responsible for the 23 students without appropriate postsecondary goals and transition services. Only three of these districts fell below 95 percent compliance (88.0%, 94.7%, 94.9%). The table below demonstrates the range of the number of IEPs without appropriate postsecondary goals and transition services.

	Number of IEPs Without Appropriate Postsecondary Goals and Transition Services		
	1	2-4	5-9
Number of Districts	6	4	1

In order to answer “yes” to this individual compliance component that indicates that a student’s transition goals are coordinated, measurable, and annual, an LEA must answer “yes” to each of the following five criteria:

- PSOGS for Postsecondary Education/Training;
- PSOGS for Employment;*
- Annual Goal and Objectives for PSOGS in Postsecondary Education/Training;
- Annual Goal and Objectives for PSOGS in Employment;* and
- All PSOGSs are based on age-appropriate transition assessment.

* AND if appropriate, Independent Living Skills.

Student Invited to PPT Meeting Where Transition Services are Discussed

Statewide, 99.9 percent of student IEPs met the second compliance criteria – student invited (13,445/13,459 = 99.9%). Six districts were responsible for the 14 students who were not invited to the PPT meeting where transition services were discussed. None of the six districts fell below 95 percent compliance. The table below demonstrates the range of the number of IEPs where the student was not invited to the PPT meeting where transition services were discussed.

	<u>Number of IEPs Where Student not Invited</u>		
	1	2-4	5-9
Number of Districts	4	1	1

Appropriate Outside/Participating Agencies Invited to PPT Meeting to Plan Transition Services Statewide, 99.9 percent of student IEPs met the third compliance criteria – outside/participating agency invited (13,451/13,459 = 99.9%). Four districts were responsible for the eight IEPs where an outside/participating agency was not invited to the PPT meeting to discuss transition services. Only one of the four districts fell below 95 percent compliance (80.0%). The table below demonstrates the range of the number of IEPs where outside/participating agencies were not invited to the PPT meeting to discuss transition services.

	<u>Number of IEPs Where Agency not Invited</u>		
	1	2-4	5-9
Number of Districts	3	0	1

Discussion of Improvement Activities Completed

13.2 The CSDE and SERC revised the two-day pilot training, *Secondary Transition Planning: Making the IEP a Living Document*, offered in January 2011 based on feedback from participants. This revised professional development activity that was offered twice in the fall of 2011-12 to 21 districts to 74 participants, was designed to provide teams of teachers and administrators with tools for reviewing the educational benefit of transition goals & objectives; using the results of age-appropriate transition assessment to develop appropriate, measurable postsecondary goals (i.e., PSOGS) and annual goals and objectives; and designing an appropriate continuum of transition services based on the student’s needs, interests, and preferences as well as the reality of current employment opportunities and trends. District personnel learned how to incorporate standards outlined in the Common Core State Standards as well as appropriate employment standards identified by the student’s interests into a continuum of transition services. Resources such as O*Net, the BRS School to Work Transition Tool Kit, and transition case studies were integrated into the training to assist district personnel create transition services that result in positive post-school outcomes for students with disabilities.

The CSDE and SERC presented a second set of informational sessions to over 75 participants in the spring of 2012 to assist districts that wanted to develop or enhance community-based transition services for 18-21 year-old students with disabilities to increase their College and Career Readiness. The morning session focused on the presentation of the five or six different models of over 30 Connecticut programs serving these students in college, university, or community-based settings (see Directory at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Community_Based_Transition_Services.pdf). The afternoon session facilitated a dialogue regarding a variety of approaches to encourage

districts to expand the college and university-based transition services to include more course-taking options and supports for students with disabilities and various barriers that need to be overcome. Options for providing transition services in collaboration with institutions of higher education such as dual enrollment programs or bridge-year services were discussed. Follow-up networking sessions will be provided during 2012-13 to support the further development and expansion of the ideas generated by these informational sessions.

13.3 The CSDE continues to refine and update four key topic briefs related to secondary transition: *Writing Transition Goals and Objectives*; *Guidelines on Writing Post-School Outcome Goal Statements (PSOGS)*; *PSOGS Frequently Asked Questions*; and *PSOGS Sample Statements*. These topic briefs are used as the basis for providing technical assistance and training to parents/families, parent advocates, district transition and special education teachers, administrators, PPT chairpersons, and state agency personnel. All documents are posted on the CSDE, Connecticut Parent Advocacy Center (CPAC) and SERC Web sites.

13.4 Extensive training on best practices in secondary transition was provided to district transition and special education personnel, administrators, PPT chairpersons, related services staff (school counselors, school psychologists, social workers, school nurses), parent advocates, surrogate parents, adult education personnel, private special education programs and state agency staff (Bureau of Rehabilitation Services [BRS] and Department of Developmental Services [DDS] Transition Counselors). The CSDE provided targeted technical assistance at two regional meetings of the Connecticut Council of Administrators of Special Education (ConnCASE) and at the five Regional Transition Networks. Parent advocacy training on secondary transition was provided to SpEd Connecticut, Autism Services and Resources Connecticut (ASRC), FAVOR – a family advocacy group for children’s mental health, and the African Caribbean American Parents of Children with Disabilities (AFCAMP).

13.5 The CSDE, in collaboration with SERC and CPAC, provided professional development and technical assistance on specific transition services and resources to adult service agency and district personnel, parents/families, and students with disabilities, including: Career and Employment Resources Available on the Connect-Ability Website (www.connect-ability.com), Transition and Independent Living Centers (ILCs), Assistive Technology, Preparing Students on the Autism Spectrum for Employment, Transition Planning & Self-Determination, Transition to Employment and the CT Business Leadership Network, Aligning IEPs with Transition Assessments, and “Spectrum Unplugged” – a panel of students with ASD. The CSDE collaborated with other organizations on three statewide conferences regarding secondary transition in 2011-12: the Connecticut School Counseling Association (CSCA); BRS, SERC & the Department of Public Health (DPH) (*School Days to Pay Days: Launching into Adulthood*); and SERC, Western Connecticut State University, and CT Association on Higher Education and Disability (CT AHEAD) (*Transition to College and Careers*).

13.6 Although the majority of technical assistance and professional development offered in secondary transition by the CSDE, SERC, and CPAC includes information about the preparation for postsecondary education for students with disabilities as a path to employment, the primary venue for highlighting the preparation needs of students who desire to attend college or pursue a

career after high school is the *Transition to College and Careers Conference*. In 2011-12, workshops tying postsecondary education to careers were added as well as sessions highlighting transition services in college/university settings for 18-21 year-old students with disabilities. This Conference provides three tracks, one each for parents, professionals and students as well as several general sessions. In 2011-12 approximately 131 participants attended this annual event that was held at Western Connecticut State University.

13.9 SERC and the CSDE provided training and technical assistance to two cadres of approximately 40 professionals and parents who provide *Transition 101* training to parent groups and students in districts and at regional transition expos throughout the state via the Train-the-Trainers collaborative. The *Transition 101* trainers offered 19 parent presentations in 2011-12 to approximately 187 parents/family members, 64 professional staff, and 25 students.

