



Connecticut State Department of Education
Division of Teaching and Learning Programs and Services
Bureau of Special Education

Part B
ANNUAL
Performance
REPORT

March 2004

Reporting Period
July 1, 2002 - June 30, 2003

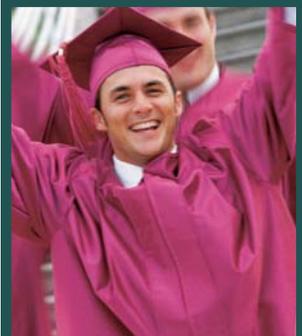
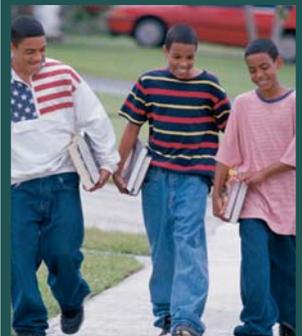
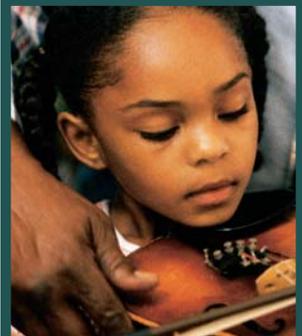
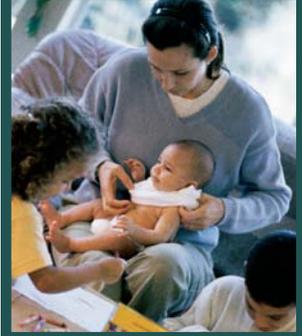


Table of Contents

Introduction	i
Cluster Area I: General Supervision	1.1 – 2.3
Probe GS.I: Monitoring Procedures	1.1 – 1.4
Probe GS.II: Systematic Identification of Issues	1.5 – 1.11
Probe GS.III: Complaints, Mediations and Hearings	1.12 – 1.15
Probe GS.IV: Qualified Personnel	1.16 – 1.20
Probe GS.V: Accurate and Timely Data	1.21 – 1.23
Cluster Area II: Early Childhood Transition	2.1 – 2.7
Cluster Area III: Parent Involvement	3.1 – 3.11
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment	4.1 – 4.64
Probe BF.I: Racial/Ethnic Proportionality	4.1 – 4.28
Probe BF.II: Graduation and Dropout Rates	4.29 – 4.34
Probe BF.III: Suspension and Expulsion Rates	4.35 – 4.39
Probe BF.IV: Participation in Statewide Assessments	4.40 – 4.53
Probe BF.V: Education with Nondisabled Peers	4.54 – 4.62
Probe BF.VI: Early Language/Communication Skills	4.63 - 64
Cluster Area V: Secondary Transition	5.1 – 5.9
Appendix A: Sample Special Education Profile	6.1 – 6.14
Index of Abbreviations	7.1 – 7.2
OSEP Attachment 1: Dispute Resolution	1.15
OSEP Table 2: Status of Program Performance – FAPE in the LRE	4.21 – 4.28
OSEP Table 3: Participation and Performance on State Assessments	4.44 – 4.42

CONNECTICUT STATE DEPARTMENT OF EDUCATION
PART B ANNUAL PERFORMANCE REPORT

Introduction

This document is the first Part B Annual Performance Report (APR) being submitted to the Office of Special Education Programs (OSEP) by the Connecticut State Department of Education (CSDE). This report provides a summary of the activities undertaken by the Connecticut State Department of Education to ensure compliance with the requirement of the Individuals with Disabilities Education Act (IDEA). The submission of this report is a new requirement by OSEP and is intended to replace (a) Self-Assessments, (b) Continuous Improvement Plan Annual Reports and (c) Biennial Performance Reports previously required of states.

It should be noted that Connecticut currently has no outstanding non-compliance issues related to the implementation of the IDEA.

In the fall of 2001, the CSDE and the Connecticut Birth to Three System agreed to collaborate on the development of a single Continuous Improvement Plan (CIP), Birth to 21, for Connecticut. As part of this joint effort, a Continuous Improvement Partnership Team (CIPT) constituting of a broad based stakeholder group was created to provide advice on issues related to the implementation of IDEA and to provide guidance on development of the State's Continuous Improvement Plan (CIP).

Connecticut's current CIP is organized around nine Part B outcomes and four Part C outcomes, with overlap on the Transition to Special Education outcome. A majority of the performance indicators, implementation related data, analysis of change, and activities to promote change included in Connecticut's CIP are addressed in this Part B Annual Performance Report and, under separate cover, the Part C Annual Performance Report submitted by the Connecticut Birth to Three System. Much of this information has previously been reported in the CSDE Annual Report on Connecticut's Continuous Improvement Plan, 2003-2004. For reference, a copy of this report is included in Attachment A of this report.

Although somewhat duplicative in terms of content, the Department of Education and the Connecticut Birth to Three System both feel that the Annual Report on the CIP provides a more "consumer friendly" guide to Connecticut's improvement efforts than does the IDEA Part B and Part C Annual Report format.

The CIPT continues to be active, convening three times a year to guide the CSDE and the Connecticut Birth to Three System in their improvement efforts, assessment of progress on outcomes and reporting of progress to the Connecticut State Board of Education, the Connecticut Interagency Coordinating Council, and the Office of Special Education Programs.

Consistent with the goal of educating children with disabilities in the least restrictive environment, this report is a collaborative effort between the CSDE Office of Educational Equity, Bureau of Student Assessment, Office of the Research, Evaluation and Accountability, Bureau of Early Childhood/Career & Adult Education, and the Bureau of Special Education.

Data for this report is derived from federally mandated individual student data collection activities, state mandated data collection activities and survey data collected by the CSDE on a voluntary basis. The federally mandated student data includes information from the Connecticut Birth to Three System, the Connecticut State Department of Education's Integrated Special Student Information System (ISSIS), and from the Department's ED-166, Disciplinary Offense Report. State mandated data collection sources include the Connecticut Mastery Test File, the Connecticut Academic Performance Test file and the Certified and Non-Certified Staff data collection files. Optional survey data sources include the Special Education Program Review Parent Survey and the Special Education Follow-up Survey of Graduates/Exiters of High School, both of which are surveys conducted by the CSDE.

The report is organized by the following five required Cluster Areas: General Supervision; Early Childhood Transition; Parent Involvement; Free Appropriate Public Education in the Least Restrictive Environment and Secondary Transition. The General Supervision Cluster Area includes an overview of the CSDE general monitoring and supervision procedures. The results of this monitoring are also reported in various other sections of the report.

When viewing results for Cluster Area IV: (Free Appropriate Public Education in the Least Restrictive Environment), Probe BF.V (Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?) the reader will find that there are two separate sections for single Probe. The first of these sections is labeled Probe BF.V(a) (Page 4.54) and relates to children ages 5 through 21 while the second is labeled Probe BF.V(b) (Page 4.58) and relates to children ages 3 and 4.

The following three Attachments are referenced in this report:

Attachment A: Annual Report: on Connecticut's Continuous Improvement Plan 2003-2004

Attachment B: Greater Expectations: Connecticut's Comprehensive Plan for Education 2001-2005

Attachment C: Special Education Program Review Parent Survey

CLUSTER AREA I: GENERAL SUPERVISION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Part B Annual Performance Report
Status of Program Performance

March 2004

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area I: General Supervision
Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes: GS.I Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
State Goal (for reporting period July 1, 2002 through June 30, 2003): Ensure that the general supervision instruments and procedures (including monitoring, complaint and hearing resolution procedures, etc.) utilized by the Connecticut State Department of Education will identify and correct all IDEA noncompliance issues in a timely manner.* *Note: this Goal relates to state goals set forth in Connecticut General Statutes Section 10-4p. (See Attachment 2, GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005, Page 2)
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): A. The total number of IDEA noncompliance issues identified and corrected in a timely manner.
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. Use Attachment 1 when completing this cell.): In addition to the Program Review System defined in Probe GS.II, CSDE has developed and requires that LEAs utilize (1) the standard CSDE Special Education Policies and Procedures Manual, (2) the standard CSDE IEP Form, and (3) the standard CSDE Forms for providing Notice and Consent as required under IDEA and Connecticut General Statutes. In addition, as part of its general Supervisory and Monitoring function CSDE annually provides each LEA with (1) a Special Education Profile (See Appendix A) which includes a comparison of individual LEA data with the state as a whole and other districts in the LEA's Educational Reference Group (ERG), (2) focused monitoring data to highlight where the LEA is atypical in areas related to LRE (as required in the PJ.et al v. State of Connecticut et al Settlement Agreement) and (3) focused monitoring data for the twelve outcomes for improving early intervention and special education services for children with disabilities and their families included in the State of Connecticut Continuous Improvement Plan (CIP).

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <ul style="list-style-type: none">A. Adoption and utilization by all LEAs of the standard CSDE Policies and Procedures Manual (PPM) and CSDE IEP Form by June 30, 2003.B. CSDE utilization of Special Education Profile data to identify all LEAs in need of improvement in the the area of LRE for students with intellectual disabilities.C. CSDE utilization of Special Education Profile data to identify all districts in need of improvement in the area of disproportionate identification of students based on race/ethnicity. <p><i>Note: Each item in the Connecticut CIP has indicators and targets. For the purpose of this report, some items are reported under Cluster III: Parent Involvement, Cluster V: Secondary Transition, Cluster II: Early Childhood Transition and Cluster IV: Free Appropriate Public Education in the Least Restrictive Environment. In addition, the CSDE produces an Annual Report on progress on the CIP, which is included in the Appendix.</i></p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <ul style="list-style-type: none">▪ 2002-2003 was the first year LEAs were required to adopt a standard Policies and Procedure Manual and IEP form. No progress or slippage is evident.▪ This was a baseline year for the districts identified for improvement of education in the LRE for students with intellectual disabilities. No progress or slippage is evident.▪ This was a baseline year for the districts identified for improvement with respect to the disproportionate identification of students based on race/ethnicity, no progress or slippage is evident.▪ The CIP Annual Report (Appendix B) was used as a baseline in 2002-03. When available, progress or slippage is noted for each indicator in this document.
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none">A. All districts will attest to their adoption and utilization of the standard Policies and Procedures Manual and IEP form.B. The eight districts first identified in 2002-2003 which are involved in ongoing LRE/ID monitoring, and the additional 16 districts newly identified for 2003-2004, will meet all targets set for 2003-2004 in their CSDE approved Action Plans.C. All 34 districts identified for disproportionate identification will attend a two day summit and develop CSDE approved Action Plans to address areas identified as being in need of improvement.D. All indicators identified on the Connecticut CIP will show progress toward the achievement of the specified long term goal(s).

