



Connecticut State Department of Education

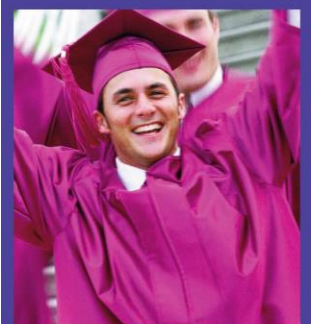
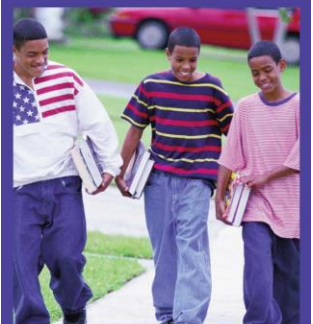
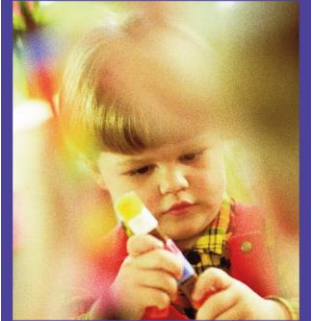
Bureau of Special Education

# Connecticut

Part B

## State Performance Plan Annual Performance Report

February  
2019



# CT Part B

# FFY2017 State Performance Plan / Annual Performance Report

## Attachments

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### General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

#### The General Supervision System

The Connecticut State Department of Education's (CSDE) General Supervision System (GSS), coordinated by the Bureau of Special Education (BSE), is an integrated management system of CSDE compliance monitoring and program improvement activities. The purpose of the GSS is to ensure local education agencies (LEAs) correctly implement the IDEA and Connecticut General Statutes (CGS) Sections 10-76a to 10-76h, inclusive, and to improve the educational results and functional outcomes for all children with disabilities.

The CSDE's GSS has been designed to support federal and state special education requirements with the intent of enabling LEA compliance, correcting any deficiencies identified through LEA monitoring, and improving organizational practices of LEAs. Further the GSS provides an infrastructure for examining the extent to which compliance monitoring and program improvement activities elicit critical patterns and trends for use in understanding the needs of individual LEAs and the state as a whole. Some activities under the GSS fall into one of two prongs – compliance monitoring activities and program improvement activities, while others appear in both. Under each prong, there are several CSDE activities that work together to ensure the overall purpose of the GSS and the CSDE's responsibility under 34 C.F.R Section 300.149 are met. The following CSDE activities comprise the compliance monitoring prong of the GSS:

- Data collections;
- Dispute resolution processes (i.e., complaints, due process hearings);
- Fiscal management;
- IDEA Compliance File Reviews; and
- Significant disproportionality.

The following CSDE activities comprise the program improvement prong of the GSS:

- Approval process for private special education programs (APSEP);
- Least restrictive environment (LRE) initiative; and
- State Systemic Improvement Plan (SSIP).

The following CSDE activities are both compliance monitoring and program improvement components of the GSS:

- The State Performance Plan/Annual Performance Report (SPP/APR);
- Professional development (PD) offerings;
- Technical assistance (TA) activities; and
- CSDE publications.

Specific information regarding each GSS activity is below.

#### Data Collections

Under the IDEA, states are required to collect valid and reliable data necessary to report annually on the state's and LEAs' performance on the SPP/APR Indicators and priority areas delineated in the IDEA (34 C.F.R. Sections 300.601(b), 300.600(d)). Under the IDEA, states are also charged with providing the federal government with data on the following topics: assessment; child count; discipline; dispute resolution; educational environments; exits from special education; fiscal (MOE/CEIS), and personnel.

The Bureau of Data Collection, Research and Evaluation (BDCRE) conducts the data collections required under the IDEA. All data regarding children with disabilities are collected via multiple unique but "linked" data collection systems:

- Public School Information System (PSIS, PSIS-Registration);
- Special Education Data Application and Collection (SEDAC);
- The Web-based Disciplinary Offense Record Application (Discipline-ED166);
- Dispute Resolution;
- Evaluation Timelines;
- Early Childhood Outcomes (ECO);
- Personnel Data collection (ED162/163);
- Restraint/Seclusion; and
- Student Assessment Data Files.

These are complex systems that inter-relate based upon a unique state assigned student identifier (SASID) and the statewide PSIS-Registration System. The CSDE has designed all its data collection systems with a SASID and centralized the systems around a registration and three-time per year collection system for all students, PSIS and PSIS-Registration. PSIS-Registration uses the SASID to track all students in public education, their movements across and within school systems, and ensures that all other state data collections are working from the same base set of student information.

All districts participate in the Desk Audit and File Review Process. Part of the state's responsibility for ensuring the accuracy of the federally reported data includes auditing the data reported by districts on students with disabilities. Effective the 2014-15 school year, the monitoring cycle was reset from six years to three years and added the Parent Survey to the existing set of monitoring activities: Child Count/Individual Education Program (IEP) Desk Audit, Assessment Modifications/Accommodations Audit, and a General Supervision IDEA Compliance Review.

The child count/IEP desk audit verifies the accuracy of data reported to the department by comparing the information contained in statewide data systems to the actual data written on IEPs/Services Plans of randomly selected students with disabilities. Approximately one percent of Connecticut IEPs are audited annually for accuracy. In addition to the IEP Audit, the Bureau of Student Assessment verifies accuracy of data contained within the IEP regarding the modifications and accommodations that students are eligible to receive on statewide assessments. Likewise, the Bureau of Special Education conducts a file review of these same IEPs to verify compliance with IDEA.

#### Dispute Resolution Processes

The BSE's dispute resolution system is managed by the Due Process Unit (DPU) of the BSE. The dispute resolution system includes the complaint resolution process, mediations, the advisory opinion process and due process hearings including resolution sessions. The IDEA requires states to offer a mediation and due process hearing system. Additionally, the IDEA regulations require states to adopt a state complaint process. Each component has separate procedures and activities that interact together to frame a larger system of dispute resolution. The BSE provides a number of free publications and professional development activities regarding the dispute resolution system to ensure the system is accessible to its users, parents and LEA personnel.

#### Complaint Resolution Process

The complaint resolution process identifies and timely corrects noncompliance in an LEA's implementation of federal and state special education requirements and identifies components of an LEA's special education programming that need improvement (e.g., policies, procedures). The CSDE publication, *Complaint Resolution Process*, describes the complaint resolution process in detail. This publication can be found at [http://portal.ct.gov/-/media/SDE/Special-Education/Complaint\\_Resolution.pdf?la=en](http://portal.ct.gov/-/media/SDE/Special-Education/Complaint_Resolution.pdf?la=en)

#### Mediation

Mediation is a voluntary process offered to a parent and an LEA as a means to reach an agreement with respect to any matter relating to the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education. Mediation is a flexible, informal way of resolving differences through understanding or compromise of the differing viewpoints.

At the mediation session, the impartial mediator will permit the parties to present their respective positions and differing viewpoints with the idea that through the mediation process mutual understanding and a solution may be reached. Discussions occurring during the mediation session are confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings.

Given the confidential nature of the process, mediation is *not* a compliance monitoring activity under the GSS. Therefore, mediation is not used to identify and correct LEA noncompliance.

#### Advisory Opinions

Connecticut provides that any party that requests a due process hearing, may also request an advisory opinion (RCSA Section 10-76h-6). The advisory opinion regulations require the agreement of both parties to participate in the process. The process, which is completed in one day, allows the parties to state their positions to a hearing officer with limits on the number of witnesses the parties may present and the amount of time each party has to present their positions.

After listening to the parties' arguments, the hearing officer will tell the parties how the hearing officer thinks the issues would be decided if the parties went on to a hearing. After hearing the advisory opinion, the hearing officer may mediate with the parties, if they so request, to reach a settlement

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agreement. The parties may go on to a full hearing with a different hearing officer if the issues are not settled after receiving the advisory opinion.

The advisory opinion process is *not* a compliance monitoring activity under the GSS given the hearing officer in the process does not make any findings. Therefore, the advisory opinion process is not used to identify and correct LEA noncompliance.

### Due Process Hearings

The CSDE operates a single-tiered hearing system. That is, special education due process hearings are conducted at the state level; there is no local hearing. CGS Section 10-76h and its corresponding regulations establish the due process hearing system, which is managed by the CSDE. Hearing officers are appointed by the CSDE and approved by the State Board of Education. They may not be an employee of a public agency involved in the education or care of the child and may not have a personal or professional interest which would conflict with his or her objectivity in the hearing.

Consistent with the IDEA, if a parent files a due process hearing request, the LEA must convene a resolution meeting with the parent and relevant members of the planning and placement team (PPT). The resolution meeting must be held within 15 days of the LEA receiving notice of the parent's due process hearing request. The purpose of the meeting is for the parent to discuss his/her due process hearing request so that the LEA may have the opportunity to resolve the issue. The resolution meeting need not be held if the parent and LEA agree in writing to waive the resolution meeting or if the parent and LEA agree to use mediation to attempt to resolve the issue. To ensure compliance, the CSDE collects data regarding the use of resolution meetings.

The DPU examines every hearing decision to determine if the decision identifies any procedural and/or substantive violations of the IDEA by the LEA. When a hearing decision includes a finding of noncompliance and the hearing officer orders a corrective action(s), the LEA is required to submit proof of its correction of the noncompliance to the DPU. The LEA must submit proof under the signatures of the LEA's administrator or designees within the timeline specified. The DPU, in turn, will verify the LEA's correction of the noncompliance.

Finally, as part of the GSS, the BSE examines dispute resolution data to identify issues related to LEA performance as well as to inform other compliance monitoring and program improvement activities.

### Fiscal Management

The Connecticut State Department of Education (CSDE) has an elaborate fiscal management system involving coordination and collaboration with the Bureau of Fiscal Services (BFS)/Bureau of Grants Management (BGM), Bureau of Collections, Data, Research, and Evaluation (BCDRE), the Office of Internal Audit (OIA) and Bureau of Special Education (BSE).

Under the Individuals with Disabilities Education Act (IDEA), states must ensure that IDEA Part B funds are distributed and used in accordance with federal requirements. To this end, states are required to have policies, procedures and practices in place that monitor the distribution and use of the IDEA Part B funds and abide by the uniform grant guidance for the use of federal funds by Local Education Agencies (LEAs) as subgrantees of the funds (2 CFR 200.331).

States are also subject to the requirements of the General Education Provisions Act (20 U.S.C. §1221, et seq.) This law requires recipients of federal education funds to adopt and use proper methods of administration, including:

- Monitoring of agencies, institutions, and organizations responsible for carrying out each program, and the enforcement of any obligations imposed on those agencies, institutions, and organizations under law;
- Providing technical assistance, where necessary, to such agencies, institutions, and organizations;
- Encouraging the adoption of promising or innovative educational techniques by such agencies, institutions, and organizations;
- Disseminating information on program requirements and successful practices; and
- The correction of deficiencies through monitoring or evaluation. (20 U.S.C. §1232d(b)(3))

The CSDE has a number of internal and external mechanisms in place to ensure compliance with federal requirements as to the distribution and use of IDEA Part B funds at the state and local level (e.g., LEA attestations in the IDEA Part B grant application). The BSE partners with BFS/BGM, BCDRE and OIA to monitor the LEAs' use of IDEA Part B funds through a number of activities to ensure legal requirements are met and performance goals are achieved.

Determination of the sub-grantees overall level of risk in the use of federal funds, is completed through an LEA/Fiscal Self-Assessment (FSA) as a universal screen ensuring adequate LEA oversight of the IDEA Part B Grant Sec. 611/619. The LEA/FSA is part of the larger review of the LEA IDEA application for funds, which examines funds in relation to proportionate share calculation, related to MOE eligibility and MOE compliance, coordinated early intervening services (CEIS), and excess cost calculations. Sample Monitoring of specific matters that require fiscal "additional information" related to: grant revisions, BGM findings, returning of funds, and CCEIS (comprehensive coordinated early intervening service - mandated set aside), may be requested. If an area or concern is identified and rises the point of further review, the CSDE utilizes the IDEA Program/Fiscal Compliance Review Process to verify proper use of IDEA Part B funds as related to the fiscal requirements of the IDEA.

The CSDE ensures that audits of LEAs are conducted regularly in accordance with state and federal regulation to include the Single Audit Act. Independent auditors certify the use of funds and order corrective actions if area of noncompliance are identified. Certified results are reviewed on a regular basis to verify corrections of noncompliance and to determine if any further action is required.