13.11 Through two-year funding from BRS, the CSDE collaborated with BRS, SERC, and CPAC to develop the capacity of the six Regional Education Service Centers (RESCs) beyond a K-12 focus to provide information, training, and resources regarding transition and specifically, access to adult service agencies. Each RESC hired a Transition Resource Counselor (TRC) to provide technical assistance and information to parents, families, districts, students and adult agencies regarding the eligibility and referral processes for students with disabilities to access adult service agencies, community resources for students transitioning out of high school, and provide feedback from these constituents to improve district/agency relationships and services. As the TRCs completed their second year, they coordinated Transition Expos in every region, facilitated the BRS referral process particularly in low-referring districts, developed an electronic regional Community Resource Guide, and developed a process to identify regional district needs regarding transition and adult service agencies. Sustainability meetings were held with each RESC, SERC and CPAC to determine the capacity at which each organization was willing to continue this initiative beyond the grant-funding period that ended in June 2012. Each RESC is continuing to collaborate with the CSDE, SERC, and CPAC to develop a menu of services and activities available to their regional districts with respect to secondary transition services and adult service agencies. CPAC will continue for an additional year to expend grant funding to update/revise several key transition publications, including the 2003 edition of the *Educational Journey for Self-Discovery and Advocacy: A Handbook for Students* and develop additional transition-related trainings.

13.12 The CSDE initiated the refinement of the secondary transition on-site technical assistance and training visits to districts as a second level of corrective action to address the specific needs of LEAs with respect to providing appropriate transition services. The National Secondary Transition Technical Assistance Center (NSTTAC) Indicator #13 Checklist was aligned with Connecticut's IEP, piloted with Transition Task Force (TTF) member districts and revised based on feedback. The state site visit team was expanded to include professionals and parents from a wider range of constituent groups in addition to the TTF, including: CSDE, SERC, and CPAC personnel; adult service agency representatives; as well as qualified members from advocacy groups and professional organizations working with students with disabilities. Because of these revisions, input from the one on-site visit conducted in June of 2011, and the CSDE policy to review a sampling of all district IEPs every six years for general supervision purposes, a new

system for providing TA in secondary transition was developed. CSDE met with a range of stakeholders, both internal and external, to refine existing procedures and develop new tools, TA and training to aid districts with maintaining 100 percent compliance in transition and to assist with the improvement planning process. The revised system will be piloted during an on-site transition visit in January 2013 and fully implemented after the analysis of the 2012-13 Indicator #13 data.

Recent developments within several state agencies (i.e., BRS, DDS, Department of Mental Health and Addiction Services – DMHAS) regarding an increased emphasis for exiting high school students with disabilities to obtain competitive employment necessitated the institution of a statewide policy team, the NSTTAC State Leadership Team on Transition and Dropout Prevention Strategies for students with disabilities, to review and coordinate statewide transition activities. This group of approximately 30 stakeholders from district, parent groups and state agencies met in November 2011 to adopt the *NCWD Guideposts for Success* as Connecticut’s transition framework and to review transition activities. As a result, the group agreed to meet multiple times in the next year and half to collaborate on statewide activities, policies and procedures specific to the needs of individuals with disabilities and to enlist the assistance of the employment community to improve post-school employment outcomes.

13.14 Connecticut’s TTF has been advising the CSDE for the past 24 years and within the past two years underwent a major re-organization to better utilize the time and talent of the members, expand the constituent groups represented, and assist the stakeholders to improve the transition services and post-school outcomes of students with disabilities. To that end, the TTF revised its Mission Statement, developed 12 principles to guide its focus, and identified three primary goals for the 2011-12 academic year, 1.) Develop a crosswalk between the Student Success Plan (Connecticut’s Individual Learning Plan) and those plans unique to students with medical needs or disabilities (i.e., IEP, 504 Plan, Individualized Healthcare Plan, Summary of Performance); 2.) Develop Transition Competency Standards for all transition-age students with disabilities that incorporate the Common Core State Standards to assist students with disabilities to become career and college ready; and 3.) Introduce the *Guideposts for Success* to families, students, districts, and state agencies and demonstrate how to use this framework to improve transition services and post-school outcomes for students with disabilities.

Correction of FFY 2010 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2010 for this indicator: 93.8%

1. Number of findings of noncompliance the State made during FFY 2010 (the period from July 1, 2010 through June 30, 2011)	74
2. Number of FFY 2010 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	74
3. Number of FFY 2010 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Actions Taken if Noncompliance Not Corrected:

N/A

Verification of Correction (either timely or subsequent):

For the 74 districts identified with noncompliance under Indicator 13 in FFY 2010, CSDE personnel worked closely with local district personnel to immediately correct the individual cases of noncompliance. In all cases, individual correction occurred within 3 months of the finding being issued and was verified through a review of student IEPs. The CSDE verified within the one-year timeline that all 74 districts are correctly implementing the specific regulatory requirements (34 C.F.R. Sections 300.320(b) and 300.321(b)) through a review of subsequent data in the state’s special education data system, consistent with *OSEP Memo 09-02*.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2010:

All 74 districts were required to review the student files of each case of individual noncompliance to determine the underlying cause of the noncompliance, submit a brief summary of the findings of this investigation and identify actions to be taken to ensure 100 percent future compliance with this indicator. Districts were also required to provide evidence of training for all staff members who were responsible for writing IEPs that include appropriate postsecondary transition goals and annual goals which addresses the accurate and thorough completion of IEPs with particular attention to the secondary transition sections of the IEP - pages 4, 5, 6, and 7 - including information on pages 9 – 16 of the revised *IEP Manual* and page 6 of the special education database handbook and record layout for 2009-2010.

The 74 districts also were required to submit statements of assurance that each had reviewed its policies, procedures and practices specific to providing measurable postsecondary goals and annual goals and objectives, including inviting the student to the PPT where transition services were being discussed, and if appropriate, inviting a representative from an outside/participating agency to the PPT, for any factors that may have contributed to inappropriate transition services and submit any changes or revisions for review by BSE staff.

Finally, for each student in 2010-2011 without coordinated, measurable, annual IEP goals and transition services, districts were required to:

1. Hold a PPT to develop an IEP that includes appropriate, measurable postsecondary goals (PSOGS) in the areas of postsecondary education/training and employment, and independent living skills if appropriate, that are based upon an age-appropriate transition assessment; transition services, including courses of study, and annual IEP goals and objectives (at least one annual goal for each PSOGS area) related to the student’s transition services needs;
2. Update the special education database for every student with noncompliant IEP under this indicator;
3. Submit the updated IEP pages as appropriate to the identified noncompliance to the CSDE for further analysis; and
4. Provide a statement along with each IEP to identify the reason for each case of noncompliance.

The CSDE used the special education database to verify that the 74 districts were correctly implementing the specific regulatory requirements (34 C.F.R. Sections 300.320(b) and 300.321(b)), consistent with *OSEP Memorandum 09-02*. BSE staff also reviewed any actions taken by the district to address the development of an IEP with coordinated, measurable, postsecondary and annual goals and transition services, including inviting the student to the PPT where transition services are discussed and if appropriate, inviting a representative from an outside/participating agency such as staff training, the development of a “checks and balance” review system of secondary IEPs, or revisions to clerical procedures.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Activity	Timelines	Resources	Justification
13.3 (Revised) Develop four topic briefs on Writing Transition Goals and Objectives; Guidelines on Writing Post-School Outcome Goal Statements (PSOGS); PSOGS Frequently Asked Questions; and PSOGS Sample Statements and implement in training with parents/families, special education directors, PPT chairpersons and transition contact persons as well as posting documents on the	2010-11 school year through 2012	<ul style="list-style-type: none"> • Department personnel • SERC • Parent Training and Information Center (PTI)- CPAC • ConnCASE 	<ul style="list-style-type: none"> • The timeline has been revised as the activity has been completed ahead of schedule.

