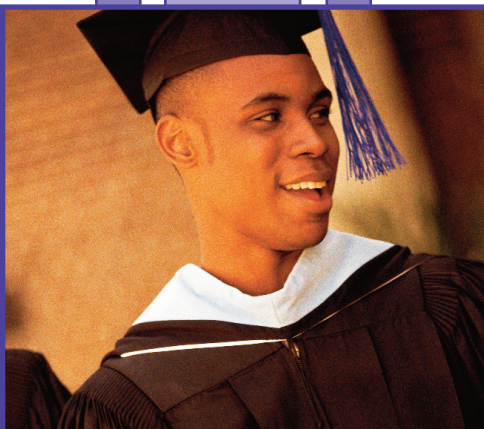


Connecticut State Department of Education
Division of Family and Student Support Services
Bureau of Special Education



Part B ANNUAL *Performance* REPORT

February 2014

Reporting Period

July 1, 2012 - June 30, 2013



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Overview of the Annual Performance Report Development

February 2014

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 2014. 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, 2014, 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 14-2*, Connecticut will not be providing an explanation of progress/slippage for FFY 2012 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 2012 or results indicators where the State has met its FFY 2012 target.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (using 2011-2012 data)	64.7%

Actual Target Data for FFY 2012:

FFY 2012 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 2008. The 2011-12 4-year cohort graduation rate for students with disabilities was 64.4 percent. Under Connecticut’s Approved Accountability Flexibility, new annual targets were established for all subgroups under the cohort graduation rate. These targets reflect incremental growth. The Approved Flexibility target for students with disabilities for Connecticut for the 2011-12 Cohort is 64.7 percent. Target not met.

$$[3,833 \text{ graduates} / 5,952 \text{ students with disabilities in the 2011-12 cohort}] \times 100 = 64.4\%$$

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 2012:

Explanation of Progress or Slippage

FFY 2012 is the third 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 2008. Significant improvement is noted from FFY 2011 to FFY 2012 with on-time graduation rates improving from 62.4 to 64.4 percent.

Data used to calculate the cohort graduation rates are from the statewide Public School Information System (PSIS) register/unregister system. To determine the 2012 four-year graduation rate, the Department analyzed individual data from 5,952 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.

The newly established 4-year Cohort Graduation Rate Targets in Connecticut’s Approved Flexibility Addendum are as follows.

	2011 Rate	2012 Target	2013 Target	2014 Target	2015 Target	2016 Target	2017 Target	2018 Target
Students with Disabilities	62.4	64.7	66.9	69.2	71.4	73.7	75.9	78.2

			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
	11-12	43,883	84.8	5.4	**	9.8

			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
	11-12	5,952	64.4	19.8	**	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
	11-12	37,931	88.0	3.1	**	8.8

** n < 20; percent suppressed

It should be noted that approximately one-fifth of all students with disabilities ages 18-21 remain enrolled in public education even though they may 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 which of 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. Participant evaluations, trainer feedback, and local policies, procedures and practices from staff development held in 2012-13, were reviewed to identify the most effective training examples and implementation of evidence-based practices for effective professional learning to ensure equity in facilitation, implementation, evaluation and sustainability in learning outcomes for training in 2012-13. The training framework includes pre-assessment and technical assistance (information gathering, evidence-based interventions/strategies and monitoring) and post assessment/evaluation. 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 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. In an effort to ensure coherence with other CSDE priorities, CSDE and SERC strive to align grant activities with participating district/school's improvement efforts, including the transition to Common Core State Standards, the new System for Educator Evaluation and Development (SEED), and targeted SPP indicators.

In the 2012-2013 school year, the number of participating schools grew from 19 to 47 and the number of Technical Assistance Providers (TAPs) increased from 26 to 39. In preparation for this growth, SERC engaged various grant partners, including:

- CT's Parent and Information Resource Center (CT PIRC) to assist with the provision of technical assistance;
- The Center for Behavioral Education and Research (CBER) at UCONN to assist in the development and provision of training for TAPs;
- Six Regional Education Service Centers (RESC Alliance) to assist with the provision of technical assistance;
- CT's Birth-3 Program to assist with programming for 17 participating preschools; and
- CT's Parent Advocacy Center (CPAC) to assist with efforts to increase family engagement in decision-making.

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. This past year a special focus has been provided for students who are experiencing chronic truancy and individual districts are providing assertive outreach to the students and their families.

1.7 A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education collaborates with other State agencies to address graduation and dropout as they pertain to delivering special education services. Recent efforts include an expansion of activities related to supporting children in foster care and professional development activities to train school staff in specific strategies related to school completion. Additionally, staff is working with the Connecticut Association of Alternative School Programs to identify programs existing within Connecticut schools, as well as the students who participate in the programs. In the coming year, the State of Connecticut will be developing protocols and procedures for the administration and oversight of such programs

Safeguards and procedures mandated through IDEA continued to be addressed in FFY 2012, 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. This system makes available to the public through the state’s Web site all school, district and state-wide data. The CSDE consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continues to work on suspension and expulsion for students with disabilities. A critical element for maximizing CSDE success is to provide direction and collaboration across internal and external boundaries. By engaging other stakeholders, CSDE is able to develop an ethos of systemic communication and promote interagency collaboration. Priorities for collaboration with other state agencies include efforts addressing graduation, dropout, whole child development, cultural responsive education/school climate, positive behavior interventions and supports, as well as suspension and expulsion (as it pertains to delivering special education services).

1.9 The CSDE’s longitudinal data system is designed to support and improve instruction, collect and analyze data to drive education reform at the district and classroom level. CSDE’s Connecticut Education Data and Reporting (CEDaR) Web site stores a multitude of student achievement data online. CEDaR has three main menus to research, compile and compare district data:

- District/School Snapshots - View, graph and compare longitudinal education data for Connecticut's public districts and schools;
- Data Tables - View, export and drill into education data tables; and
- Research and Reports - Provides links to statistical publications released by the Connecticut State Department of Education such as Strategic School Profiles and Data Bulletins.

Additionally, the Bureau of Data Collection, Research and Evaluation developed a secure portal for district leaders and educators to perform queries and summarize educational data specific to the students they educate. For instance, the portal provides in-depth analysis of a student’s educational history, student performance, graduation rate, dropout rate and suspension and expulsion rates (for students with disabilities).

The CSDE continued to implement the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through the work with the Alliance Districts. This initiative was intended to improve the achievement of all students, including students with disabilities. 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 2012-13, the module titled *Improving School Climate to Support Student Achievement* was offered through seven basic two-day training sessions (and two, basic three-day training sessions for Connecticut Technical High School System, CTHSS); more than 175 people attended. Four three-day climate certification trainings (and two, certification three-day training session for Connecticut Technical High School System, CTHSS) were conducted; approximately 100 people attended. Additionally, CSDE staff members have provided school climate workshops to 52 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. This year CSDE collaborated 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 website. In addition, CSDE and CAS formed a Task Force to enable training on the new Anti-Bullying legislation and conducted one statewide conference along with five follow-up conferences to accommodate the demand. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force. The CSDE also has a leadership role on the National School Climate Council.

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. Public Act 13-3 created the requirement that every school district must develop a Memorandum of Understanding with the Emergency Mobile Psychiatric Services serving their region. These MOUs will facilitate the delivery of services to students experiencing emotional or psychological complications.

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, and civil rights organizations.

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, CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of SRBI. The topical brief focused on the social, emotional, behavioral and physical health as well as the academic achievement of students.

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*. 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. Additional stakeholders include representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, and civil rights organizations.

1.17 Graduation and dropout rates for SWD have been disaggregated by race and reviewed with stakeholders to inform future statewide policies, procedures and practices. 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 continues to contribute to the development of CSDE policies.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012 (using 2011-2012 data)	15.0%

Actual Target Data for FFY 2012:

FFY 2012 data reported here represent students with disabilities who were first time 9th graders in the fall of 2008 but who were no longer enrolled in public education at the end of the 2011-12 reporting year. The 2011-12 cohort dropout rate for students with disabilities was 15.7 percent. Target not met.

$$[934 \text{ dropouts} / 5,952 \text{ students with disabilities in the 2010-11 cohort}] \times 100 = 15.7\%$$

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 2011-12 cohort dropout rate for students with disabilities was 15.7 percent. The cohort dropout target was not met. The dropout data from FFY10 to FFY11 indicates no change in the cohort dropout rate 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. Additionally, the dropouts are overwhelmingly students identified with Serious Emotional Disturbance; while 2011-12 cohort students with learning disabilities are significantly less likely to have dropped out at the end of four years.

Year	Drop Outs	Total (Cohort)	COHORT Dropout Rate
2011-12	934	5,952	15.7%
2010-11	824	5,249	15.7%
2009-10	784	5,091	15.4%

Race/Ethnicity	Dropouts (%)	Cohort (%)
American Indian or Alaska Native	0.6%	0.7%
Asian	0.5%	1.1%
Black or African American	20.3%	16.7%
Hispanic/Latino of any race	36.2%	20.3%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%
Two or More Races	1.7%	1.3%
White	40.6%	59.8%

Disability	Dropouts (%)	Cohort (%)
Learning Disability	15.8%	40.6%
Intellectual Disability	11.1%	3.5%
Emotional Disturbance	28.7%	17.4%
Speech/Language Impairment	10.4%	6.6%
Other Disability	6.5%	4.9%
Other Health Impairment	13.2%	21.2%
Autism	1.7%	4.9%

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. Participant evaluations, trainer feedback, and local policies, procedures and practices from staff development held in 2012-13, were reviewed to identify the most effective training examples and implementation of evidence-based practices for effective professional learning to ensure equity in facilitation, implementation, evaluation and sustainability in learning outcomes for training in 2012-13. The training framework includes pre-assessment and technical assistance (information gathering, evidence-based interventions/strategies and monitoring) and post assessment/evaluation. The results of fostering collaborative inquiry based learning and professional accountability has resulted in strengthened teacher performance and student outcomes.

CSDE applied 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 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. In an effort to ensure coherence with other CSDE priorities, CSDE and SERC strive to align grant activities with participating district/school's improvement efforts, including the transition to Common Core State Standards, the new System for Educator Evaluation and Development (SEED), and targeted SPP indicators.

In the 2012-2013 school year, the number of participating schools grew from 19 to 47 and the number of Technical Assistance Providers (TAPs) increased from 26 to 39. In preparation for this growth, SERC engaged various grant partners, including:

- CT's Parent and Information Resource Center (CT PIRC) to assist with the provision of technical assistance;
- The Center for Behavioral Education and Research (CBER) at UCONN to assist in the development and provision of training for TAPs);

- Six Regional Education Service Centers (RESC Alliance) to assist with the provision of technical assistance;
- CT's Birth-3 Program to assist with programming for 17 participating preschools; and
- CT's Parent Advocacy Center (CPAC) to assist with efforts to increase family engagement in decision-making.

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. This past year a special focus has been provided for students who are experiencing chronic truancy and individual districts are providing assertive outreach to the students and their families.

2.7 A consultant from the Bureau of Health/Nutrition, Family Services and Adult Education collaborates 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. Additionally, staff is working with the Connecticut Association of Alternative School Programs to identify programs existing within Connecticut schools, as well as the students who participate in the programs. In the coming year, the State of Connecticut will be developing protocols and procedures for the administration and oversight of such programs

Safeguards and procedures mandated through IDEA continued to be addressed in FFY 2012, 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. This system makes available to the public through the state's Web site all school, district and state-wide data. The CSDE consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continues to work on suspension and

expulsion for students with disabilities. A critical element for maximizing CSDE success is to provide direction and collaboration across internal and external boundaries. By engaging other stakeholders, CSDE is able to develop an ethos of systemic communication and promote interagency collaboration. Priorities for collaboration with other state agencies include efforts addressing graduation, dropout, whole child development, cultural responsive education/school climate, positive behavior interventions and supports, as well as suspension and expulsion (as it pertains to delivering special education services).

2.9 The CSDE’s longitudinal data system is designed to support and improve instruction, collect and analyze data to drive education reform at the district and classroom level. CSDE’s Connecticut Education Data and Reporting (CEDaR) Web site stores a multitude of student achievement data online. CEDaR has three main menus to research, compile and compare district data:

- District/School Snapshots - View, graph and compare longitudinal education data for Connecticut's public districts and schools;
- Data Tables - View, export and drill into education data tables; and
- Research and Reports - Provides links to statistical publications released by the Connecticut State Department of Education such as Strategic School Profiles and Data Bulletins.

Additionally, the Bureau of Data Collection, Research and Evaluation developed a secure portal for district leaders and educators to perform queries and summarize educational data specific to the students they educate. For instance, the portal provides in-depth analysis of a student’s educational history, student performance, graduation rate, dropout rate and suspension and expulsion rates (for students with disabilities). The CSDE’s Bureau of Data Collection, Research and Evaluation provides regional training to districts on the use of CEDaR generate consistency and for systemic implementation. CSDE will survey districts and statewide education constituents annually to monitor and evaluate the CEDaR site.

The CSDE continued to implement the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as “in need of improvement” through the work with the Alliance Districts. This initiative was intended to improve the achievement of all students, including students with disabilities. 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 2012-13, the module titled *Improving School Climate to Support Student Achievement* was offered through seven basic two-day training sessions (and two, basic three-day training sessions for Connecticut Technical High School System, CTHSS); more than 175 people attended. Four three-day climate certification trainings (and two, certification three-day training session for Connecticut Technical High School System, CTHSS) were conducted; approximately 100 people attended. Additionally, CSDE staff members have provided school climate workshops to 52 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. This year CSDE collaborated 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 website. In addition, CSDE and CAS formed a Task Force to enable training on the new Anti-Bullying legislation and conducted one statewide conference along with five follow-up conferences to accommodate the demand. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force. The CSDE also has a leadership role on the National School Climate Council.