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The BSE uses all correspondences related to audit findings and/or contact from OIA/BCDRE/BGM as risk factors in the general monitoring and supervision of LEAs related to the overall risk related to the use of IDEA Part B funds. These elements along with the fiscal self-assessment and other factors, are compiled throughout the year and are used by the BSE as part of the fiscal risk monitoring process for IDEA Part B funds. If any risk factor is a concern/significant it is recorded and reviewed by the BSE and Fiscal Review Team (FRT), as needed. The process determines a risk category and level of engagement for each LEA. If an LEA is determined to meet a threshold or attains a “High Risk Status”, a more in-depth review of the LEA is initiated; which includes correspondences and the submission of the LEA Risk Management Review form by the LEA to the BSE/FRT with a subsequent site visit to be completed, as warranted.

In addition to the Federal single audit and IDEA Part B fiscal risk monitoring process described above, the BSE relies on the assurances of the LEA (attested by the signature of the Superintendent of the LEA) that all reporting requirements delineated by the SDE and emphasized in the IDEA Part B application, are implemented. LEAs must use a separate accounting system that includes an audit trail of the expenditure of funds as defined by 34 CFR Section (300.162 (b)). Furthermore, the importance of ensuring IDEA Part B funds are used in accordance with the Federal and State law it is highlighted in the application: “For audit and monitoring purposes, grantees must retain and be able to demonstrate that expenditures (for example salaries are justified by time records and demonstrate the percentage of time working with eligible students) are directly related to IDEA activities with no co-mingling of funds”.

### IDEA Compliance File Reviews

For this monitoring activity, CSDE staff annually review a random sample of special education documentation (including student IEPs) from approximately 60 Connecticut LEAs using a standardized review protocol. For school year 2017-2018, IEPs were reviewed for those students identified as eligible to take Connecticut's alternate assessment, a process aimed at compliance with the Every Student Succeeds Act's (ESSA) 1% cap on alternate assessment participation. All 170 Connecticut LEAs have been assigned to one of three cohort and each cohort participates in this prescribed process on a 3-year rotating cycle that is aligned with other state monitoring activities.

### Significant Disproportionality

Under 34 C.F.R. Section 300.646, the IDEA requires states to collect and examine data on an annual basis to determine whether “significant disproportionality” based on race or ethnicity is occurring in a district with respect to four different areas. The four areas required for review are: identification for eligibility, identification for a particular disability category, educational settings and discipline.

States have the discretion to set the criteria used to determine those districts that demonstrate significant disproportionality. In Connecticut, districts are considered to have significant disproportionality if they meet the following criteria\*:

**Identification for Eligibility:** A relative risk index (RRI) of 4.0 or above for two consecutive years in the same race/ethnicity for overrepresentation in special education.

**Identification for a Particular Disability Category:** An RRI of 4.0 or above for two consecutive years in the same race/ethnicity and disability category. This criterion applies to the six major disability categories: Learning Disabilities, Intellectual Disability, Speech Language Impairment, Serious Emotional Disturbance, Other Health Impairment, and Autism.

**Educational Settings:** An RRI of 4.0 or above for two consecutive years in the same race/ethnicity and free, appropriate public education (FAPE) environment. The Connecticut State Department of Education (CSDE) analyzes the following four FAPE environments: 80 – 100 percent; 40 – 79 percent and less than 40 percent time with nondisabled peers groups as well as the separate schools/residential facilities group. For the purposes of determining if a district has significant disproportionality, the CSDE analyzes the 40 – 79 percent and less than 40 percent time with nondisabled peers groups as well as the separate schools/residential facilities group. Under this area, a FAPE environment does not include: homebound services, hospitalizations, correctional facilities and parentally placed private school placements.

**Discipline:** An RRI of 4.0 or above for two consecutive years in the same race/ethnicity and disciplinary action. Under this area, disciplinary action is defined as any in-school suspension, out-of-school suspension or expulsion. The CSDE analyzes the following groups: in-school suspensions less than or equal to ten cumulative days, in-school suspensions greater than ten cumulative days, out-of-school suspensions less than or equal to ten cumulative days and out-of-school suspensions greater than ten cumulative days. For the purposes of determining significant disproportionality, the CSDE uses in-school suspensions greater than ten cumulative days, out-of-school suspensions less than or equal to ten cumulative days and out-of-school suspensions greater than ten cumulative days for serious offenses only.

A district that demonstrates significant disproportionality, in one or more areas, must review and revise, as necessary, its policies, procedure and practices under in the area(s) of significant disproportionality. Additionally, the district must set-aside 15 percent of its total IDEA Part B funds for Coordinated Early Intervening Services (CEIS). The district's plan to use the 15 percent redirection for CEIS is reviewed and approved by the BSE IDEA Part B funds manager.

\*Note: The current criteria will be revised as a result of the new regulations for this requirement.

### Approval Process for Private Special Education Programs (APSEP)

Section 10-76b and 10-76d of the Connecticut General Statutes and Section 10-76d-17(d) of the Regulations of Connecticut State Agencies grant the State Board of Education (SBOE) the authority to regulate and supervise the education of all children requiring special education who are residing in or attending

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any facility, private or public, receiving money from the state. In light of these statutory powers, the Commissioner of Education evaluates the suitability and efficacy of such private facilities prior to the disbursement of state funds and grants to local educational agencies utilizing such facilities for special education purposes. Principles adopted by the SBOE, which include specific standards, serve as the basis on which special education programs in private facilities (private programs) in Connecticut shall be approved. The principles are applicable to private programs in Connecticut-based private day and residential schools, hospitals, rehabilitation centers and treatment centers.

A private program that is either seeking approval or re-approval as an approved private special education program (APSEP) in Connecticut must indicate in writing to the BSE of its intent to seek such an approval. To initiate the re/approval process, the private program must prepare and submit completed forms and other materials as required by the CSDE.

The application is developed by the CSDE and is reflective of the principles, procedures and standards outlined in *The Principles, Procedures, and Standards for the Approval of Private Special Education Programs*. The application is intended to demonstrate the program's adherence with the requirements noted in this document. Typically, the private program submits the application to the CSDE approximately one week before the on-site review by the lead consultant and is thoroughly reviewed by the lead consultant prior to this on-site review.

If the private program is deemed eligible to apply for re/approval, a tentative timeline is established for conducting the re/approval review process. The lead consultant then establishes a review team consisting of him/herself, an education administrator from an approved private special education program and a special education administrator from an LEA. Notifications of review dates and duties are disseminated to all by the lead consultant.

The review process consists of three major components:

- The submission of an application by the private program;
- An on-site review by the lead consultant; and
- An on-site review of the private program by the review team.

Upon completion of the review process, a preliminary report is prepared by the lead consultant for review by the Division Director of Special Education. This report consists of commendations, recommendations, and required actions to address any standard deficiencies. Required actions are indicated if any standard deficiencies are noted. Standard deficiencies are based upon a review of all tools used and the data collected during the review process. This report also indicates either a recommendation for approval, for conditional approval (if the private program is already approved) or disapproval. If approval is recommended by the BSE, the period of approval recommended may be from one to five years. If the private program is being approved for the first time, the approval period is one year with another review process scheduled in one year.

Upon review and approval by the Division Director, the preliminary report is issued to the Chief Administrator of the private program. If the private program agrees with the preliminary report, including the required actions, it must indicate so in writing to the Division Director. (It should be noted that a program can be approved, even when required actions are necessary, as long as the private program agrees to them). Upon receipt of this letter, the lead consultant prepares a letter for the Commissioner of Education indicating the program's approval for the duration being recommended.

A cover letter is sent to the Commissioner of Education from the Division Director indicating what is being recommended. The final step in the approval process is the issuance of the letter from the Commissioner of Education to the private program indicating its approval, conditional approval or disapproval, the student capacity and age range of the program's approval and the time period for the approval. A final evaluation report denoting the major components of the program that are being approved is written and maintained in the CSDE's file. This report notes that the preliminary report is part of this final report.

The lead consultant assigned to the private program's review process is responsible for tracking the completion of the required actions. The preliminary report outlines a timeline within which the private program has to demonstrate its completion of these actions. There is a correlation between the nature of the required action and the timeline set. Timelines are typically significantly less than one year. An internal form for tracking the completion of required actions is maintained to document the receipt and adequacy of the evidence submitted that demonstrates the completion of the required actions. The BSE consultant working with the APSEP sends reminders via e-mail or memoranda if evidence is late or insufficient.

Finally, each APSEP must submit an annual attestation of its adherence with the standards outlined in *The Principles, Procedures, and Standards for the Approval of Private Special Education Programs* for its approval every October 15<sup>th</sup> to the BSE. This attestation includes a copy of the current local fire and health certificate for the APSEP. Standard deficiencies can result from an APSEP's failure to submit this attestation or failure to demonstrate compliance with local fire and health codes.

### LRE Initiative

Annually, each LEA in the state reports to the CSDE the number of hours that students receiving special education and related services are in school each week, along with the number of nondisabled peer hours per week. Nondisabled peer hours are determined by counting the number of hours a student spends with his or her nondisabled peers, including both special education and non-special education hours. These data are reported annually in the SPP/APR under Indicator 5. Indicator 5 requires data be submitted in three categories:

Percent of children with IEPs aged 6 through 21 served:

1. Inside the regular class 80% or more of the day;
2. Inside the regular class less than 40% of the day; and

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### 3. In separate schools, residential facilities, or homebound/hospital placements

The CSDE gathers 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 out of district settings to examine trends and variables to understand causal factors. These data are reviewed and shared with the LRE stakeholders group to determine specific action steps and intervention levels for districts with data of concern. Professional learning opportunities are also offered to specifically targeted districts with a focus on the implementation of the Connecticut Core Standards as the Department also examines the correlations between disability categories, environments (placement) and academic achievement.

Additionally, the *P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement (SA)* has served as a blueprint and road map toward appropriate identification and education of students with an intellectual disability within the LRE. The SA focused efforts to increase these students' participation and progress in their home school, general education environments and extracurricular activities with their non-disabled peers. As the SA applied to all LEAs, the CSDE is continuing to use the SA as a tool for continuous improvement and establish sustainability of the results toward the principles articulated in the goals and text of the SA for all children with disabilities.

For example, LEAs are encouraged to use the *Points to Consider in Determining the Least Restrictive Environment* as a tool to guide their decision making process with regards to placement. A *Walkthrough Protocol* was developed through the SA and may be utilized by planning and placement teams to determine implementation of and the appropriateness of a child's IEP. In another example, *Points to Consider in Determining the Least Restrictive Environment* and the *District Improvement Plan Template* can serve as helpful tools to LEAs assessing the provision of FAPE in the LRE in their schools. A District Self-Assessment regarding Disproportionality and Placement has been developed by the BSE and is also available as a tool.

#### State Systemic Improvement Plan (SSIP)

Connecticut's SSIP is focused on early literacy instruction and is based on a 3-tiered framework of support. In Tier I, BSE staff review multiple data points, including State Identified Measurable Result (SIMR) data, for approximately 60 LEAs. As part of the analysis of these data, the CSDE uses specific selection criteria to identify approximately 12 LEAs to receive Tier II support. The remaining LEAs not identified for participation in Tier II, are able to access Tier I universal supports.

In Tier II, approximately 12 LEAs complete and submit the *District Literacy Evaluation Tool (DLET)*. The DLET is a self-assessment fidelity instrument established to help LEA personnel target, prioritize and act on current early literacy efforts across their elementary schools. DLET submissions are reviewed by CSDE staff, and based on the information provided by the LEAs, approximately six LEAs are identified to receive more intensive in-district support and technical assistance (i.e., Tier III) to address the LEAs' data of concern. The LEAs not identified for participation in Tier III are able to access universal Tier I support and receive some additional support from the CSDE to assist them in their early literacy improvement efforts.

LEAs selected to participate in Tier III receive up to four in-district technical assistance sessions designed to improve literacy outcomes for SWDs. Activities include a further analysis of the district's SIMR data, DLET responses and root causes; as well as the identification of a district focus for improvement and development of a corresponding improvement plan. Additionally, LEAs participating in Tier III are able to avail themselves of no-cost technical assistance/professional development offered by the CSDE/SERC to support their early literacy improvement efforts.

#### The State Performance Plan/Annual Performance Report (SPP/APR)

In accordance with the IDEA, each state must have in place a performance plan that evaluates the state's efforts to implement the requirements and purposes of the law and describe how the state will implement this law. (C.F.R. Section 300.601) The State Performance Plan/Annual Performance Report (SPP/APR) includes a total of 17 compliance-based and results-based indicators of the state's performance in the three specific statutory priority areas under the IDEA, Part B: free appropriate public education (FAPE) in the least restrictive environment (LRE); disproportionality; and effective general supervision.