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

During 2003-2004 the CSDE will:

- Update the CSDE standard Policies and Procedures Manual to reflect new state regulations and require LEAs to certify adoption of this revised manual.
- Assign Consultants to monitor implementation of, and progress towards, targets on Action Plans to address LRE issues, including extensive on-site monitoring visits. *(See Cluster Area IV: FAPE in the LRE, Probe PF.V(a) and PF.V(b))*
- Provide extensive training and technical assistance to LRE/ID districts through the Special Education Resource Center (SERC).
- Analyze Special Education Profiles to identify additional districts in need of monitoring of LRE for their ID students and disproportionate identification.
- Provide training and technical assistance to support the 24 districts in need of improvement in LRE/ID areas.
- Identify Spotlight (model) districts in the area of LRE and publicize their programs.
- Convene a Summit on issues related to disproportionate identification for CSDE identified districts.
- Convene three meetings of the Continuous Improvement Partnership Team to review progress or slippage on CIP goals and identify next steps, including future targets.
- Develop a redesigned system of Focused Monitoring. *(See Cluster Area I: General Supervision, Probe GS.II, Page 1.11).*
- Develop and award incentive grants to support implementation of LEA Action Plans in the areas of LRE and Disproportionality.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Five Consultants from the CSDE will be required to monitor LEAs identified as having LRE related issues.
- Funds will be required to support Summit Stakeholder group meetings to permit the planning of future Summit activities on disproportionate identification.
- Funds to support \$50,000 grants to districts identified for improvement in LRE to support implementation of CSDE approved Action Plans will be required.
- Funds to support \$50,000 grants to spotlight (model) districts in the area of LRE will be required to support dissemination activities.
- Funds to support Planning Grants will be required for districts identified as being in need of improvement in the area of disproportionate identification.
- Funds for Sliver grants and State Improvement grants will be required to support needs identified in the Connecticut CIP (Please see Cluster II: Early Childhood Transition, Cluster III: Parent Participation and Cluster V: Secondary Transition sections of this report.)

CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT

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Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

GS.II Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?

State Goal(s): (for reporting period July 1, 2002 through June 30, 2003):

Systemic issues are identified and remediated through the analysis of findings and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

A. 100% of systemic issues identified are remediated through the analysis of findings and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*):

The Program Review process is designed to monitor compliance with IDEA, showcase quality practice in school districts and improve outcomes for students with disabilities in Connecticut. All public school special education programs are reviewed on a six-year cycle. (Note: The following description of the monitoring process applies to all districts monitored during the past three years utilizing procedures adopted in 1999.) Districts conducted a self-assessment in the areas of Procedures, Child Identification, Least Restrictive Environment, Student Progress, Secondary Transition, Addressing Behavioral Needs of Students and Discipline, Participation in Out of District Programs/Private Schools and Charter/Magnet Schools, Parent Participation and Personnel. This Self-Assessment requires extensive analysis of data provided by the CSDE as well as data collected at the LEA level through surveys, interviews, file reviews, policy reviews and service verification. Data provided by the CSDE include a summary of all formal complaints, mediations and due process hearings over the past six years. During the last three years districts were required to propose a Continuous Improvement Plan (CIP) in response to their Self-Assessment. A desk audit of this information is conducted by a Consultant at the CSDE, Bureau of Special Education. Consultants meet with the LEA to review the materials and discuss preliminary findings. A Preliminary Report is issued identifying commendations, required actions, and recommended actions. The LEA amends its CIP to include the findings contained in the CSDE Preliminary Report. Timelines are identified for all required actions. A Final Report is issued by CSDE upon completion of all activities specified in the LEAs CIP.

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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In addition to the desk audit, half of the districts in each region receive an extensive On-site Review. Districts are chosen for an On-site Review based on student/district data in the areas of prevalence rates, time with nondisabled peers, program placement for preschool children, drop out rate, graduation rate, suspension/expulsion rate and participation and performance on state-wide assessments. In addition, each year a smaller number of districts are randomly selected for an On-site Review through the use of a lottery system.

Table 1.1 provides a summary of the past six years of monitoring. These data are included to illustrate trends over this period. Again, it is important to note that the Program Review process has changed during this six year cycle. The process described above was adopted in 1999. Each year this process has been further refined based on the availability of and use of data which is the foundation of the Program Review process. During the past two years Program Review procedures were expanded to include a greater emphasis on student outcomes in addition to the procedural issues that have long been a focus of monitoring activities.

CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT

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Table 1.1
Program Review and Continuous Improvement Monitoring Process [1997-2002]
Count and Percent of Districts Identified for Required Actions

<u>Required Actions</u>	<u>1997*</u>		<u>1998*</u>		<u>1999*</u>		<u>2000*</u>		<u>2001*</u>		<u>2002*</u>	
	<u>CES (18)</u>		<u>ED. CONN (24)</u>		<u>EASTCONN (34)</u>		<u>CREC (35)</u>		<u>LEARN (21)</u>		<u>ACES (26)</u>	
	# Districts	%	# Districts	%	# Districts	%	# Districts	%	# Districts	%	# Districts	%
Notice of Referral utilized and sent in a timely manner	5	28%	4	17%	10	29%			7	33%	8	30%
District Forms											10	38%
0-3 Standard Referral form utilized/Transition Issues	4	22%	2	8%	8	24%			7	33%	9	35%
Annual review timelines									16	76%	8	30%
IEP implemented 45 days									9	43%		
Reevals done in a timely manner	3	17%	2	8%	1	3%	4	11%	12	57%	11	42%
Use of BIPs, FBAs, Man Deter									9	43%	12	46%
LD form at initial and reevaluation	5	28%	7	29%	4	12%	7	20%	11	52%		
Child Find Procedures							10	29%	13	62%	6	23%
LRE Justification											12	46%
PPT Notice Complete											10	38%
Para Training											9	35%
Prevalence Rates											9	35%
Student Attendance at PPT											9	35%
LRE Extracurricular											11	42%
LRE TWNDP											13	50%

*Note: The number in parentheses is the number of LEAs reviewed during each year of review. The titles in the columns are the names of the regions, i.e., **ACES** (south central), **CES**:-Cooperative Education Services, including Unified School Districts and Vocational Technical Schools (southwest)**CREC**: Capitol Region Education Council (north central), **EASTCONN**: (northeast), **ED. CONN**: Education Connection (northwest), **LEARN**: (southeast)

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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Table 1.2 provides a summary of the monitoring results from 2002-2003 during which 26 LEAs in the ACES region were monitored. Analysis of the results from 2002-2003 include a review of data specifically required by the PJ et al v. State of Connecticut et al Settlement Agreement. This review focused on data for students with intellectual disabilities in the following areas: time with nondisabled peers, placement in regular education classrooms, attendance at home school, participation in extracurricular activities and identification by race, ethnicity and gender. State-wide focused monitoring was also conducted for these data points for all Connecticut LEAs.

**Table 1.2
Summary of ACES Region Monitoring Findings
[2002-2003]**

<u>Items/Issues Requiring Action</u>	<u>Number of Districts (N=26)</u>
Parent Notice of Referral Timely	8
District Forms Complete	10
0-3 Std. Referral Form Used/Transition Issues	9
Annual Review Timelines	8
Reevaluations Done in a Timely Manner	11
FBA, BIP, Manifestation Determinations	12
Child Find Procedures	6
LRE: Justification on IEP	12
PPT Notice Complete	10
Para-Training	9
Prevalence Rate	9
Secondary Transition: Student Attendance at PPT	9
LRE: Extracurricular Activities Specified on IEP	11
LRE: Time With Nondisabled Peers (TWNDP)	13

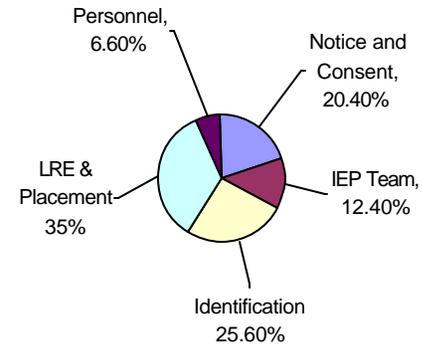
CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT

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A further analysis of these ACES Region Program Review monitoring results for 2002-2003 indicated that there were five general areas of noncompliance for which districts were cited. Figure 1.1 presents a breakdown of the relative percentage of noncompliance findings by type of issue. The two most frequently identified areas of noncompliance related to LRE & Placement (35%) and Identification practices (25.6%). The least frequently cited compliance issues were in the area of Personnel (6.6%).

As was noted previously, the CSDE is developing a new Focused Monitoring System for implementation in 2004-05 which will include Key Performance Indicators that address the areas of LRE and Identification (including disproportionality) which were identified most often during 2003-2003 Program Review monitoring.

Figure 1.1
Noncompliance Issues
ACES Region 2002-03



2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- A. All required actions defined in Preliminary and Final Reports to districts are completed within the timeframe identified in these reports.

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Table 1.3 Provides an explanation of progress or slippage, in tabular form, for the Program Review monitoring of LEAs From 1997-2003.

**Table 1.3
Explanation of Progress or Slippage – Program Review [1997-2003]**

<u>Item Requiring Action</u>	<u>Progress /Slippage</u>	<u>Explanation</u>
Referral Form Use	Slight progress	Continues to be an emphasis in all reviews and in processing of formal complaints
District Forms Compliant 0-3 Transition	First identified in 2002-03 First Identified in 2002-03	Clarification in State issued Policy and Procedures Manual - 2002 Increased emphasis starting in 2001-02 as requested by CT Birth to Three System
Annual Review Timelines	Significant Progress	Emphasis of program monitoring and in complaint resolution process
IEP Implemented 45 days	Significant Progress	Emphasis of program monitoring and in complaint resolution
Re-evaluations in timely manner	Progress	Emphasis of program monitoring and in complaint resolution
Use of BIPs, FBAs, MDs	Slippage	New emphasis in program monitoring and state initiative in training in 2002-2003
LD Report Form	Significant Progress	Focus of training in past, not identified as issue in 2002-03
Child Find	Significant Progress	Clarification in State issued Policy and Procedures Manual - 2002
LRE: Justification	First identified in 2002-03	Added emphasis in accordance with LRE/ID monitoring
LRE: Extra curricular activities	First identified in 2002-03	Added emphasis in accordance with LRE/ID monitoring
LRE: TWNDP	First Identified in 2002-03	Added emphasis in accordance with LRE/ID monitoring
PPT Notice: Incomplete	First Identified in 2002-03	Clarification in State issued Policy and Procedures Manual - 2002
Student Attendance at PPT	First Identified in 2002-03	Increased emphasis as result of CIP
Prevalence Rates	First Identified in 2002-03	Analysis of statewide data required focus on disproportionate identification – new data and analysis made available
Para-Professional Training	First Identified in 02-03	Increased emphasis in monitoring as result of new requirements in NCLB

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. All Improvement Plans requiring action as a result of monitoring from 1997 through 2002 will be completed.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Consultants from CSDE will monitor completion of all LEA Continuous Improvement Plans.

The CSDE is working with a stakeholder group to design a new system of focused monitoring. A review of the current system demonstrates a focus on narrow areas of technical compliance without an emphasis on systemic compliance and the need for procedures to increase the focus on student outcomes. The CIP identifies the twelve outcome areas that are the basis for improving early intervention and special education services for children with disabilities and their families and will serve as the foundation for monitoring activities.

The CSDE will:

- Establish a Focused Monitoring Steering Committee.
- Convene monthly meetings of the Focused Monitoring Steering Committee.
- Attend OSEP Monitoring Conference and NERRC Regional Conference on Focused Monitoring.
- Participate in monthly conference calls on focused monitoring with NERRC.
- Request technical Assistance from NCSEAM, as required.
- Identify Key Performance Indicators for Focused Monitoring.
- Develop methods for analyzing data for Focused Monitoring.
- Develop site visit rubrics for Focused Monitoring.
- Develop methods of data verification and displaying data for Focused Monitoring.
- Develop processes to include parents as part of future monitoring teams.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Resources to support Focused Monitoring Steering Committee meetings and activities are required throughout 2003-2004.
- Resources to support attendance at OSEP and NERRC Conference are required during 2003-2004.
- SDE personnel to facilitate the Steering Committee activities and to design monitoring protocols for a focused monitoring system are required during 2003-2004.