APR Template – Part B (4)

Connecticut
State

Activity	Timelines	Resources	Justification
Department, Connecticut Parent Advocacy Center (CPAC) and SERC Web sites.			

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See Overview, page i

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target		
2011	14A: 46.3%	14B: 61.2%	14C: 78.7%

Actual Target Data for FFY 2011:

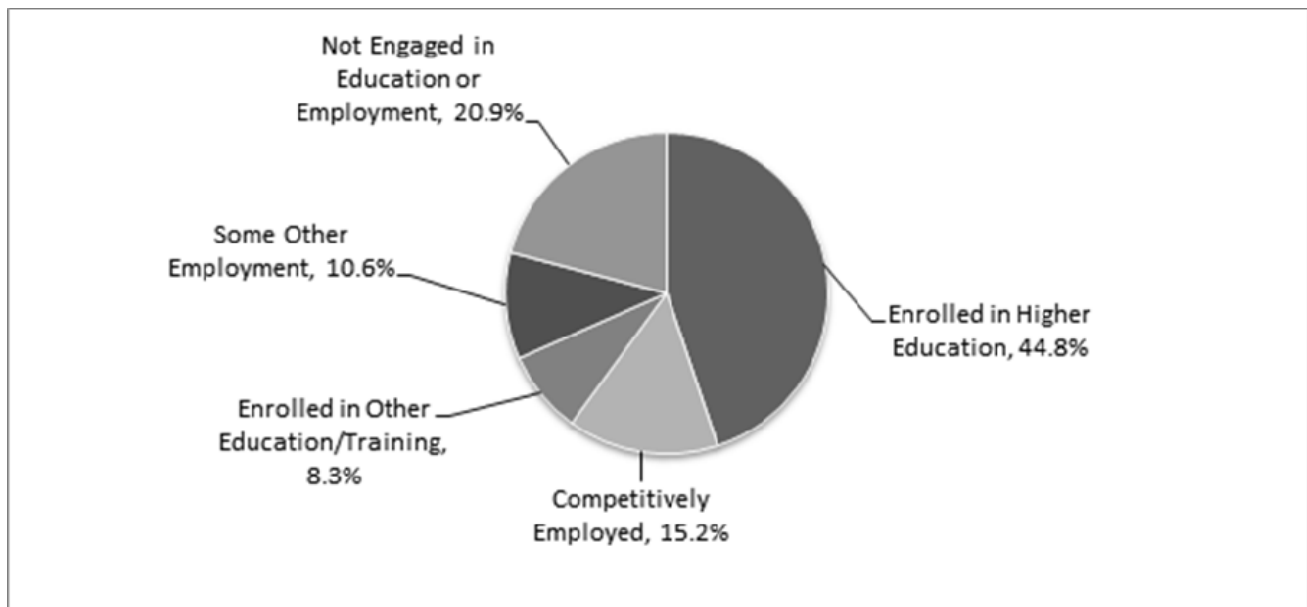
The results of the CSDE’s 2012 survey of students who exited special education in 2010-11 and were no longer in secondary education found the following:

- A. Percent enrolled in higher education = [(274 youth enrolled in higher education within one year of leaving high school) divided by (611 survey respondents)] x 100 = 44.8%.
Target Not Met.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(367 youth enrolled in higher education or competitively employed within one year of leaving high school) divided by (611 survey respondents)] x 100 = 60.1%.
Target Not Met.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school = [(483 youth enrolled in higher education or competitively employed within one year of leaving high school) divided by (611 survey respondents)] x 100 = 79.1%.
Target Met.

Count of Respondents Enrolled in Higher Education	274
Count of Respondents Competitively Employed	93
Count of Respondents Enrolled in Other Education/Training	51
Count of Respondents in Some Other Employment	65
Count of Respondents Not Engaged in Education or Employment	128

See figure 1 below

Figure 1: Post-School Outcomes



The CSDE’s 2012 survey administration sample total: Surveys sent = 4918
 Surveys returned completed = 611 Response rate = 12.4%
 Surveys returned non-deliverable = 780 Non-deliverable rate = 15.9%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Only one of the three targets under this indicator were met and all indicators decreased from that of students who exited in 2009-2010. The percentage of students engaged in postsecondary education and/or employment, while decreasing by 3.8 percent from the 2009-10 cohort, still met the target of 78.7 percent. Slippage on this indicator, in part, may be influenced by the decrease in overall response rate from 15.7 percent in the 2011 survey to 12.4 percent in 2012.

Exit survey data from 2012 show that the number of respondents with an Intellectual Disability increased from 5.3 percent to 9.2 percent and the number of respondents with a disability type of “Other” (includes students with Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, and Traumatic Brain Injuries) increased from 8.5 percent to 10.3 percent in the 2010-11 cohort. Examining these students more closely, the percentage of unengaged students was higher for students with an Intellectual Disability than for students with all other disabilities. Additionally, the percentage of students enrolled in higher education was lower for students with an Intellectual Disability than for students with all other disabilities. The same trend was seen for students classified as “Other Disability”.

Also important to note are the number of unengaged respondents who were involved in an adult program or service. The data show that half of the students not engaged in education or employment were engaged in some other type of adult program or service. If these respondents were counted as engaged, the percentage for 14C would increase to 89.5 percent.

Survey responses were analyzed to determine state performance on Indicator 14. The responses in this year’s survey sample were analyzed for representativeness by gender, race/ethnicity, exit type and disability as compared to the total exiting population of students with disabilities. The analysis for response representativeness was conducted using both a statistical significance test (chi-square) and a practical or meaningful significance test (effect size). Below are the actual proportions for each area assessed.

Variable	Grouping	2010-11 Statewide Exit Data	2010-11 Exit Survey Data
Gender	Male	68.5%	65.1%
	Female	31.5%	34.9%
Race/Ethnicity	American Indian/ Alaskan Native	0.5%	0.2%
	Asian	1.2%	2.0%
	Black or African American	18.7%	9.5%
	White	59.5%	77.4%
	Hispanic/Latino of any race	19.5%	10.8%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%
	Two or More Races	0.5%	0.2%

Variable	Grouping	2010-11 Statewide Exit Data	2010-11 Exit Survey Data
Exit Reason	Grad. w/Diploma	79.8%	90.2%
	Grad. w/Certificate	0.4%	0.8%
	Dropped Out	8.3%	1.5%
	Reached Max. Age	11.5%	7.5%
Disability	LD	40.2%	34.0%
	ID	4.9%	9.2%
	ED	17.6%	10.3%
	SLI	5.6%	5.7%
	OHI	21.0%	18.7%
	Autism	4.7%	11.8%
	Other	6.0%	10.3%

Variable	Chi-Sq Test (χ^2)	Cohen’s Effect Size	Interpretation
Gender	$\chi^2(1) = 3.2$	n/a	n/a
Race/Ethnicity	$\chi^2(6) = 90.1^*$	0.38	Medium
Exit Reason	$\chi^2(3) = 52.5^*$	0.30	Medium
Disability	$\chi^2(6) = 132.7^*$	0.47	Medium

*Significant at .001 level.