As required, Connecticut's SPP/APR includes measurable and rigorous annual targets for each of the indicators. On an annual basis, each state is required to collect data from a variety of sources to report on its performance. The SPP/APR reports the state's progress (or slippage) and whether the state met the annual target for each of the indicators. Furthermore, the CSDE uses data from the above collections to collaborate with various stakeholder groups to discuss progress, identify areas of need, develop/revise and coordinate activities, such as technical assistance and professional development workshops related to the indicator areas. Stakeholder groups are comprised of representatives of families, the State Education Resource Center (SERC), LEAs, advocacy groups, the state advisory council on special education, outside agencies and other bureaus within the CSDE. Stakeholder group meetings often occur annually and may occur more frequently, if necessary.

#### Professional Development (PD)

The CSDE recognizes the importance of high quality professional development offerings for district personnel. The CSDE also recognizes the importance of parent/family training to empower parents and families in their role in the special education process. Therefore, the CSDE partners with the State Education Resource Center (SERC), the Regional Educational Service Center (RESC) Alliance, the Connecticut Parent Advocacy Center (CPAC) and other organizations to ensure that regularly scheduled, relevant professional development offerings and parent/family trainings are available to the public to address various topics (both compliance-focused and results-focused) related to special education. The CSDE looks regularly at the patterns and trends across monitoring activities and uses the information to plan appropriate future offerings with the SERC, the RESC Alliance, and other service delivery providers.



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### Technical Assistance (TA)

Technical assistance activities are critical for ensuring the implementation of IDEA requirements and distributing best practices to LEA personnel and families. The BSE conducts a number of technical assistance activities to help promote compliance and best practices in the provision of special education services across Connecticut.

For example, the BSE regularly publishes its *Bureau Bulletin*, which provides updates to LEA personnel and families regarding special education policy and practice, upcoming BSE activities and professional development and/or technical assistance opportunities. In another example, the Division Director of Special Education issues memoranda to special education directors regarding guidance about the provision of special education services or new/revised BSE practices. In a final example, the Commissioner of Education issues “C-Letters” to superintendents regarding guidance about education policy or new/revised CSDE practices.

The BSE also provides a great deal of technical assistance to LEA personnel and families regarding the provision of special education services through telephone and e-mail contacts. The BSE has developed an organization system to manage the voluminous number of contacts received each week through a “BSE Contact List”. Each BSE consultant accepts contacts from a group of LEAs in order to ensure the timely response to inquiries and establish a regular contact between the BSE and LEA personnel and families from a particular district. These communications serve as an opportunity to provide technical assistance, establish a collaborative relationship between the CSDE and its constituents and promote both compliance and best practices regarding special education services. Finally, as needed, BSE consultants conduct trainings for LEA administrators and personnel on specific topics related to special education.

### CSDE Publications

Over the years, the CSDE has produced a number of publications regarding special education for both district personnel and families. These documents are located on the CSDE’s Web page at <http://portal.ct.gov/SDE/Services/Special-Education>. Users will find hyperlinks to numerous documents that promote compliance and best practices in the provision of special education services across Connecticut and help ensure that all children with disabilities attain successful educational results and functional outcomes, as called for by the IDEA.

### Attachments

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### Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

Technical assistance activities are critical for ensuring the implementation of IDEA requirements and distributing best practices to LEA personnel and families. The BSE conducts a number of technical assistance activities to help promote compliance and best practices in the provision of special education services across Connecticut.

For example, the BSE regularly publishes its *Bureau Bulletin*, which provides updates to LEA personnel and families regarding special education policy and practice, upcoming BSE activities and professional development and/or technical assistance opportunities. In another example, the Bureau Chief of Special Education issues memoranda to special education directors regarding guidance about the provision of special education services or new/revised BSE practices. In a final example, the Commissioner of Education issues “C-Letters” to superintendents regarding guidance about education policy or new/revised CSDE practices.

The BSE also provides a great deal of technical assistance to LEA personnel and families regarding the provision of special education services through telephone and e-mail contacts. The BSE has developed an organization system to manage the voluminous number of contacts received each week through a “BSE Contact List”. Each BSE consultant accepts contacts from a group of LEAs in order to ensure the timely response to inquiries and establish a regular contact between the BSE and LEA personnel and families from a particular district. These communications serve as an opportunity to provide technical assistance, establish a collaborative relationship between the CSDE and its constituents and promote both compliance and best practices regarding special education services. Finally, as needed, BSE consultants conduct trainings for LEA administrators and personnel on specific topics related to special education.

### Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

### Professional Development System:

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Professional Development (PD)

The CSDE recognizes the importance of high quality professional development offerings for district personnel. The CSDE also recognizes the importance of parent/family training to empower parents and families in their role in the special education process. Therefore, the CSDE partners with the State Education Resource Center (SERC), the Regional Educational Service Center (RESC) Alliance, the Connecticut Parent Advocacy Center (CPAC) and other organizations to ensure that regularly scheduled, relevant professional development offerings and parent/family trainings are available to the public to address various topics (both compliance-focused and results-focused) related to special education. The CSDE looks regularly at the patterns and trends across monitoring activities and uses the information to plan appropriate future offerings with the SERC, the RESC Alliance, and other service delivery providers.

**Attachments**

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

**Stakeholder Involvement:**  apply this to all Part B results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Stakeholder input with regard to the identification of targets and the ongoing improvement activities associated with SPP/APR indicators is solicited through the efforts of a variety of structures including work groups, task forces, and stakeholder groups. In the assembling of stakeholder groups, consideration is consistently given to representation that reflects the state's diversity.

The individuals participating in those processes include representatives from several offices from within the Connecticut State Department of Education (CSDE): the Academic Office, the Turnaround Office, the Bureau of Health/Nutrition, Family Services and Adult Education, the Bureau of Special Education, and the Bureau of Data Collection, Reach and Evaluation; as well as the State Advisory Council on Special Education (SAC); the Connecticut Parent Advocacy Center (CPAC), the Connecticut Council of Administrators of Special Education (ConnCASE), Disability Rights Connecticut, the Office of Policy and Management, the Department of Children and Families, the State Education Resource Center (SERC), the Juvenile Justice System, and district and school leadership including directors of special education.

**Attachments**

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

**Reporting to the Public:**

How and where the State reported to the public on the FFY 2016 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2016 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2016 APR in 2018, is available.

The updated SPP/APR will be posted in the Special Education section of the CSDE Web site at:

<http://portal.ct.gov/SDE/Special-Education/State-Performance-Plan-SPP-and-Annual-Performance-Report-APR/Documents>

in May 2019. Written communication bringing attention to the revised SPP/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:

<http://edsight.ct.gov/SASPortal/main.do>

From the top navigation menu:

(Select > **Overview** - Select > **Special Education Annual Performance Reports**)

no later than June 1, 2019, and announced in the Bureau of Special Education's *Bureau Bulletin*.

**Attachments**

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

### Actions required in FFY 2016 response

### OSEP Response

States were instructed to submit Phase III Year Three of the State Systemic Improvement Plan (SSIP) by April 1, 2019. The State provided the required information.

### Required Actions

In the FFY 2018 SPP/APR, the State must report FFY 2018 data for the State-identified Measurable Result (SiMR). Additionally, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress in implementing the SSIP. Specifically, the State must provide: (1) a narrative or graphic representation of the principal activities implemented in Phase III, Year 4; (2) measures and outcomes that were implemented and achieved since the State's last SSIP submission (i.e., April 1, 2019); (3) a summary of the SSIP's coherent improvement strategies, including infrastructure improvement strategies and evidence-based practices that were implemented and progress toward short- and long-term outcomes that are intended to impact the SiMR; and (4) any supporting data that demonstrates that implementation of these activities are impacting the State's capacity to improve its SiMR data.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 1: Graduation**

Monitoring Priority: FAPE in the LRE

Results indicator:

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.

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

**Historical Data**

Baseline Data: 2011

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			69.00%	72.00%	75.00%	75.00%	85.00%	85.00%	64.70%	65.00%	67.60%
Data		73.50%	77.20%	79.40%	81.00%	81.00%	62.50%	62.40%	64.40%	64.72%	65.16%

FFY	2015	2016
Target ≥	70.30%	72.90%
Data	65.56%	65.21%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	75.60%	78.20%

Key:

**Targets: Description of Stakeholder Input**

Under Connecticut's Approved Accountability Flexibility, new annual targets were established for all subgroups under the cohort graduation rate. These targets reflect incremental growth.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/28/2018	<a href="#">Number of youth with IEPs graduating with a regular diploma</a>	4,407	
SY 2016-17 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/28/2018	<a href="#">Number of youth with IEPs eligible to graduate</a>	6,606	null
SY 2016-17 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/28/2018	<a href="#">2014-15 Regulatory four-year adjusted-cohort graduation rate table</a>	66.71%	Calculate <input type="checkbox"/>

**FFY 2017 SPP/APR Data**

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
4,407	6,606	65.21%	75.60%	66.71%

**Graduation Conditions**

Choose the length of Adjusted Cohort Graduation Rate your state is using: 4-year ACGR

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

FFY 2017 ESEA 4-year adjusted cohort graduation rate data reported here represent the “on-time” graduation rate of students who were first time 9th graders in the fall of 2013. The 2016-17 4-year adjusted cohort graduation rate for students with disabilities was 66.7 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 2016-17 Cohort is 75.6 percent. Target not met.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

[4,407 graduates / 6,606 students with disabilities in the 2016-17 cohort] × 100 = 66.7%

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 11 Assessment. 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.

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? No

**Actions required in FFY 2016 response**

none

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 2: Drop Out**

Monitoring Priority: FAPE in the LRE

Results indicator:  
Percent of youth with IEPs dropping out of high school.

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

**Historical Data**

Baseline Data: 2011

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤			5.30%	5.00%	5.00%	4.00%	15.40%	15.40%	15.00%	14.80%	14.50%
Data		3.80%	2.80%	3.70%	3.70%	4.10%	15.40%	15.70%	15.70%	14.75%	12.25%

FFY	2015	2016
Target ≤	14.00%	13.60%
Data	15.52%	12.85%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≤	13.30%	13.00%

Key:

**Targets: Description of Stakeholder Input**

Since Graduation/Dropout was under consideration as a potential State Identified Measurable Result for Children with Disabilities (SIMR) for its State Systemic Improvement Plan (SSIP), the Stakeholder Group assembled for the development of the SSIP was utilized for the purpose of reviewing and analyzing data as well as setting targets for this indicator. Participants in that process included individuals representing both the Academic, Performance and Talent offices within the SDE, Special Education Directors representing each of the state's six Regional Educational Service Centers, a School Superintendent, as well as individuals representing the following groups/agencies: Connecticut Parent Advocacy Center (the state's federally funded Parent Training and Information Center), Connecticut's State Advisory Council on Special Education, State Education Resource Center (the state's training and technical assistance center), and the Office of Protection and Advocacy for Persons with Disabilities.

Please indicate whether you are reporting using Option 1 or Option 2.

- Option 1
- Option 2

Has your State made or proposes to make changes to the data source under Option 2 when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012?  No

**FFY 2017 SPP/APR Data**

Number of students with IEPs in the 2016-17 Cohort who dropped out	Total Number of students with IEPs in the 2016-17 Cohort	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
826	6,606	12.85%	13.30%	12.50%

Use a different calculation methodology

- Change numerator description in data table
- Change denominator description in data table

Please explain the methodology used to calculate the numbers entered above.

In accordance with option 2 of the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table, Connecticut is reporting using the ESEA 4-year adjusted cohort dropout rate. This represents the same data source and measurement that was used to 8/5/2019

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

report in Connecticut's FFY 2010 APR that was submitted on February 1, 2012. While option 2 (above) indicates a requirement to report an annual dropout rate, the SPP/APR Measurement table clearly states under the data sources section to report the same data used in FFY 2010 APR. Connecticut has been reporting the 4-year cohort dropout rate for multiple years as allowed by OSEP.

FFY 2017 data reported here represent students with disabilities who were first time 9th graders in the fall of 2013 but who were no longer enrolled in public education at the end of the 2016-17 reporting year. The 2016-17 cohort dropout rate for students with disabilities was 12.5 percent. Target met.

$$[826 \text{ dropouts} / 6,606 \text{ students with disabilities in the 2016-17 cohort}] \times 100 = 12.5\%$$

**Provide a narrative that describes what counts as dropping out for all youth.**

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.