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. Public Act 13-3 created the requirement that every school district must develop a Memorandum of Understanding with the Emergency Mobile Psychiatric Services serving their region. These MOUs will facilitate the delivery of services to students experiencing emotional or psychological complications.

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. In addition, to examine the state-selected topic of dropout rates for students of color with disabilities, CSDE utilizes representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, and civil rights organizations.

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, CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of SRBI. The topical brief focused on the social, emotional, behavioral and physical health as well as the academic achievement of students.

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*. 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. Additional stakeholders include representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, and civil rights organizations.

2.17 Graduation and dropout rates for SWD have been disaggregated by race and reviewed with stakeholders to inform future statewide policies, procedures and practices. 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 continues to contribute to the development of CSDE policies.

Part B State Annual Performance Report (APR) for FFY 2012

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 scoring at or above proficiency against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

FFY	Measurable and Rigorous Target		
2012	3A: NA	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 2012:

In the school year 2012-13:

3A: Connecticut (CT) 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 adequate

yearly progress (AYP) under No Child left Behind (NCLB) with CT-designed annual measurable objectives (AMOs); replace NCLB sanctions for schools and districts with more effective interventions; and use Title I funding more flexibly. Baseline data for new performance targets (the average of three years of data 2009-10 through 2011-12) were determined. The new waiver indicators capture performance across all performance bands and includes graduation rate.

School Year 2012-13 was the first year of Connecticut’s approved accountability flexibility which assessed attainment of the District Performance Index (DPI) annual growth targets. DPIs were established separately for districts that assess students at grades 3-8 using the Connecticut Mastery Test (CMT) and grade 10 using the Connecticut Academic Performance Test (CAPT). Some districts in Connecticut serve only elementary grades and some only secondary grades, therefore, a singular number of districts cannot be computed using the approved flexibility plan. Connecticut has assessed the state designed AMO data separately for CMT and CAPT assessments. For districts educating students in grades 3-8 (CMT), 20 percent met their 2013 AMO for students with disabilities. For districts educating students in grade 10 (CAPT), 30.5 percent met their 2013 AMO for students with disabilities (SWD). These data represent the establishment of a new baseline year. Targets will be established in FFY 2013.

2012-2013 Data	CMT	CAPT
N<20 or No Target	13	49
Did not meet Target for SWD	120	57
Met Target for SWD	30	25
Total Districts	163	131

% Met AMO Target - SWD	20.0%	30.5%
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3B: The participation rates on statewide assessments were as follows. Target met for two of four statewide assessments.

Participation Rates		
CMT Reading =	98.1%	$(31,366 / 31,962) \times 100$
CMT Math =	98.9%	$(31,495 / 31,851) \times 100$
CAPT Reading =	91.1%	$(4,820 / 5,290) \times 100$
CAPT Math =	92.3%	$(4,814 / 5,216) \times 100$

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

CMT Reading=	50.6%	$(15,865 / 31,366) \times 100$
CMT Math =	53.2%	$(16,744 / 31,495) \times 100$
CAPT Reading=	51.4%	$(2,476 / 4,820) \times 100$
CAPT Math =	37.2%	$(1,793 / 4,814) \times 100$

Assessment data reported for the 2012-13 school year under 3A are the same assessments used for reporting under Connecticut's Elementary and Secondary Education Act (ESEA) Approved Flexibility. Data for 3B and 3C are the same data used for reporting EdFacts files: N175, N178, N185, N188. 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.

Additionally, public reports of ESEA AMO data can be found at:

<http://www.csde.state.ct.us/public/performance-reports/20122013-reports.asp>.

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 2012:

Explanation of Progress or Slippage

3A: School Year 2012-13 was the first year of Connecticut's approved accountability flexibility which assesses attainment of the DPI annual growth targets. DPIs were established separately for districts that assess students at grades 3-8 using the CMT and grade 10 using the CAPT. Some districts in Connecticut serve only elementary grades and some only secondary grades, therefore, a singular number of districts cannot be computed using the approved flexibly plan. Connecticut has assessed the AMO Data separately for CMT and CAPT assessments. For districts educating students in grades 3-8 (CMT), 20 percent met their 2013 AMO for students with disabilities. For districts educating students in grade 10 (CAPT), 30.5 percent met their

2013 AMO for students with disabilities (SWD). These data represent the establishment of a new baseline year. Targets will be established in FFY 2013.

3B: The state met the 95 percent participation target for the CMT Reading and Math with a participation rate of 98.1 percent in CMT reading and 98.9 percent in CMT mathematics. Connecticut continues to meet the participation target for the CMT, which represents more than 85 percent of our assessment student population. 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 91.1 percent in reading, a decrease of 1.3 percent from last year and 92.3 percent in mathematics, an increase of 1.5 percent from last year. Connecticut examined attendance and participation rates in CAPT assessments and compared the data results to attendance and participation rates for typical peers. Attendance over the past few years has hovered around 92 to 93 percent for students with disabilities and 94 to 95 percent for general education students. The CAPT participation rate for students without disabilities was 94.9 percent for reading and 95 percent for math. Attendance rates and participation in CAPT assessments are highly correlated.

3C: The CSDE did not meet its proficiency rate targets for the 2012-13 school year. Growth was demonstrated in CAPT reading with regard to the percent of students with disabilities meeting proficiency and above. More than 50 percent of students with disabilities reached proficiency on CAPT reading for the first time in APR history. At least half of all students with disabilities tested on the CMT (grades 3-8) scored at proficient or above. Connecticut students with disabilities have improved since the early years of the APR when CT reported SWD proficiency rates in the 20 percent range. With regard to the slippage for the CMT reading and math proficiency scores, Connecticut administered several assessments during the 2012-13 school year including the National Assessment of Educational Progress (NAEP) and Program for International Assessment (PISA) as well as the Connecticut Common Core Aligned Practice Test in many of its schools. Not only were students participating in several assessments throughout the 2012-13 school year but, the CMT and CAPT assessments were not fully aligned to the Common Core State Standards (CCSS) which were introduced in 2010-11. A comparison to other assessments revealed the following: Connecticut students are out-performing peers around the world in reading and science according to results released by the PISA. In math, Connecticut students are keeping pace with their global peers. Only four education systems in the world outperformed Connecticut in reading and only seven systems did statistically better in science. In math, students performed on average with their international peers, but performed above-average nationally. These assessment results are not disaggregated for students with disabilities. The National Assessment Governing Board requires that States include at least 85% of students with disabilities in NAEP with accommodations as needed. Connecticut meets this standard in both content areas and grades. As we move closer to the first administration of the CCSS-aligned assessments developed through the Smarter Balanced Assessment Consortium, it is important to examine the percentage of students with disabilities achieving at the NAEP proficient level. The percentages are considerably lower than the current percentage of students with disabilities meeting the proficient standard on CMT and CAPT. Smarter Balanced will embed NAEP items in its 2014 field test and will use these data to inform standard-setting. It is very likely that Level 3 on Smarter Balanced, the level that is indicative of “adequate understanding of and ability to apply the knowledge and skills associated with college- content readiness” will be closely aligned to the NAEP proficient standard. Overall results for all

Connecticut students showed minimal changes in performance. A clinically significant increase of 10 percent was noted in 2012 for grade four students with disabilities who scored proficient or above on the NAEP reading assessment.

Discussion of Improvement Activities Completed

3.2 During the 2012-13 school year, the Turnaround Office, formerly known as the Bureau of Accountability and Improvement, and the Bureau of Special Education (BSE) continued to collaborate, plan, and implement initiatives together.

The Turnaround Office continued to facilitate the Scientific Research Based Intervention (SRBI) Internal Expert Committee to improve communication across bureaus regarding the implementation of the SRBI framework in Connecticut. Multiple representatives from the BSE serve on these committees and also attend SRBI Lead Trainers Meetings to ensure special education's role and expectations are embedded into the framework.

On July 7, 2010, the Connecticut State Board of Education adopted the Common Core 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. Connecticut will adopt new assessments in 2014-15. The new Smarter Balanced Field Test Assessment is currently offered to districts for administration in the spring of 2014. Additionally the National Council States Consortia (NCSC) is to be piloted in Connecticut in February of 2014.

Training regarding implementation of CCSS and the new assessments continues to be provided through collaboration between the Bureau of Assessment, the Turnaround Office, the BSE and the Academic Achievement Office.

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
- Connecticut Accountability for Learning Initiative (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 environment 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. 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: 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 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 and Reaching the Adolescent Learner: Strategic Differentiation in High School. Designing Standards-Based IEPs for Participation and Progress in the General Education Curriculum and A Step by Step Approach for Inclusive Schools © were provided in district. SERC and the CSDE worked 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 was 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.

The Bureau of Student Assessment provided three types of training opportunities throughout the state related to understanding special education students and providing appropriate accommodations and assessments. 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 the 2012-13 school year, districts were identified as having data of concern for their students with disabilities through the CSDE's focused monitoring system. Each of 27 selected districts participated in an IDEA compliance review followed by a process by which six of those districts were identified to receive additional support and technical assistance. This support and technical assistance focused on each district's identified data of concern and possible root causes. State consultant teams were assigned to each of the six selected districts consisting of membership from the CSDE's BSE and SERC. Districts developed their own individual improvement plans based on their identified areas of need. Training was provided by SERC teams through a job-imbedded approach aligned to the district's improvement plans. This training included school improvement planning, analyzing student CMT/CAPT data and its relationship to 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 district's receiving training in the use of assistive technology, Positive Behavior Intervention and Supports (PBIS), or culturally responsive instruction.

Some districts were also identified as needing improvement under the Connecticut's ESEA Waiver. These districts were given the option of a full special education monitoring visit or a modified version aligned to the district improvement plans, previously developed with the Department's Turnaround Office. Most districts opted for the more intensive version of the focused monitoring visits as they were anxious to improve outcomes for SWDs. BSE consultants then worked with district leadership to imbed the BSE improvement plan into their whole district improvement plan in collaboration with consultants from the Turnaround Office.

3.6 CMT/CAPT Skills Checklist Training was required for any primary special education teacher administering the skills checklist to students with severe cognitive disabilities. This training was offered as an online course in 4 sessions within the school year. These sessions were intended to clarify the identification process for students assessed through Connecticut's CMT/CAPT Skills Checklist or CMT/CAPT Modifies Assessment System (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. Also included in the session was information regarding transitioning to the next generation of assessments based on CCSS. In the 2012-13 school year, nearly 1100 teachers participated in this online course.

CT is involved in two national consortia, Smarter Balanced and the National Center and State Collaborative (NCSC) to address the new adopted CCSS. A subset of the 25 Smarter Balanced states, including Connecticut, make-up it's Governing Board, which has a vote in policy decisions for over 19 million K-12 students nationwide. The Smarter Balanced summative and interim assessments are valid, reliable, and fair. The system 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.

These two Consortia are developing new next-generation assessments to be used by all students including students with disabilities. CT participated in the NCSC Community of Practice (CoP) addressing a new alternate assessment system built on CCSS. Using a Universal Design for learning (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-ensuring that these real world components are integrated into the system of curriculum, instruction, and assessment.

3.7 Capacity building continued through basic training available to school personnel by consultants from the Regional Education Service Centers (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 Turnaround Office implemented three previously redesigned CALI modules: School and Instructional Data Teams, Using Differentiated Instruction to Implement the CCS, 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. These modules reflect the CSDE's efforts to think deeper, not broader and strengthen the integration of a few, powerful CALI modules in order to improve classroom instructional practices.

Additionally, a module titled Culturally Responsive Education was utilized for the 2012-13 school year as the CSDE and districts continued to recognize the impact of cultural relevance on educational outcomes, particularly on the identification of students in need of special education services. This training focused on 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 3.3)

3.8 The CSDE continues to engage with Institutes of Higher Education (IHE) regarding pre-service initiatives. A workgroup is examining the current CALI modules and exploring how content can be integrated into course syllabi and experiences. This workgroup also heard presentations on Educator Evaluation and Development, as well as School-Community Partnerships. Faculty members from the IHE were invited to attend statewide CALI trainings. At the request of Governor Malloy and in response to Special Act 12-3, An Act Concerning Teacher Preparation, the formation of the Educator Preparation Advisory Council (EPAC) was proposed by the CSDE in order to study issues and make recommendations concerning educator

preparation. EPAC was developed as a counterpart to the Performance Evaluation Advisory Council (PEAC). Both the EPAC and the PEAC were intended to bring together key representatives of the education community to study and recommend standards and processes for a seamless system to ensure effectiveness across the educator continuum from pre-service to career.

On March 7, 2012, the Connecticut State Board of Education authorized the Commissioner of Education, working with the President of the Board of Regents for Higher Education to take necessary action to establish the EPAC. The EPAC's charge was to advise the State Board of Education about developing a system for the approval, quality, regulation, and oversight of preparation programs – including, but not be limited to, measures of performance in the classroom as determined by indicators such as teacher evaluations and student achievement data; retention, turnover, and dismissal rates; preparation for work in high-need districts; efficacy of recruitment of a diversity of candidates with strong qualifications and in shortage areas; and structured feedback from school districts on the readiness and effectiveness of preparation program graduates– with the goal of:

- More rigorous preparation of teachers and school leaders;
- Ensuring educator preparation programs are well-aligned with the needs of Connecticut's schools and districts;
- Establishing rigorous standards for admittance into teacher and administrator preparation programs; and
- Meeting objectives articulated in the materials presented to the State Board of Education.