CLUSTER I: GENERAL SUPERVISION
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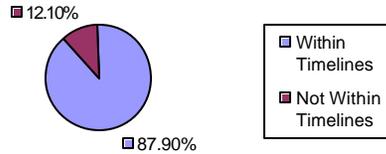
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Cluster Area I: General Supervision
Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes: GS.III Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
State Goal: (for reporting period July 1, 2002 through June 30, 2003): The completion of all complaint investigations, mediations, and due process hearings in a timely manner.
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): A. The total number of formal complaints mediations and requests for due process that are completed in a timely manner by CSDE
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachment 1 when completing this cell.</i>): Indicator A: Timely Completion of Complaints, Mediations and Due Process Hearings Complaints <ul style="list-style-type: none">▪ During 2002-2003 the CSDE received 124 formal complaints. Of this number, all but 15 were resolved in a timely manner.▪ This is a timely completion rate of 87.9% (Figure 1.2). A review of complaints that were not completed within prescribed timelines determined that in a majority of these cases the granting of an extension would have been justified based on variables such as the length of time covered by the complaint, quantity of documentation submitted, timing of complaint filing as it relates to holiday periods, additional data filings by parents late in the response period, etc.; however, procedures in place at the time did not include clear and consistent procedures and guidelines for granting extensions.

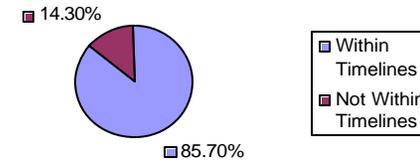
**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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**Figure 1.2
Complaints Completed Within
Timelines [2002-2003]**



**Figure 1.3
Due Process Hearings Completed
Within Timelines [2002-2003]**



Mediations

Connecticut General Statutes Section 10-76h(f)(1)(a) provides that “the mediator shall attempt to resolve the issues in a manner which is acceptable to the parties within thirty days from the request for mediation.” During 2002-2003, 154 requests for mediation were received. In all instances the parties to the mediation were contacted for available dates for a hearing within thirty days of the date that the mediation request was received by the CSDE. All mediations were conducted as requested.

Due Process Hearings

During 2002-2003, 292 hearing requests were received by CSDE. Of this total number of requests, 28 resulted in a hearing. Twenty-four (85.7%) of these 28 hearings were completed within required timelines (Figure 1.3). Three of the remaining four hearing decisions were issued within one week of their due date.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year.

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. Increase the percentage of complaint investigations completed in a timely manner to 100%.
- B. Maintain the percentage of mediations completed in a timely manner at 100%.
- C. Increase the percentage of due process hearings and reviews completed in a timely manner to 100%.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

The CSDE will:

- Revise the Department's Complaint Resolution Manual to clarify procedures and timelines for complaint investigators to ensure the timely completion of complaints.
- Develop guidelines for granting an extension to complaint investigations, (e.g., the length of time covered by the complaint, quantity of documentation submitted, timing of complaint filing as it relates to holiday periods, additional data filings by parents late in the response period, etc.) for inclusion in the revised Complaint Resolution Manual.
- Recommend increasing the number of Hearing Officers by 25%.
- Monitor the completion of hearing decisions within required timelines and provide a reminder to hearing officers of approaching deadlines.
- Encourage the use by LEAs and Parents of the Advisory Opinion option in lieu of a full hearing.
- Develop additional alternative dispute resolution options for use by parents and LEAs.
- Investigate the feasibility of establishing a standard database and data collection calendar for tracking complaints, mediations and due process hearings.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Staff sufficient to maintain the same number of Consultants assigned to complaint investigation and mediation resolution in 2003-2004 as were assigned to this activity in 2002-2003.
- Recommend increasing the number of hearing officers by 25% during 2003-2004.

ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
(Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

Ia: Formal Complaints						
(1) July 1, 2002 - June 30, 2003 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Completed/Addressed within Timelines	(7) Number of Complaints Pending as of: <u>8/30/03</u> <i>(enter closing date for dispositions)</i>
TOTALS	124	48	24	37	86	15

Ib: Mediations					
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: <u>01/01/03</u> to <u>12/31/03</u>)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: <u>4/01/04</u> <i>(enter closing date for dispositions)</i>
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	92	62	64	48	6

Ic: Due Process Hearings				
(1) July 1, 2002 - June 30, 2003 (or specify alternate period: <u>01/01/03</u> to <u>12/31/03</u>)	(2) Number of Hearing Requests	(3) Number of Hearings Held <i>(fully adjudicated)</i>	(4) Number of Decisions Issued after Timelines and Extension Expired	(5) Number of Hearings Pending as of: <u>4/01/04</u> <i>(enter closing date for dispositions)</i>
TOTALS	292	28	4	37

CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

GS.IV Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

Ensure a sufficient number of highly qualified administrators, teachers, related services providers, paraprofessionals and other providers to meet the identified educational needs of all children with disabilities in the state.*

*Note: this Goal relates to Connecticut's Strategic Priorities for all students. (See Attachment 2, GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005, Page 15)

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

A. The percentage of highly qualified administrators, teachers, related services providers, paraprofessionals and other providers.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachment 1 when completing this cell.*):

Annually, the CSDE provides data and offers technical assistance to LEAs in the form of special education program profile reports on key student and staffing measures. Specifically, each LEA is informed of their certified FTE (full-time equivalent) special education teacher and pupil support staff counts, along with the ratio of each category of certified FTE staff (Comprehensive Special Education Teachers, Speech/Language Pathologists, Psychological Examiners, School Psychologists, School Social Workers, School Counselors, etc.) to total student enrollment. Individual district profiles (Appendix A) are distributed to LEAs and posted on the internet as the first step in the technical assistance process each year. These profiles provide detailed individual district data along with comparison data for Educational Reference Groups (ERGs) and the state as a whole.

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

In 2002-03, Connecticut had 5,116 FTE special education teachers working in LEAs. This is an increase of 204 FTE teachers over 2001-2002. An additional 349 special education teachers serve Connecticut's students with disabilities in Regional Education Service Centers (RESCs), Endowed and Incorporated Academies, Charter Schools and State Unified School Districts #1 and #2 Schools. This is an increase of 4 from the number reported (345) for the previous year. Of this total number of special education positions, 87.46% were determined to be filled on October 1, 2002 by teachers who were highly qualified compared to 87.56% for all teachers statewide.

**Figure 1.4
Years of Experience Breakout for Special Education
Staff (2002-03)**

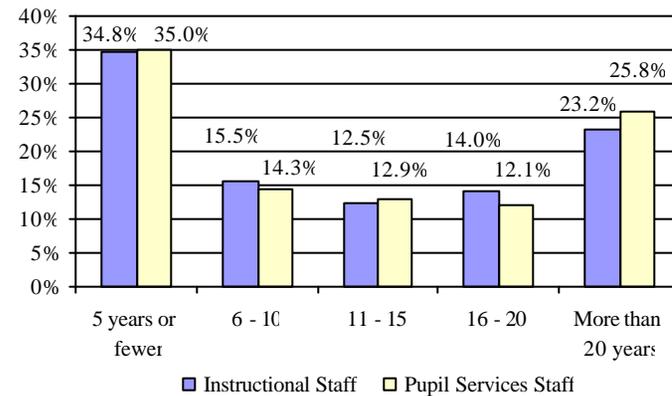


Figure 1.4 presents a breakout of special education instructional staff and pupil services staff by years of experience. As these data indicate, special education instructional staff and pupil services staff are similar with respect to their years of experience with approximately 1/3 of both groups at the beginning of their careers and 1/4 nearing retirement. With respect to their level of educational preparation, 79.3% of special education instructional staff and 98.8% of pupil services staff have earned a master's degree or higher.

An analysis of fall hiring data from the fall of 2000 through the fall of 2002 indicated a two-year decline in the number of vacant positions reported by LEAs across all teacher categories. Similarly, there was a consistent decline in the percentage of positions vacant as of October 1st due to no qualified candidates being available. The percentage of unfilled positions on October 1st, 2000 was 7.7% whereas 6.9% were unfilled on October 1st, 2001 and 5.2% remained unfilled on October 1st, 2002.

For the past two years, there has been a shortage of qualified Comprehensive Special Education teachers and Speech Language Pathologists in CT. Shortages in these areas were ranked 1 and 3, respectively on the state's list of shortage areas. These two areas were also submitted to the U.S. Department of Education this winter for federal designation as teacher shortage areas. As Table 1.4 indicates, the percentage of vacant positions remaining unfilled by qualified persons in the area of special education decreased from 2001-2002 to 2002-2003 (11.9% to 10.5%) while the percentage of vacant Speech/Language Pathologist positions remaining unfilled on October 1st increased from 26.6% to 33.8% during this same period.

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

**Table 1.4
Positions Vacant: No Qualified Person Found**

<i>Subject</i>	# Positions Available		# Positions Remaining Vacant, No Qualified Person Found		Percent Remaining Vacant, No Qualified Person Found	
	01-02	02-03	01-02	02-03	01-02	02-03
Special Education	590	580	70	61	11.9%	10.5%
Speech Language Pathologist	139	139	37	47	26.6%	33.8%

To address the shortage of qualified Speech/Language Pathologists (SLPs) the CSDE has begun working with the Manchester Community College, Manchester, Connecticut, to develop a new training program to prepare Speech Language Pathologist Assistants (SLPA). This SLPA program will be consistent with the requirements of the American Speech-Language-Hearing Association for such programs and will lead to an Associates degree for program participants. In addition, the Department has given a \$25,000 SIG grant to Southern Connecticut State University to provide scholarship assistance to bi-lingual students in the Speech/Language Pathology preparation programs at both Southern Connecticut State University and the University of Connecticut.

The Connecticut Speech-Language-Hearing Association (CSHA) maintains an ongoing list of job vacancies for SLPs and of SLPs looking for jobs. The CSDE sends out a notice twice yearly to LEAs, Regional Education Service Centers and approved private special education facilities with information about posting their SLP vacancies with CSHA. This is done prior to the conferences held by the association. The information is compiled along with postings sent directly to CSHA and circulated at the conference at the display of the School Affairs Committee.

In response to the shortage of qualified SLPs the CSDE has provided guidance to both LEAs and parents regarding how to deal with situations where SL/P services specified in an IEP but are not available because the LEA cannot hire a replacement SLP. In the vast majority of these instances LEA's are able to contract for services with qualified SLPs who are in private practice, work at Universities or community agencies, are recently retired, etc., until a permanent replacement can be found. In those rare instances where LEA's cannot provide SLP services from any source, parents are advised that they may obtain SLP services privately and that they will be reimbursed by the LEA. If parents cannot find private services, LEAs are required to provide compensatory services when vacant SLP positions are filled or when a contract provider can be found.

To address the shortage of special education teachers for other disability groups the CSDE is currently administering a \$670,300, six-year Special Education Teacher Incentive Grant Program. The goal of this Special Education Teacher Incentive Grant Program is to provide a financial incentive for

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

eligible individuals to complete an approved special education teacher preparation program, thereby increasing the supply of appropriately trained qualified candidates for teacher certification, reducing the current shortage of special education teachers and increasing the diversity of Connecticut's educational workforce.