There was statistical support for differences between the respondents and the statewide population of exiters across three of the four areas assessed; Race/Ethnicity, Exit Reason, and Disability. For each of the areas where differences were supported, the effect size or practical significance level did warrant consideration. It is important to assess the effect size of any statistical significance test outcome as statistical significance tests are highly influenced by sample size. Effect sizes are not influenced by sample size and thus allow for the interpretation of statistical differences for their meaningful and practical application when drawing conclusions from the data.

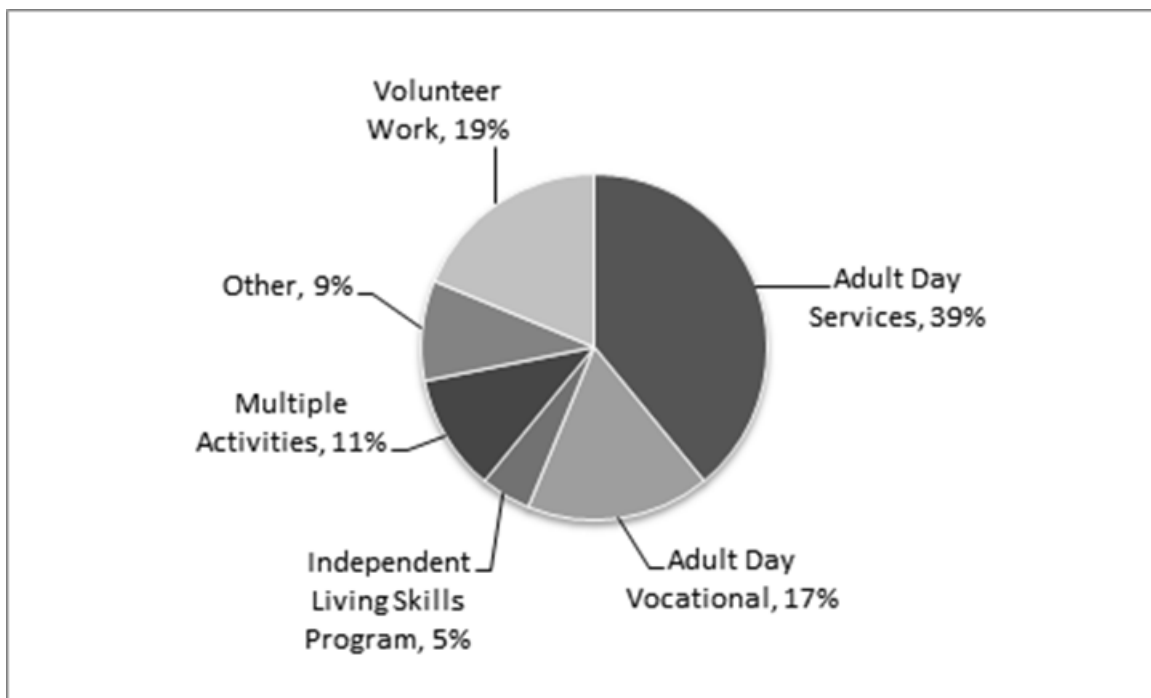
Standardized residuals were considered when interpreting the race/ethnicity, exit reason, and disability representativeness of the sample. For race/ethnicity, it was concluded that categories “Black”, “White” and “Hispanic had a major influence on the significant chi-square test statistic, with large standardized residuals (above 2.00). “Black” and “Hispanic” were underrepresented in the final respondent sample. For exit reason, it was concluded that categories “Diploma”, “Dropout”, and “Age Out” had a major influence on the significant chi-square test statistic. “Dropout” and “Age Out” were underrepresented in the final respondent sample. For disability, it was concluded that categories “Intellectual Disability”, “Emotional Disturbance”, “Other” and “Autism” had a major influence on the significant chi-square test statistic. “Intellectual Disability”, “Other” and “Autism” were overrepresented in the final respondent sample with respective standardized residuals of 4.8, 4.4 and 8.1.

Our overall response rate was 12.4 percent, slightly lower than past years. One explanation for the lower response rate is the high number of surveys 780 or 15.9 percent returned as undeliverable. Another explanation for the lower response rate and increased undeliverable rate might include the high unemployment and cost of living in Connecticut. Studies show that young adults are leaving our state for employment opportunities and lower cost of living available

elsewhere. See a discussion of a pilot activity conducted this spring in an effort to increase post-school exiters survey responses, below in the improvement activities section.

The survey found that 20.9 percent ($n = 128$) of the 2010-11 cohort who responded to the survey were not engaged in higher education or in any other postsecondary education or training program; and/or competitively employed or in some other employment, up from 17.1 percent for the 2009-2010 cohort, but down from 21.3 percent for the 2008-09 cohort. As discussed earlier, one item on Connecticut’s post-school outcomes survey (PSO survey) collects information specific to unengaged exiters involvement in a variety of adult programs and services including volunteer work and community service. Of the 128 unengaged exiters, exactly half indicated they were engaged in an adult program or service. The most popular of these activities were the adult day programs and volunteer work (Figure 2).

Figure 2: Activities of Unengaged Exiters



Discussion of Improvement Activities Completed

14.1 Through a Memorandum of Agreement (MOA-1) between the Department and the University of Connecticut (UCONN) to conduct data collection and analysis activities for Indicator 14, the assistance of district personnel to follow up on PSO survey non-responders continued. Four districts volunteered to make contact with their exiters who had either not responded to three mailed rounds of the PSO survey or whose initial mailing was returned due to inaccurate contact information. From these four districts a total of 13 teachers participated in this post-school outcome survey follow up activity.

School personnel from the four districts conducted phone calls to former students from their districts. To locate interested school personnel, the UCONN research team contacted the Special Education directors from eight districts in Connecticut with high populations of typically underrepresented groups.

Participating school personnel were mailed a list of student names, addresses, and some possible phone numbers collected using LexisNexis, a data cleaning program used to gather Exiter contact information. Personnel used the resources available to them at their schools or other methods (i.e., whitepages.com, phone book) to collect student phone numbers that could not be located using the LexisNexis program. After phone numbers were gathered, the teachers called former students to ask survey questions. Survey data were either reported on paper and mailed back to the researchers or entered into a second online version of the survey on SurveyMonkey™.

In total, the teachers collected 45 completed surveys. Thirty-four were filled out on paper and mailed back to the researchers and 11 were entered online. The survey data collected via the pilot study accounted for 45 of the 611 total responses. A major challenge for the teachers was locating accurate student phone numbers. Most teachers made multiple attempts at calling former students; however, the numbers were often inaccurate or out of service. Additionally, the data cleaning service was unsuccessful in obtaining hard to reach students, such as those who moved, and gathering phone numbers for families without a landline. Many of the phone numbers collected using LexisNexis were also out of service.

The second pilot study involved a call team composed of five graduate students from UCONN. The team called Exiters using phone numbers collected from the LexisNexis data cleaning service. The team spent a total of twelve hours over three days making phone calls.

In all, twenty-three surveys were completed using this process; however, 234 households were called. Some of these calls were wrong numbers, some calls resulted in no answer, and the majority of phone numbers were out of service.