The CSDE submitted a report representing the interim recommendations of the EPAC for presentation to the State Board of Education in April 2013. The main purpose of this report was to delineate specific guiding principles for the development of a new system of educator preparation. The CSDE began to work toward reforming pre-service preparation simultaneously with the reforms currently underway with respect to inducting, evaluating, and supporting educators in schools.

The proposed new framework for educator preparation will result in:

- a system focused on a continuum of knowledge, skills and disposition development across a purposeful and coherent sequence of preparation, training and clinical experiences that are focused on meeting the needs of Connecticut's students;
- clear, high standards for teacher candidates with rigorous and meaningful pre-service assessments to measure competencies that every candidate needs to achieve success;
- incentives for innovation to achieve outcomes;
- data and feedback from the state, districts and practicing educators to support continuous program improvement; and
- new and strengthened partnerships between the preparation programs and school districts.

3.12 The CSDE created a topic brief which provided a comprehensive approach for successful student learning that addresses the academic, physical, social, emotional, behavioral and mental health domains. This document, *Addressing the Needs of the Whole Child: A Connecticut Framework for Academic Achievement, Social, Emotional, Behavioral, Mental and Physical Health*, was used for developing technical assistance. The purpose was to create a common understanding of the “whole student” and demonstrate how these domains align with the three-

tiered model described previously in the CSDE's *Using Scientific Research-Based Interventions (SRBI): Improving Education for All Students*. This framework presents a three-tiered model designed to support all students across academic domains from prekindergarten to Grade 12. It references school climate, social-emotional learning and behavior. The brief has been posted on the CSDE's Web site and has been integrated into health and wellness professional development. In 2012-13, the brief was used as a resource in workshops and presentations addressing health, mental health and student support services. These areas of physical and mental health are often omitted from the SRBI model and this document has provided guidance and practical application to schools for ensuring that the needs of the whole child are addressed.

3.15 Previously, training entitled "What Every CT Educator Should to Know about Assessment Accommodations for the CMT and CAPT" was conducted through the RESCs by the Bureau of Student Assessment. This training was targeted at general and special educators, ELL teachers, administrators, district test coordinators, and curriculum coordinators. It was intended to clarify who is eligible for accommodations and the steps required when selecting such accommodations. During 2012-13, the training around CMT/CAPT accommodations was provided on-line and can be found on the State Web site. Participants were provided the Test Accommodations PowerPoint Presentation and five individual training sessions to further address the matters related to accommodations. A separate online presentation was developed in order to provide information on accommodations provided during the Smarter Balanced Field Test selected by districts for administration in spring of 2014. Districts were encouraged to use this presentation for teacher training. Additional live training was also made available to special education directors.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

[If applicable]

Improvement Activities	Timelines	Resources	Justification
<p>3.14 (Deleted) 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>2010-11 school year through 2013</p>	<ul style="list-style-type: none"> • Bureau of Teaching and Learning • SERC/RESC Alliance 	<ul style="list-style-type: none"> • Early completion

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

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

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

Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

Overview of Issue/Description of System or Process:

The State must provide a definition of “significant discrepancy” referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

The State must choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or

The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.

If the State used a minimum “n” size requirement report the number of districts excluded from the calculation of rates as a result of using the minimum ‘n’ size.

If significant discrepancies occurred, and the district with discrepancies had policies, procedures, or practices that contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, the State must describe how it ensured that such policies and procedures and practices were revised to comply with applicable requirements. In reporting on correction of noncompliance, the State must report consistent with OSEP Memorandum 09-02 dated October 17, 2008.

In analyzing data for this indicator, the State must:

Use the data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) for the school year — 2011-2012 due, November 1, 2012. Sampling from State’s 618 data is not allowed.

Definition of Significant Discrepancy and Identification of Comparison Methodology

The State must provide a definition of “significant discrepancy” referencing the methodology used and the measure of how the rates were calculated (e.g. risk ratio, weighted risk ratio, comparison to a State average, or other).

The State must choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- *Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or*
- *The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.*

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 2012 (using 2011-2012 data)

4A: In the 2011-2012 school year 18 districts, or 10.59 percent, had a significant discrepancy in the suspension/expulsion rate of children with disabilities greater than 10 days in a school year. Target not met.

$(18/170) \times 100 = 10.59 \%$

FFY	Measurable and Rigorous Target
FFY 2012 (using 2011-2012 data)	4A -10%

For this indicator, report data for the year before the reporting year (using 2011-2012 data).

Data for Indicator 4A are not taken from samplings. Data collected are valid and reliable, as verified by a 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.

Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies	Percent
FFY 2012 (using 2011-2012 data)	170	18	10.59

Review of Policies, Procedures, and Practices (completed in FFY 2012 using 2011-2012 data): If any Districts are identified with significant discrepancies:

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 18 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 18 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 in FFY 2012¹:

In 2011-12, 10.59 percent of districts were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The target was not met.

The slight increase of 1.18 percent from 2010-11 represents the identification of two more districts statewide in comparison to last year. In examining the districts identified in 2010-11 and 2011-12, four districts identified in 2010-11 were no longer found to have a significant discrepancy in 2011-12, six districts were newly identified in 2011-12, and 12 districts had a significant discrepancy in both 2010-11 and 2011-12. Of the 12 districts identified in both 2010-

11 and 2011-12, eight showed a decrease in the rate of suspensions and expulsions with decreases ranging from 0.19 to 1.38 percent. Overall, of the 16 districts identified in 2010-11, 75 percent (12 districts) showed progress.

The rates of suspension and expulsion for the 18 districts identified in 2011-12 fell between 2.01– 5.24 percent compared to 2.05 – 6.20 percent in 2010-11. The narrowing of this range with slightly lower minimum and maximum values also represents a shift in the right direction. The district representing the maximum percentages for both years demonstrated a decrease of .96 percent from 2010-11 to 2011-12, again showing progress.

While there was slippage from 2010-11 to 2011-12, there was also an ambitious decrease in target from 15.0 percent in 2010-11 to 10.0 percent in 2011-12. While gains were apparent at the district level for 12 of the 16 districts identified in 2010-11, the slight slippage of the statewide data coupled with the change in target resulted in Connecticut not meeting the 2011-12 target for this indicator.

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

Discussion of Improvement Activities Completed

4.6 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. Participant evaluations, trainer feedback, and local policies, procedures and practices from staff development held in 2012-13, were reviewed to identify the most effective training examples and implementation of evidence-based practices for effective professional learning to ensure equity in facilitation, implementation, evaluation and sustainability in learning outcomes for training in 2012-13. The training framework included pre-assessment and technical assistance (information gathering, evidence-based interventions/strategies and monitoring) and post assessment/evaluation. The results of fostering collaborative inquiry based learning and professional accountability has resulted in strengthened teacher performance and student outcomes.

CSDE applied and received the State Personnel Development Grant (SPDG). The grant is a professional development project to build and sustain a statewide system regarding the 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 over 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. In an effort to ensure coherence with other CSDE priorities, CSDE and SERC strive to align grant activities with participating district/school improvement efforts, including the transition to Common Core State Standards, the new System for Educator Evaluation and Development (SEED), and targeted SPP indicators.

In the 2012-2013 school year, the number of participating schools grew from 19 to 47 and the number of Technical Assistance Providers (TAPs) increased from 26 to 39. In preparation for this growth, SERC engaged various grant partners, including:

- CT's Parent and Information Resource Center (CT PIRC) to assist with the provision of technical assistance;
- The Center for Behavioral Education and Research (CBER) at UCONN to assist in the development and provision of training for TAPs);
- Six Regional Education Service Centers (RESC Alliance) to assist with the provision of technical assistance;
- CT's Birth-3 Program to assist with programming for 17 participating preschools; and
- CT's Parent Advocacy Center (CPAC) to assist with efforts to increase family engagement in decision-making.

4.7, 4.10, 4.11 Implementation of positive behavior interventions and supports (PBIS) has been facilitated through technical assistance, coaching and evaluation through SERC to target 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 (28 districts and 99 new schools began training since 2011). Schools at all grade levels (preschool, elementary, intermediate, middle and high), as well as alternative schools, have participated in PBIS training. 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 to target school districts to monitor and address disproportionality in the rates of suspension and expulsion, 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 started December 2012. SERC and UCONN continue to implement the School-Wide Positive Behavioral Intervention Support Training Cadres (STC). In order to sustain implementation of PBIS with fidelity, the Connecticut PBIS

Collaborative has expanded training and the development of training of trainers model in schools. Currently, SERC and CSDE provide four training modules based on a logic model:

- Tiered School-wide Behavioral Leadership Team Training;
- Tiered training for district and school coaches (district PBIS coach is responsible for evaluating fidelity of implementation, gathering analyzing and sharing data in the aggregate to monitor district goals with regard to PBIS, providing booster training and technical assistance within the district; school-based coaches are responsible for facilitating building level implementation of SWPBIS);
- Tiered training on School-wide Information System (SWIS data) and School-wide Evaluation Tool (SET); and
- Training of trainers.

Approximately 67% of the PBIS schools are sustaining implementation after three years of training. SERC recognizes schools for successfully putting PBIS into practice 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 completed annually. Connecticut schools are experiencing positive outcomes as a result of implementation of PBIS. This is evidenced by data the School-Wide Information System (SWIS) collects and sorts 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 new PBIS framework allows for the examination of cultural context and school climate to decrease reactive management and to maximize student academic achievement.

4.8 The CSDE consultant from the Bureau of Health/Nutrition, Family Services and Adult Education continues to work on suspension and expulsion for students with disabilities. A critical element for maximizing CSDE success is to provide direction and collaboration across internal and external boundaries. By engaging other stakeholders, CSDE is able to develop an ethos of systemic communication and promote interagency collaboration. Priorities for collaboration with other state agencies include those efforts aimed at addressing graduation, dropout, whole child development, cultural responsive education/school climate, positive behavior interventions and supports, as well as suspension and expulsion (as it pertains to delivering special education services).

4.9 The CSDE's longitudinal data system is designed to support and improve instruction, collect and analyze data to drive education reform at the district and classroom level. CSDE's Connecticut Education Data and Reporting (CEDaR) Web site stores a multitude of student achievement data online. CEDaR has three main menus to research, compile and compare district data:

- District/School Snapshots - View, graph and compare longitudinal education data for Connecticut's public districts and schools;
- Data Tables - View, export and drill into education data tables; and

- Research and Reports - Provides links to statistical publications released by the Connecticut State Department of Education such as Strategic School Profiles and Data Bulletins.

Additionally, the Bureau of Data Collection, Research and Evaluation developed a secure portal for district leaders and educators to perform queries and summarize educational data specific to the students they educate. For instance, the portal provides in-depth analysis of student performance, graduation rate, dropout rate and suspension and expulsion rates (for students with disabilities).

4.13 The Bureau of Accountability and Improvement monitored implementation of strategies to decrease suspension rates, including rates for students with disabilities, in 11 of the 18 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 that position their students for success). Alliance Districts are required to take appropriate intervention measures to improve student performance. Alliance Districts must tier schools according to need and must implement support and interventions as appropriate, especially for students with disabilities and other sub-group categories.

4.14, 4.17 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 multi-agency, multi-stakeholder group is comprised of representatives from the business, non-profit, parent and social service communities. The group contributes to the planning and development of guidelines addressing discipline. In addition, to examine the state-selected topic of graduation rates for students of color with disabilities, CSDE utilizes representation from institutes of higher education, regional educational service centers (RESCs), districts, SERC, advocacy agencies, civil rights organizations.

The assigned BHNFA staff persons worked with other staff members from the Bureaus of Special Education, 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 included: analyses of dropout and suspension data among Connecticut's students with disabilities (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, the CSDE issued a topical brief (third in a series) designed to clarify and assist in the implementation of SRBI. The topical brief focused on the social, emotional, behavioral and physical health as well as academic achievement of students.

4.15 The CSDE continued to implement the Connecticut Accountability for Learning Initiative (CALI) to accelerate the learning of all students, with special emphasis placed on districts with Title I schools that have been identified as "in need of improvement" through the work with the

Alliance Districts (Connecticut's thirty lowest performing districts). This initiative was intended to improve the achievement of all students, including students with disabilities. 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 them to lead workshops in their own district. In 2012-13, the module titled *Improving School Climate to Support Student Achievement* was offered through seven basic two-day training sessions (and two, basic three-day training sessions for Connecticut Technical High School System, CTHSS); more than 175 people attended. Four three-day climate certification trainings (and two, certification three-day training session for Connecticut Technical High School System, CTHSS) were conducted; approximately 100 people attended. Additionally, CSDE staff members have provided school climate workshops to 52 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. This year CSDE collaborated 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 website. In addition, CSDE and CAS formed a Task Force to enable training on the new Anti-Bullying legislation and conducted one statewide conference along with five follow-up conferences to accommodate the demand. There has been ongoing collaboration to provide workshops and consultation to the Connecticut Inter-local Risk Management Association that includes local school districts and municipalities among its members. CSDE staff members continue to participate and contribute to the *National School Climate Standards* through an interstate collaborative task force. The CSDE also has a leadership role on the National School Climate Council.

4.20 The CSDE continues to conduct the review outlined in 34 C.F.R. Section 300.170(b) by requiring districts to provide information to the CSDE through a self-assessment. The completed self-assessment addresses 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 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.

4.21 The CSDE developed a position statement and guidelines for Culturally Responsive Education which supports collaboration among the state's various stakeholders to build high quality, comprehensive, coordinated and culturally responsive education programming.