Priority for selecting individuals for the Special Education Teacher Incentive Grants is given to eligible candidates (i.e., nominated by the Dean of Education at a participating college or university) who are a minority (African American, Hispanic/Latino, Asian American and Native American), or a bilingual individual, preparing for teaching secondary/special education and for a certification endorsement required to teach "low incidence" disability populations (i.e., visually impaired, hearing impaired, severe and profound, cognitively impaired, physically impaired or behavior disabilities). The grant program provides up to \$5,000 a year for two years of full-time study in a special education teacher preparation program-usually the student's junior and/or senior year or up to up to \$2,000 a year for Connecticut residents enrolled in part-time graduate studies (prorated for up to four courses a year) in an approved out-of-state teacher preparation program for candidates seeking cross-endorsement certification fo teaching blind or partially sighted/visually-impaired students or deaf or hearing-impaired students.

For the 2002-2003 school year 46 students from seven colleges/universities (Central Connecticut State University, Fairfield University, Hunter College/CUNY, Saint Joseph College, Southern Connecticut State University, University of Connecticut and University of Hartford) participated in this program and received scholarships totaling \$219,000.

In addition, Connecticut is one of the six New England states participating in a UMass/Boston program to prepare individuals to teach students with visual impairments. Connecticut's annual contribution to this program is \$30,000. Five Connecticut students who have matriculated into this certification program and 10 additional Connecticut students have enrolled in the first courses in a required sequence.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

A: Decrease the percentage of vacant positions in special education and student services areas that cannot be filled with highly qualified persons.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. Decrease the percentage of vacant positions in special education and related services providers, that cannot be filled with highly qualified persons.
- B. Maintain the current ratio of FTE certified special education and related services providers to total student enrollments.

**CLUSTER I: GENERAL SUPERVISION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

CSDE will continue the following activities in 2003-2004:

- Connecticut Regional Applicant and Placement Program (CT REAP) – Internet Vacancy and Application Access.
- Department of Higher Education Minority Teacher Incentive Grants.
- Title II Scholarship Grant to minority students pursuing teaching
- Connecticut Finance Housing Authority Mortgage Assistance Program
- School to Career Initiatives in high schools – emphasizing teaching.
- New statewide support to teacher candidates for passing Praxis II.
- Public relations advertisements in Connecticut and national publications to attract teachers/administrators to Connecticut.
- BEST Induction program for beginning teachers

In addition, during 2003-2004 the CSDE will:

- Begin to explore Alternate Route to Certification options in areas of critical shortage related to the provision of a FAPE.
- Increase the current SIG Grant to Southern Connecticut State University and the University of Connecticut from \$25,000 to \$40,000.
- Continue Connecticut's participation in the Special Education Teacher Incentive Grant project and the UMass/Boston training program for teachers of the visually impaired.
- Continue to monitor vacant positions in core academic subjects, including special education and speech/language pathology and assist districts in recruiting and retaining highly qualified persons.

(Note: activities described in Cluster IV, Probe BF.V are also related to this section, i.e., they address Performance Indicator A for this Probe.)

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- An additional \$15,000 will be allocated during 2003-2004 to increase the current SIG Grant to Southern Connecticut State University.
- Maintain current levels of staff assigned to the activities listed in Section 5, Future Activities, above, during 2003-2004.

CLUSTER 1: GENERAL SUPERVISION
STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area I: General Supervision
Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
Probes: GS.V Do State procedures and practices ensure collection and reporting of accurate and timely data?
State Goal (for reporting period July 1, 2002 through June 30, 2003): To ensure the collection and reporting of accurate and timely data.
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): No performance indicators were established for 2002-2003
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachment 1 when completing this cell.</i>): There are essentially 4 components to the procedures utilized by the CSDE to ensure collection and reporting of accurate and timely data. These are as follows: (Note: these steps are summarized in Table 1.5 on Page 1.23). a. PC-ISSIS: Integrated Special Student Information System is a FoxPro executable program that has been provided to all LEAs since 1995-1996. This software contains a variety of logic checks built into the program which must be satisfied prior to the submission of data to the CSDE. For example, a student record cannot be saved if the student is reported as exiting via a high school diploma, but the student is too young to graduate. In addition, there are database extract files and sign-off certifications of accuracy that require the signature of the LEA Special Education Director or Superintendent. These reports list both individual student logic errors as well as aggregate student data for review and certification by LEAs. b. Once all student records have been entered and saved by CSDE, the Part B data manager creates a database for each of the 169 LEAs on or about Dec. 5th. Each district database is reviewed to assure an accurate match with LEA sign-off sheets. Several dozen field error checks are run for each LEA, including reports on active students claimed by two or more LEAs and missing student reports on children who were active the previous year, for whom no active or exit file exists in the current year. These field error check reports are sent to districts (to PC-ISSIS data managers) in January for correction and resubmission. Preliminary Federal Tables 1, 3 and 4 are submitted to OSEP on February 1st. During the month of February, field error checks, missing and duplicate errors are corrected and a preliminary file is delivered to the Part B data analyst. Final Federal Tables 1, 3 and 4 are resubmitted to OSEP in late March/early April.

**CLUSTER 1: GENERAL SUPERVISION
STATE OF CONNECTICUT**

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- c. The Part B data analyst creates preliminary Special Education Profile reports (a district-wide summary on the state of special education) (See Appendix A) for each of 169 LEAs. These reports contain 29 different tables of district-level special education data, with comparison data for the appropriate Educational Reference Group (ERG) and State-wide data covering: prevalence rates, racial counts, English proficiency, time with non-disabled peers, education location, participation and achievement on statewide assessments, exiting information, certified and non-certified staffing information, and expenditure data. In mid-May, these reports are mailed to LEA superintendents, along with the LEAs general education profiles, for review and reporting of corrections to theCSDE. Districts have until September to submit corrections and Final Profile reports are mailed to districts and posted on the state website for easy access by parents and taxpayers in November.
- d. Lastly, individual student file verification is conducted by the Bureau of Special Education during the process of Program Review. As part of this process a random sample of special education student files are selected and PC-ISSIS data submitted for these student are verified by the review team, including but not limited to: verifying student education location, time with nondisabled peers, access to accommodations and modifications, compliance with IDEA prior written notice, timelines of IEP reviews, services being provided, etc.

In summary, the logic checks currently in place together with the on-site monitoring of data accuracy ensure that data are collected and reported in an accurate and timely manner. Based on this finding, future targets for this probe will address the maintenance of the current level of accuracy.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year..

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline therefore progress/slippage cannot be assessed

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

A. Continue to ensure the collection and reporting of accurate and timely data.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

The CSDE will:

- Introduce one new step to data collection procedures and practices to ensure the collection and reporting of accurate and timely data. Pursuant to the recommendation of the Focused Monitoring Planning Group (which includes 9 standing members who are directors of special education), a Focused Monitoring Data Verification report will be created in 2003-04. This report, to be e-mailed in late January, will provide 2 years of data on several major special education issues (specifically, the data which will be used for focused monitoring) for comparison and consideration by Directors of Special Education. For example, districts will receive a breakout of

CLUSTER 1: GENERAL SUPERVISION STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

time with nondisabled peers, by the six major disability

categories from the 2002-2003 finalized special education data file as well as from the preliminary 2003-2004 special education data submitted by each district. This report will provide for ease of identification of major data shifts (increases and decreases) which the director may not have anticipated or may suggest that an error has occurred in the reporting of the preliminary data. This new report will provide LEA Directors of Special Education with a preliminary report for review four months earlier than previously available. It is expected that this new report, will decrease the turn-around time in the correction of identified reporting errors, thus making the use of data in late spring a more realistic option and increase the appropriate selection of districts for focused monitoring as the data used for selection will be clean and available at an earlier date than was previously the case.

- Add one additional data analyst to assist in the collection, interpretation and reporting of data.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

The following timelines will be utilized for the collection and reporting of data. These activities will require an increase over 2002-2003 staffing levels.

- Dec. 2003: receipt of preliminary files from district PC-ISSIS data managers.
- Jan. 2004: CSDE sends field error checks to district PC-ISSIS data managers for verification and correction.
- Jan. 2004: CSDE sends new Focused Monitoring Data Verification Reports via Email to District Special Education Directors.
- Feb. 2004: District Directors and PC-ISSIS data managers submit changes and corrections to district special education data files to the CSDE Part B data manager.
- Mar. 2004: Preliminary Special Education file submitted to CSDE Part B data analyst.
- Apr. 2004: Preliminary Special Education Profiles are created.
- May 2004: Preliminary Special Education Profiles are sent to district superintendents. Preliminary selection of focused monitoring districts is reported to district Directors of Special Education.
- Sept. 2004: Special Education Profiles errors are submitted to CSDE Part B data manager and a Final Special Education file is submitted to the CSDE Part B data analyst.
- Oct. 2004: Final special Education Profiles are sent to district superintendents and posted on the CSDE website.

Resources Required:

Two full time Part B Data Managers and two Part B Data Analysts for the collection, analysis and reporting of data with additional support from the Office of Research, Evaluation and Accountability, on an as needed basis.

CLUSTER AREA II: EARLY CHILDHOOD TRANSITION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Part B Annual Performance Report
Status of Program Performance

March 2004

CLUSTER II: EARLY CHILDHOOD TRANSITION
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area II: Early Childhood Transition

Question:

Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal (for reporting period July 1, 2002 through June 30, 2003):

Families and children are able to access appropriate educational and community supports and services when children leave the Birth to Three System

Note: This Goal was developed by the Continuous Improvement Monitoring Process – This is a joint Part C and Part B Shared Goal – See Connecticut Part C APR.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003)

- A. The total number of eligible three-year old students with disabilities who transition from the State's Birth to Three System (Part C) at age three with a transition conference held at least 90-days before their third birthday who receive a Free Appropriate Public Education (FAPE) by age three. (Cluster Light; Indicator a Result of the State's Self-Assessment and Continuous Improvement Efforts)

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

Performance Indicator A: FAPE at age 3

In 2001-2002, the Part B special education data collection system had no systematic means to obtain information from all of Connecticut's school districts regarding the provision of a FAPE by a student's third birthday for those students who exited the Birth to Three System at age three and who were eligible for special education. A merge of Part B and Part C data systems demonstrated that CSDE could follow 84.8% of students found eligible for Part B while in Part C, but determination of FAPE was not possible, using either or both data systems.

Trend data for a three year period to show a general direction or movement is not available given the 2002-2003 establishment of the baseline for this performance indicator.

New data elements were added to both Part B and C after the 2001-2002 merge, in an effort to answer the FAPE question.

Part B Data Effort 2001-2002: A new Part B data element to collect statewide data from school districts regarding FAPE by age three. The new data element, asking for 'start date' was to be added to the state data collection for the December 1, 2002 report. The state also included the new data element, 'start date', on the state's recommended IEP form which was to be utilized by all school districts.

Part C Data Effort 2001-2002: The state's Birth to Three System added a new data collection element to their system to capture statewide information regarding the number of transition conferences that were held at least 90-days before a child's third birthday.

CLUSTER II: EARLY CHILDHOOD TRANSITION
STATE OF CONNECTICUT

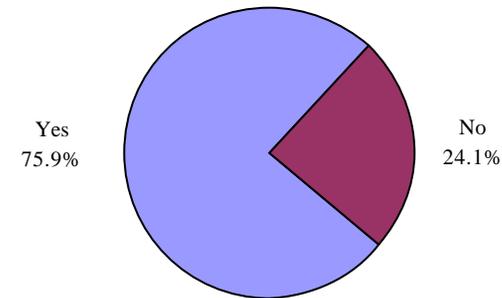
Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

The 2002-2003 statewide data reflect the establishment of a baseline to measure whether “eligible three-year-old students with disabilities who transition from Birth to Three (Part C) at age three with a transition conference convened at least 90-days before their third birthday receive a Free Appropriate Public Education (FAPE) by age three.”