The final pilot study involved using the LexisNexis data cleaning service to locate more accurate addresses for envelopes returned with bad addresses. In the first round mailing there were 576 bad addresses returned. Using LexisNexis, new addresses were found for 181 Exiters; however, only three of the surveys that were sent to these new addresses were returned.

14.2 Through MOA-1, UCONN continued the dialogue with 44 states to discuss their PSO survey data collection methodology and format. Variables such as sampling method (census survey), method of collection (telephone, online, paper mailing), use of incentives, personnel compensation, district autonomy, and survey languages offered were investigated to determine their overall impact on the PSO survey response rate. Statistical analysis revealed that district autonomy in selecting the means of data collection was the single most influential variable over the response rate.

Data indicate that the majority (59%) of states give PSOS to the entire population of possible respondents, while 39 percent utilize a sample of the population to estimate post-school

outcomes. States provide the PSO survey in three formats, survey collection by telephone, mail, or online. Over half of the surveyed states (55%) utilized more than one data collection method. Almost all of the respondent states used telephone as a primary collection method (84%). Just under half (41%) utilized paper mailings, while 22.7 percent of states currently provide online options for data collection of the PSO survey.

Of the 84 percent that utilized telephone calls for data collection, 48 percent used contractors to make the telephone contact with respondents, while 45 percent asked teachers to make contact.

When asked about their method of participant contact information data collection, 55 percent of the states reported that the districts collected that information, 18 percent reported gathering the information at an exit or summary meeting with the student, 23 percent reported using a state database, and 4 percent reported some other method.

The role of compensation was investigated at the school and respondent level. Less than 7 percent of states directly compensate school personnel for PSO survey data collection activities. Similarly, only two states reported providing incentives to respondents, while three states allowed districts to determine whether or not to include incentives.

All states reported sharing the results of the PSO survey and most states (75%) provided results of the study in both state and district reports. Additionally, about 34 percent of states provided the PSO survey in more than one language.

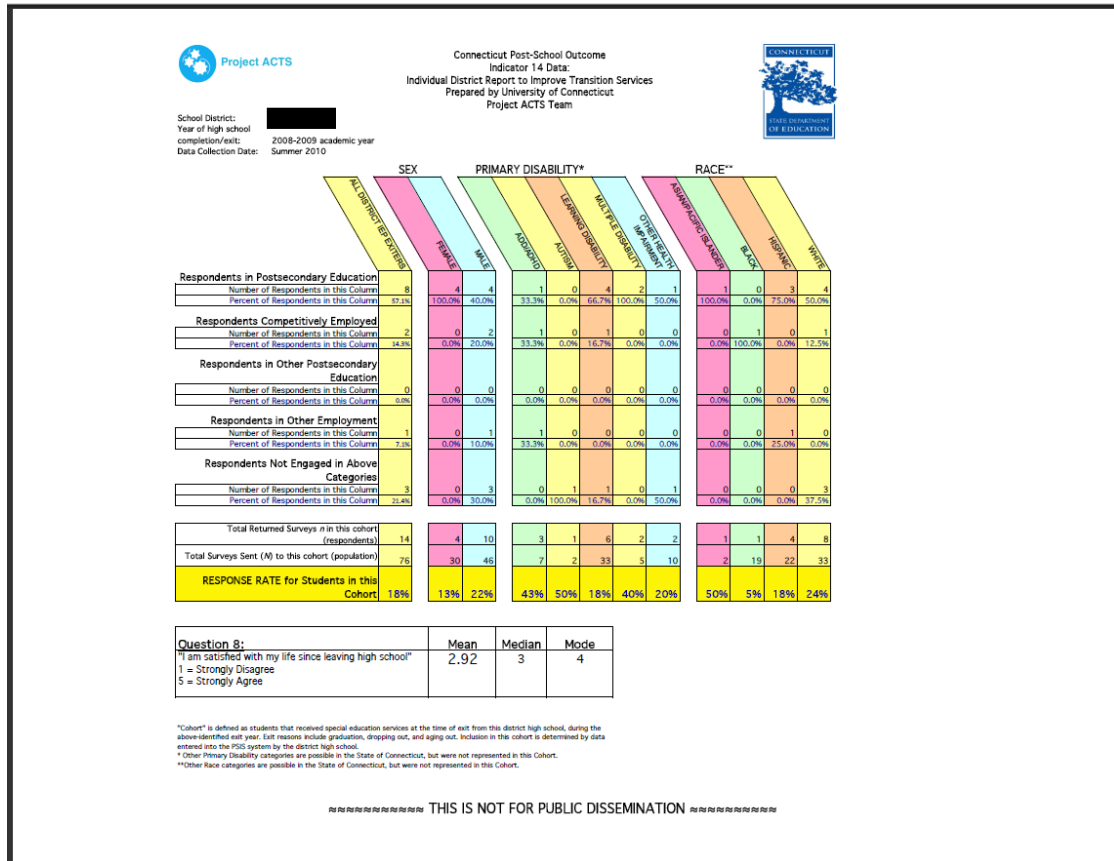
There was a fairly even split between the number of states that explicitly mandate districts to collect Indicator 14 data and those that do not. Finally, the majority of states (66%) do not allow districts the autonomy to choose which collection method is used, how the participant contact information is gathered, or if compensation to personnel is given.

14.3 Through MOA-1, UCONN and the Bureau of Special Education (BSE) engaged in the development of a protocol for reporting district-level post-school outcome data.

The protocol, titled *Connecticut Post-School Outcome Indicator 14 Data: Individual District Report to Improve Transition Services*, is designed to be individualized for each district, offering them their own post-school outcome data related to:

- Number and percent of exiter respondents who reported being in *higher education* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported being in *other postsecondary education or training* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported being *competitively employed* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported being in *some other employment* (as defined in the Part B Indicator Measurement Table),
- Number and percent of exiter respondents who reported *not being engaged* in any of the aforementioned categories,
- Number and percent of exiter respondents in each of the aforementioned categories disaggregated by *gender, primary disability and race*,

- Total surveys sent to their exiters,
- PSOS response rate for their district, and
- Mean, median and mode feedback related to rating responses to survey item, “I am satisfied with my life since leaving high school.”



For the first time, in FFY 2011 reports of individual district-level PSO survey data were compiled and forwarded to each Connecticut school district in July 2012, offering districts an opportunity to make more informed data-driven program decisions.

14.4 Through MOA-1, UCONN and BSE developed an online version of the PSOS in English and Spanish and offered this option to collect the data for the 2010-11 cohort. In all, 61 surveys were completed online; none were completed using the Spanish version.

14.5 Cross-categorical data analysis was again employed to examine exiters race, gender, disability type and exit reason as related to employment level, salary level and engagement in postsecondary education. As in previous results, data indicated that no significant relationships existed between employment level and engagement in postsecondary education as related to race, gender, disability type or exit reason. Results again indicated a significant difference between salary level and disability type, however the effect size was not large enough to be

reportable. Overall, no clear themes emerged as an immediate priority related to post-school outcomes.

14.6 Statewide training on secondary transition updates, available state agency resources and best practices for district administrators, teachers, paraprofessionals, agency staff, parents, families, and Department personnel continued to be offered during the course of the 2011-12 school year and remains substantial in the 2012-13 school year.