**Is there a difference in what counts as dropping out for youth with IEPs?** No

**Actions required in FFY 2016 response**

none

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 3B: Participation for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

**Historical Data**

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	A CMT	2005	Target ≥			96.00%	97.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		98.40%	98.50%	97.60%	98.60%	98.10%	98.70%	98.30%	98.10%	88.26%	96.66%
	B CAPT	2005	Target ≥			96.00%	97.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		95.00%	91.90%	91.50%	92.60%	91.10%	92.70%	92.40%	91.10%	76.23%	80.32%
Math	A CMT	2005	Target ≥			96.00%	97.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		98.70%	98.90%	98.40%	99.10%	98.50%	98.90%	98.70%	98.90%	88.19%	96.34%
	B CAPT	2005	Target ≥			96.00%	97.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		94.50%	93.90%	90.70%	92.80%	90.80%	91.20%	90.80%	92.30%	76.06%	79.05%

	Group Name	FFY	2015	2016
Reading	A CMT	Target ≥	95.00%	95.00%
		Data	97.07%	97.26%
	B CAPT	Target ≥	95.00%	95.00%
		Data	83.45%	88.77%
Math	A CMT	Target ≥	95.00%	95.00%
		Data	96.44%	96.63%
	B CAPT	Target ≥	95.00%	95.00%
		Data	83.37%	88.67%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

	FFY	2017	2018
Reading	A ≥ CMT	95.00%	95.00%
	B ≥ CAPT	95.00%	95.00%
Math	A ≥ CMT	95.00%	95.00%
	B ≥ CAPT	95.00%	95.00%

Key:

**Targets: Description of Stakeholder Input**

For the purposes of the APR, the CT Department of Education is using the targets established under the federally approved accountability system (NCLB; ESEA; ESEA Flexibility, ESSA) as required by OSEP.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2017 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes



**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Data Source: SY 2017-18 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) Date: 3/28/2019

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	5537	5947	6273	6612	6433	6428	n	n	n	n	5608
b. IEPs in regular assessment with no accommodations	3853	4132	4447	4767	4745	4745					3058
c. IEPs in regular assessment with accommodations	1036	1095	1080	1051	888	810					1255
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	532	595	602	612	610	612					577

Data Source: SY 2017-18 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) Date: 3/28/2019

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	5611	6015	6329	6668	6471	6472	n	n	n	n	5623
b. IEPs in regular assessment with no accommodations	4610	3274	3130	3414	3555	3867					3064
c. IEPs in regular assessment with accommodations	333	1995	2433	2448	2075	1679					1260
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	535	598	600	610	608	617					572

**FFY 2017 SPP/APR Data: Reading Assessment**

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A CMT	37,230	36,212	97.26%	95.00%	97.27%
B CAPT	5,608	4,890	88.77%	95.00%	87.20%

**Reasons for Group B Slippage**

CT piloted the new NGSS Science assessments in 2017-18. We believe the small reduction (-1.5%) in high school student participation was a reaction to the new science assessment pilot. The new science assessment is very intensive and more families of students with disabilities refused to allow their students to be tested on any exam because of this new assessment. The reaction is very similar to what CT noted when we first adopted the Smarter Balanced assessments. We expect the participation rate for high school to improve each year as teachers and families become more familiar with the new assessments.

**FFY 2017 SPP/APR Data: Math Assessment**

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A CMT	37,566	36,381	96.63%	95.00%	96.85%
B CAPT	5,623	4,896	88.67%	95.00%	87.07%

**Reasons for Group B Slippage**

CT piloted the new NGSS Science assessments in 2017-18. We believe the small reduction (-1.6%) in high school student participation was a reaction to the new science assessment pilot. The new science assessment is very intensive and more families of students with disabilities refused to allow their students to be tested on any exam because of this new assessment. The reaction is very similar to what CT noted when we first adopted the Smarter Balanced assessments. We expect the participation rate for high school to improve each year as teachers and families become more familiar with the new assessments.

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Interactive reports containing performance information (both participation and achievement) at the district and school levels for all students and subgroups (including students with disabilities) can be found at:

<http://edsight.ct.gov/SASPortal/main.do>

From the top navigation menu:

(select > Performance and the appropriate assessment (e.g., Smarter Balanced, SAT))

All data is downloadable in EXCEL format.

An excel spreadsheet detailing information regarding the number and percent of children with disabilities who were provided accommodations in order to participate on regular statewide assessments at both the district and school levels is also available at the above link.

From the top navigation menu:

(select > Students Select > Students with Disabilities)

On the left hand panel, under Related Links:

(select: Accommodations Report)

This report has been updated with both the count and percentage of students provided accommodations.

Data regarding the participation and performance of children with disabilities on Alternate Assessments based on Alternate Academic Achievement Standards can be found at the same location as the Accommodations data.

From the top navigation menu:

(select > Students Select > Students with Disabilities)

On the left hand panel, under Related Links:

(Select > Alternate Assessment Data)

### Actions required in FFY 2016 response

none

### OSEP Response

### Required Actions

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 3C: Proficiency for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A -- Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

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

**Historical Data**

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	A SB	2014	Target ≥			68.00%	79.00%	79.00%	79.00%	89.00%	89.00%	89.00%		16.98%
			Data		29.30%	28.80%	30.40%	28.30%	47.80%	51.20%	51.90%	50.60%	33.82%	16.98%
	B SB	2014	Target ≥			72.00%	81.00%	81.00%	81.00%	91.00%	91.00%	91.00%		19.81%
			Data		33.60%	45.90%	41.40%	33.30%	45.40%	45.40%	47.90%	51.40%	33.96%	19.81%
Math	A SB	2014	Target ≥			74.00%	82.00%	82.00%	82.00%	91.00%	91.00%	91.00%		11.88%
			Data		38.60%	40.80%	42.50%	40.30%	58.90%	59.20%	56.20%	53.20%	41.35%	11.88%
	B SB	2014	Target ≥			69.00%	80.00%	80.00%	80.00%	90.00%	90.00%	90.00%		8.65%
			Data		33.60%	32.20%	37.20%	28.90%	37.60%	37.10%	39.00%	37.20%	24.71%	8.65%

	Group Name	FFY	2015	2016
Reading	A SB	Target ≥	17.50%	18.00%
		Data	18.18%	17.91%
	B SB	Target ≥	20.00%	20.50%
		Data	25.30%	26.44%
Math	A SB	Target ≥	12.00%	12.50%
		Data	13.43%	14.67%
	B SB	Target ≥	9.00%	9.50%
		Data	11.18%	12.39%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

	FFY	2017	2018
Reading	A ≥ CMT	18.50%	19.00%
	B ≥ CAPT	21.00%	21.50%
Math	A ≥ CMT	13.00%	13.50%
	B ≥ CAPT	10.00%	10.50%

Key:

**Targets: Description of Stakeholder Input**

Consistent with past practice, these targets were reviewed and approved through Connecticut's internal and external ESSA stakeholder committees, both of which include representatives from the field of Special Education.

# FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Would you like the disaggregated data to be displayed in your final APR? yes

**Data Source:** SY 2017-18 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 3/28/2019

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	5421	5822	6129	6430	6243	6167	n	n	n	n	4890
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	679	797	894	799	763	834					665
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	119	114	110	86	73	59					241
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	241	250	197	178	235	179					245

**Data Source:** SY 2017-18 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 3/28/2019

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	5478	5867	6163	6472	6238	6163	n	n	n	n	4896
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	857	735	552	463	477	433					271
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	44	85	75	55	32	35					97
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	265	254	224	204	195	317					211

## FFY 2017 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A SB	36,212	6,607	17.91%	18.50%	18.25%
B SB	4,890	1,151	26.44%	21.00%	23.54%

## FFY 2017 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A SB	36,381	5,302	14.67%	13.00%	14.57%
B SB	4,896	579	12.39%	10.00%	11.83%

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR) Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Interactive reports containing performance information (both participation and achievement) at the district and school levels for all students and subgroups (including students with disabilities) can be found at:

<http://edsight.ct.gov/SASPortal/main.do>

From the top navigation menu select Performance and the appropriate assessment (e.g., Smarter Balanced, SAT). All data is downloadable in EXCEL format.

An excel spreadsheet detailing information regarding the number and percent of children with disabilities who were provided accommodations in order to participate on regular statewide assessments at both the district and school levels is also available at the above link.

From the top navigation menu select Students>Students with Disabilities, then click on the Accommodations Report under Related Links in the left hand panel.

Data regarding the participation and performance of children with disabilities on Alternate Assessments based on Alternate Academic Achievement Standards can be found at the same location as the Accommodations data.

From the top navigation menu:  
(select > Students Select > Students with Disabilities)  
On the left hand panel, under Related Links:  
(Select > Alternate Assessment Data)

### Actions required in FFY 2016 response

none

### OSEP Response

### Required Actions

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 4A: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

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

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤			30.00%	25.00%	25.00%	20.00%	20.00%	15.00%	10.00%	10.00%	10.00%
Data		21.30%	30.20%	21.90%	18.24%	14.71%	14.12%	9.41%	10.59%	9.41%	9.41%

FFY	2015	2016
Target ≤	9.50%	9.50%
Data	6.47%	6.47%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≤	9.00%	9.00%

Key:

**Targets: Description of Stakeholder Input**

The Connecticut State Department of Education’s (CSDE) Bureau of Special Education (BSE) continues to move forward with the SPP Indicator 4 stakeholder group to address a significant discrepancy in the rates of suspension and expulsion of students with disabilities for greater than ten days in a school year (*State Performance Plan (SPP) Indicator 4*). The primary responsibilities of the stakeholder group participants are to assist the BSE in reviewing current data and research, suggest areas for best inclusive practices, support district professional learning/technical assistance and help set new performance targets for the State Performance Plan. For instance, the stakeholder group was presented with several different options for SPP targets gleaned from the data and information presented and the stakeholder group came to consensus on targets for Indicator 4. The stakeholder group is comprised of representatives from CSDE (Turnaround/Academic Office, Bureau of Health/Nutrition, Family Services and Adult Education, BSE, Bureau of Data Collection, Research and Evaluation), State Advisory Council (SAC), Connecticut Parent Advocacy Center (CPAC), Connecticut Council of Administrator of Special Education (ConnCASE), Juvenile Justice, district and school leadership, directors of special education, Office of Policy Management, Department of Children and Families, Positive Behavioral Interventionists, State Education Resource Center (SERC) (including Positive Behavioral Interventions and Supports, initiative on Diversity in Education and Connecticut Parent Information and Resource Center) and a restorative justice representative.

The CSDE developed a logic model to streamline the alignment of goals and outcomes. The Indicator 4 stakeholder group meets once a month and the group has developed a sub-group to address the refinement of the CSDE *SPP Indicator 4 District Suspension/Expulsion Self-Assessment*. Currently, the group is analyzing the project (alignment to the logic model) landscape, specifically the performance outcomes. The sub-group accomplished their goal by refining the SPP self-assessment by designing a triadic process for completing the self-assessment and adding indicators to address institutional practices that align to Connecticut statute (i.e. C. G. S. Section 10-233 (a-f) on suspension). The new comprehensive SPP self-assessment was approved by the full stakeholder group and the CSDE Bureau Chief for Special Education. Additionally, the group determined present system capacity to support state’s improvement through a tiered system of professional learning and technical assistance for districts to improve results.

**Accomplishments based in Logic Model outcomes**

Goals	Outcomes
<ul style="list-style-type: none"> <li>• To establish new targets for OSEP</li> </ul>	<ul style="list-style-type: none"> <li>• Student centered. Data informed decision-making. Group agreed on target 2</li> </ul>
<ul style="list-style-type: none"> <li>• Development/Refinement of district self-assessment or accountability structure</li> </ul>	<ul style="list-style-type: none"> <li>• Delivered a comprehensive self-assessment for district on the Indicator list two years or more</li> </ul>

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

<ul style="list-style-type: none"> <li>Increased knowledge of best practices</li> </ul>	<ul style="list-style-type: none"> <li>Provided “in house “ professional learning for stakeholder group by peers</li> </ul>
<ul style="list-style-type: none"> <li>Provide data on number and types of incidents</li> </ul>	<ul style="list-style-type: none"> <li>These data are part of the reporting system and reviewed regularly and used to inform decision-making (analysis including a review of quantitative, qualitative, trend and disaggregated data)</li> </ul>

Reviewing the state context is a critical ingredient for maximizing systemic efficiency. By identifying strengths, weaknesses, opportunities and threats (SWOT Analysis), the group will continue to address contributing factors to the problem (a root cause analysis). This process narrowed our focus and determined if the goals are realistic, attainable and measurable.

Next, the CSDE through the School Climate Transformation Grant has developed a collaborative crosswalk project to align efforts and to build cross agency partnerships to have a more accurate picture of the type and amount of support currently provided to our districts. These collaborative efforts afford us the opportunity to jointly formulate strategies and execute them in a coordinated fashion.