Baseline data (2002-2003) indicate that 76% of children who exited the State’s Birth to Three System (Part C) at age three, with a transition conference convened at least 90-days before a child’s third birthday received a FAPE by age three.

The number of student matches between the two data systems established the baseline for the number of children who exited Part C with a timely 90-day transition conference (Part C data) and who were eligible for special education at age three (Part B data). The data merge identified 1,591 students who exited Part C and were receiving Part B as a three-year-old. Of the 1,591, 646 or 40.6% had a 90-day transition meeting and were formally referred to special education by Part C. All 646 students were accounted for: 637 (98.6%) were receiving special education, 6 students had moved and three students were returned to regular education. Of the 646, a total of 490 students, or 76%, received a FAPE by age three. The CSDE data identified that 156 students (24%) who did not receive a FAPE by age three were in 66 of 159 school districts. Five of those 66 school districts did not provide a FAPE by age three to at least 5 students and half of the 66 districts had only one student who did not receive a FAPE by age three.

Figure 2.1
Percent of Students who Exited Birth to Three and
Received FAPE at AGE Three (2002-03)



2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- A. Eligible three-year-old students with disabilities who transition from the State’s Birth to Three System (Part C) at age three with a transition conference held at least 90-days before their third birthday receive a Free Appropriate Public Education (FAPE) by their third birthday, 100% of the time.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The 2002-2003 reporting year reflects the establishment of a baseline to measure whether “Eligible three-year-old students with disabilities who transition from Birth to Three (Part C) at age three with a transition conference convened at least 90-days before their third birthday receive a Free Appropriate Public Education (FAPE) by age three.”

Baseline data (2002-2003) indicate that 76% of eligible three-year-old students who exited Birth to Three (Part C) with a transition conference convened at least 90-days before their third birthday received a FAPE by age three (Figure 2.1)

CLUSTER II: EARLY CHILDHOOD TRANSITION
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Data Action Effect 2002-2003: Each of the 66 school districts received a follow-up from the CSDE 619 Program to ascertain why a FAPE was not provided by age three for eligible children. A focused effort was made on the 5 school districts who had more than one child identified as not receiving a FAPE by age three. The CSDE did identify some reasons for challenges in documenting and/or providing a FAPE by age three including: (a) knowledge, use and accuracy of the new data reporting element, (b) identification of the responsible school district and foster care related issues leading to misidentification of the responsible school district hence delaying timelines, (c) parent request/choice for Part B to begin at some future point after a child's third birthday, (d) misdocumentation of the availability of FAPE, and (e) some variability in the data collection that cannot account for school vacations, holidays, summer, start and end date of schools, etc. because of the individual differences across the school districts in the state. Other reasons cited for the lack of FAPE included district challenges accessing families because of family relocation; English as a second language; lack of telephones in the home, parent attendance at IEP Team Meetings, parent decisions to not pursue referral to special education; etc. These identified factors will be used for determining future activities for this performance indicator.

Program Monitoring Effort 2002-2003: The state included the FAPE at three query in the on-going annual CSDE program monitoring of school districts. In the 2002-2003 school year, the CSDE conducted program review and monitoring in one of six regions of the state. The FAPE at three query took place through record reviews. Out of 26 towns in the region, 2 were identified as not meeting the FAPE at three requirement by the CSDE. Seven other school districts were identified as needing to address the procedural aspect of transition (e.g., obtaining consent for evaluation, notice of IEP meetings, and completion of other forms required by the CSDE) even though FAPE at three was well documented. Of the 26 towns, six school districts self-identified 'FAPE at three' as an area needing improvement based upon their internal review and evaluation. Three of the six identified the need to solicit parent information on the transition process through a parent survey, one identified needing to develop a tracking sheet to monitor timelines, one identified needing to address the district's participation at transition meetings and one needed to improve the continuum of available settings for eligible three-year-olds.

Program Monitoring Effect 2002-2003: Follow-up and corrective action was required for the 2 school districts that did not meet the FAPE at three requirement and for the seven districts with procedural issues. As a result of the program monitoring effort both school districts were required to specifically address the FAPE at three issue. One large urban school district revised their policies and procedures, most specifically by identifying new strategies to address parents who may be hard to reach due to the absence of a telephone, English as a second language, absence of a permanent residence and address issues relating to foster care and the identification of the responsible school district. The other school district, also a large urban district, developed an improvement plan to ensure a FAPE by age three and directed more personnel resources to this issue in district.

Complaint 2002-2003: No complaints in 2002-2003 on the FAPE at three issue.

Due Process 2002-2003: No Due Process Hearings in 2002-2003 on the FAPE at three issue.

SIG Effort 2002-2003: The state, through the support of the State Improvement Grant, awarded an additional grant to the 2 existing SIG grantees to address transition and FAPE at three. A third SIG grant was awarded to implement joint and overlapping service delivery and transition responsibilities three months before a child turned three and three months after age three. Two other SIG grants were awarded in 2001-2002. One was awarded to design and implement a data collection system to analyze the districts efforts and effects on FAPE at three and the other grant awarded addressed joint transition planning and IFSP/IEP meetings to ensure a FAPE at three.

CLUSTER II: EARLY CHILDHOOD TRANSITION
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

SIG Effect 2002-2003: The three grantees of the State Improvement Grant (SIG) share information, strategies and activities with other school districts through on-going stakeholder meetings, Continuous Improvement and Monitoring Meetings as well as through other venues and opportunities. The three SIG school districts and their Birth to Three partners are providing training and technical assistance to other school districts and Birth to Three agencies.

CSDE Parent Survey 2002-2003: The CSDE disseminated a statewide parent survey in 2002-2003 (See Appendix D). One of the parent survey questions asked if a child's special education and related services had been interrupted - Fifty-seven percent of parents responded that they had a child who had transitioned from the state's Birth to Three (Part C) in the last three years. Of those parents, seventy-two percent reported no interruption of services. The number of families identifying 'uninterrupted services' closely corresponds to the percent identified as receiving FAPE by age three in the statewide data collection (data triangulation).

Part C, 619 Parent Survey Data Effort 2002-2003: The state, through the support of the General Supervision Grant, developed a parent survey on transition. The survey was developed in English and in Spanish. Mailing of the survey began in February 2003 with a projected end date of September 2003. The survey is mailed to every family who exits the Birth to Three System and who, at the time of exit ing has a child who is eligible for special education and related services. Surveys are mailed 10 to 12 weeks after parents exit from Birth to Three. There are six survey questions, one question directly addresses FAPE at age three and another assesses parent satisfaction with the transition process. Data on this parent survey effort will be available in 2003-2004. Information obtained from an analysis of the survey results will contribute to the state's data information and will serve to direct state efforts to effect change in 2003-2004.

Part C & B Collaborative Effort and Effect 2002-2003: The majority of collaborative efforts reflect the merging of data and inclusion of new data collection elements in the two data systems to provide a statewide profile of the status of FAPE by age three for those children exiting Birth to Three at age three. Data was shared on an on-going basis between the two agencies. The CSDE 619 Program followed up with school districts regarding school district participation at transition conferences, the delivery of a FAPE by age three and the children who were referred to the school district but whose status was 'undetermined'. The Birth to Three System followed up with Birth to Three providers regarding the convening of timely transition conferences and early notification and referral to the school district of children who may be eligible to receive special education and related services.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. Eligible three-year-old students with disabilities who transition from the State's Birth to Three System (Part C) at age three with a transition conference held at least 90-days before a child's third birthday received a Free Appropriate Public Education (FAPE) by their third birthday, 100% of the time.

5. Future Activities to Achieve Projected Targets/Results (for next reporting period July 1, 2003 through June 30, 2004 and on-going)

The CSDE will:

- Revise Birth to Three System transition policies and procedures (joint activity with Part C and 619)
- Revise Parent Guide III: Transition; to include school district health form and registration information (joint activity with Part C and 619)

CLUSTER II: EARLY CHILDHOOD TRANSITION
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

- Revise IFSP Form and IFSP Handbook (joint activity with Part C and 619)
- Analyze Parent Survey on Transition (joint activity with Part C and 619)
- Develop web-based training on Transition (joint activity with Part C and 619)
- Analyze 618 Part C data and Part C Annual Report to identify the numbers of children referred to a school district and who are “undetermined” (joint activity with Part C and 619)
- Conduct Part C and Part B data merge activities.
- Redefining this ‘performance indicator’ and data elements to allow for the variety of factors that have been identified (619 and B activity)
- Refining and providing training on new Part C and B data elements and training to users (joint activity with Part C and 619)
- Monitor and follow-up with school districts resulting from monthly Part C data on school district participation in transition conferences (joint activity with Part C and 619)
- Publish and disseminate available transition data regularly (joint activity with Part C and 619)

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Revise Birth to Three System transition policies and procedures (joint activity with Part C and 619) by 9-01-2003
- Revise Parent Guide III: Transition; to include school district health form and registration information (joint activity with Part C and 619) by 9-01-2003
- Revise IFSP Form and IFSP Handbook (joint activity with Part C and 619) by 9-01-2003
- Analyze Parent Survey on Transition (joint activity with Part C and 619) by 6-30-2004
- Complete web-based training on Transition (joint activity with Part C and 619) by 6-30-2004
- Analyze 618 Part C data and Part C Annual Report to identify the numbers of children referred to a school district and who are “undetermined” (joint activity with Part C and 619) by 6-30-2004.
- Conduct Part C and Part B data merge activities by 6-30-2004, and on-going.
- Redefining this ‘performance indicator’ and data elements to allow for the variety of factors that have been identified (619 and B activity) by 9-30-2004
- Refining and providing training on new Part C and B data elements and training to users (joint activity with Part C and 619) by 9-30-2004

CLUSTER II: EARLY CHILDHOOD TRANSITION
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

- Monitor and follow-up with school districts resulting from monthly Part C data on school district participation in transition conferences (joint activity with Part C and 619) by 6-30-2004
- Publish and disseminate available transition data regularly (joint activity with Part C and 619) by 9-30-2004

CLUSTER AREA III: PARENT INVOLVEMENT

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Part B Annual Performance Report
Status of Program Performance

March 2004

**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal(s): (for reporting period July 1, 2002 through June 30, 2003):

Parents of students with disabilities, ages 3 through 21, participate as full partners in the planning and implementation of their child's educational program.*

*Note: This goal is related to Connecticut strategic priorities which apply to all students (*Strategic Priorities for 2001-2005*, Item I, Page 19 in GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005)

Performance Indicator(s): (for reporting period July 1, 2002 through June 30, 2003):

- A. The number of parents who report satisfaction with the Individualized Education Program that was designed for their child. (Figure 3.1, Figure 3.2)
- B. The total number of parents who report that they had an opportunity to share vision and priorities for their child when the IEP was being designed. (Figure 3.3)
- C. The total number of parents, including parents from racially or culturally diverse backgrounds, who report involvement or an opportunity to become involved in their child's educational planning. (Figure 3.4, Figure 3.5, Figure 3.6, Figure 3.7, Figure 3.8, Figure 3.9))
- D. The total number of parents, including parents from racially or culturally diverse backgrounds, who participate in or have an opportunity to participate in training activities related to special education issues. (Figure 3.10, Figure 3.11, Figure 3.12, Figure 3.13)

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

Parent Involvement focuses on the participation of parents of students with disabilities as full partners in the planning and implementation of their child's educational program. Parent involvement is achieved through training and information dissemination to parents, youth with disabilities, school district personnel and community-based organizations. It has long been recognized that programs and services for children with disabilities are significantly improved when parents are actively involved in planning and implementing their child's program. While two of the performance indicators

CLUSTER III: PARENT INVOLVEMENT STATE OF CONNECTICUT

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(Indicators A and B) listed above focus on increasing the participation/involvement of all parents there are two additional performance indicators (Indicators C and D) which specifically address the CSDE's efforts to increase the participation/involvement of parents of children with disabilities who are from racially or culturally diverse backgrounds who are a large segment of Connecticut's school age population.