These training presentations, including large conferences, have continued to grow in number. The following list substantiates the training and technical assistance, committee leadership and participation by BSE staff toward the full implementation of this improvement activity. BSE staff were present at each of these activities in order to ensure accurate and thorough dissemination of information related to secondary transition while also advising on available resources from other state agencies. In many cases, BSE staff served as the main presenter on the topic of secondary transition.

1. State Transition Task Force,
2. Regional Transition Networks,
3. Connecticut Bureau of Rehabilitation Services case conferences,
4. Connecticut Council of Administrators of Special Education regional meetings and leadership forums,
5. BSE Annual Back to School meeting,
6. State Independent Living Council (SILC),
7. Council for Exceptional Children (CEC), Division on Career Development and Transition (DCDT) regional conference and local chapter meetings,
8. Connecticut surrogate parent - transition training,
9. Regional Education Service Centers (RESC) – transition training,
10. Connecticut Department of Public Health (DPH) case management meetings,
11. African Caribbean American Parents (AFCAMP) of Children with Disabilities -transition training,
12. SERC Transition Assessment and the IEP training,
13. Transition Planning: How to develop a “Summary of Performance” and set goals – transition training,
14. Transition to College forum at Goodwin College,
15. Employment First Initiative conference – transition training,
16. Transition to College conference – transition training,
17. Launching into Adulthood conference– transition training,
18. SERC/RESC Transition 101 presentations,
19. SILC - Youth Transition Advisory Group,
20. New school psychologist orientation– transition training,
21. New school counselor orientation– transition training,
22. Connecticut Association of Private Special Education Facilities annual conference – transition training,
23. State Performance Plan (SPP) Indicator 8 Parent Work Group – transition training,
24. Transition: making the IEP a Living Document presentation,

14.7 On a consistent basis, the BSE consultants were available to respond to inquiries related to secondary transition for Department personnel and a wide range of stakeholders. As received, notifications for secondary transition-related professional development sponsored by various entities, (e.g., Department of Education, Department of Rehabilitative Services, Department of Public Health, regional education service centers, and institutions of higher education) were forwarded via e-mail disseminations lists to Department personnel, transition services specialists, school psychologists, school social workers, and administrators of special education.

14.8 The Post-School Outcomes Survey Report was posted on the Department’s Web site at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PSO_Survey_2010_11_Exiters.pdf.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Activity	Timelines	Resources	Justification
14.2 (Revised) Collaborate with peer states regarding PSOS data collection methodology and format.	2010-11 school year through 2012	<ul style="list-style-type: none"> • Department personnel • UCONN personnel 	<ul style="list-style-type: none"> • The timeline has been revised as sufficient data has already been collected to inform future activities.

Part B State Annual Performance Report (APR) for FFY 2011

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.

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011:

Of the 1710 findings of noncompliance identified in FFY 2010, 1698 findings of noncompliance were timely corrected (99.3%). Target not met.

$(1698 / 1710) \times 100 = 99.3\%$

Eight of the findings of noncompliance that were not corrected and verified within the one-year timeframe were subsequently corrected and verified prior to the issuance of this report. The Connecticut State Department of Education (CSDE) has not been able to verify the correction of four findings of noncompliance made in FFY 2010. To date, 1706 out of 1710 findings of noncompliance identified in FFY 2010 are corrected and verified.

Data used to identify noncompliance are collected through various monitoring activities, such as the SPP/APR, focused monitoring, special education student information systems (SIS) and dispute resolution; and tracked via the CSDE General Supervision System (GSS) and databases specific to each monitoring activity. Sampling is not used. Data are valid and reliable based on

a series of validation checks built into each collection system and consistently implemented procedures for the collection and verification of data. In addition, ongoing staff training on these procedures is developed and implemented to ensure data reliability.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

Connecticut has seen an increase in the percent of timely correction of noncompliance from last year, moving from 97.5 percent to 99.3 percent. The eight findings of noncompliance that were subsequently corrected and the four outstanding findings that have not yet been verified as corrected represent four districts and were made under the state complaint procedures. Due to the nature of the noncompliance for these findings, the districts were required to complete extensive corrective actions before the CSDE could verify the correction of noncompliance. Although the CSDE provided targeted technical assistance to support the districts in completing these actions, the CSDE was not able to verify the districts' completion of the corrective actions and correction of the noncompliance within the one-year timeframe.

Discussion of Improvement Activities Completed

15.4 Regular meetings of the Focused Monitoring Steering Committee continued to be an important component of the Focused Monitoring System. Using multiple data sources including SPP indicators, the Steering Committee assisted in guiding the BSE to use data related graduation/dropout for students with disabilities as the key performance indicator (KPI).

15.6 In FFY 2011, the BSE updated the focused monitoring protocols and began a practice of embedded intensive support and technical assistance toward improving outcomes for students with disabilities. The document revisions included the development of a new student file review protocol used for monitoring compliance with IDEA regulations. Districts selected for focused monitoring in 2011-12 provided student IEPs which BSE staff reviewed using this newly developed protocol.

15.7 The BSE continued to analyze district level data via focused monitoring using a comprehensive set of standardized tools and procedures to ensure compliance with the IDEA. The monitoring tools assisted CSDE personnel in reviewing district level data to provide targeted technical assistance to districts identified as having data of concern. The BSE also conducted on-site visits to ten districts during the 2011-12 school year. Teams conducting the on-site visits had access to the monitoring tools to review student files; conduct interviews with district administrators, principals and staff; solicit input from parents; and conduct observations. There continued to be consistent collaboration between the BSE and the Bureau of Accountability and Improvement (BAI) to align the two monitoring systems, including tools used with districts.

15.8 Grant funds were not awarded to the districts that were part of focused monitoring in the 2011-12 school year. The Department was not able to fund district grants to implement focused monitoring improvement plans. New sources of funding are currently being explored.

15.16 The BSE collaborated with SERC to examine data across SPP indicators and monitoring activities to identify statewide needs and provide technical assistance tailored to address these needs. BSE consultants met regularly with SERC personnel to evaluate, revise and develop the

technical assistance provided. The provision of job-embedded professional development offerings continued to be incorporated into the state’s professional development plan for the 2011-12 school year.

15.17 In 2011-12, BSE personnel completed the review and revision of GSS policies and procedures and finalized the bureau’s GSS manual. The GSS manual contains an overview of Connecticut’s GSS; policies and procedures for the identification and timely correction of noncompliance; compliance monitoring areas and activities; program improvement areas and activities; and a glossary of terms. BSE personnel will continue to examine ways to evaluate the CSDE’s GSS and ideas for a GSS Internal Evaluation Protocol.

15.20 The BSE maintained the FTE position for the first half of the 2011-12 school year. Due to staffing changes mid-year, the general supervision work was reassigned to the BSE consultant who oversees the development of the State Performance Plan (SPP) and Annual Performance Report (APR).

15.21 CSDE personnel established a plan to develop and implement an internal GSS database, which would serve as a precursor to a future internal/external database for use with districts. Due to continued staff vacancies in the 2011-12 school year and state law requirements to implement several new data collection systems for the 2011-12 and 2012-12 school years, the CSDE was again hindered in its efforts to develop a new GSS database. The CSDE will move forward with developing and implementing the general supervision electronic information system as funding and staffing permits.

15.25 In 2011-12, BSE personnel completed the review and revision of GSS policies and procedures and finalized the bureau’s GSS manual. The GSS manual contains written policies and procedures regarding the use of enforcement actions and sanctions against districts that are found in longstanding noncompliance.