The CSDE continues to develop and promote a comprehensive, statewide program of implementing Culturally Responsive Education in schools as a means of increasing student engagement and student achievement. The CSDE provided resources and technical assistance to school districts to help implement culturally responsive schools and classrooms. CSDE offered professional development to train educators and highlight best practices in culturally responsive education. The CALI workshop for Culturally Responsive Education (CRE) offers an intensive interactive two-day training. The focus is to ensure a safe school climate and provide critical knowledge and awareness but also practical skills (methodology and pedagogy, culturally

Optional APR Template – Part B (4)

Connecticut
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responsive diagnosis, measurement and assessment). Additionally, CSDE continues to support anti-bullying practices that are consistent with state and federal civil rights laws and bullying legislation.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011 (if applicable):

Activity	Timeline	Resources	Justification
<p>4.6 (Revised) Meet with the SERC, Regional Education Resource Centers (RESC) and University of Connecticut (UConn) staff to discuss statewide and district-specific activities and training to address rates of suspension and expulsion.</p>	<p>2005-06 school year through 2013</p>	<ul style="list-style-type: none"> • Allocate a portion of IDEA funds awarded to SERC to provide professional development activities • Department personnel • SRBI • PBIS • CALI • UConn • SERC & RESCs 	<ul style="list-style-type: none"> • The activity has been revised to reflect the Department’s effort to promote sustainability with these trainings. • Resources were revised to include stakeholders to build capacity for train–the–trainer model.
<p>4.16 (Revised) CSDE will create a Positive Discipline Working Group to address disproportionality in suspension and expulsion rates and related areas concerning loss of classroom learning time including involuntary removal, chronic absenteeism and dropout rates.</p>	<p>School year through 2014</p>	<ul style="list-style-type: none"> • SERC Personnel • SRBI • PBIS • CRE • Bureau of Data Collection • Bureau of Special Education • Bureau of Health/Nutrition, Family Services and Adult Education 	<p>The work plan focuses on the use of data specific to each school district to implement a three tiered approach to providing training and technical assistance.</p>

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development:

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 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) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

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. Recently the Office of Special Education Programs (OSEP) directed the CSDE to change our calculation for SPP Indicator 4B. 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 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 2012 (using 2011-2012 data)

FFY	Measurable and Rigorous Target
FFY 2012 (using 2011-2012 data)	0%

Describe the results of the State examination of the data.

In the 2011-12 school year, 15 districts, or 8.82 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 23 districts from the calculation of rates.

Districts in Connecticut	170
Districts excluded under minimum “n” Rule A	23
Districts excluded under minimum “n” Rule B	0
Districts assessed for Significant Discrepancy	147
Districts with rates > 2.0%	15

Data for Indicator 4B are not taken from sampling. Data collected are valid and reliable, as ensured through a series of manual verification checks after the electronic submission of the data.

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

Year	Total Number of Districts**	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent**
FFY 2012 (using 2011-2012 data)	170	15	8.82

4B(b). Districts 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 Districts*	Number of Districts 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 2012 (using 2011-2012 data)	15	0	0

Review of Policies, Procedures, and Practices (completed in FFY 2012 using 2011-2012 data): If any districts are identified with significant discrepancies:

The CSDE contacted the 15 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 15 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 fifteen 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 in FFY 2012:

Explanation of Progress or Slippage:

Per *OSEP Memo 14-2*, Connecticut is not required to provide an explanation because the state met its FFY 2012 target for this indicator.

Discussion of Improvement Activities Completed:

Per *OSEP Memo 14-2*, Connecticut is not required to provide an explanation because the state met its FFY 2012 target for this indicator.

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

Activity	Timeline	Resources	Justification
<p>4.6 (Revised) Meet with the SERC, Regional Education Resource Centers (RESC) and University of Connecticut (UConn) staff to discuss statewide and district-specific activities and training to address rates of suspension and expulsion.</p>	<p>2005-06 school year through 2013</p>	<ul style="list-style-type: none"> • Allocate a portion of IDEA funds awarded to SERC to provide professional development activities • Department personnel • SRBI • PBIS • CALI • UConn • SERC & RESCs 	<ul style="list-style-type: none"> • The activity has been revised to reflect the Department’s effort to promote sustainability with these trainings. • Resources were revised to include stakeholders to build capacity for train–the–trainer model.

Optional APR Template – Part B (4)

Connecticut
State

<p>4.16 (Revised) CSDE will create a Positive Discipline Working Group to address disproportionality in suspension and expulsion rates and related areas concerning loss of classroom learning time including involuntary removal, chronic absenteeism and dropout rates.</p>	<p>School year through 2014</p>	<ul style="list-style-type: none"> • SERC Personnel • SRBI • PBIS • CRE • Bureau of Data Collection • Bureau of Special Education • Bureau of Health/Nutrition, Family Services and Adult Education 	<p>The work plan focuses on the use of data specific to each school district to implement a three tiered approach to providing training and technical assistance.</p>
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Part B State Annual Performance Report (APR) for FFY 2012

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		
2012	5A: 72.0%	5B: 6.0%	5C: 6.0%

Actual Target Data for FFY 2011:

In the school year 2012-13:

5A. The percentage of students with disabilities aged 6-21 served inside the regular class 80 percent or more of the day was 69.4 percent. Target not met.

$$(42,849 / 61,705) \times 100 = 69.4\%$$

5B. The percentage of students with disabilities served inside the regular class less than 40% of the day aged 6-21 was 5.7 percent. Target met.

$$(3,506 / 61,705) \times 10 = 5.7\%$$

5C. The percentage of students with disabilities aged 6-21 served in separate schools, residential placements, or homebound or hospital placements was 7.2 percent. Target not met.

$$(4,451 / 61,705) \times 100 = 7.2\%$$

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, 2013, 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 0.1 percent, moving from 69.5 percent in the 2011-12 school year to 69.4 percent in the 2012-13 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 (5.6 percent in 2011-12 up to 5.7 percent in 2012-13).

The target for placement of students in separate schools, residential placements, or homebound or hospital settings (5C) was 6.0 percent, and the 2012-13 data show a slight drop from 7.3 percent in 2011-12 to 7.2 percent of students with disabilities in Connecticut in 2012-13 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 1213 Count	SED 0910 Percent	SED 1011 Percent	SED 1112 Percent	SED 1213 Percent
80-100%	2153	2241	2275	2225	41.2	43.4	43.0	42.5
40-79%	618	583	688	656	11.8	11.3	13.0	12.5
0-39%	939	830	877	917	18	16.1	16.6	17.5
Other/ Separate	1510	1506	1451	1432	28.9	29.2	27.4	27.4
Total	5220	5160	5291	5320	100	100	100.0	100.0

A positive trend is for students with autism (AU). This population of students has been growing at a rate of nearly ten percent each year. In 2012-2013 Connecticut saw an increase of 8.5 percent in the number of students identified with autism, but saw a decline of 0.3% of students

with autism placed in other/separate settings. In fact, all three public school settings noted increases in placement. While there are more students with autism in each placement category, the proportion of students placed in separate settings has been declining for four years (see Table 2). This can be attributed to a variety of professional learning opportunities addressing strategies and techniques for serving students in general education settings. As a result, districts have increased their capacity to provide appropriate supports to students with autism in general education environments.

Table 2.

	AU 0910 Count	AU 1011 Count	AU 1112 Count	AU 1213 Count	AU 0910 Percent	AU 1011 Percent	AU 1112 Percent	AU 1213 Percent
80-100%	2542	2878	3136	3418	50.8	52.2	51.8	52.1
40-79%	1010	1069	1229	1353	20.2	19.4	20.3	20.6
0-39%	607	643	688	780	12.1	11.7	11.4	11.9
Other/ Separate	847	928	999	1015	16.9	16.8	16.5	15.5
Total	5006	5518	6052	6566	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 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	% of students w/ disabilities (SWD) in 2012-13	# of students w/ disabilities (SWD) in 2012-13
5A Inside the regular class 80% or more of the day;	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)	69.4%	42,849 / 61,705 (5A / total # of SWD in 2011-12)
5B Inside the regular class less than 40% of the day	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)	5.7%	3,506 / 61,705 (5B / total # of SWD in 2011-12)

5C Separate schools, residential, homebound, hospital placements	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)	7.2%	4,451 / 61,705 (5C / total # of SWD in 2011-12)
Inside the regular classroom 40-79%	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)	16.4%	10,126 / 61,705 (students inside 40-79% / total # of SWD in 2011-12)
5A + 40-79% category	85.7%	52,067 / 60,719	85.8%	51,677 / 60,232	85.7%	51,692 / 60,324	85.9%	52,975 / 61,705
5B + 5C	12.6%	7,647 / 60,719	12.6%	7,613 / 60,232	12.9%	7,780 / 60,324	12.9%	7,957 / 61,705

Connecticut continues to maintain aggressive targets for Indicator 5. In fact, Connecticut stakeholders raised the target for 5A from 70 percent to 72 percent for 2012-13. The current 5A target of 72 percent was not met. It should be noted that students identified with autism, while disproportionately represented in 5C, are also increasing in 5A placements. 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. While the Indicator 5 stakeholders indicated a continued focus on 5A, districts are also challenged with addressing the implementation of the Common Core State Standards (CCSS) and Connecticut’s new teacher evaluation system as well as preparing for the new Smarter Balanced Assessment. The Bureau of Special Education (BSE) has formed a Least Restrictive Environment (LRE) workgroup to create a Connecticut Best Practices self-assessment to address concerns with slippage in 5A. The self-assessment will be incorporated into the BSE focused monitoring system to assist districts in examining data of concern in each of the placement categories. Districts selected for focused monitoring will also be required to complete the self-assessment as a means of checking compliance and will be required to include such information in their data wall presented to the BSE. Additionally, the BSE has focused on the outcomes for students with disabilities regardless of their placements.

Discussion of Improvement Activities Completed

5.15, 5.24, 5.26 Professional development 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 and assessment;
- administrator training;
- curriculum topics;
- learning strategies;
- positive behavior supports;
- Common Core State Standards;
- Universal design for learning;
- assistive technology (AT);
- paraprofessionals; and
- LRE/inclusion.

Professional development activities were presented by SERC to special education staff as well as general education teachers, related services staff, and central office and building level administrators. This professional development included statewide training sessions and district level job embedded training aimed at increasing instructional intensity in co-taught classes, differentiated instruction and assessment, universal design for learning, assistive technology and positive behavior supports. District level training was developed in response to needs identified at both the state and local level to improve academic achievement for students with disabilities. Participants in co-teaching sessions had the opportunity to apply their learning between sessions and then reflect on their co-taught lessons with other participants using suggestions for efficient and effective use of planning time and ideas for developing parity and enhancing collaborative partnerships. Models also varied from district to district, with co-teaching arrangements involving ELL teachers or speech and language therapists working with general education teachers, as well as the more typical special and general education teacher partnerships.

Focused monitoring (FM) specifically indicated a need for aligning IEPs to the CCSS and ensuring Educational Benefit for students with moderate and severe disabilities. In-district training was provided in a variety of schools and districts around the state. These multi-day sessions allowed for training and observation to provide feedback and coaching regarding the implementation of the new strategies. These on-site, job-embedded forms of professional learning have been very beneficial in FM districts, as evidenced by evaluations and feedback provided to trainers and technical assistance providers.

The Seven day Leadership Series Training provided by SERC used the Consortium of Inclusive School Practice's framework of vision, policy, structures and practices. The 2012-13 Leadership Series was attended by thirty-one general education administrators, thirteen special education administrators, and four special education teachers and related service personnel. Content addressed implementation of SRBI, collaborative models for establishing supportive, inclusive schools, data driven decision making and effective teaching strategies, differentiated instruction, educational benefit determination process, medical and mental health issues and communication with families.

There were 49 schools that participated in the State Personnel Development Grant (SPDG) and as part of the grant, received training in Educational Benefit, Standards Based IEPs, and Positive Behavior Interventions and Supports (PBIS) and Literacy. A statewide cadre of PBIS was

offered and supported schools in the first year, second, and third years of implementation. Educational Benefit training was also offered to the ten FM districts.

An AT session held to help schools establish AT teams in their buildings. Additional workshops were offered in Differentiated Instruction, Reading-Writing Connections, Science Literacy, and Differentiating Middle and High School Math. A series designed for school staff members who serve as Planning and Placement Team meeting chairpersons was also provided.

The Paraprofessional Advisory Council (PAC) has enhanced learning opportunities for paraprofessionals. In 2013, the Connecticut State Board of Education (CSBOE) approved the adoption of the term paraeducator. Additionally, the CSBOE approved the recognition of a “Paraeducator of the Year” and, in November of 2012, after an extensive selection process conducted by the PAC, Connecticut announced its first recipient at the Paraprofessional Conference. The Council also proposed and received approval for naming the honor after Anne Marie Murphy, the paraeducator who was killed on December 14, 2012 in Newtown while supporting a first grader with disabilities. The ceremony took place in November of 2013. Anne Marie Murphy’s family was in attendance as the award was presented by the Commissioner of Education, Stephan Pryor, and Lt. Governor, Nancy Wyman to the Paraeducator of the Year. In spring of 2015, the National Paraprofessional Conference will be held in Hartford, CT.

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 was completed in 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 relative to their child’s educational experience in a general education classroom in the child’s home school.