### FFY 2017 SPP/APR Data

Has the State Established a minimum n-size requirement?  Yes  No

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
13	170	6.47%	9.00%	7.65%

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
- 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

### State's definition of “significant discrepancy” and methodology

For Indicator 4A, the Connecticut State Department of Education (CSDE) determined that a district had a significant discrepancy by comparing the suspension/expulsion rates for children with individualized education programs (IEPs) among districts in the state. The state calculated the rates of suspensions and expulsions greater than 10 days in a school year for children with IEPs for each district within the state. Connecticut has defined “significant discrepancy” as a district suspending or expelling greater than 2 percent of its children with disabilities for more than 10 days in a school year. Connecticut does not use a minimum “n” size for this analysis, and no districts were excluded from the calculation.

### Actions required in FFY 2016 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

### FFY 2016 Identification of Noncompliance

#### Review of Policies, Procedures, and Practices (completed in FFY 2017 using 2016-2017 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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 Office of Student Support Services met to review district suspension and expulsion data and the process for addressing districts with a significant discrepancy. The CSDE contacted the 11 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.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

### Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

### OSEP Response

### Required Actions



**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 4B: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

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

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

**Historical Data**

Baseline Data: 2016

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data						0%	0%	0%	0%	0%	0%

FFY	2015	2016
Target	0%	0%
Data	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	0%	0%

**FFY 2017 SPP/APR Data**

Has the State Established a minimum n-size requirement?  Yes  No

The State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement. 27

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n-size	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
10	0	143	0%	0%	0%

All races and ethnicities were included in the review

**State's definition of "significant discrepancy" and methodology**

Connecticut's methodology compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State. In Connecticut, significant discrepancy for Indicator 4B is 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.

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)

In the 2016-17 school year, 10 districts 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's minimum 'n' size requirement excluded 27 districts from the calculation of rates.

Districts in Connecticut	170
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**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

The Connecticut State Department of Education (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.

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.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**FFY 2016 Identification of Noncompliance**

**Review of Policies, Procedures, and Practices** (completed in FFY 2017 using 2016-2017 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

The CSDE contacted the 10 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 10 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 10 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.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
- The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

**Correction of Findings of Noncompliance Identified in FFY 2016**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 5: Educational Environments (children 6-21)**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2005	Target ≥			65.00%	67.50%	70.00%	70.00%	70.00%	70.00%	72.00%	68.00%	68.00%
		Data		65.20%	68.30%	70.20%	71.40%	70.40%	71.00%	69.50%	69.40%	68.07%	68.67%
B	2005	Target ≤			9.00%	8.00%	7.00%	6.00%	6.00%	6.00%	6.00%	6.10%	6.10%
		Data		7.70%	6.20%	6.20%	5.60%	5.40%	5.30%	5.60%	5.70%	5.91%	5.20%
C	2014	Target ≤			5.80%	5.60%	5.40%	6.00%	6.00%	6.00%	6.00%	7.40%	8.40%
		Data		6.70%	6.90%	6.80%	7.00%	7.20%	7.30%	7.30%	7.20%	7.40%	8.40%

	FFY	2015	2016
A	Target ≥	68.00%	68.00%
	Data	67.74%	67.33%
B	Target ≤	6.10%	6.10%
	Data	5.21%	5.50%
C	Target ≤	8.40%	8.40%
	Data	8.35%	8.03%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target A ≥	68.00%	68.10%
Target B ≤	6.10%	6.00%
Target C ≤	8.40%	8.30%

Key:

**Targets: Description of Stakeholder Input**

The Least Restrictive Environment stakeholder group met during the 2014-15 school year with membership including representation from the Regional Education Service Centers (RESA), State Education Resource Center (SERC), Connecticut Parent Advocacy Center (CPAC), Connecticut Council of Administrators of Special Education (ConnCASE), district special education leadership, Connecticut State Department of Education (CSDE) personnel from the Bureau of Special Education, the Turnaround Office, and the Academic Office, the State Advisory Council (SAC) on special education, and Connecticut Association of Private Special Education Facilities (CAPSEF). Additional members include two representatives from institutes of higher learning, the Office of Early Childhood, the Department of Children and Family Services (DCF), and a private consultant.

FFY 2014 Child Count data were shared with the stakeholder group with a focus on the decrease in students ages 6 to 21 in correctional facilities and residential facilities and the substantial increase of students ages 6 to 21 served in separate schools. This substantial increase was due to significant change in Connecticut State Board of Education policy. This policy required public alternative schools and programs to apply for separate codes for purposes of state education reporting. Prior to this requirement, a limited number of codes existed for these alternative schools and programs, and students attending such programs were often reported under the public school code they would otherwise be attending. With this new requirement, Connecticut is able to better determine educational environment for students attending these alternative schools and programs and the data reported beginning FFY 2014 reflect this more precise data collection policy.

As a result of the stakeholder meeting, Connecticut reset baseline for Indicator 5C and updated the associated targets in FFY 2014.

Stakeholders believe that while additional alternative schools and programs will be identified, more will be identified in the years closest to the change in policy. The targets reflect this belief and hold steady for all but the last year of this reporting cycle.

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<a href="#">Total number of children with IEPs aged 6 through 21</a>	70,638	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<a href="#">A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day</a>	47,815	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<a href="#">B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day</a>	4,003	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<a href="#">c1. Number of children with IEPs aged 6 through 21 in separate schools</a>	5,145	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<a href="#">c2. Number of children with IEPs aged 6 through 21 in residential facilities</a>	249	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/12/2018	<a href="#">c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements</a>	172	null

### FFY 2017 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	47,815	70,638	67.33%	68.00%	67.69%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	4,003	70,638	5.50%	6.10%	5.67%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	5,566	70,638	8.03%	8.40%	7.88%

### Actions required in FFY 2016 response

none

### OSEP Response

### Required Actions

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 6: Preschool Environments**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3 through 5 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))

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2011	Target ≥									72.00%	76.61%	76.75%
		Data								71.60%	73.50%	76.61%	74.17%
B	2011	Target ≤									15.00%	11.80%	11.50%
		Data								15.50%	13.20%	11.80%	14.41%

	FFY	2015	2016
A	Target ≥	77.25%	77.50%
	Data	72.62%	72.64%
B	Target ≤	11.25%	11.00%
	Data	15.07%	16.43%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target A ≥	77.75%	78.00%
Target B ≤	10.75%	10.50%

Key:

**Targets: Description of Stakeholder Input**

The State obtained stakeholder input from various stakeholder groups across the State. Stakeholders agreed that the State should continue to demonstrate that a high percentage of young children with disabilities are educated with their non-disabled peers in early childhood settings. Separate schools, residential schools and homebound instruction should be limited to the small population of children with disabilities for whom such placement is the least restrictive environment with the goal to move such children to more inclusive environments with typically developing peers. The State targets are intended to demonstrate continued progress over time to that goal.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<a href="#">Total number of children with IEPs aged 3 through 5</a>	9,120	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<a href="#">a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</a>	6,492	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<a href="#">b1. Number of children attending separate special education class</a>	1,562	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<a href="#">b2. Number of children attending separate school</a>	103	null
SY 2017-18 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/12/2018	<a href="#">b3. Number of children attending residential facility</a>	n	null

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	6,492	9,120	72.64%	77.75%	71.18%
B. Separate special education class, separate school or residential facility	1,667	9,120	16.43%	10.75%	18.28%

Use a different calculation methodology

**Reasons for A Slippage**

Connecticut’s population of children aged 3-5 has increased by almost 5% since 2015, and the number of 3-5 year-olds identified with autism has anecdotally reported to have increased (children are likely to have been reported in the category of developmental delay ). These children were also more likely than their peers to be educated in separate classrooms and separate schools due to the frequency, intensity and duration of the individualized interventions required to provide them with a program specially designed to support their educational progress. Additionally, the number of students with significant behavioral challenges at a very young age has increased. Consequently, the need for intensive services for this population of students has similarly increased. Some of these children have been expelled from community-based programs, some from multiple programs, and are now receiving appropriate programs within a separate class or separate school. Districts also report increasing challenges in enrolling typically developing peers as a result of increased opportunities for no-cost school-day programs at charter schools coupled with families’ need for full-day, full-year childcare that is not readily available through school districts.

Districts not meeting the target for the percentage of children aged 3 through 5 attending a regular early childhood program and receiving the majority of special education in the regular early childhood program will be directly contacted regarding their attendance at activities planned for spring 2018 and the 2019-2020 school year. These activities include a professional development series for district and community teams to assist with both action planning and the deployment of resources, to support young children in programs outside of the LEA; a full-day convening focusing on the development of high-quality environments and inclusive settings for preK that go beyond compliance and are considered best practice and; a symposium for related service providers designed to assist them in the development of strategies to provide services within the early childhood general education setting and the development functional IEP goals and objectives that can be addressed within the early childhood general education setting.

**Reasons for B Slippage**

Connecticut’s population of children aged 3-5 has increased by almost 5% since 2015, and the number of 3-5 year-olds identified with autism has anecdotally reported to have increased (children are likely to have been reported in the category of developmental delay ). These children were also more likely than their peers to be educated in separate classrooms and separate schools due to the frequency, intensity and duration of the individualized interventions required to provide them with a program specially designed to support their educational progress. Additionally, the number of students with significant behavioral challenges at a very young age has increased. Consequently, the need for intensive services for this population of students has similarly increased. Some of these children have been expelled from community-based programs, some from multiple programs, and are now receiving appropriate programs within a separate class or separate school. Districts also report increasing challenges in enrolling typically developing peers as a result of increased opportunities for no-cost school-day programs at charter schools coupled with families’ need for full-day, full-year childcare that is not readily available through school districts.

Districts not meeting the target for the percentage of children aged 3 through 5 attending a regular early childhood program and receiving the majority of special education in the regular early childhood program will be directly contacted regarding their attendance at activities planned for spring 2018 and the 2019-2020 school year. These activities include a professional development series for district and community teams to assist with both action planning and the deployment of resources, to support young children in programs outside of the LEA; a full-day convening focusing on the development of high-quality environments and inclusive settings for preK that go beyond compliance and are considered best practice and; a symposium for related service providers designed to assist them in the development of strategies to provide services within the early childhood general education setting and the development functional IEP goals and objectives that can be addressed within the early childhood general education setting.

**Actions required in FFY 2016 response**

none

**OSEP Response**

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**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 7: Preschool Outcomes**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A1	2008	Target ≥						56.00%	56.00%	56.00%	56.10%	55.50%	55.50%
		Data					58.30%	54.30%	54.70%	54.20%	57.30%	55.97%	59.24%
A2	2008	Target ≥						52.00%	52.00%	52.00%	52.10%	51.50%	51.50%
		Data					54.20%	55.50%	54.00%	52.90%	55.60%	51.89%	53.59%
B1	2008	Target ≥						59.00%	59.00%	59.00%	59.10%	65.50%	65.50%
		Data					61.70%	63.80%	61.70%	64.00%	67.80%	65.56%	67.35%
B2	2008	Target ≥						31.00%	31.00%	31.00%	31.10%	32.50%	32.50%
		Data					33.00%	33.90%	31.70%	34.70%	34.00%	32.65%	34.51%
C1	2008	Target ≥						48.00%	48.00%	48.00%	48.10%	52.00%	52.00%
		Data					50.50%	50.70%	48.70%	52.10%	53.60%	52.19%	54.52%
C2	2008	Target ≥						24.00%	24.00%	24.00%	24.10%	25.00%	25.00%
		Data					26.50%	26.10%	24.20%	26.50%	26.00%	25.19%	25.75%

	FFY	2015	2016
A1	Target ≥	54.00%	55.50%
	Data	46.05%	73.25%
A2	Target ≥	50.00%	51.50%
	Data	43.04%	68.66%
B1	Target ≥	64.00%	64.50%
	Data	70.17%	85.77%
B2	Target ≥	31.00%	31.50%
	Data	47.96%	68.97%
C1	Target ≥	51.00%	51.00%
	Data	59.42%	80.00%
C2	Target ≥	24.00%	25.00%
	Data	33.59%	57.50%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target A1 ≥	57.00%	58.50%
Target A2 ≥	53.00%	54.50%
Target B1 ≥	65.00%	65.50%
Target B2 ≥	32.00%	33.50%
Target C1 ≥	51.00%	51.00%
Target C2 ≥	26.00%	27.00%

Key:

**Targets: Description of Stakeholder Input**

The State met with various stakeholder groups across the State to obtain feedback and recommendations on the targets to Indicator #7. Stakeholder input was diverse but there was agreement on establishing reasonable targets for the State and school districts. The State moved to a new statewide assessment instrument in FFY 2015 and stakeholders felt that the change of the statewide assessment instrument had the potential to impact the data on all of the



**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

functional areas for the early childhood outcome indicator, hence a decrease in the target established for FFY 2015. The federal fiscal years following the change of the assessment instrument are intended to demonstrate measured progress in each target area.