Timely Correction of FFY 2010 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2010 (the period from July 1, 2010 through June 30, 2011) (Sum of Column a on the Indicator B15 Worksheet)	1710
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	1698
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	12

FFY 2010 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2010 findings not timely corrected (same as the number from (3) above)	12
5. Number of FFY 2010 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	8
6. Number of FFY 2010 findings <u>not</u> yet verified as corrected [(4) minus (5)]	4

Verification of Correction for findings of noncompliance identified in FFY 2010 (either timely or subsequent):

Verification of Correction of Findings of Noncompliance Timely Corrected

In FFY 2011, the CSDE required each district with a finding of noncompliance in FFY 2010 to revise any noncompliant policies, procedures and /or practices, correctly implement the specific regulatory requirement(s) and correct each individual case of noncompliance as soon as possible. The CSDE considered both the breadth and scope of the noncompliance in its assignment of appropriate corrective actions. Also, the unique nature of each monitoring activity helped to define the corrective action(s) the district was required to complete in order to correct the noncompliance and ensure the proper implementation of the specific regulatory requirement(s). As part of the corrective action(s) assigned, each district was required to submit updated data and/or documentation, including student IEPs, for CSDE review. In addition, CSDE personnel consulted with districts on a regular basis to provide technical assistance to ensure timely correction. CSDE personnel also conducted, as appropriate to the specific monitoring activity, desk audits, on-site visits, file reviews and/or interviews. Through these actions, CSDE personnel reviewed updated data and/or documentation to verify the district’s correction of each individual case of noncompliance and the district’s correct implementation of the specific regulatory requirement(s), consistent with *OSEP Memo 09-02*. Specific actions taken by the CSDE to verify the correction of noncompliance identified under compliance indicators 11 and 13 are reported under each indicator section.

Verification of Correction of Findings of Noncompliance Subsequently Corrected

The eight findings of noncompliance from FFY 2010, that were subsequently corrected and verified, were findings made under the state complaint procedures.

For the noncompliance identified through the state complaint procedures in FFY 2010, CSDE personnel worked closely with local district personnel to correct the identified noncompliance outlined in the complaint report. The corrective actions assigned to the districts for these eight occurrences required additional time for the state to verify. The verification of correction involved a desk audit review of documentation submitted by the districts, including student individualized education programs (IEPs). CSDE personnel reviewed this documentation and were able to verify the districts’ correction of each of the eight cases of noncompliance.

Actions Taken if Noncompliance Not Corrected

The four outstanding findings of noncompliance from FFY 2010, that were not corrected within one year or subsequently corrected, were made under the state complaint procedures and are being addressed and monitored through the BSE’s GSS. Non-resolved systemic issues remain around the provision of services during staff absences, delays in implementing recommendations for outside placements and delays in obtaining PPT recommended evaluations. CSDE staff have provided technical assistance to district personnel including conducting root cause analyses. The development of action steps and monitoring metrics has also been completed. The CSDE is currently reviewing district progress towards compliance. Further enforcement actions, such as a redirection of IDEA funds, are being considered and will be imposed if necessary.

Correction of Any Remaining Findings of Noncompliance identified in FFY 2008 or Earlier (if applicable)

1. Number of remaining FFY 2005 findings noted in OSEP’s FFY 2010 APR response table for this indicator	1
2. Number of remaining FFY 2005 findings the State has verified as corrected	1
3. Number of remaining FFY 2005 findings the State has NOT verified as corrected [(1) minus (2)]	0

The remaining finding of noncompliance identified in FFY 2005 (District 064) has been verified corrected.

In FFY 2011, the CSDE continued monitoring the district’s efforts to complete the corrective actions ordered under this finding, utilizing a number of enforcement actions to move the district toward compliance. As reported previously, there are no unresolved individual cases of noncompliance from the FFY 2005 finding as all of these cases were verified corrected through a review of student IEPs. In FFY 2011, CSDE staff examined a sample of subsequent written complaint data via desk audit, found no violations and verified that the district was correctly implementing the requirements of IDEA (per *OSEP Memo 09-02*).

The district has made substantial revisions to its GSS since FFY 2005. Recent enhancements include the creation of a compliance office headed by a full time compliance officer. Staff from this district office perform IEP compliance audits at each of the district’s schools for each student receiving special education services. The reports from these audits are subsequently submitted to the BSE for review. In addition to the compliance office staff, an IEP point person has also been assigned in each of the district’s schools to monitor IEP compliance with federal and state special education regulations. Another component of the district’s revised GSS is the development of an internal complaint system, which is designed to promptly address parent concerns over the provision of special education services. Finally, as part of the district’s GSS, building principals are now receiving professional development training on understanding and correctly implementing IDEA requirements.

Although the identified noncompliance from FFY 2005 has been verified corrected, given the long-standing issues of noncompliance in the district, the CSDE and BSE will continue to closely monitor district activities. Monitoring is needed to help ensure that the district’s GSS, and any other compliance monitoring activities in the district, are effectively implemented. The CSDE is committed to ensuring that the district, through assistance and direct guidance as necessary, works to correct any identified instances of noncompliance in a timely manner consistent with federal requirements.

CSDE administrative staff and district staff, including central office administrators, continue to be actively engaged in supporting the district’s practices. The recommendations from the CSDE’s program review report (issued September 2011) are currently being considered to assist the district in maintaining its progress. Starting in FFY 2011, several BSE staff members now act as district liaisons and meet regularly with district administration to review policies, procedures and practices and provide technical assistance as needed. Another BSE staff member who is bilingual has been assigned as the district contact person to offer technical assistance via telephone/e-mail to families, and follow up with district personnel if necessary.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Improvement Activities	Timeline	Resources	Justification
15.25 (Revised) Review and revise GSS policies and procedures that address instances of longstanding noncompliance and the implementation of enforcement actions and sanctions.	2010-11 school year through 2012	<ul style="list-style-type: none"> • Department personnel • SERC personnel 	<ul style="list-style-type: none"> • The timeline has been revised as this activity has been completed ahead of schedule.
15.26 (New) Train additional Department staff on complaint investigation procedures (including a review of timelines) to ensure the timely correction of all noncompliance.	2012-13 school year	<ul style="list-style-type: none"> • Department personnel 	<ul style="list-style-type: none"> • The Department has not been able to verify the correction of 100% of the noncompliance identified under the state complaint procedures within the one-year timeframe.

Part B State Annual Performance Report (APR) for FFY 2011

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, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

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

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

Pursuant to *OSEP Memo 13-6* and the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Indicator 16 (Complaints) has been deleted from the SPP/APR, effective with the FFY 2011 submission of the APR. Data related to this indicator are reported in November to the Department of Education Office of Special Education as part of reporting required under Section 618 of the IDEA. These data may be found at: <https://www.ideadata.org/PartBDispRes.asp>.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See Overview, page i

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

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

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

Pursuant to *OSEP Memo 13-6* and the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Indicator 17 (Due Process Hearings) has been deleted from the SPP/APR, effective with the FFY 2011 submission of the APR. Data related to this indicator are reported in November to the Department of Education Office of Special Education as part of reporting required under Section 618 of the IDEA. These data may be found at: <https://www.ideadata.org/PartBDispRes.asp>.