Implementation of PBIS has been facilitated through technical assistance, coaching and evaluation through SERC to target 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 (28 districts and 99 new schools began training since 2011-13). Schools at all grade levels (preschool, elementary, intermediate, middle, and high), as well as alternative schools, have participated in PBIS training. 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 to target school districts to monitor and address disproportionality in the rates of suspension and expulsion, 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 started December 2012. SERC and UCONN continue to implement the School-wide Positive Behavioral Intervention Support Training Cadres (STC). In order to sustain implementation of PBIS with fidelity, the Connecticut PBIS Collaborative has expanded training and the development of training of trainer's model in schools. Currently, SERC and CSDE provide four training modules based on a logic model:

- Tiered School-wide Behavioral Leadership Team Training;
- Tiered training for school and district coaches-District PBIS coach is responsible for evaluating fidelity of implementation, gathering analyzing and sharing data in the aggregate to monitor district goals with regard to PBIS, providing booster training and technical assistance within the district. School-based coaches are responsible for facilitating building level implementation of SWPBIS;
- Tiered training on School-wide Information System (SWIS data) and School-wide Evaluation Tool (SET); and
- Trainer of trainers.

Approximately 67% of the PBIS schools are sustaining implementation after three years of training. SERC recognizes schools 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 per cent 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 new PBIS framework examines cultural context and improved school climate, decreased reactive management to maximize student academic achievement.

In 2011, the State Department of Education (SDE) applied for a second 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 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.

Currently 65 participating schools across the state and 45 Technical Assistance providers and coaches have been trained or are working through a training sequence in order to be able to provide support to schools. The first cohort (from year one) will be phasing off of the grants support at the end of the 2013-14 school year while the next cohort (cohort 4) of 20-30 schools will be added. The use of tools to help schools action plan and track progress (academic and behavioral) has become much clearer and more accessible. The grant's Web site

(<http://spdg.ctserc.com/>) has been redesigned as has the communication platform used among all grant technical assistants/coaches to trouble shoot and communicate.

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 final, revised document is currently being rolled out to the field.

5.22. 5.23; 5.28 The LRE stakeholder group met during the 2012-13 school year 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. Suggested improvement activities generated by the stakeholders have become imbedded into a variety of improvement activities.

Data has been disaggregated by RESC and Approved Private Special Education Program facilities to identify the specific needs that are resulting in students being placed out of district. Currently, the Bureau of Data Collection, Research, and Evaluation are collecting information on alternate programs which may include current programs run in districts by an outside agency. The CSDE gathered current data relative to 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. These data were reviewed and shared with the stakeholders group to determine specific action steps and intervention levels for districts with data of concern. Additionally, professional learning opportunities were offered to specifically targeted districts with a focus on the implementation of the CCSS by teachers providing instruction within separate settings.

5.30 The CSDE has utilized the tools added to the special education link on the CSDE Web site section “Least Restrictive Environment.” A self-assessment designed to assist districts in reviewing their policies, procedures, and practices with regard 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 with districts whose data identifies this as an area of concern. The CSDE began to create an additional self-assessment for districts to use with regard to best practices that support the least restrictive environment. The LRE Best Practices Self-Assessment workgroups updated the stakeholders group at the December 2013 meeting. Concurrently, SERC has continued to update their LRE Web site to be linked to the CSDE Web site. This will be on-going throughout 2012-14. The completion and submission of the self-assessments will be a requirement of FM for districts that have data of concern related to least restrictive environment.

5.31 The CSDE and SERC revised the two-day pilot training offered in January 2011 into a major two-day training, *Secondary Transition Planning: Making the IEP a Living Document*, with built-in, year-long support including a half-day of in-district customized technical assistance, the development of an online professional learning network via Edmodo, pre-session requirements to review two web-based training modules: *Introduction to Transition* and *Transition Assessment* and two full days of training. This professional development activity was designed to provide district 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. In addition, districts learn how to incorporate state *CORE Transition Skills* developed by the Transition Task Force, specific standards outlined in the Connecticut Common Core State Standards, College and Career Readiness standards, and appropriate employment standards identified by the student’s interests into a continuum of transition services. Resources such as O*Net, the Student Success Plan (Connecticut’s Individualized Learning Plan for students in grades 6 – 12), and transition case-studies are integrated into the length of the training to assist district personnel create transition services that result in positive post-school outcomes for students with disabilities. In 2012-13 this activity was offered in the winter to 10 district teams (65 participants) with another eight districts (30 people) on a waiting list for a possible second session in early spring. A second session was offered in April/May 2013 to 5 district teams (20 participants).

The CSDE and SERC presented a full-day of informational sessions to over 65 participants in the fall of 2013 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 of this professional development activity, a replica of the initial session offered in the spring that was over-subscribed, 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. Six half-day follow-up networking sessions were provided during 2012-13 (March, April, May) to support the further development and expansion of the ideas and issues generated at the initial informational sessions. Staff from ten of the community-based transition services facilitated these sessions along with CSDE and SERC for approximately 180 professionals. The topics for these sessions included: *Accessing College Classes and Developing “Bridge-year” Services*; *Developing Transition Services Components*; *Developing NEW or Expanding Community-Based Transition Services*; and *Working with Employers*.

5.32 The Department was unable to create the color-coded maps to disseminate to districts due to limited personnel resources. The targeted areas and district data were presented on a data wall

for Indicator 5 with a focus on 5C at the annual Back to School Conference in September of 2013. Articles related to 5C data and professional learning opportunities have been published in the Bureau of Special Education's Bureau Bulletin.

5.33 The funding resources allocated for parent training last year were not able to be released until the current year. New proposals are currently under review for approval.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012	A = 72.0% B = 15.0%

Actual Target Data for FFY 2012:

6A. The percentage of children with disabilities, ages 3 through 5, attending a general education early childhood program and receiving the majority of their special education and related services in this educational environment was 73.5 percent. Target Met.

$$[5,562 + 337] / 8,025 * 100 = 73.5\%$$

6.B. The percentage of children with disabilities, ages 3 through 5, attending a special education class, separate school or residential facility was 13.2 percent. Target Met.

$$[(973) + 63 + 25] / 8,025 * 100 = 13.2\%$$

The reported data are valid and reliable as verified by a series of validation checks built into the statewide data collection system. Sampling was not used. Data presented match the reported IDEA section 618 data, specifically Table 3, submitted in accordance with federal timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Target for Indicator 6A was met.

Target for Indicator 6B was met.

Per *OSEP Memo 14-2*, the CSDE is not required to provide an explanation of progress or slippage or discuss improvement activities because the state has met its FFY 2012 targets for this indicator.

Part B State Annual Performance Report (APR) for FFY 2012

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 :

Summary Statement 1: Of those preschool children who entered 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 2012	<p>Outcome A1: 56.1% Outcome B1: 59.1% Outcome C1: 48.1%</p> <p>Outcome A2: 52.1% Outcome B2: 31.1% Outcome C2: 24.1%</p>

Actual Target Data for FFY 2012:

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, 2012, to June 30, 2013.

The state met the targets for all summary statements.

Summary Statements		
Outcome A:	Targets FFY	Actual FFY
Positive social-emotional skills (including social relationships)	2012	2012
	(% Children)	(% 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.	56.1%	57.3%
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.	52.1%	55.6%

Summary Statements		
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)	Targets FFY 2012 (% Children)	Actual FFY 2012 (% 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.	59.1%	67.8%
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.	31.1%	34.0%
Outcome C: Use of appropriate behaviors to meet their needs	Targets FFY 2012 (% Children)	Actual FFY 2012 (% 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.	48.1%	53.6%
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.	24.1%	26.0%

Child Progress Data in Measurement Categories for FFY 2012:

Positive social-emotional skills (including social relationships):	Number of Children	Percent of Children
a) Percent of children who did not improve functioning	54	2.3%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	625	26.7%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	359	15.4%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	553	23.6%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	748	32.0%
Total	N =2339	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	16	0.7%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	615	26.3%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	912	39.0%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	414	17.7%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	382	16.3%
Total	N = 2339	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	0.7%
b) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	958	41.0%
c) Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	758	32.4%
d) Percent of children who improved functioning to reach a level comparable to same-aged peers	366	15.7%
e) Percent of children who maintained functioning at a level comparable to same-aged peers	241	10.3%
Total	N = 2339	100%

The CSDE analyzed data regarding children’s developmental and functional progress. Data indicate that there were 2339 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, 2012, to June 30, 2013.

The average length of time for the receipt of special education and related services for the children on whom progress data is reported is 19.2 months of special education and related services, comparable to 19.5 months last year and 19.6 months in 2010-11, 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 2339 children received special education and related services:

Time (in months) Children Received Special Education	Number of Children	Percent of Children
6-12 months	405	17.3%
13-18 months	591	25.3%
19-24 months	778	33.3%
25-30 months	466	19.9%
31-36 months	85	3.6%
36+ months	14	0.6%
Total	2339	100.0%

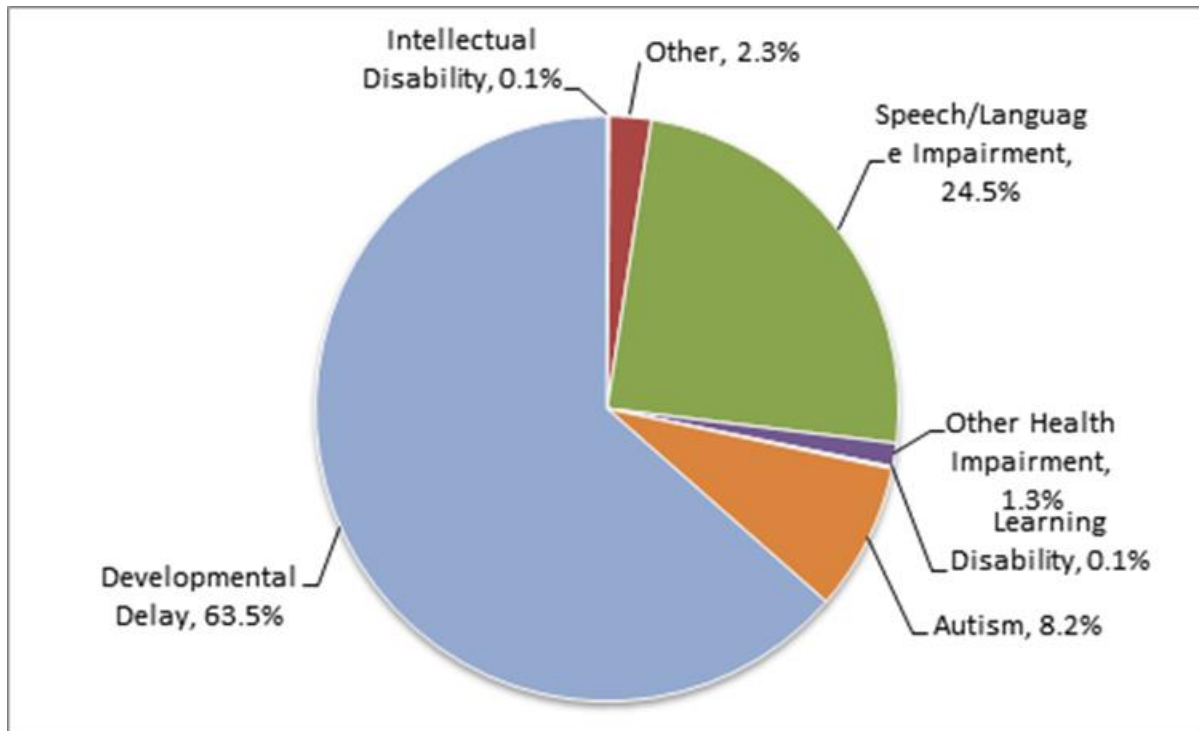
Of the 2339 children, the charts below respectively represent the gender and race/ethnicity of the children for whom progress information was reported compared to the representative population of children served in their final year of preschool. These data provided in the ‘*children in ECO data*’ and ‘*children served in Pre-K*’ columns indicate that the data reported for this indicator in the 2012-13 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 2012 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 2012-2013
Female	639	27.3%	27.4%
Male	1700	72.7%	72.6%
Total	2339	100%	100%

Race/Ethnicity	Number of Children in ECO Data	Percent Children in ECO Data	Children Served in Pre-K in 2012-2013
Am. Indian/Native Alaskan	5	0.2%	0.3%
Asian	87	3.7%	3.9%
Black	227	9.7%	11.1%
White	1342	57.4%	56.1%
Hispanic	584	25.0%	25.5%
Native Hawaiian or Pacific Islander	2	0.1%	0.0%
Multiple Races	92	3.9%	3.2%
Total	2339	100.0%	100%

Primary Disability of Children in ECO FFY 2012 Data:

The chart below identifies the primary disability category of the 2339 children for whom ECO data is reported in FFY 2012.



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 2012:

Per *OSEP Memo 14-2*, the CSDE is not required to provide an explanation of progress or slippage or discuss improvement activities because the state has met its FFY 2012 targets for this indicator.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012	90.0%

Actual Target Data for FFY 2012:

Of the parents surveyed from 29 school districts in Connecticut, including regional school districts, during the 2012-2013 school year, 87.5 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 not met.

1,758 agreements with item 12 / 2,009 survey respondents × 100 = 87.5%

2012-13 survey administration district sample total:

- surveys sent = 9,811 in 29 school districts
- surveys returned completed = 2,009
- response rate = 20.5%
- surveys returned non-deliverable = 463
- non-deliverable rate = 4.7%.

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.

In 2012-13, in order to decrease the non-deliverable mail rate and increase the parent response rate, districts were asked to confirm parent home addresses just prior to the mailing and to forward parent email addresses if school districts maintained this information in their school district directory. Parents with email addresses received notification by the CSDE that the parent survey would be mailed and that they would also receive a customized personal link to the survey via email, in the event that parents would choose to complete the survey online. The online option was also offered to all parents who received the survey at their home mailing address.