Data reported here were gathered with a Parent Survey (Appendix D) which was administered during the 2002–2003 school year. Utilization of this Parent Survey was a required part of the CSDE's program review process for the twenty six school districts in the ACES region that were monitored during 2002-2003. The use of a CSDE designed questionnaire was a change from previous years when districts participating in compliance monitoring activities were required to utilize and report results from locally designed parent surveys. The CSDE Parent Survey utilized during the 2002-2003 school year was sent to all parents of students with disabilities in the districts being reviewed. Parent responses were sent directly to the CSDE for analysis and were then reported back to the school district for use in the district's self-assessment and program improvement planning process.

Results reported here are based on the responses received from parents in the 26 districts from the ACES region which participated in monitoring activities during school year 2002-2003. The Bureau of Special Education received a total of 3,322 responses to the Parent Survey. This represents a response rate of approximately 18% based on the number of students with identified disabilities in the region. (n = 18,154). Although the survey results reported here cannot be considered representative of all parents in the ACES region, or for the state as a whole, they do provide valuable baseline data for future monitoring activities and they have been useful in helping focus the CSDE's monitoring activities. A revised Parent Survey will be utilized to survey a representative sample of all parents statewide during the 2004-2005 school year.

Indicator A: Parent Satisfaction

Two survey items addressed parent satisfaction with the IEP designed for their child. The first of these, Item #1, states "I am satisfied with my child's overall special education program." Overall 84.4% of parents indicated that they were satisfied with their child's special education program (Figure 3.1). Parents of middle school students were least likely to indicate satisfaction (16.1% of MS parents answered "No" and 5.3% answered "Don't Know"). Parents of preschool children were most likely to indicate satisfaction (91.2% of preschool parents answered "Yes"). The second item, Item #21, states "My child's IEP meets all his or her needs. The IEP is appropriate." Overall, 77.5% of parents responded "Yes" to this item indicating their belief that their child's IEP met their needs (Figure 3.2). Again, parents of middle school students were least likely to indicate that the IEP was meeting all their child's needs (13.1% of MS parents answered "No" and 15.0% answered "Don't Know"). Parents of preschoolers were the most likely to indicate that their child's IEP met their needs (85.4%).

**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Figure 3.1
Satisfaction with Child's Special Education Program
[Respondents to ACES Region Parent Survey] (2002-03)

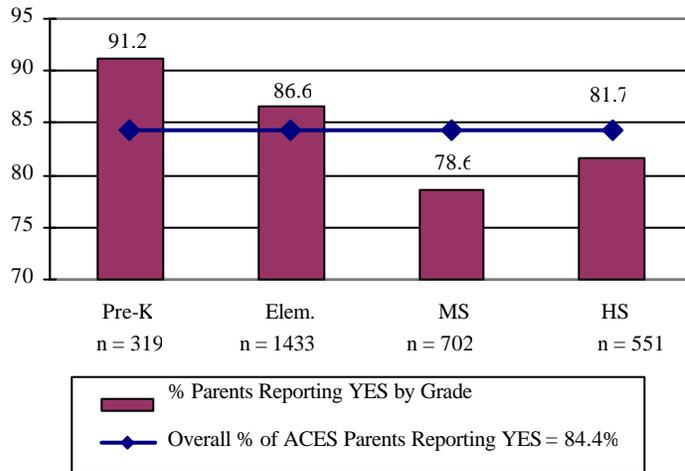
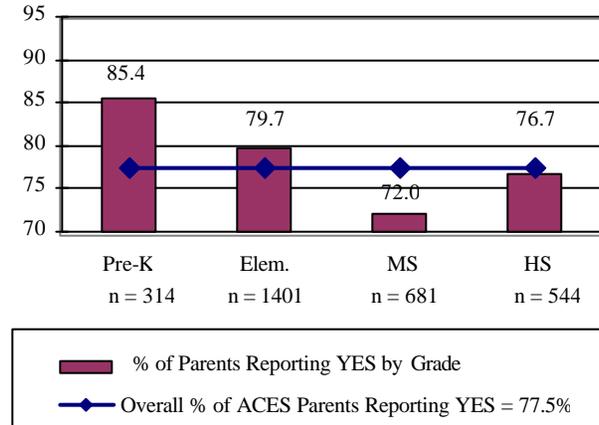


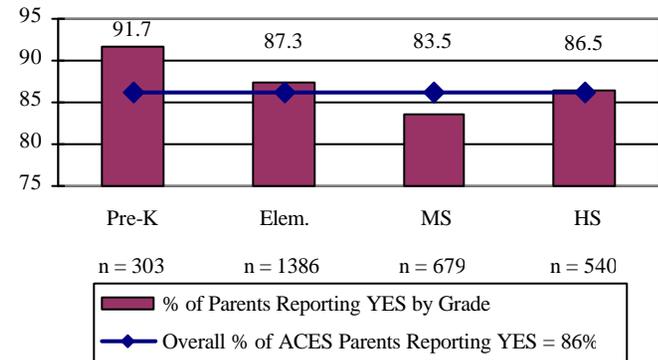
Figure 3.2
IEP is Appropriate and Meets Needs
[Respondents to ACES Region Parent Survey] (2002-03)



Indicator B: Opportunity to share vision and priorities for child.

Parent Survey Item #9 states, “The school listens to my suggestions and ideas when developing my child’s IEP.” Overall 86% of parents indicated that they had an opportunity to share their vision and priorities for their child (Figure 3.3). Again, parents of middle school students were less likely to report that the school listened to their ideas during the design of their child’s IEP (83.5%) while parents of preschoolers were most likely to report opportunities to share their vision and priorities when developing their child’s IEP (91.7%).

Figure 3.3
Opportunity to Share Vision & Priorities
[Respondents to ACES Region Parent Survey] (2002-03)



**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Indicator C: Parents from racially or culturally diverse backgrounds report involvement or an opportunity to become involved in their child’s educational planning.

There are three survey items that were used to assess this indicator. Parent Survey Item #6 states, “I have had the opportunity to participate in the development of my child’s IEP at the PPT meeting.” As Figure 3.4 illustrates, 90.6% of parents reported involvement in the IEP development process. Consistent with a pattern previously noted, parents of middle school students were least likely to report involvement (88.1%) as compared with the parents of students in other grades.

When responses to Item #6 were analyzed by the racial/cultural characteristics of the respondents, significant differences in participation rates were noted (Table 3.5). Parents of Hispanic students indicated they had opportunities for involvement 83.9% of the time compared with 90.2% for all parents and 92.3% and 88.1%, for White and Black parents, respectively.

Figure 3.4
Participated in Child's IEP Development
[Respondents to ACES Region Parent Survey] (2002-03)

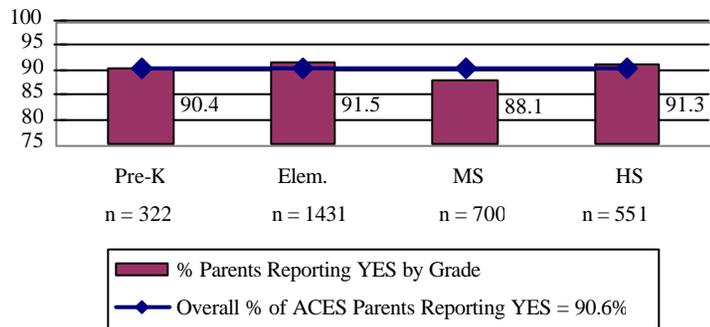
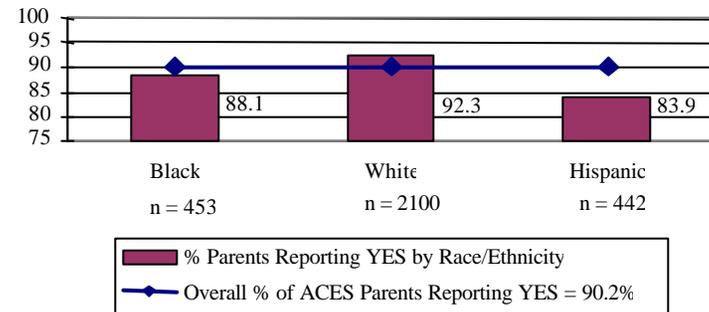


Table 3.5
Participated in Child's IEP Development
[Respondents to ACES Region Parent Survey] (2002-03)

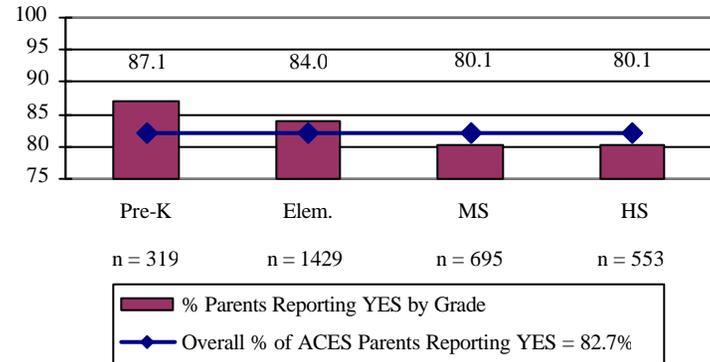


**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

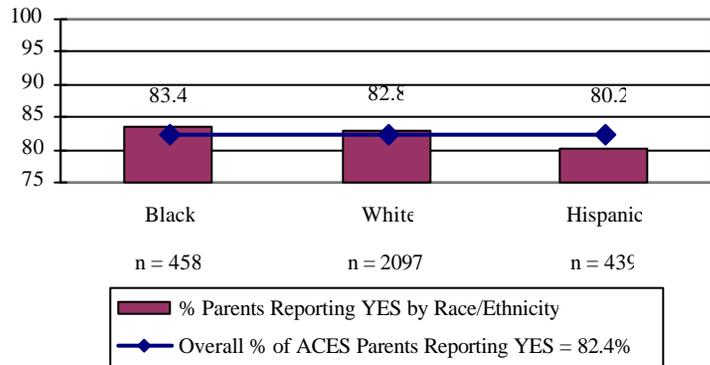
Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Parent Survey Item #7 states, "I feel I am an equal partner with my child's teachers when we plan my child's program." Parents of middle and high school students were less likely to agree (80.1%) in comparison to the overall reported feeling of partnership of parents (82.7%). (Figure 3.6)