Part B State Annual Performance Report (APR) for FFY 2011

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
2011	67.8%

Actual Target Data for FFY 2011:

For the 2011-12 school year, 56.1 percent of resolution sessions resulted in settlement agreements. Target not met.

$(23 / 41) \times 100 = 56.1\%$

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

The target of 67.8 percent was not met. As in the previous years, the number of settlement agreements from resolution sessions decreased. The percent of resolution meetings that resulted in a settlement agreement slipped from 79.5 percent in 2009-10 to 71.9 percent in 2010-11 to 56.1 percent in 2011-12. Slippage, most likely, can be attributed to districts’ hesitation to settle on agreements that would incur additional costs for the district during another year of significant financial constraints. In addition, the data reported for this indicator do not take into account whether the parties eventually settled prior to a hearing being convened. The state’s data regarding fully adjudicated hearing decisions would suggest that most parties did, in fact, settle.

Discussion of Improvement Activities Completed

18.7 The BSE continued to require districts to complete and return a form to the BSE indicating whether a resolution session was convened or waived, as well as the outcome of the session if convened. This continued to serve as a prompt for districts and provided a more consistent manner for the BSE to gather these data.

18.9 During 2011-12, training continued to be provided to hearing officers on the requirements for the use of resolution sessions as part of a comprehensive professional development program overseen by the BSE. Discussions occurred as several of the eight training sessions held with the hearing officers throughout the year. Due Process Unit staff presented to several parent organizations, school district staff/parent meetings and regional special education directors regarding due process and resolution meetings.

18.10 The BSE continued to provide data on the success of resolution sessions to hearing officers and districts on a consistent basis at their eight periodic meetings throughout the year. The dispute resolution database was completed during 2011-12, and provides efficient querying tools regarding due process and resolution meetings. This system continues to be refined as needed.

18.11 As of July 1, 2011, a reporting data point became active in the special education data application and collection (SEDAC) system. This enhancement now allows districts to report on the outcomes of resolution sessions on a student-level, “real-time” basis. Districts are now required to provide these data to the CSDE for every due process hearing requested by parents.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

Activity	Timelines	Resources	Justification
18.11 (Revised) Update the Due Process Resolution Meetings reporting section of the Special Education Data Application and Collection (SEDAC) system and require districts to do real-time reporting of resolution sessions and their outcomes for individual students.	2010-11 school year through 2012	<ul style="list-style-type: none"> • Special Education Data Application and Collection (SEDAC) System • Due Process Unit • Bureau of Data Collection Research and Evaluation 	<ul style="list-style-type: none"> • The timeline has been revised as this activity has been completed ahead of schedule.

Part B State Annual Performance Report (APR) for FFY 2011

Overview of the Annual Performance Report Development: See Overview, page i

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

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

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2011	72%

Actual Target Data for FFY 2011:

In the 2011-12 school year, 65.7 percent of mediations held resulted in mediation agreements. Target not met.

$$[(49 + 81) / 198] \times 100 = 65.7\%$$

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011:

Explanation of Progress or Slippage

While Connecticut did not meet its target for FFY 2011, the data show progress over the previous year; the percent of mediations that resulted in agreements rose from 65.2 percent in 2010-11, to 65.7 percent in 2011-12. While not a large increase, these data do not include the mediations that resolve after the actual day of mediation, the success of which is reflected in the relatively low number of fully adjudicated hearing decisions.

Discussion of Improvement Activities Completed

19.2 Mediator meetings continued to provide ongoing support to state mediators on both a formal and informal basis during 2011-2012. During the meetings, various issues and successful strategies are shared.

19.6 The CSDE continued to monitor data on mediation agreements and track nonagreements through the due process data system. Information is shared with consultants as needed at the monthly general supervision meetings.

19.7 The Due Process Unit staff provided training and served as mentors for both new and continuing mediators. Due Process Unit staff review some cases individually with the mediator upon completion of the mediation to discuss issues that arose during the mediation that caused questions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The CSDE closely examined the Improvement Activities and considered the need to revise any activities, timelines or resources. No revisions are proposed for FFY 2012.

Part B State Annual Performance Report (APR) for FFY 2011

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, State Performance Plan, 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 dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

States are required to use the "Indicator 20 Scoring Rubric" for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
2011	100%

Actual Target Data for FFY 2011

The Connecticut Department of Education (CSDE), per OSEP instruction in the 2013 Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Measurement Table, is not reporting indicator 20 data for the initial FFY 2011 APR submission due on February 15, 2013. The CSDE will review and respond to OSEP’s calculation of Connecticut’s performance on this indicator when it is received from OSEP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2011

Explanation of Progress or Slippage

Discussion of progress/slippage, if required, will be included after the OSEP calculation has been reviewed.

Discussion of Improvement Activities Completed

20.1 Data collection, cleaning and reporting activities have been enhanced throughout the 2011-12 school year. SEDAC has continued to go through a number of enhancements to ensure more accurate and timely data collection from districts regarding special education, as well as a number

of reports that districts are able to automatically generate based on their submission of data. Guidance and training around SEDAC were conducted throughout the 2011-12 school year. Continued collaboration between the Bureaus of Data Collection, Research and Evaluation and Special Education has enabled improvements in all data collection systems.

20.3 District Annual Performance Reports (APRs) and determinations were posted on the CSDE's Web site for school years 2005-06 through 2010-11. Letters were sent to superintendents of all school districts containing their district APR and determinations; notification was e-mailed to stakeholder groups announcing the public posting of district APRs.

20.7 The eight-page document outlining, in consistent format and language, the requirements for timely and accurate reporting of all federal data was shared via multiple forms of communication including, the CSDE Web site; the BSE Bulletin; within each of the CSDE's affected data collection systems as well as within their applicable handbooks; and in e-mail communication with all affected local data managers in districts. The CSDE continues to work with data personnel from districts as necessary to improve the accuracy and timeliness of reporting. Districts are notified before submission timelines and informed via multiple forms of communication regarding how to obtain technical assistance for each of the federally required data submissions.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

The CSDE reviewed the improvement activities and determined that no revisions are needed for FFY 2012.

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma.</p> <p>2. Percent of youth with IEPs dropping out of high school.</p> <p>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 training program, or both, within one year of leaving high school.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p> <p>Dispute Resolution: Complaints, Hearings</p>			
<p>3. Participation and performance of children with disabilities on statewide assessments.</p> <p>7. Percent of preschool children with IEPs who demonstrated improved outcomes.</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p> <p>Dispute Resolution: Complaints, Hearings</p>			
<p>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.</p> <p>4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school</p>	<p>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</p> <p>Dispute Resolution: Complaints, Hearings</p>			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.				
5. Percent of children with IEPs aged 6 through 21 -educational placements. 6. Percent of preschool children aged 3 through 5 – early childhood placement.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
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.	Dispute Resolution: Complaints, Hearings			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	40	40	40
	Dispute Resolution: Complaints, Hearings			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	74	74	74
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Indicator 20	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	114	1467	1467
	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2010 (7/1/10 to 6/30/11)	(a) # of Findings of noncompliance identified in FFY 2010 (7/1/10 to 6/30/11)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance: Focused Monitoring	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	15	15
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Dispute Resolution	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	38	113	101
Other areas of noncompliance: Fiscal Monitoring	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			1710	1698
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	99.29%