Parent responses to survey item 12, “In my child’s school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities,” were analyzed to determine state performance on Indicator 8. Parent responses in the categories of Strongly Agree, Moderately Agree and Slightly Agree constitute the 87.5 percent reported above. The responses collected from 29 districts in this year’s survey sample were analyzed for representativeness by age, gender, race and ethnicity, grade and disability as compared to the total statewide population of students with disabilities. The analysis for response representativeness was conducted using both a statistical significance test (chi-square) and a practical or meaningful significance test (effect size). Below are the actual proportions for each area assessed.

Variable	Grouping	2012-13 Statewide Data	2012-13 Survey Data
Age	3-5	11.5%	10.5%
	6-12	45.7%	44.7%
	13-14	15.6%	16.8%
	15-17	21.5%	23.3%
	18-21	5.6%	4.8%
Gender	Male	68.8%	68.5%
	Female	31.2%	31.5%
Race/Ethnicity	American Indian/ Alaskan Native	0.4%	0.1%
	Asian	2.2%	3.3%
	Black	15.7%	6.8%
	White	55.5%	71.8%
	Hispanic/Latino of any race	24.0%	15.8%
	Native Hawaiian or other Pacific Islander	0.1%	0.1%

	Two or more races	2.1%	2.1%
Grade	PK	6.6%	5.9%
	Elementary	36.5%	33.9%
	Middle	24.4%	25.8%
	High	32.5%	34.4%
Disability	LD	31.1%	24.3%
	ID	3.4%	4.8%
	ED	7.5%	6.7%
	SLI	17.0%	13.0%
	OHI	18.6%	21.2%
	Autism	10.6%	18.4%
	Other	11.8%	11.6%

Variable	Chi-Sq Test (χ^2)	Cohen’s Effect Size	Interpretation
Age	$\chi^2(4) = 9.6$	0.07	Small
Gender	$\chi^2(1) = 0.6$	n/a	n/a
Race/Ethnicity	$\chi^2(6) = 269.7^*$	0.37	Medium
Grade	$\chi^2(3) = 9.2$	0.07	Small
Disability	$\chi^2(6) = 182.4^*$	0.30	Medium

* Significant at .001 level.

There was statistical support for differences between the respondents and statewide population in four of the five areas assessed: Age, Race/Ethnicity, Grade, and Disability. For two 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 and disability representativeness of the sample. For race/ethnicity, it was concluded that categories “Black,” “White,” and “Hispanic/Latino of any race” had a major influence on the significant chi-square test statistic, with large standardized residuals. “Black” and “Hispanic/Latino of any race” were underrepresented in the final respondent sample. For disability, it was concluded that categories “Learning Disability” and “Autism” had a major influence on the significant chi-square test statistic. “Autism” was overrepresented in the final respondent sample with a standardized residual of 10.7.

Improvement was noted, however, in the response rate of Hispanic students. Glen Martin Associates, the CT Special Education Parent Survey Administrator, reported a comparison of the race distribution of students with disabilities for 2012-2013 parent survey respondents and

nonrespondents in the *2012-13 Connecticut Special Education Parent Survey Summary Report* (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094#8>). These data suggest that parents of White students were more likely to respond to the survey (i.e., over-represented in the respondent group) compared to parents of Hispanic/Latino and Black/African American students, whom were under-represented in the respondent group. However, the magnitude by which parents of Hispanic/Latino students were under-represented in the respondent group improved. In 2012-13, parents of Hispanic/Latino students represented 15.8% of respondents and 19.4% of nonrespondents (a difference of 3.6 percentage points); while last year, parents of Hispanic/Latino students represented 18.1% of respondents but more than one-quarter (25.8%) of nonrespondents, a difference of 7.7 percentage points.

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.

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

Explanation of Progress or Slippage

While the overall response rate increased by 3.1% (17.4% in 2011-12 to 20.05% in 2012-13), 0.5% fewer parents agreed that their schools facilitated parent involvement as a means of improving services and results for their children with disabilities. A chi-square test was performed and showed the 0.5% decrease to be non-significant ($\chi^2(1) = 0.5$). Additionally, the following items addressing parental participation in developing and implementing programs for their children showed 90% or higher agreement.

Item #	Item Text	Percent Agreement
Q13	At meetings to develop my child's Individualized Education Program (IEP), I feel encouraged to give input and express my concerns.	91.7
Q14	I understand what is discussed at meetings to develop my child's IEP.	95.2
Q16	My child's evaluation report is written in terms I understand.	91.3
Q17	Planning and Placement Team (PPT) meetings for my child have been scheduled at times and places that met my needs.	91.7
Q20	I have received a copy of my child's IEP within 5 school days after the PPT.	91.7

Slippage may in part be attributed to the modifications made to the survey distribution in 2012-13. In an effort to increase response rate, 22 of 29 districts provided email addresses for some or all parents, if this information is maintained in the school district directory. Parents received an email message from CSDE with a notification about the survey, and later, a follow up email message giving them direct access to the online survey through a personalized link. This

resulted in approximately one in three parents completing the survey online compared to about one in five last year. While this improvement in survey distribution yielded an increased response rate, there was statistical support for differences between the sample and statewide population as discussed in the previous section.

In addition, the CT Special Education Parent Survey Administrator, Glen Martin Associates, reported to the Parent Work Group on December 12, 2013, that the receipt of current home addresses from school districts just prior to the mailing reduced the non-deliverable mail rate by almost fifty percent in 2012-13, when compared to the prior year: 4.7 percent in 2012-13 (n=463) and 8.4 percent in 2011-12 (n=516). This may have also helped to increase the parent response rate in 2012-13.

The Connecticut State Advisory Council on Special Education (SAC; CT's state advisory panel per IDEA), and the Indicator 8 Parent Work Group (PWG) continued to meet in 2012-13 and in 2013-14 to review CT Special Education Parent Survey results and to offer recommendations to improve the parent response rate and the 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.

Stakeholder group recommendations regarding the expansion of access to the online version of the survey were implemented in 2012-13, as well as recommendations to have school districts review and confirm home addresses just prior to survey distribution, and recommendations for school districts to promote parent survey completion. State agencies, school districts, and parent organizations represented on the SAC and PWG promoted the parent survey in the school districts which comprised the 2012-13 cohort, and are developing recommendations for school district use of the survey results in order to improve parent involvement and special education service delivery and results.

Current SAC and PWG recommendations (1) to revise the survey instrument so that parents can better understand the survey items presented, and (2) to revise the survey cohort structure so more CT school districts may have regular, timely reporting of special education parent results so that they can gauge the impact of local improvement efforts (results every three years versus every six years), have been reviewed by the CSDE. The CSDE anticipates revisions to the survey instrument and cohort sample for the 2014-15 school year administration.

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

Activity	Timelines	Resources	Justification
<p>8.13 (Revised) Administer the Department’s Special Education Parent Survey in English and Spanish in both paper and online formats.</p>	<p>2011-12 school year through 2013-14</p>	<ul style="list-style-type: none"> • Department Personnel • CPAC • SERC • Indicator 8 Parent Work Group • External Evaluator 	<ul style="list-style-type: none"> • Department and Indicator 8 Parent Work Group recommendation to improve the special education parent survey response rate and to increase response rates from different constituent groups.
<p>8.14 (Revised) Analyze the Department’s Parent Survey findings and make available a summary of the results. Translation resources will be provided upon request. Develop strategies and tools for school district discussion of survey results and use of survey data.</p>	<p>2006-07 school year through 2013-14</p>	<ul style="list-style-type: none"> • Department Personnel • CPAC • SERC • Indicator 8 Parent Work Group • External Evaluator 	<ul style="list-style-type: none"> • Department and Indicator 8 Parent Work Group recommendation to improve the special education parent survey response rate, data use, and results regarding parental involvement, secondary transition, and results for students with disabilities.
<p>8.15 (Revised) Include a parent representative on the Department’s focused monitoring teams.</p>	<p>2006-07 school year through 2013-14</p>	<ul style="list-style-type: none"> • Department personnel • CPAC 	<ul style="list-style-type: none"> • The “Resources” listed were updated to include CPAC.
<p>8.16 (Revised) Include parent input and participation in the Department’s focused monitoring system.</p>	<p>2006-07 school year through 2013-14</p>	<ul style="list-style-type: none"> • Department personnel • CPAC 	<ul style="list-style-type: none"> • The “Resources” listed were updated to include CPAC.

<p>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 2013-14 and the next SPP cycle.</p>	<p>2013-14 school year</p>	<ul style="list-style-type: none"> • Department Personnel • CPAC • SERC • Indicator 8 Parent Work Group • External Evaluator 	<ul style="list-style-type: none"> • State Advisory Council on Special Education and the Indicator 8 Parent Work Group recommendation in order to provide current and more frequent special education parent survey results to districts and communities (three-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. Improvements anticipated for the 2014-15 survey administration.
<p>8.23 (Revised) Update two Department documents, <i>Helpful CT Resources for Families</i> and <i>Before, During and After a PPT Meeting</i>, in English and Spanish, include state resources available to Spanish-speakers, and disseminate to parents, districts and the public.</p>	<p>2011-2012 school year through 2013-2014</p>	<ul style="list-style-type: none"> • Department personnel • SERC • CPAC • Indicator 8 Parent Work Group 	<ul style="list-style-type: none"> • Recommendation from the Indicator 8 Parent Work Group in order to improve parent-district collaboration.

Part B State Annual Performance Report (APR) for FFY 2012

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 2010, 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 2010 reporting period, i.e., after June 30, 2011. If inappropriate identification is identified, report on corrective actions taken.

FFY	Measurable and Rigorous Target
2012	0

Actual Target Data for FFY 2012:

In the 2012-13 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 x 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 2012 (2012-2013)	170	2	0	0%

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

The CSDE required the two 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 2012:

Explanation of Progress or Slippage

Per *OSEP 14-2*, Connecticut is not required to provide an explanation of no change in the actual target data from the FFY 2011 data as the state met its FFY 2012 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 14-2*, Connecticut is not required to discuss improvement activities as the state is reporting 100 percent compliance for FFY 2012 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 2013.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012	0%

Actual Target Data for FFY 2012:

In the 2012-13 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 2012 (2012-2013)	170	26	0	0%

In total, 26 districts were initially contacted regarding potential “data of concern” in 32 areas when assessed for disproportionate representation using the CSDE’s definition.

Twenty-two (68.8 percent) of the 32 areas of disproportionate data were in the racial category of white:

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

Five (15.6 percent) of the 32 areas of disproportionate data was in the racial category of black:

- 2 = Black Intellectual Disabilities
- 1 = Black Other Health Impairment
- 2 = Black Serious Emotional Disturbance

The remaining five (15.6 percent) of the 32 areas of disproportionate data were in the racial categories of Hispanic/Latino:

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

The CSDE required the 26 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 25 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 2012:

Explanation of Progress or Slippage

Per *OSEP Memo 14-2*, Connecticut is not required to provide an explanation of no change in the actual target data from the FFY 2011 data as the state met its FFY 2012 target for this indicator.

Discussion of Improvement Activities Completed

Per *OSEP Memo 14-2*, Connecticut is not required to discuss improvement activities as the state is reporting 100 percent compliance for FFY 2012 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 2011 (the period from July 1, 2011 through June 30, 2012)	0
2. Number of FFY 2011 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 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 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 2011:

N/A

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

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 2012

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
2012	100%

Actual Target Data for FFY 2012:

For the 2012-13 school year, 99.3 percent of children with parental consent to evaluate were evaluated within the state established timeline. Target not met.

$[13,325 / 13,424] \times 100 = 99.3 \%$

- a. # of children for whom parental consent to evaluate was received = 13,424
- b. # of children whose evaluations were completed within 60 days = 13,325

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, 2012 and June 30, 2013.

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

a. Number of children for whom parental consent to evaluate was received	13,424
b. Number of children whose evaluations were completed within 60 days (or State-established timeline)	13,325
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 99 children statewide (served by 38 districts) during the 2012-13 school year included in (a) but not included in (b). In other words, these 99 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 129 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 remain consistent with previous years 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 38 districts that were determined to be out of compliance with Indicator 11 based on 2012-13 initial evaluation data being below 100 percent, 29 of the 38 districts had percentages falling in the 95-99% range. All 38 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 2012-13 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 38 districts

were required to participate in a monitored submission process for their 2013-14 evaluation 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 2012:

Explanation of Progress or Slippage

During the 2012-13 school year, 99.3 percent of children with parental consent to evaluate were evaluated within the state established timeline. This rate is consistent with the 2011-12 year. While progress was not made toward the 100% target this year, slippage also did not occur in the state despite an increase of 288 more evaluations being completed in 2012-13 over the previous year. In FFY 2012, the CSDE continued have personnel assigned 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. Each district's performance data on Indicator 11 was included in the District APR and was one of the factors used to make each district's 2013 determination.

11.8 During the 2012-13 year, the CSDE continued to use 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 Due to a change in leadership at the CSDE, the Department Scientific Research-Based Instruction/Response to Intervention (SRBI/RtI) Leadership Team stopped meeting regularly during the 2012-13 school year. The CSDE is currently discussing plans to redefine SRBI leadership/advisory group efforts in the state. Under this new direction, two SRBI teams will be formed: (a) the former internal Department leadership team will once again begin meeting regularly to provide leadership and support on SRBI issues to various stakeholders in the state, and (b) an external SRBI advisory panel will meet quarterly to review initiatives and provide feedback to the CSDE. This external advisory panel will be made up of a diverse group of CSDE partners and educational leaders from across the state. In FFY 2012, the BSE remained

involved in the SRBI work through the State Personnel Development Grant (SPDG), now supporting approximately 65 schools from across the state with 44 trained coaches and Technical Assistance providers. BSE staff members also continued to participate in SRBI 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. As in the past, the reasons included: 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. BSE staff are also planning to review Web-based training modules as another option for technical assistance for the districts.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99.3%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	26
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	26
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

There were 26 districts determined to be out of compliance with Indicator 11 based on 2011-2012 evaluation timelines data. 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 BSE staff via desk audit.