**Figure 3.6
Equal Partner in Planning Child's Education
[Respondents to ACES Region Parent Survey] (2002-03)**



**Figure 3.7
Equal partner in Planning Child's Education [Respondents
to ACES Region Parent Survey] (2002-03)**



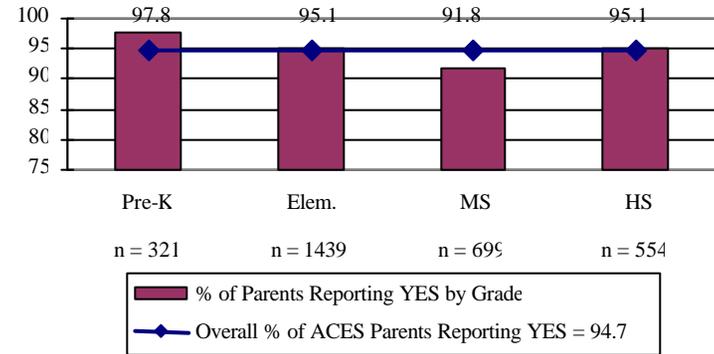
Parent survey item #7 states, "I feel I am an equal partner with my child's teachers when we plan my child's program." Parents of Hispanic students are slightly lower (80.2%) in their agreement that they feel like equal partners in the planning process for their child's education. (Figure 3.7)

**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

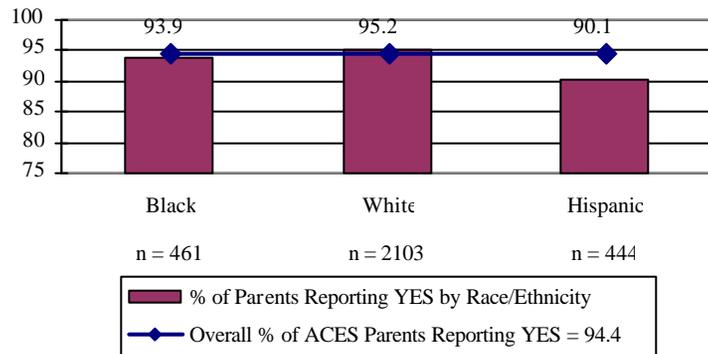
Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Parent Survey Item #8 states, "I understand what is discussed at the meetings to develop my child's IEP and feel comfortable asking questions and expressing concerns when needed." Overall, 94.7% of parents reported that they understand discussions around their child's IEP and feel comfortable asking questions (Figure 3.8). Middle school parents were least likely to report that they understood what was discussed at IEP meetings (91.8%) compared with all parents (94.7%).

**Figure 3.8
Understand Discussion of Child's IEP
Respondents to ACES Region Parent Survey]
(2002-03)**



**Figure 3.9
Understand Discussion of Child's IEP [Respondents to
ACES Region Parent Survey]
(2002-03)**



Parent survey item #8 states, "I understand what is discussed at the meetings to develop my child's IEP and feel comfortable asking questions and expressing concerns when needed." Parents of Hispanic students indicated agreement with this statement 90.1% of the time compared to 94.4% for all parents and 95.2% and 93.9% for parents of White and Black students, respectively. (Figure 3.9)

**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

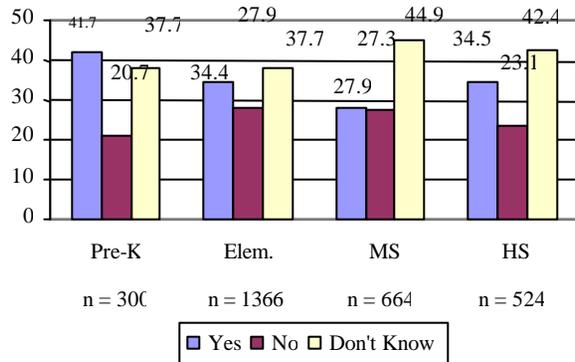
Indicator D: Parents from racially or culturally diverse backgrounds who participate in or have an opportunity to participate in training activities related to special education issues

Two specific parent survey items were used to measure availability of and participation in parent training activities. Parent Survey Item #12 states, "There are opportunities for parent training or information sessions regarding special education issues at my school." Only 27.9% of Middle school parents reported being aware of such opportunities while parents of Pre-K students responded that they were aware of training opportunities 41.7% of the time (Figure 3.10). Perhaps most telling is the fact that almost 40% of all parents surveyed indicated that they did not know if any training opportunities were available.

Parent Survey Item #13 states, "I have attended training sessions, which were sponsored or supported by the State Department of Education or my school district, which addressed the needs of parents and of children with disabilities." There does not appear to be a difference across grade levels for parents who have attended special education training (Figure 3.11). More important is the fact that, across all grade levels, approximately 80% of all survey respondents indicated that they had not attended any training sessions specifically designed to address the needs of parents and students with disabilities.

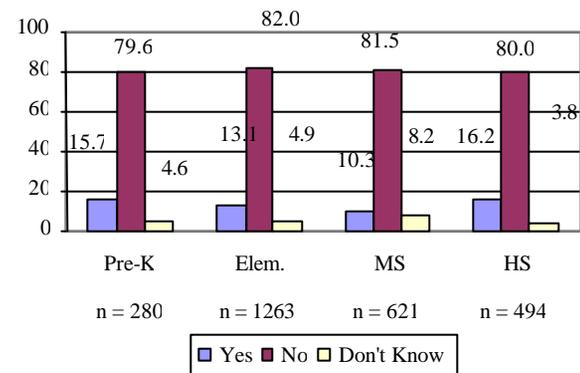
**Figure 3.10
Opportunities for Parent Training**

[Respondents to ACES Region Parent Survey] (2002-03)



**Figure 3.11
Attended Parent Training**

[Respondents to ACES Region Parent Survey] (2002-03)



CLUSTER III: PARENT INVOLVEMENT STATE OF CONNECTICUT

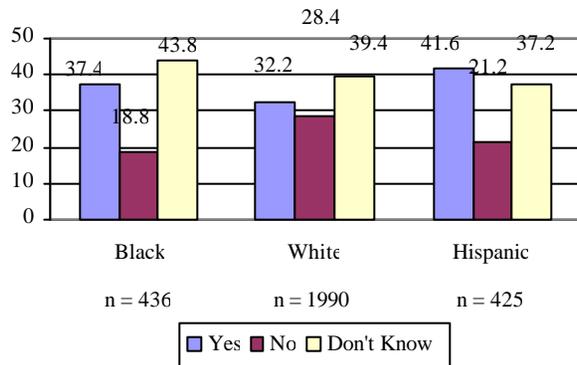
Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

When responses to Parent Survey item #12 (“There are opportunities for parent training or information sessions regarding special education issues at my school.”) were analyzed by race/ethnicity, the overall reported participation in training opportunities did not change, although parents of white students appeared to be less informed regarding training (32.2% = Yes) in comparison to parents of Hispanic youth (41.6% = Yes) (Figure 3.12). Data for other race/ethnicity categories resulted in sample sizes too small for accurate comparison.

When responses to Parent Survey item #13 (“I have attended training sessions, which were sponsored or supported by the State Department of Education or my school district, which addressed the needs of parents and of children with disabilities.”) were analyzed by race/ethnicity, the overall reported participation in training opportunities did not change although parents of white students reported participation in training less frequently (12.5% = Yes) in comparison to parents of Hispanic youth (18.6% = Yes) (Figure 3.13). Data for other race/ethnicity categories resulted in sample sizes too small for accurate comparison.

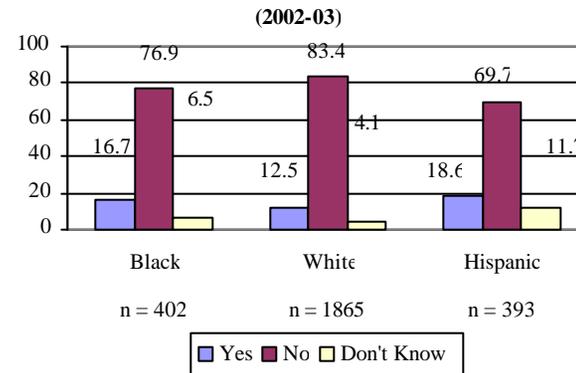
**Figure 3.12
Opportunities for Parent Training**

[Respondents to ACES Region Parent Survey] (2002-2003)



**Figure 3.13
Attended Parent Training**

[Respondents to ACES Region Parent Survey]



**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <p>The current data reflect the establishment of a baseline. Targets were not set for 2002-2003.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <p>The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none">A. Increase to 90% the total number of parents who report satisfaction with Individualized Education Program that was designed for their child.B. Increase to 90% the total number of parents who report that they had an opportunity to share vision and priorities for their child when the IEP was being designed.C. Increase in the total number of parents from racially or culturally diverse backgrounds who report involvement or an opportunity to become involved in their child's educational planning as measured by:<ul style="list-style-type: none">▪ Black and Hispanic parents report participation in IEP development at the same rates as white parents (92%).▪ Hispanic parents report understanding the discussion of the IEP at the same rate as white parents (95%).▪ Maintain data on all measures for white parents.D. Increase in the total number of parents from racially or culturally diverse backgrounds who participate in or have an opportunity to participate in training activities related to special education issues as measured by:<ul style="list-style-type: none">▪ Increase by 5% the number of parents who report opportunities for parent training, for white, black and Hispanic parents.▪ Increase by 5% the number of parents who report attending parent training for white, black and Hispanic parents.
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>The CSDE will:</p> <ul style="list-style-type: none">▪ Merge two parent advisory groups in order to develop a more coordinated parent participation initiative. (Note: There are currently two parent advisory groups. One group was established with statewide parent training organizations to advise in the development of parent training on LRE for the PJ et al v. State of Connecticut et al Settlement Agreement. The other group was established as a sub-committee of the Continuous Improvement Partnership Team (CIPT), to advise in implementation of the CIP Parent Work Plan.)▪ Convene quarterly meetings of the Parent Advisory Work Group, as described above.

**CLUSTER III: PARENT INVOLVEMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

- Develop a revised Parent Survey to obtain more accurate and representative data.
- Implement the Parent Training Plan on LRE, including training of LEAs on conducting parent training in the area of LRE.
- Implement the State Improvement Grant (SIG): Families as Partners: School-Family Collaboration in the Education of Students with Disabilities. This grant provides for the development and conducting of training modules for LEAs and parents on developing partnerships in the planning and implementation of IEPs.
- Develop a new system of focused monitoring which will include parents in the monitoring process. *(Note: a Focused Monitoring Steering Committee, including parent representatives, is currently meeting on a monthly basis.)*
- Continue to contract with the state Parent Training and Information Center-PTI (Connecticut Parent Advocacy Center) for training and support for parents, and training of parents as Parent Advisors.
- Continue to contract with the Special Education Resource Center (SERC) for technical assistance to school districts in area of parent involvement.
- Collect data from LEAs on parent training as part of Department's annual IDEA application.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

During 2003-2004 the CSDE will:

- Allocate funds from the SIG to support stipends and meeting expenses for Parent Work Group.
- Allocate funds from the SIG for contract services from an external evaluator to design and develop new parent survey with Parent Work Group.
- Allocate \$45,000 in CSDE funds to contract with the Connecticut Parent Advocacy Center (CPAC) for implementation of parent training in PJ et al v. State of Connecticut et al Settlement Agreement.
- Allocate \$110,000 in IDEA Discretionary Grant Funds to contract with CPAC for general parent training and support, including training of Parent Advisors.
- Allocate \$100,000 in SIG funds to develop training modules and conduct training for parents and LEAs in developing partnerships.
- Designate a CSDE Consultant to serve as the liaison for all parent partnership initiatives.

CLUSTER AREA IV: FREE APPROPRIATE PUBLIC EDUCATION IN
THE LEAST RESTRICTIVE ENVIRONMENT

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Part B Annual Performance Report
Status of Program Performance

March 2004

CLUSTER AREA IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST
RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

BF.I Is the percentage of children with disabilities receiving special education, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular disability category, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment? For each particular educational setting, is the percentage of children, by race/ethnicity, significantly disproportionate to the percentage of children, by race/ethnicity, in the State's general student enrollment?