**FFY 2017 SPP/APR Data**

Number of preschool children aged 3 through 5 with IEPs assessed	2,913
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**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	57	1.96%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	76	2.61%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	683	23.45%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	371	12.74%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,726	59.25%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A1. Of those preschool children who entered or exited the preschool 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. $(c+d)/(a+b+c+d)$	1054.00	1187.00	73.25%	57.00%	88.80%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	2097.00	2913.00	68.66%	53.00%	71.99%

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	214	7.35%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	11	0.38%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	525	18.02%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,931	66.29%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	232	7.96%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
B1. Of those preschool children who entered or exited the preschool 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. $(c+d)/(a+b+c+d)$	2456.00	2681.00	85.77%	65.00%	91.61%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	2163.00	2913.00	68.97%	32.00%	74.25%

**Outcome C: Use of appropriate behaviors to meet their needs**

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	42	1.45%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	39	1.34%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	825	28.42%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,100	37.89%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	897	30.90%

	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C1. Of those preschool children who entered or exited the preschool 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. $(c+d)/(a+b+c+d)$	1925.00	2006.00	80.00%	51.00%	95.96%

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	Numerator	Denominator	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. (d+e)/(a+b+c+d+e)	1997.00	2903.00	57.50%	26.00%	68.79%

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years?** Yes

**Was sampling used?** No

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process?** No  
**Provide the criteria for defining “comparable to same-aged peers.”**

How will ‘comparable to same age peers’ be determined?

The CSDE’s decisions regarding data analysis and reporting are based upon the validity of the Brigance items which provide reference points for skills and behaviors expected of children within certain age bands. The Brigance test items are a result of extensive research and multiple validation studies. The items within each sub-test of the Brigance IED-III are hierarchically ordered to reflect the typical developmental trend of the increasing acquisition of children’s skills over time.

In order to assist test administrators with the interpretation of results when the test is administered as a criterion referenced assessment, certain items within each sub-test were determined by the developers of the Brigance IED-III to serve as age-specific benchmarks of skill acquisition. In conjunction with information gathered from validation and standardization studies, the Brigance IED-III developers determined the developmental age notations ascribed to specific items by compiling information from a comprehensive research base in the area of infant and early childhood development (a detailed bibliography is provided on pages 292-294 of the Brigance IED-III assessment).

The ages (in months) ascribed to specific items increase from benchmark item to benchmark item. This corresponds to and reflects the hierarchical order of the items within each sub-test. Due to the inclusion of age-related benchmark items, the Brigance IED-III permits conclusions to be drawn about a child’s performance on a sub-test relative to their chronological age and provides for comparison of skills and behaviors expected of a child’s chronological age.

The CSDE uses the instrument’s age-related benchmarks to determine comparable to same-age peers in the data analysis.

**List the instruments and procedures used to gather data for this indicator.**

The Connecticut State Department of Education (CSDE) established a statewide data system to collect data on the developmental and functional progress of 3-, 4- and 5-year-old children with IEPs in the preschool grade. Information obtained through a statewide data collection system are used to report on the three early childhood outcome measurement areas: positive social-emotional skills, including social relationships; acquisition and use of knowledge and skills, including early language/communication and early literacy; and use of appropriate behaviors to meet needs. The CSDE selected a single statewide assessment instrument, the Brigance Diagnostic Inventory of Early Development III© (Brigance), a criterion-referenced assessment instrument, for the collection and reporting of early childhood outcome data.

The CSDE selected a subset of Brigance sub-tests which correlate to the early childhood outcome questions for federal reporting. The CSDE sent the list of selected sub-tests to the Brigance IED-III test developer and publisher for review and approval. Feedback from both the developer and publisher of the Brigance IED-III was that the sub-tests selected were sufficiently varied and representative of the instrument, hence not compromising either the intent or the integrity of the instrument and were felt to sufficiently answer the federal questions regarding child progress. The Brigance sub-tests selected by the CSDE are required to be administered to all children 3, 4 and 5-years of age with an IEP entering the preschool grade and receiving special education and related services. The assessment, specifically the state’s required sub-tests of the assessment instrument, are used to collect data at a child’s entry to and exit from special education at the preschool grade level.

**Actions required in FFY 2016 response**

none

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 8: Parent involvement**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Do you use a separate data collection methodology for preschool children? No

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			87.00%	87.10%	87.50%	88.00%	88.00%	88.00%	90.00%	87.50%	87.50%
Data		86.90%	87.00%	88.40%	87.50%	88.50%	87.70%	88.00%	87.50%	87.73%	88.07%

FFY	2015	2016
Target ≥	87.50%	87.75%
Data	81.28%	87.55%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	88.00%	88.25%

Key:

**Targets: Description of Stakeholder Input**

The stakeholder group for Indicator 8 has actively participated in target setting and in efforts to improve “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” (Indicator 8 and Question 12 on the CT Special Education Parent Survey).

The “Parent Work Group” (PWG) is comprised of the following constituents: parents of students with disabilities; state and local community agencies and organizations representatives who serve parents and students with disabilities; the state Parent Training and Information Center (i.e., the Connecticut Parent Advocacy Center, CPAC); local school district leadership who also represent the statewide association of special education directors; and legal advocates for parents of students with disabilities, including a surrogate parent and legal organization representatives.

The PWG meets regularly to review the results of the annual statewide special education parent survey, and to develop strategies to improve both the survey response rate and parent survey outcomes. The CT State Advisory Council on Special Education (SAC) also meets, in joint meetings with the PWG, to review survey outcomes and areas for improvement. The SAC is Connecticut’s State Advisory Panel.

As a result of meetings held in 2014 and 2015, the PWG agreed to continue to set the statewide targets that include *all* levels of parent agreement on the survey (i.e., Slightly Agree, Moderately Agree, and Strongly Agree) and for OSEP reports concerning Indicator 8.

**FFY 2013 - FFY 2018 Targets for APR (All levels of Agreement with Q12)**

FFY 2013	2014	2015	2016	2017	2018
87.50%	87.50%	87.50%	87.75%	88.00%	88.25%

In order to help ensure that local school districts are focusing on *high* levels of parent satisfaction when engaging families concerning special education parent training, Individualized Education Program (IEP) development, IEP implementation, and student results, the PWG expressed interest in examining and reporting to school districts improvement in parent satisfaction via Question 12 on the survey at the “Moderately Agree” and “Strongly Agree” levels – in addition to the existing APR targets and reporting at all parent satisfaction levels. The PWG examined these “Moderately Agree” and “Strongly Agree” composite results during its 2014 and 2015 meetings in order to set the targets described in the summary below. The PWG requested that the CT State Department of Education also share the local monitoring targets below in order to demonstrate a commitment to statewide improvement with regard to *high* levels of parent satisfaction on the survey:

**FFY 2013 - FFY 2018 Targets for CT Local Monitoring Efforts (“Moderately Agree” / “Strongly Agree” with Q12)**

FFY 2013	2014	2015	2016	2017	2018
77.00%	77.00%	77.00%	77.25%	77.50%	77.75%

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

PWG members set the APR target percentages, as noted in the tables above, after considering the historical parent satisfaction results and the CSDE adoption of the PWG recommendation to move from a six-year survey cohort cycle to a three-year survey cohort cycle, beginning in 2014-15.

**FFY 2017 SPP/APR Data**

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
4,180	4,865	87.55%	88.00%	85.92%

The number of parents to whom the surveys were distributed.	22.88%	21260.00
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The percentage shown is the number of respondent parents divided by the number of parents to whom the survey was distributed.

**Reasons for Slippage**

There are likely multiple factors that contributed to the decrease of the percentage of parents reporting that their school facilitated parent involvement as a means of improving services and results for children with disabilities. This year our response rate decreased from 24.95% in 2016-2017 to 22.88% in 2017-2018. The decreased response rate may be a reason for the decrease. We also encountered an issue when distributing the survey to one of the districts in the cohort, and therefore it was sent to parents later than usual. The timing of the distribution of the survey may be another reason for the decrease. As part of its analysis regarding the slippage, the department compared the number of complaints filed in 2016-2017 with the number of complaints filed in 2017-2018. The comparison revealed a decrease in complaints filed from 174 to 169, offering a conflicting measure of parent satisfaction. A complete analysis of trend data remains in progress at the current time, as the department is in year three of its three year cycle of measuring parent satisfaction across the state. Once we have completed a full three year cycle for all cohorts, additional comparisons may be made which may enable us to make further conclusions. Regardless, it is worth noting that the current year (85.92%), although lower than the previous year and the target, is still higher than 2015-2016 (81.28%).

**Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.**

Connecticut does not use a separate data collection methodology for preschool children. All parents of students ages 3-21 are included in the survey. For FFY 2017, 56 districts were included in the survey. For 45 of these districts, surveys were mailed to all parents of students with disabilities ages 3-21. Surveys were sent to a sample of parents (in accordance with Connecticut’s approved sampling design) in the 11 largest participating districts. Please see Connecticut’s approved Special Education Parent Survey Sampling Plan attached.

**Was sampling used?** Yes

**Has your previously-approved sampling plan changed?** No

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

Connecticut does not use a separate data collection methodology for preschool children. All parents of students ages 3-21 are included in the survey. For FFY 2017, 56 districts were included in the survey. For 45 of these districts, surveys were mailed to all parents of students with disabilities ages 3-21. Surveys were sent to a sample of parents (in accordance with Connecticut’s approved sampling design) in the 11 largest participating districts. Please see Connecticut’s approved Special Education Parent Survey Sampling Plan attached.

**Was a survey used?** Yes

**Is it a new or revised survey?** No

**The demographics of the parents responding are representative of the demographics of children receiving special education services.** No

Describe the strategies the State will use to ensure that in the future the response data are representative of those demographics.

The Connecticut State Department of Education (CSDE) is in the process of contracting with a new external evaluator to assist with the administration of the Indicator 8 survey. The new external evaluator has extensive experience working with states to fulfill the requirements of Indicator 8. One of the identified goals for the external evaluator will be to assist the CSDE with increasing response rates in order to improve the representativeness of the survey responses. Along with the external evaluator, the CSDE will collaborate with the CT State Advisory Council on Special Education, the state Parent Training and Information Center, The African Caribbean American Parents of Children with Disabilities (AFCAMP), and Padres Abriendo Puertas (Parents Opening Doors), and the LEA Directors in our large urban districts in the interest of increasing response rates in those LEAs where underrepresented populations of parents are located.

**Include the State’s analyses of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

For the 2017-18 year, the CSDE used, with approval from OSEP, a modified version of the NCSEAM Survey. Twenty-five items from the NCSEAM survey were used to create the Connecticut Special Education Parent Involvement Survey.

A factor analysis of the survey data was conducted and determined that only seventeen items would be used for the final survey analysis. This factor, Parent Involvement, explained 58.2% of the variance in parent responses. Eight items were dropped because of weak item loadings and four items specifically loaded as two separate factors: post-secondary transition and parent training (extraction method: principal component analysis with oblimin rotation). The reliability of the included seventeen items in the 'parent involvement' factor was very strong ( $\alpha = 0.971$ ). All validity and reliability statistics support the use of only seventeen items from the survey to answer the question of whether the district facilitated parent involvement.

Parent responses were analyzed to determine state performance on Indicator 8. The 85.92 percent agreement reported above represents the percent of parents who responded Very Strongly Agree, Strongly Agree or Agree to at least half of the seventeen survey items. The responses collected from 56 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	2017-18 Statewide Data	2017-18 Survey Data
Age	3-5	11.4 %	14.0%
	6-12	46.3 %	47.9%
	13-14	15.2 %	14.2%
	15-17	21.8%	19.1%
	18-21	5.3%	4.8 %
Gender	Male	67.0 %	67.9 %
	Female	33.0 %	32.1%
Race/Ethnicity	American Indian/ Alaskan Native	0.3 %	0.2 %
	Asian	2.4 %	3.7 %
	Black	15.8%	9.6%
	White	48.8%	62.3%
	Hispanic/Latino of any race	29.6%	20.6%
	Native Hawaiian or other Pacific Islander	0.1 %	0.1 %
	Two or more races	3.0 %	3.5%
Grade	PK	6.3 %	8.2%
	Elementary	36.3 %	38.6%
	Middle	24.1 %	23.6%
	High	33.3 %	29.6%
Disability	LD	33.7%	26.6%
	ID	3.2 %	3.5 %
	ED	7.0 %	5.7 %

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Variable	Grouping	2017-18	
		Statewide Data	Survey Data
	SLI	13.0%	13.0 %
	OHI	19.9%	20.5%
	Autism	12.2 %	17.5%
	Other	11.0 %	13.3%

Variable	Chi-Sq Test ( $\chi^2$ )	Effect Size (Cramer's V)	Interpretation
Age	$\chi^2(4) = 54.41^*$	0.10	Negligible Association
Gender	$\chi^2(1) = 1.74$	0.01	No Association
Race/Ethnicity	$\chi^2(6) = 479.24^*$	0.31	Moderate Association
Grade	$\chi^2(3) = 57.13^*$	0.10	Negligible Association
Disability	$\chi^2(6) = 255.45^*$	0.20	Weak Association

\* Significant at .001 level.