The 26 districts also were required to submit the following information for each child in 2011-2012 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 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 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 26 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 26 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 2012

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 to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthday.

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
2012	100%

Actual Target Data for FFY 2012:

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

$$[1474/ (2324-423-252-174)] * 100 = 99.9\%$$

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.	2324
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	423
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1474
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	252
e. # of children who were referred to Part C less than 90 days before their third birthdays. <i>[This information is not required until the 2011 submission but may be reported in 2010 if the State’s data are available.]</i>	174
# in [a] but not in [b], [c], [d], or [e].	1
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	99.9% = [1474/(2324-423-252-174)] * 100

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

Ninety-nine point nine percent (99.9%) 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. One child in one school district did not receive a FAPE by age three.

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

The implementation of the child's individualized education program (IEP) was eighty-six calendar days late, therefore the child's FAPE was delayed by eighty-six calendar days. The reason for the delay was that the child was placed by the child's IEP Team in a diagnostic placement on his third birthday for a period of eight school weeks. The reason for the diagnostic placement was to determine the child's eligibility for special education and to plan an appropriate IEP. The school district was of the understanding that a diagnostic placement would confer a FAPE, however, a diagnostic placement is an evaluation activity and not a FAPE. Therefore, the school district was not in full compliance with the IDEA on this indicator.

Verification of Correction (either timely or subsequent)

No findings of noncompliance were identified in FFY 2011, therefore no verification of correction was necessary.

In FFY 2012 there was one school district that was determined to be out of compliance for Indicator #12, FAPE by Age 3. Non-compliance was corrected and data verification indicates that the school district is in full compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**Explanation of Progress or Slippage**

The CSDE was in substantial compliance for Indicator 12. The FFY 2012 statewide data were 99.9 percent. Substantial compliance is related to: collaboration with Part C; joint policies, procedures and practices with Part C; and continued professional development and technical assistance across Part C and Part B in this area.

The reason for the state slippage was that one child in one school district was placed by the child's IEP Team in a diagnostic placement on his third birthday for a period of eight school weeks. The reason for the diagnostic placement was to determine the child's eligibility for special education and to plan an appropriate IEP. The school district was of the understanding that a diagnostic placement would confer a FAPE, however, a diagnostic placement is an evaluation activity and not a FAPE. Therefore, the school district was not in full compliance with the IDEA on this indicator.

Improvement Activities Completed

12.1 The CSDE utilized Part C data as a data merge/verification check to ensure that all students who exited Part C and who were determined eligible for Part B were identified and utilized in the data analysis and reporting for this indicator.

12.3 CSDE personnel provided training and technical assistance to school district and early intervention personnel on transition and transition-related issues. There were two statewide transition forums held in the 2012-2013 school year for Part C and school district personnel.

12.4 The Connecticut Parent Advocacy Center (CPAC), the state's Parent Training and Information Center (PTI), responded to 626 requests for information following a Part C Parent Survey. The 626 parents who requested information included:

- 11 parents of a child under one years of age;
- 101 parents of children who were one years of age;
- 328 parents of children who were two years of age;
- 171 parents of children who were three years of age; and
- 15 parents who did not indicate their children's age.

All parents who requested information were sent the following materials:

- *Diagnosis versus Disability Category: Defining Eligibility and Preparing for a PPT Meeting*, Adapted from Texas First - a project of Family to Family Network
- *A Guide to Educational Terms*, CPAC
- *Social Emotional Tips for Families with Toddlers* from the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development

From July 1, 2012 through June 30, 2013, CPAC responded to 17 calls related to the transition from Birth to Three and 19 calls related to early childhood.

CPAC presented four workshops on the topics of the transition process from Birth to Three. Three of these workshops were part of the Birth to Three service coordination training. The fourth workshop was presented to 10 parents involved in a support group. In addition to the in-person workshops, there were 33 views of CPAC's archived "The Transition Process: From Birth to Three to Special Education" webinar.

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

No revisions are being proposed for FFY 2013.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012	100%

Actual Target Data for FFY 2012:

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 99.98 percent in the 2012-13 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.

$$13,582 / 13,585 \times 100 = 99.98\%$$

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 2012:

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 99.98% in 2012-13. In fact, if we report out at one decimal place, our compliance is essentially 100 percent for FFY 2012.

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, 141 districts met the 100 percent target for this indicator. Two districts contributed to the 0.02 percent of students ($n = 3$) 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 2012-13 (see summary table below).

Indicator 13	2009-10	2010-11	2011-12	2012-13	Percent Change from FFY 2009
Districts with 100% Compliance	19	69	130	141	+642.1%
Student IEPs Out-of-Compliance	2,914	829	35	3	-99.9%
Student-level Compliance %	77.8%	93.8%	99.7%	99.98%	+28.5%

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 three 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, 99.98 percent of student IEPs met the first compliance criteria – goals and transition services (13,582/13,585 = 99.98%). Two districts were responsible for the 3 students without appropriate postsecondary goals and transition services. Neither of these districts fell below 95 percent compliance. The table below demonstrates the range of the number of IEPs without appropriate postsecondary goals and transition services.

	<u>Number of IEPs Without Appropriate Postsecondary Goals and Transition Services</u>	
	1 IEP	2 IEPs
Number of Districts	1	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, 100 percent of student IEPs met the second compliance criteria – student invited (13,585 /13,585 = 100%).

Appropriate Outside/Participating Agencies Invited to PPT Meeting to Plan Transition Services
Statewide, 99.99 percent of student IEPs met the third compliance criteria – outside/participating agency invited (13,584 /13,585 = 99.99%). One district was responsible for the one IEP where an outside/participating agency was not invited to the PPT meeting to discuss transition services. This district was still above 95 percent compliance (99.7%). 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 IEP	2 or more IEPs
Number of Districts	1	0

Discussion of Improvement Activities Completed

13.2 The CSDE and SERC revised the two-day pilot training offered in January 2011 into a major two-day training, *Secondary Transition Planning: Making the IEP a Living Document*, with built-in, year-long support including a half-day of in-district customized technical assistance, the development of an online professional learning network via Edmodo, pre-session requirements to review two web-based training modules: *Introduction to Transition* and *Transition Assessment* and two full days of training. This professional development activity was designed to provide district 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. In addition, districts learn how to incorporate state *CORE Transition Skills* developed by the Transition Task Force (TTF), specific standards outlined in the Connecticut Common Core State Standards (CCSS), College and Career Readiness standards, and appropriate employment standards identified by the student’s interests into a continuum of transition services. Resources such as O*Net, the Student Success Plan (SSP - Connecticut’s Individualized Learning Plan for students in grades 6 – 12), and transition case-studies are integrated into the length of the training to assist district personnel to create transition services that result in positive post-school outcomes for students with disabilities. In 2012-13 this activity was offered in the winter to 10 district teams (65 participants) with another eight districts (30 people) on a waiting list for a possible second session in early spring. A second session was offered in April/May 2013 to 5 district teams (20 participants).

The CSDE and SERC presented a full-day of informational sessions to over 65 participants in the fall of 2013 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 of this professional development activity, a replica of the initial session offered in the spring that was over-subscribed, 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. Six half-day follow-up networking sessions were provided during 2012-13 (March, April, May) to support the further development and expansion of the ideas and issues generated at the initial informational sessions. Staff from ten of the community-based transition services facilitated these sessions along with CSDE and SERC for approximately 180 professionals. The topics for these sessions included: *Accessing College Classes and Developing “Bridge-year” Services*; *Developing Transition Services Components*; *Developing NEW or Expanding Community-Based Transition Services*; and *Working with Employers*.

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, school nurses), parent advocates, surrogate parents and state agency staff (Bureau of Rehabilitation Services [BRS], Bureau of Education and Services for the Blind [BESB] and Department of Developmental Services [DDS] Transition Counselors). The CSDE provided targeted technical assistance on secondary transition and the SSP at one regional meeting 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 (2), Autism Services and Resources Connecticut (ASRC), mental health providers in the northern CT System of Care, 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 and related services and resources to adult service agency and district personnel, parents/families, and students with disabilities, including: SSPs, Assistive Technology (Developing a High School AT Team & AT and Quality of Life Outcomes), Preparing Students on the Autism Spectrum for Transition to Postsecondary Education and Employment, CCSS, and IEP Development for Secondary Transition, Current Legal Issues Impacting Transition Practices, and Developing “Fifth-year”/”Bridge-year” Transition Services. The CSDE collaborated with other organizations on five statewide conferences regarding secondary transition in 2012-13: the Connecticut School Counseling Association (CSCA); the CT Chapters of the Council for Exceptional Children (CEC) and the Division of Career Development and Transition (DCDT); Southern CT State University Center of Excellence on Autism Spectrum Disorders and the Autism Services and Resources of Connecticut (ASRC); and SERC and the University of Connecticut, Storrs (*Transition to College and Careers*). CSDE, CPAC, the Capitol Region Education Council (CREC), the University Center on Excellence for Developmental Disabilities (UCEDD) at UCONN, and the Department of Children and Families (DCF) collaborated on a premiere of the documentary, *Who Cares About Kelsey?*

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*. The 2012-13 Conference continued to include workshops tying postsecondary education to careers 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 2012-13 approximately 206 participants attended this annual event that was held at UCONN in Storrs: 40 parents/family members; 81 students; 73 professionals; and 12 “others.”

13.9 SERC and the CSDE continued to provide training and technical assistance to two cadres of approximately 40 professionals and parents who collaborate with SERC to 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 3 parent presentations in 2012-13 to approximately 36 parents/family members and students as well as a shorter presentation at a Transition Expo sponsored by four district high schools.

13.11 BRS and the CSDE with SERC and CPAC developed a sustainability advisory group to continue the relationships cultivated during the previous two-year grant that was designed to increase 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. The RESCs, CPAC and SERC were asked to provide contact information for an identified key person as well as any professional development, technical assistance, or service that each organization provides related to secondary transition services. An electronic, four-page, web-based brochure was developed to provide access to this information for all agency personnel, LEAs, parents/families, and students. Each contributing agency has posted or is in the process of posting the electronic brochure, *Easing into Secondary Transition: A Comprehensive Guide to Resources and Services in Connecticut*, on its respective website. (To view brochure, go to: <http://ctserc.org/initiatives/transition/BRS%20Resource%20Guide.pdf>) CPAC participated in this initiative for an additional year to expend grant funding to update/revise 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 refined and offered the secondary transition on-site technical assistance and training visit process 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 TTF member districts and revised based on feedback. Because of these revisions, input from the site visits conducted during 2011-12, 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. 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. Subsequent to the site visit, districts were required to submit additional IEPs of transition-age students to be reviewed by the CSDE to document the implementation of the TA and training provided during the site visit. Following the single site visit conducted in January of 2013, the 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 in maintaining 100 percent compliance in transition and to assist with the improvement planning process.

A new *Secondary Transition Planning IEP Checklist* was developed and piloted during 2012-13 and will be implemented more extensively as a technical assistance/training tool and a self-assessment during the next academic year. This Checklist will also form the basis of training for CSDE staff who conduct the annual general supervision file reviews to more accurately identify districts who may need additional TA to assist students obtain better post-school outcomes. Districts who are participating in the two-day IEP training, *Secondary Transition Planning: Making the IEP a Living Document*, are using the Checklist extensively to train district personnel to develop more appropriate IEPs and services for transition-age students during the half-day of technical assistance that was built into this professional development opportunity.

Recent initiatives 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 Competitive Employment for students with disabilities, to review and coordinate statewide transition activities. This group of approximately 30 stakeholders from districts, parent groups, business and industry, community providers, advocacy organizations, and state agencies met three times in 2012-13 to brainstorm how to implement Connecticut's transition framework, the *NCWD Guideposts for Success*; to review and share transition activities; to define competitive employment; and to identify and discuss resolutions to common barriers to employment success for students with disabilities. As a result, the group agreed to develop a Transition Community of Practice starting with a Kick-Off event with the IDEA Partnership in early 2014 to collaborate on statewide activities, policies and procedures specific to the needs of individuals with disabilities and to more actively collaborate with the employment community to improve post-school employment outcomes.

13.14 Connecticut's TTF has been advising the CSDE for the past 25 years and as a result of a major re-organization has expanded the stakeholder groups represented to include the Association of People Supporting EmploymentFirst (APSE), employers, Comprehensive Statewide Personnel Development (CSPD), AT, and the Probate Court and developed a Steering Committee that guides three workgroups to identify and develop activities and resources that will assist stakeholders to improve the transition services and post-school outcomes of students with disabilities. During the 2012-13 academic year, the TTF developed 1.) a crosswalk between the SSP and those plans unique to students with medical needs or disabilities (i.e., IEP, 504 Plan, Individualized Healthcare Plan, Summary of Performance); 2.) 12 CORE Transition Skills for all transition-age students with disabilities that are aligned with the CCSS to assist students with disabilities to become career and college ready; and 3.) two PowerPoint presentations to 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 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 99.7%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	13
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	13
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 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 13 districts identified with noncompliance under Indicator 13 in FFY 2011, 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 13 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 2011:

All 13 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 2010-2011.

The 13 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. Each district was required to submit a random sampling of IEPs of transition-age students to the CSDE by July 1, 2013 for further review to demonstrate that the training, technical assistance and any revisions to related policies, procedures, and practices were being implemented.