There was statistical support for differences between the respondents and statewide population in one of the five areas assessed. For the one area where differences were supported, Race/Ethnicity, 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 therefore allow for the interpretation of statistical differences in meaningful and practical application when drawing conclusions from the data.

Standardized residuals were considered when interpreting the race/ethnicity representativeness of the sample. 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.

In an effort to assess the impact of this underrepresentation, responses to survey items were examined by race/ethnicity. For the three major race/ethnicity categories in the state, the percentage of parents agreeing with the survey were interesting. The highest percentage of agreement was evidenced by Hispanic parents (87.8%), followed by Black parents (87.3%), and then White parents (84.9%).

The Connecticut State Department of Education (CSDE) is in the process of contracting with a new external evaluator to assist with the administration of the Indicator 8 survey. The new external evaluator has extensive experience working with states to fulfill the requirements of Indicator 8. One of the identified goals for the external evaluator will be to assist the CSDE with increasing response rates in order to improve the representativeness of the survey responses. Along with the external evaluator, the CSDE will collaborate with the CT State Advisory Council on Special Education, the state Parent Training and Information Center, and the LEA Directors in our large urban districts in the interest of increasing response rates in those LEAs where underrepresented populations of parents are located.

**Actions required in FFY 2016 response**

none

**OSEP Response**

**Required Actions**

In the FFY 2018 SPP/APR, the State must report whether its FFY 2018 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 9: Disproportionate Representation**

Monitoring Priority: Disproportionate Representation

Compliance indicator: 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))

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

FFY	2015	2016
Target	0%	0%
Data	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	0%	0%

**FFY 2017 SPP/APR Data**

Has the State established a minimum n and/or cell size requirement?  Yes  No

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
2	0	170	0%	0%	0%

Were all races and ethnicities included in the review?  Yes  No

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

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.

Each year, 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 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.

**Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.**

Each year, the CSDE requires districts with “data of concern” (i.e., RRI's greater than or equal to 2.0) to conduct an analysis of their policies, procedures and practices using a 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 each district's responses to the 52 indicators of the self-assessment 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 CSDE finds that the disproportionate overrepresentation it identified of racial and ethnic groups in special education and related services is the result of inappropriate identification, the CSDE would report the finding in its SPP/APR and assign corrective actions accordingly.

For FFY 2017, 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 by CSDE staff via desk audit, it was verified that each of the two 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.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**Correction of Findings of Noncompliance Identified in FFY 2016**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

**OSEP Response**

**Required Actions**



**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 10: Disproportionate Representation in Specific Disability Categories**

Monitoring Priority: Disproportionate Representation

Compliance indicator: 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))

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		2.40%	2.40%	1.20%	1.20%	1.80%	0%	0%	0%	0%	0%

FFY	2015	2016
Target	0%	0%
Data	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	0%	0%

**FFY 2017 SPP/APR Data**

Has the State established a minimum n and/or cell size requirement?  Yes  No

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
22	0	170	0%	0%	0%

Were all races and ethnicities included in the review?  Yes  No

Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

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.

Each year, 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 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.

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

Each year, the CSDE requires districts with "data of concern" (i.e., RRI's greater than or equal to 2.0) to conduct an analysis of their policies, procedures and practices using a 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 each district's responses to the 52 indicators of the self-assessment 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 CSDE finds that the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories is the result of inappropriate identification, the CSDE would report the finding in its SPP/APR and assign corrective actions accordingly.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

For FFY 2017, 22 districts were initially contacted regarding potential "data of concern" in 30 areas when assessed for disproportionate representation using the CSDE's definition.

The CSDE required the 22 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 22 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.

**Provide additional information about this indicator (optional)**

In total, 22 districts were initially contacted regarding potential "data of concern" in 30 areas when assessed for disproportionate representation using the CSDE's definition:

4 (13.3 percent) of the 30 areas of disproportionate representation were in the racial category of black.

14 (46.7 percent) of the 30 areas of disproportionate representation were in the racial category of Hispanic.

12 (40.0 percent) of the 30 areas of disproportionate representation were in the racial category of white.

Black Intellectual Disabilities	2
Black Learning Disabilities	1
Black Other Health Impairment	1
Hispanic Emotional Disturbance	2
Hispanic Intellectual Disabilities	3
Hispanic Learning Disabilities	4
Hispanic Speech/Lang. Impairment	4
Hispanic Other Health Impairment	1
White Autism	7
White Emotional Disturbance	3
White Intellectual Disabilities	1
White Other Health Impairment	1

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**Correction of Findings of Noncompliance Identified in FFY 2016**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
null	null	null	0

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 11: Child Find**

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: 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))

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		87.50%	91.90%	95.20%	97.30%	98.20%	99.20%	99.30%	99.30%	99.21%	99.33%

FFY	2015	2016
Target	100%	100%
Data	99.27%	99.11%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 SPP/APR Data**

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
16,518	16,449	99.11%	100%	99.58%

Number of children included in (a), but not included in (b) [a-b]	69
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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.

There were 69 children statewide (served by 30 districts) during the 2017-18 school year included in (a) but not included in (b). In other words, these 69 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 206 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 30 districts that were determined to be out of compliance with Indicator 11 based on 2017-18 initial evaluation data being below 100 percent, 24 of the 30 districts had percentages falling above 95 percent. All 30 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 30 districts were also required to submit the following information for each child in 2017-18 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

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

subsequent data as described in OSEP Memo 09-02, the 30 districts were required to participate in a monitored submission process for their 2018-19 evaluation timelines data. This process requires 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.

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

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

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, 2017 and June 30, 2018.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**Correction of Findings of Noncompliance Identified in FFY 2016**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
38	38	0	0

**FFY 2016 Findings of Noncompliance Verified as Corrected**

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

There were 38 districts determined to be out of compliance with Indicator 11 based on 2016-17 evaluation timelines data.

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 revisions for review by BSE staff via desk audit.

The 38 districts were also required to provide monitored submissions of subsequent evaluation timelines data during 2017-18 for review by CSDE staff. During the monitored submission process, all 38 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 38 districts is correctly implementing the regulatory requirements for initial evaluations, consistent with *OSEP Memo 09-02*.

Describe how the State verified that each individual case of noncompliance was corrected

There were 38 districts determined to be out of compliance with Indicator 11 based on 2016-17 evaluation timelines data.

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 revisions for review by BSE staff via desk audit.

The 38 districts also were required to submit to the CSDE the following information for each child determined eligible beyond the timeline in 2016-17: the 8/5/2019

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student's State Assigned Student Identifier (SASID); dates of referral, written parental consent for evaluation, and eligibility determination; 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), if any; 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 142 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.

Through the actions detailed above, the CSDE was able to verify within one year that each of the 142 initial evaluations was completed, although late, unless the child was no longer within the jurisdiction of the LEA, consistent with *OSEP Memo 09-02*.

**OSEP Response**

OSEP notes that the State reported it used the 60-day timeframe within which the evaluation must be conducted. However, in a December 21, 2018, memorandum from the State to special education directors, the State indicated that there are two timelines for initial evaluations and that the Federal timeline is based on calendar days and the State timeline is based on school days. Each timeline has different start and end points. According to the memo, an evaluation will be considered on time "if a district fails to meet the federal 60 calendar day timeline but is still within the State 45 school day timeline." In the FFY 2018 SPP/APR, the State must ensure it is reporting data under this indicator that is consistent with the measurement table and requirements under 34 CFR §300.301(d).

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 12: Early Childhood Transition**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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.

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		91.90%	99.50%	99.80%	99.90%	100%	100%	100%	99.90%	100%	100%

FFY	2015	2016
Target	100%	100%
Data	100%	100%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 SPP/APR Data**

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2,901
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.	628
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	1,703
d. Number of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	365
e. Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	205
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
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. $[c/(a-b-d-e-f)] \times 100$	1,703	1,703	100%	100%	100%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f	0
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**What is the source of the data provided for this indicator?**

- State monitoring
- State database that includes data for the entire reporting year

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

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

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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.

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

**Correction of Findings of Noncompliance Identified in FFY 2016**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 13: Secondary Transition**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

**Historical Data**

Baseline Data: 2009

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data						77.80%	93.80%	99.70%	99.98%	99.71%	99.92%

FFY	2015	2016
Target	100%	100%
Data	99.93%	99.87%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target	100%	100%

**FFY 2017 SPP/APR Data**

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
15,474	15,486	99.87%	100%	99.92%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

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

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. These data are collected annually through Connecticut's Special Education Data Application and Collection (SEDAC). SEDAC collects multiple variables that allow the state to monitor IEP compliance with postsecondary goals and objectives, including: use of age appropriate transition assessments; postsecondary goals related to individualized student transition service needs; evidence that the student was invited to the IEP team meeting; and evidence that participating agencies were invited where appropriate. Data were not obtained from sampling, secondary transition data are collected for every child with an IEP who is 15 years of age or older. All data reported here are valid and reliable. Detailed information regarding the SEDAC data collection can be found at the following location:  
<http://www.csde.state.ct.us/public/help/sedac/default.aspx>

Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?

- Yes
- No

**Actions required in FFY 2016 response**

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.



Correction of Findings of Noncompliance Identified in FFY 2016

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
10	10	0	0

FFY 2016 Findings of Noncompliance Verified as Corrected

*Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements*

For the ten districts identified with noncompliance under Indicator 13 in FFY 2016, the Connecticut State Department of Education (CSDE) verified within the one-year timeline that all 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. The ten districts were 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 address the accurate and thorough completion of IEPs with particular attention to the secondary transition sections of the IEP - pages 4, 5, 6, and 7 – specifically information on pages 9 – 16 of the revised IEP Manual and page 6 of the special education database handbook and record layout. This training included a requirement that all case managers responsible for writing transition IEPs complete the Secondary Transition Planning IEP Checklist for at least one IEP. The district collected and analyzed the checklist data using an electronic summary form to determine areas of need and developed a plan for addressing those needs prior to submitting IEP files for review at the end of the academic year. Each district was also required to submit a statement of assurance that it 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 meeting where transition services were being discussed, and if appropriate, inviting a representative from an outside/participating agency to the PPT meeting, for any factors that may have contributed to inappropriate transition services and submit any changes or revisions for review by CSDE staff. Each district was required to submit a random sampling of IEPs of transition-age students to the CSDE by July 1, 2018 for further review to demonstrate that the training, technical assistance and any revisions to related policies, procedures, and practices were being implemented. All ten districts also were required to identify a contact person who could work with the Indicator #14 contractor (University of Connecticut) to increase the district’s response rate for the Post-School Outcome Survey to ensure that Indicator #14 specific feedback was available to inform the development or modification of transition services provided by the district.

The CSDE used the special education database to verify that the ten 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. CSDE 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 meeting 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 of clerical or data collection procedures.

*Describe how the State verified that each individual case of noncompliance was corrected*

For the ten districts identified with noncompliance under Indicator 13 in FFY 2016, CSDE personnel worked closely with local education agency (LEA) personnel to immediately correct individual cases of noncompliance. In all cases, individual correction occurred within 4 months of the finding being issued and was verified through a review of student IEPs.

For each individual case of noncompliance, districts were required to:

1. Convene a PPT meeting for the purpose of reviewing and revising the student’s individualized education program (IEP) as well as for transition planning and correcting the area of noncompliance. In some cases the correction required a revision to the required elements of the student’s IEP and in other cases it required an action to be taken by the district and then appropriately documenting that action on the IEP. The areas of secondary transition addressed through required corrective actions for individual cases were:
  1. the inclusion of appropriate, measurable postsecondary goals based upon age appropriate transition assessments,
  2. evidence that the student’s preferences and interests were considered in transition planning,
  3. evidence that the student was invited to the PPT meeting, and
  4. evidence that the district invited a representative of any outside agency that is likely to be responsible for providing transition services for the student,
2. Update the special education data base for every student with a noncompliant IEP under this indicator; and
3. Submit the updated IEP pages to the CSDE to verify the correction of noncompliance.

OSEP Response

Because the State reported less than 100% compliance for FFY 2017, the State must report on the status of correction of noncompliance identified in FFY 2017 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2018 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2017 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2018 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2017, although its FFY 2017 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2017.

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**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 14: Post-School Outcomes**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

**Historical Data**

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2009	Target ≥							46.30%	46.30%	46.40%	49.00%	49.00%
		Data						46.30%	52.50%	44.80%	51.80%	49.12%	49.73%
B	2009	Target ≥							61.20%	61.20%	61.30%	63.00%	63.00%
		Data						61.20%	66.50%	60.10%	67.40%	63.27%	73.57%
C	2009	Target ≥							78.70%	78.70%	78.80%	77.00%	77.00%
		Data						78.70%	82.90%	79.10%	83.80%	77.69%	86.51%

	FFY	2015	2016
A	Target ≥	49.00%	49.00%
	Data	46.66%	51.34%
B	Target ≥	63.00%	63.00%
	Data	65.24%	66.62%
C	Target ≥	77.00%	77.00%
	Data	78.74%	79.23%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target A ≥	49.00%	49.10%
Target B ≥	63.00%	63.10%
Target C ≥	77.00%	78.75%

Key:

**Targets: Description of Stakeholder Input**

Stakeholders included representatives from the CT Secondary Transition Task Force (e.g., Local Education Agencies, Dept. of Dev. Services, Approved Private Special Education Programs, Regional Educational Service Centers, Dept. of Rehabilitative Services, CT Technical High School System, Higher Ed., student, employer), as well as representatives from the State Independent Living Council (e.g., Centers for Independent Living directors, Board of Educational Services for the Blind, Bureau of Rehabilitation Services, Center for Independent Living consumers).

In addition to reviewing historical targets and data for the purpose of setting new targets, the group considered ways of improving the Post School Outcome survey return rate. Such considerations include further disaggregation of data by exiter enrollment in post-secondary education or training disaggregated by varied combinations of disability, exit reason, race, gender, and RESC region and exiter engagement in post-secondary employment disaggregated by varied combinations of disability, exit reason, race, gender, and RESC region.

Further consideration was given to the identification of potential strategies to assist school districts in utilizing this information including the refinement and dissemination of a district-level report of results of post-school outcome survey specifically targeting their exiters, as well as the refinement and dissemination of a user-tool for the as part of the district-level report.

**FFY 2017 SPP/APR Data**

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	2095.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	1810.00
2. Number of respondent youth who competitively employed within one year of leaving high school	109.00
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	33.00
4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	45.00

## FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
A. Enrolled in higher education (1)	1810.00	2095.00	51.34%	49.00%	86.40%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	1919.00	2095.00	66.62%	63.00%	91.60%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	1997.00	2095.00	79.23%	77.00%	95.32%

### Please select the reporting option your State is using:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: Report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Was sampling used? No

Was a survey used? Yes

Is it a new or revised survey? No

### Include the State's analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Connecticut utilizes a survey to collect data from all exiters (census method) for Indicator 14. A description of the research method, results, and how each percentage was calculated follows.

In FFY 2017, 5,149 students left special education services in local education agencies (LEAs) across the State of Connecticut for one of the following reasons: graduation with a standard diploma; obtaining a Certificate of Completion; reaching maximum age of eligibility for special education services or; dropping out of school. Beginning on July 3, 2018, each of these individuals was mailed a survey sponsored by the CTSDE to obtain follow-up information on post-school outcomes at least one year after exiting public school. Additionally, Exiters had the option of completing the survey online. The survey included items in three broad categories: 1) Postsecondary Education and Training Status; 2) Employment Status; and 3) Additional Information.

Survey data were collected via three processes: a paper survey mailed to Exiters at three different times (July 3rd, August 31st, and November 5th); two waves of phone surveys administered by the Graduate Assistants at UConn (September 27th and 28th between the hours of 4:30pm and 9:00pm); and an online survey that could be accessed using a link found in the paper survey. Professionals from 10 LEAs compiled phone numbers from Exiters of their districts to submit to the team of Graduate Assistants making the phone calls to collect responses.

The CSDE's FFY 2017 survey administration sample total: Surveys sent = 5,149

Surveys returned completed = 626

Responses obtained through the National Student Clearinghouse Data = 1,764

Total (non-duplicative) Responses = 2,095

- **Overall Response rate = 40.7%**

Surveys returned non-deliverable = 798; Non-deliverable rate = 15.5%

Connecticut is pleased to report a drastically improved response rate for FFY 2017 (40.7%) when compared to FFY 2016 (13.8%). Additionally, our non-deliverable rate continued to decrease (19.0% FFY 2015, 17.1% FFY 2016, to 15.5% in FFY 2017).

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	Exit Survey Data	Statewide Exit Data
Gender	Male	62.6%	66.5%
	Female	37.4%	33.5%
Race/Ethnicity	American Indian or Alaskan Native	0.2%	0.3%
	Asian	2.3%	1.6%
	Black or African American	15.5%	18.8%
	Hispanic/Latino of any race	19.4%	25.2%
	Native Hawaiian or Other Pacific Islander	0.0%	0.0%

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	Two or More Races	2.2%	2.3%
	White	60.4%	51.9%
Exit Reason	Certificate of Completion	0.3%	0.7%
	Dropped Out	1.0%	10.8%
	Graduate with Standard HS Diploma	97.8%	86.8%
	Reached Maximum Age	0.9%	1.7%
Disability	Autism	9.5%	8.4%
	Emotional Disturbance	9.8%	15.6%
	Intellectual Disability/MR	2.2%	3.9%
	Learning Disability	44.3%	39.7%
	Other	4.3%	4.9%
	Other Health Impairment	24.7%	23.5%
	Speech/Language Impairment	5.2%	3.8%

Variable	Chi-Square Test ( $\chi^2$ )	Effect Size (Cramer's V)	Interpretation
Gender	$\chi^2(1) = 14.5^*$	0.08	n/a
Race/Ethnicity	$\chi^2(6) = 76.1^*$	0.19	Weak Association
Exit Reason	$\chi^2(3) = 228.5^*$	0.33	Moderate Association
Disability	$\chi^2(6) = 88.2^*$	0.20	Weak Association

\* Significant at .001 level.

It is important to assess the effect size of any statistical significance test outcome as statistical significance tests are highly influenced by sample size. Effect sizes are not influenced by sample size and thus allow for the interpretation of statistical differences for their meaningful and practical application when drawing conclusions from the data.

The addition of the National Student Clearinghouse Data regarding enrolled students in higher education had a significant impact on our response rates this year. The data that so many students with disabilities were enrolled in higher education was enormously encouraging!

**Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school?** Yes

**Actions required in FFY 2016 response**

none

**OSEP Response**

The State reported that the response data for this indicator were representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. However, in the chart provided the State reported that dropouts account for 10.8% of state exit data but 1% of exit survey data. Therefore, it is unclear whether or not the response data was representative. OSEP notes that the State did not describe

**Required Actions**

In the FFY 2018 SPP/APR, the State must report whether the FFY 2018 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 15: Resolution Sessions**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: 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)))

**Historical Data**

Baseline Data: 2013

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			67.30%	67.40%	67.50%	67.60%	67.70%	67.80%	67.90%	45.00%	45.00%
Data		67.20%	65.20%	22.20%	69.40%	79.50%	71.88%	56.10%	57.14%	45.07%	50.00%

FFY	2015	2016
Target ≥	45.00%	45.00%
Data	30.43%	55.29%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	45.00%	45.10%

Key:

**Targets: Description of Stakeholder Input**

Stakeholders included attorneys who represent parents, attorneys who represent school districts, a retired hearing officer, a parent advocate, personnel from offices within the SDE (Chief Operating Officer, Bureau of Special Education, Legal and Government Affairs), as well as representatives from the following groups/agencies: Unified School District 1 (Corrections), Office of Protection and Advocacy for Persons with Disabilities, Connecticut Association of Public School Superintendents, Connecticut Association of Boards of Education, and the Connecticut Association of School Business Officers.

In Connecticut, the majority of parents who request a due process hearing are represented by attorneys. In stakeholder meetings, most attorneys have expressed a preference for mediation over resolution meetings. Therefore, resolution meetings tend to be accessed by pro se parents. The state has no control over whether parties decide to use the resolution meeting process or the outcome of those resolution meetings that are convened. Accordingly, stakeholders urged Connecticut to reset baseline and set conservative targets to reflect the preference for mediation as well as the state's lack of participation in and control over resolution meetings.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	<a href="#">3.1(a) Number resolution sessions resolved through settlement agreements</a>	64	null
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/8/2018	<a href="#">3.1 Number of resolution sessions</a>	112	null

**FFY 2017 SPP/APR Data**

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
64	112	55.29%	45.00%	57.14%

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

none

**OSEP Response**

**Required Actions**



**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 16: Mediation**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

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

**Historical Data**

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			68.00%	69.00%	70.00%	71.00%	72.00%	72.00%	72.00%	68.00%	68.00%
Data		68.60%	59.60%	70.60%	73.70%	66.67%	65.20%	65.66%	66.82%	68.63%	68.68%

FFY	2015	2016
Target ≥	68.00%	68.00%
Data	68.77%	63.33%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  Blue – Data Update

**FFY 2017 - FFY 2018 Targets**

FFY	2017	2018
Target ≥	68.00%	68.70%

Key:

**Targets: Description of Stakeholder Input**

Stakeholders included attorneys who represent parents, attorneys who represent school districts, a retired hearing officer, a parent advocate, personnel from offices within the SDE (Chief Operating Officer, Bureau of Special Education, Legal and Government Affairs), as well as representatives from the following groups/agencies: Unified School District 1 (Corrections), Office of Protection and Advocacy for Persons with Disabilities, Connecticut Association of Public School Superintendents, Connecticut Association of Boards of Education, and the Connecticut Association of School Business Officials.

Stakeholders support Connecticut’s mediation process as reflected by the annual number of mediation requests and mediations convened. The success rate of mediations on the actual day of mediation has remained relatively consistent in Connecticut. In addition, for those mediations that do not resolve on the day of mediation, most do reach resolution before moving on to a due process hearing; thus our low number of fully adjudicated hearing decisions. Therefore, we are not making significant changes to our mediation targets as the process is currently successful and frequently accessed.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	<a href="#">2.1.a.i Mediations agreements related to due process complaints</a>	42	null
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	<a href="#">2.1.b.i Mediations agreements not related to due process complaints</a>	83	null
SY 2017-18 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/8/2018	<a href="#">2.1 Mediations held</a>	202	null

**FFY 2017 SPP/APR Data**

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2016 Data	FFY 2017 Target	FFY 2017 Data
42	83	202	63.33%	68.00%	61.88%

**Reasons for Slippage**

61.88% of the 202 mediations held in Connecticut resulted in agreement for FFY 2017. These data do not include the mediations that resolve after the actual day of mediation, the high frequency of which is reflected in the relatively low number of fully adjudicated hearings (9) where (236) requests for due process were filed. A review of the historical data shows variability year to year. In accordance with the directive from the federal Office of Special  
8/5/2019

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Education Programs (OSEP), the Connecticut State Department of Education (CSDE) moved to a mediation system utilizing independent contractors instead of CSDE employees as of September 1, 2017. Therefore, the slippage may be the result of the field adjusting to a new mediation system and the new mediators. Many of the mediations held in Connecticut relate to a parent's request for payment from the school district for the cost of unilateral placement of a student in a private program, both residential and day programs. Such payments are costly. Given the financial pressures on public schools, one explanation of the slippage in the number of mediations that resulted in agreement in FYY 2017 is that public schools are less able to enter into cost sharing agreements with parents in these circumstances. For example, a review of the information provided by the mediators, showed that several mediations did not result in agreement on the actual day of mediation because the school district was unwilling to agree to a multi-year agreement. Mediation continues to be used extensively in Connecticut as a means to resolve disputes.

**Actions required in FFY 2016 response**

none

**OSEP Response**

**Required Actions**

**FFY 2017 Part B State Performance Plan (SPP)/Annual Performance Report (APR)  
Indicator 17: State Systemic Improvement Plan**

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

**Reported Data**

Baseline Data: 2013

FFY	2013	2014	2015	2016	2017
Target ≥					
Data					

Key:  Gray – Data Prior to Baseline  Yellow – Baseline  
Blue – Data Update

**FFY 2018 Target**

FFY	2018
Target ≥	

Key:

**Description of Measure**

**Targets: Description of Stakeholder Input**

**Overview**

**Data Analysis**

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

**Analysis of State Infrastructure to Support Improvement and Build Capacity**

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

**State-identified Measurable Result(s) for Children with Disabilities**

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation

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rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

Statement

Description

### Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

### Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

**Submitted Theory of Action:** No Theory of Action Submitted

Provide a description of the provided graphic illustration (optional)

### Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
- (b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
- (c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

### Support for EIS programs and providers Implementation of Evidence-Based Practices

- (a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

### Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

### Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

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Certify and Submit your SPP/APR**

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

**Selected:** Chief State School Officer

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Bryan Klimkiewicz

Title: Chief, Special Education Bureau

Email: bryan.klimkiewicz@ct.gov

Phone: 860-713-6911