Finally, for each student in 2011-2012 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 13 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

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 2012

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		
2012	14A: 46.4%	14B: 61.3%	14C: 78.8%

Actual Target Data for FFY 2012:

The results of the CSDE’s 2013 survey of students who exited special education in 2011-12 and were no longer in secondary education found the following:

A. Percent enrolled in higher education = [(278 youth enrolled in higher education within one year of leaving high school) divided by (537 survey respondents)] x 100 = 51.8%.

Target Met.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(362 youth enrolled in higher education or competitively employed within one year of leaving high school) divided by (537 survey respondents)] x 100 = 67.4%.

Target Met.

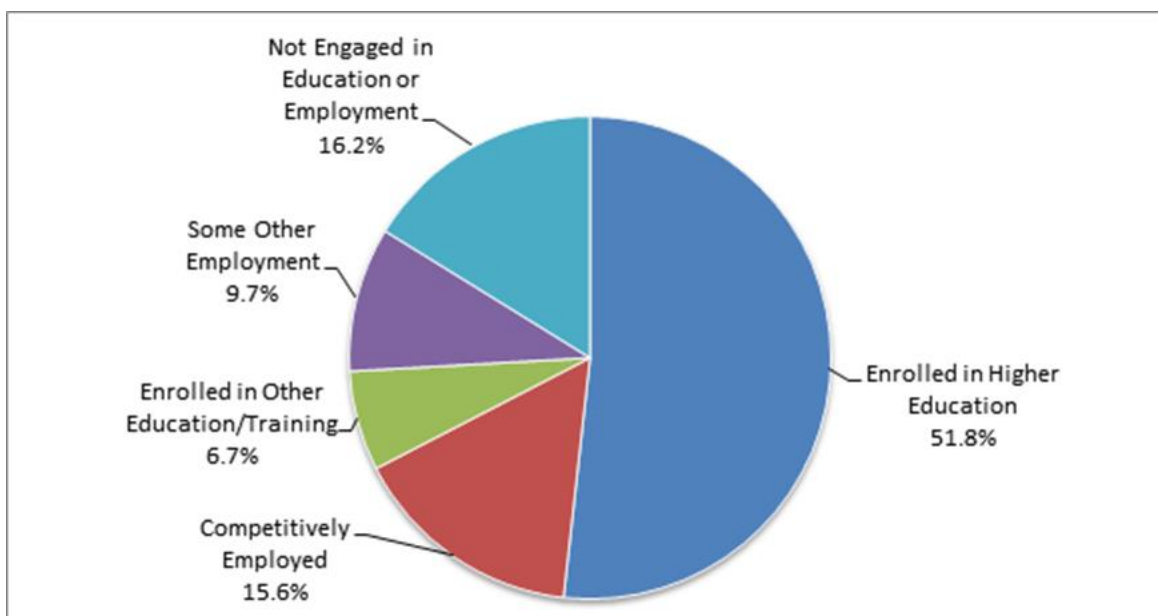
C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school = [(450 youth enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school) divided by (537 survey respondents)] x 100 = 83.8%.

Target Met.

Count of Respondents Enrolled in Higher Education	278
Count of Respondents Competitively Employed	84
Count of Respondents Enrolled in Other Education/Training	36
Count of Respondents in Some Other Employment	52
Count of Respondents Not Engaged in Education or Employment	87

See figure 1 below

Figure 1: Post-School Outcomes



The CSDE’s 2012 survey administration sample total:
 Surveys returned completed = 537
 Surveys returned non-deliverable = 642

Surveys sent = 4603
 Response rate = 11.7%
 Non-deliverable rate = 13.9%

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	2011-12 Statewide Exit Data	2011-12 Exit Survey Data
Gender	Male	68.4%	64.8%
	Female	31.6%	35.2%
Race/Ethnicity	American Indian/ Alaskan Native	0.6%	0.7%
	Asian	1.3%	2.4%
	Black or African American	16.7%	10.1%

	White	60.4%	74.1%
	Hispanic/Latino of any race	19.8%	9.9%
	Native Hawaiian or Other Pacific Islander	0.1%	0.2%
	Two or More Races	1.2%	2.6%
Exit Reason	Grad. w/Diploma	81.4%	91.8%
	Grad. w/Certificate	0.8%	0.9%
	Dropped Out	15.3%	4.1%
	Reached Max. Age	2.5%	3.2%
Disability	LD	39.6%	38.5%
	ID	5.2%	6.5%
	ED	17.7%	11.9%
	SLI	5.2%	5.6%
	OHI	22.1%	19.4%
	Autism	4.9%	9.1%
	Other	5.4%	8.8%

Variable	Chi-Square Test (χ^2)	Cohen’s Effect Size	Interpretation
Gender	$\chi^2(1) = 3.2$	n/a	n/a
Race/Ethnicity	$\chi^2(6) = 71.9^*$	0.37	Medium
Exit Reason	$\chi^2(3) = 52.3^*$	0.31	Medium
Disability	$\chi^2(6) = 49.6^*$	0.30	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” and “Dropout” had a major influence on the significant chi-square test statistic. “Dropout” was underrepresented in the final respondent sample. For disability, it was concluded that categories “Emotional Disturbance” and “Autism” had an influence on the significant chi-square test statistic. “Autism” was overrepresented in the final respondent sample with a standardized residual of 4.7.

In an attempt to increase the response rate on the Special Education Exit Survey, a pilot study has been designed. The Department and the primary investigator (PI) on CT’s Exit Survey have contracted with the LexisNexis to pilot a data cleaning protocol. Using a secure database search process, of publicly available resources, we will attempt to locate the most current address and

phone number of survey recipients. Existing members of the PI’s team will use this new contact information to reach out to non-responders. Calls are scheduled to take place in July and August 2014.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Explanation of Progress or Slippage

Per *OSEP Memo 14-2*, Connecticut is not required to provide an explanation of progress or slippage because the state has met all FFY 2012 targets for this indicator.

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

Activity	Timeline	Resources	Justification
14.10 (New) Pilot a secure database search process in an attempt to locate the most current address and phone number of survey recipients.	2014-15 school year	<ul style="list-style-type: none"> • Department personnel • State Education Resource Center (SERC) personnel • University of Connecticut (UCONN) personnel 	In order to collect data from a response group that is representative of the population, access to current/accurate contact information is necessary.

Part B State Annual Performance Report (APR) for FFY 2012

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
2012	100%

Actual Target Data for FFY 2012:

Of the 908 findings of noncompliance identified in FFY 2011, 885 findings of noncompliance were timely corrected (97.5%). Target not met.

$(885 / 908) \times 100 = 97.5\%$

Twelve of the 23 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 eleven findings of noncompliance made in FFY 2011. To date, 897 out of 908 findings of noncompliance identified in FFY 2011 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 2012:

Explanation of Progress or Slippage

Connecticut has seen a decrease in the percent of timely correction of noncompliance compared to last year, moving from 99.3 percent to 97.5 percent. The twelve findings of noncompliance that were subsequently corrected and the eleven outstanding findings that have not yet been verified as corrected represent three 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 Bureau of Special Education (BSE) consultants 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 Connecticut's Focused Monitoring System. After reviewing multiple data sources including SPP indicators, the Steering Committee supported the BSE's proposal to allow for flexibility in determining each district's key performance indicator (KPI), which, in addition to academic achievement, was individualized based on district need.

15.6 In FFY 2012, the BSE updated the focused monitoring protocols and continued the 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 2012-13 provided copies of individualized education programs (IEPs) which BSE staff reviewed using the revised protocols.

15.7 The BSE analyzed district level data for 28 districts using a revised 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 six districts during the 2012-13 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 IDEA grant funds were not available to support focused monitoring during the 2012-13 school year. Therefore, the CSDE used state funds from the Resource Equity Account to provide districts with a \$10,000 stipend to implement focused monitoring improvement plans.

15.16 The BSE continued its collaboration with the State Education Resource Center (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 2012-13 school year.

15.17 As reported in last year’s APR, BSE personnel completed the review and revision of GSS policies and procedures and finalized the bureau’s GSS manual during the 2011-12 school year. In FFY 2012, BSE personnel continued to examine ways to evaluate the effectiveness of the BSE’s GSS including the development of system to track district noncompliance across all monitoring areas.

15.20 The BSE maintained the full-time consultant position to oversee the implementation of the BSE’s GSS during the 2012-13 school year.

15.21 Due to continued staff vacancies, state law requirements to implement new data collection systems and the reassignment of staff to complete ESEA Flexibility requirements, the CSDE’s plans to develop a new GSS database continued to be delayed during 2012-13. The CSDE will move forward with developing and implementing the general supervision electronic information system as funding and staffing permits.

15.26 In FFY 2012, an existing BSE staff member was trained on complaint investigation procedures. Additionally, the recent hiring of a new BSE staff member, who has been assigned, in part, to conduct complaint investigations, will help safeguard that proper staffing is in place to ensure the timely correction of all noncompliance identified through the state complaint procedures.

Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	908
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)	885
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	23

FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	23
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	12
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	11

Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent):Verification of Correction of Findings of Noncompliance Timely Corrected

In FFY 2012, the CSDE required each district with a finding of noncompliance in FFY 2011 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 twelve findings of noncompliance from FFY 2011, 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 2011, 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 twelve 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 IEPs. CSDE personnel reviewed this documentation and were able to verify the districts’ correction of each of the twelve cases of noncompliance.

Actions Taken if Noncompliance Not Corrected

The eleven outstanding findings of noncompliance from FFY 2011, that were not corrected within one year or subsequently corrected, were made under the state complaint procedures and are being addressed and monitored by the BSE. Non-resolved systemic issues remain around the provision of preschool services, using non-certified staff during extended teacher absences, and the failure to provide speech and language services. Additional outstanding issues include providing complete education records to parents in a timely manner, conducting timely reevaluations, and the failure to implement a hearing officer’s decision. This last issue has been referred to the state’s Office of the Attorney General for review and enforcement. CSDE staff have provided technical assistance to district personnel including conducting root cause analyses. The development of action steps and monitoring metrics is also being completed. The CSDE is currently reviewing district progress towards compliance. Further enforcement actions are being considered and will be imposed if necessary.

Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable)

1. Number of remaining FFY 2010 findings noted in the Connecticut Part B FFY 2011 Compliance Data Summary Notes for this indicator	4
2. Number of remaining FFY 2010 findings the State has verified as corrected	0
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	4

To date, the CSDE has not been able to verify the correction of the four unresolved findings of noncompliance identified in FFY 2010.

In FFY 2012, the CSDE continued monitoring the district’s efforts to complete the corrective actions ordered under these findings, employing a number of enforcement actions to move the district toward compliance. For example, the BSE held a meeting with the complainants and district special education administrators to discuss the district’s actions related to the issues raised in the complaints. While it appears that the noncompliance issues have been sufficiently addressed and there are no unresolved individual cases of noncompliance from the FFY 2010 findings, adequate documentation has not yet been submitted by the district to allow CSDE staff to fully verify the correction of noncompliance in accordance with regulatory requirements. BSE staff have been assigned to work with the district on compliance issues and will be monitoring the district’s documentation submission in order to verify the correction of the noncompliance identified in FFY 2010.

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 2012

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 2012

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 2012

Overview of the Annual Performance Report Development:

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
2012	67.9%

Actual Target Data for 2012:

For the 2012-2013 school year, 57.1 percent of resolution sessions resulted in settlement agreements. Target not met.

$$(32/56) \times 100 = 57.1\%$$

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 2012:

The target of 67.9 percent was not met. Despite a trend that has existed over the past three school years, where the numbers have decreased, the percent of resolution sessions that resulted in a settlement agreement increased slightly from 56.1 percent in 2011-12 to 57.1 percent in 2012-13. While the difference between those numbers is insignificant, both the total number of sessions and the number of settlement agreements increased during this reporting period. As districts continue to struggle with financial constraints and increased costs, it is likely that they are reluctant to settle on agreements that would increase those costs even more. Further, 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.

18.7 The Bureau of Special Education 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 2012-2013, 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. 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 provides efficient querying tools regarding due process and resolution meetings. This system continues to be refined as needed.

18.11 The special education data application and collection (SEDAC) system allows districts to report on the outcomes of resolution sessions on a student-level, “real-time” basis. Districts are 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 2012:

[If applicable]

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 2012

Overview of the Annual Performance Report Development:

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
2012	72%

Actual Target Data for 2012:

In the 2012-2013 school year, 66.8 percent of mediations held resulted in mediation agreements. Target not met.

$$[(52+97) / 223] \times 100 = 66.8\%$$

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 (Insert FFY):

While Connecticut did not meet its target for FFY 2012, the data show progress over the previous two years. The percent of mediations that resulted in agreements rose from 65.2 percent in 2010-11, to 65.7 percent in 2011-12, to 66.8% in 2012-13. 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 not reflected in the relatively low number of fully adjudicated hearing decisions. It should also be noted that, despite the fact that the percentages remain relatively unchanged, the total number of mediations has increased significantly.

19.2 The BSE increased its pool of available mediators by one during the 2012-13 school year and mediator meetings continued to provide ongoing support to all mediators on both a formal and informal basis. During these meetings, various issues are addressed 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 2012.

[If applicable]

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 2012

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
2012	100%

Actual Target Data for FFY 2011

The Connecticut Department of Education (CSDE), per OSEP instruction in the 2014 Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Measurement Table, is not reporting indicator 20 data for the initial FFY 2012 APR submission due on February 3, 2014. 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 2012

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 2012-13 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 2012-13 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 2011-12. 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

The CSDE reviewed the improvement activities and determined that no revisions are needed for FFY 2013.

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(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 year for children with IEPs; and</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 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
(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			
	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	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	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
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	26	26	26
	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	13	13	13
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Indicator 20	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or	93	717	717

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
	Other			
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Focused Monitoring	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	14	14
	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	35	137	114
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			908	885
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	97.47%