State Goal(s) (for reporting period July 1, 2002 through June 30, 2003):

Monitor the racial/ethnic proportions of students with disabilities for disproportionate identification trends.

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

A. The percentage of students from each major racial/ethnic group who are identified as eligible students with disabilities.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. *Use Attachments 2 and 3 when completing this cell.*):

Indicator A: Monitor Disproportionate Identification and Placement of Students

Introduction

The CSDE is committed to the principle that every Connecticut public school student has a fundamental right to an equal educational opportunity as defined by a free public education and a suitable program of educational experiences. To achieve excellence, equity of opportunity and successful students the CSDE is committed to closing the large and unacceptable gaps in achievement, resources and opportunities for students that exist in some schools and districts in Connecticut. It is important to recognize that the issue of disproportionality, as it relates to the racial/ethnic characteristics of students identified as eligible students with disabilities, is being addressed by the CSDE through the Department's focused efforts to close achievement gaps and to ensure equality of opportunity for all students.

In the fall of 2002, CSDE convened a thirty-five member stakeholder planning group around the issues of achievement gaps and overidentification and disproportion in special education. This group organized and sponsored a 2-day summit ("Closing Connecticut's Achievement Gaps") on factors

**CLUSTER AREA IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST
RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

contributing to Connecticut's achievement gaps and invited 34 LEAs with the most significant disproportionality concerns in achievement, graduation, dropout and suspension/expulsion, as well as overidentification of students with disabilities across the six major disability categories. At this first summit participants heard from a number of state and national authorities regarding state and local data, culturally responsive pedagogy, as well as behavioral, instructional and diverse learner needs. Participating LEA teams developed action plans to begin identifying and addressing areas where school and district policies, practices and behaviors contributed to the achievement gaps and disproportionality concerns. Some of the action plans included LEAs working with the CSDE to analyze disproportionality at the school level in order to identify building level identification and service concerns. As a follow-up to this summit the CSDE issued an RFP for planning grants which eleven LEAs applied for and received. It should also be noted that Connecticut was one of eight states to receive an IDEA Partnership Grant and one of two states to receive a grant to address racial/cultural disproportionality issues.

The analysis of special education disproportionate identification began with the 2001-2002 school year data, and resulted in the identification of 34 LEAs who demonstrated significant disproportionality concerns across any of Connecticut's six major disability categories. Due to the Dec. 1st data collection in Connecticut, during the 2002-03 school year, LEAs were identified as having concerns using 2001-02 data. Data for disproportionality analyses will continue to be one year behind as data cleaning and verification efforts do not result in a finalized data file until the Fall of the next school year.

The disproportionality analysis on the 2001-02 data utilized the standard error of the sample proportion formula (Page 4.7) to create a 95% confidence interval around each of the state-wide racial proportions for all students within Connecticut Public Schools. (Typically, the standard error formula is used to create confidence intervals at the subgroup level or within each disability category. As this was our first attempt to analyze disproportionality, we simply built the intervals around the statewide data, thus creating a more restrictive test, which resulted in the identification of a larger number of LEAs than if we had applied the formula at the disability category level.) We then tested if the racial proportions within each of the disability categories (for all students with disabilities ages 3-21), fell within the expected proportion (the state-wide enrollment racial proportion). The expected range or proportion was the confidence interval created around the all student state-wide racial proportions. If the disability category's racial proportion was greater than the upper band of the all student race/ethnicity proportion being tested, that group was identified as being a "high" outlier, indicating significant disproportionate identification. (See attached Analysis of Connecticut's disproportionality in identification of students with disabilities, (Pages 4.8 through 4.20) We ran this analysis for all 13 disability categories for state-wide data, but only ran this analysis for the 6 major disability categories (LD, ID/MR, ED, SLI, OHI, and All Other Disabilities) at the LEA level. CSDE made the decision to focus the analysis of disproportionality on the overidentification of students by race. While we agree that underidentification raises additional concerns, at this time we are attempting to focus our LEA-level efforts on the six major disability categories and significant overidentification. (Connecticut did analyze all 13 disability categories using the Part B, Annual Performance Report (APR), Attachment 3 format. Attached are 3 disproportionality analysis for 2001-2002 data: the APR, Attachment 3 format; CSDE's 13 disability category analysis for students with disabilities ages 3-21; and CSDE's 6 major disability category analysis for students with disabilities ages 3-21.)

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Data Analysis

Since the Part B Annual Performance Report, Attachment 2, Disproportionality Report (Pages 4.21 through 4.28) assesses disproportionality for children ages 6-21, it does not align exactly with the analysis CSDE conducted for students with disabilities ages 3-21. The following analysis relates to CSDE's analysis presented on Pages 4.8 through 4.9. (*Note: preliminary data for 2002-2003 are included on Pages 4.10 through 4.20*)

Overall, CSDE found Black and Hispanic students disproportionately identified for special education. This was a consistent trend at the disability type level for students identified with Intellectual Disabilities (ID - Mental Retardation), Emotional Disturbance and Specific Learning Disabilities. Additionally, white (non-hispanic) students were overidentified state-wide in the areas of Speech/Language Impairments and Other Health Impairments. Within the other smaller disability categories, Black and Hispanic youth continued to be overidentified as Visually Impaired, Deaf/Blind, Multiple Disabilities, Traumatic Brain Injured, and Developmentally Delayed (ages 3-5 only within this last category). Additional overidentification existed in 3 categories total for American Indian and Asian/Pacific Islander students. Within Deaf/Blindness, the two overidentifications are as had 1 and 2 students total within the race/ethnic category. The final category to show overidentification was Hearing Impairments, which indicated overidentification of Asian/Pacific Islander and Hispanic students. As 73% of all areas of overidentification occurred within the Black and Hispanic student populations, CSDE has focused its efforts on these 2 populations for the time being but did invite one LEA to the Summit based upon their American Indian overidentification population.

CSDE did not conduct an analysis of disproportion by Educational Environment (utilizing 2001-2002 data) during the 2002-03 school year. These data were analyzed utilizing the APR Attachment 2 tables (Pages 4.21 to 4.28). Basically, for 2001-2002 data, Black and Hispanic youth were disproportionately placed outside the regular classroom greater than 60% of the time, as well as in private separate school facilities, public and private residential facilities and in Hospital/Homebound situations. Asian/Pacific Islander students were underidentified in all placement categories, and American Indian youth were over and underidentified in a variety of educational environments. This same type of analysis will be completed during the 2003-04 school year and the CSDE is planning strategies for working with LEA's on disproportionate educational environment placement concerns.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

A. Continue to monitor the disproportionate identification of students with disabilities by race/ethnicity.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Targets were not set for the 2002-2003 year. (The CSDE has chosen to monitor possible over identification and provide technical assistance and professional development opportunities to LEAs to support efforts to reduce overidentification in special education and disproportion but not to set Targets, per OSEP directive.)

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RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. Continue to monitor the proportionate identification and placement of students with disabilities by race/ethnicity.

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

During 2003-2004 CSDE will:

- Continue to monitor special education disproportionate identification utilizing 2002-2003 school year data.
- Require all LEAs identified as having disproportionate data, to respond to the Department as follows:
 1. Verify that the data submitted to the CSDE which were utilized to determine proportionality are accurate. (And if not, LEAs will be required to (a) provide a thorough explanation of why the data submitted are not accurate, (b) provide corrected data and (c) develop a plan for ensuring that future data reporting will be accurate.)
 2. Provide specific examples of how disproportionate identification is being addressed within their LEA goals and within general education. Specifically,
 - a. What specific actions are begin taken to reduce disproportionate identification of students ? (e.g., examining eligibility procedures, providing professional development opportunities for staff, revising curriculums and instructional practices, developing formalized early intervention strategies for at-risk students, implementing standard academic and behavioral interventions districtwide, changing evaluation procedures, etc.)
 - b. How disproportionate data be utilized in the LEA to promote change?
 - c. How will the LEA monitor these data in the future to determine if progress is being made?
 - d. How can the CSDE support the district's efforts to eliminate the disproportionate identification of minority students ?
 - e. Who are the contact persons in the areas of curriculum, instruction and special education who will be responsible for discussing the district's responses with the Department.
- Conduct the following five different analyses around disproportion for the 2002-03 data. (*Note: CSDE will analyze all 13 disability categories using the Part B, Annual Performance Report, Attachment 3 format*)
 - Race by Disability (6 major categories)
 - Race by Disability by Gender
 - Disability by 3 Time with Nondisabled Peer Categories (>79%, 40-79%, <40%)

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RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

- Race by 3 Time with Nondisabled Peer Categories (>79%, 40-79%, <40%)
- Race by Disability by 3 Time with Nondisabled Peer Categories (>79%, 40-79%, <40%)

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Timelines are specified in Section 5, above.
- Support from the Special Education Resource Center (SERC) will be required to plan and implement LEA training activities.
- Assignment of a CSDE Consultant to monitor the issue of disproportionality.
- Staff from throughout the CSDE will be required to work collaboratively to address the broader issues of high expectations for all students and the closing of achievement gaps statewide.

Disproportionality Formula

For Calculating the Standard Error of a Sample Proportion*

$$\pm 1.96 \left(\sqrt{(P * Q) / n} \right)$$

P = The proportion of the district race/ethnicity, in decimal form

Q = (1-P)

N = The sample size of the race/ethnicity

1.96 = Creates a 95% Confidence Interval

*If 100 Hispanic LD students are 10% of the district's total LD population (1000), you would take .10 times .90 which is equal to .09. Divide that by 100 and take the square root which is 0.03. Take this times 1.96 which equals 0.059. Add and subtract this to the original 0.10 proportion and you have a confidence interval of 4.1% to 15.9%. If these same students were 10% of a district with 500 LD students, the confidence interval would be 1.6% to 18.3%. The smaller the population, the larger the confidence interval.

**Disability Counts and Percents by Race/Ethnicity, for Children/Youth of All Ages (3-21), Receiving Special Education
Connecticut Department of Education
2001-2002 School Year**

Disability by Race/Ethnicity (all ages)	American Indian or Alaska Native			Asian or Pacific Islander			Black or African American (Not Hispanic)			White (Not Hispanic)			Hispanic or Latino			Other		Disability Totals
	Spec. Ed. Count	Spec. Ed. Percent	Outlier	Spec. Ed. Count	Spec. Ed. Percent	Outlier	Spec. Ed. Count	Spec. Ed. Percent	Outlier	Spec. Ed. Count	Spec. Ed. Percent	Outlier	Spec. Ed. Count	Spec. Ed. Percent	Outlier	Spec. Ed. Count	Spec. Ed. Percent	
Mental Retardation/ID	16	0.4%		47	1.3%	L	1049	28.3%	H	1795	48.4%	L	789	21.3%	H	14	0.4%	3710
Hearing Impairments	1	0.1%		29	3.4%	H	109	12.9%	L	569	67.6%	L	130	15.4%	H	4	0.5%	842
Speech or Language Impairments	70	0.5%		250	1.6%	L	1847	12.0%	L	11,085	72.3%	H	2008	13.1%	L	70	0.5%	15,330
Visual Impairments	2	0.6%		8	2.2%	L	58	16.2%	H	238	66.3%	L	51	14.2%	H	2	0.6%	359
Emotional Disturbance	28	0.4%		34	0.5%	L	1721	23.5%	H	4039	55.2%	L	1462	20.0%	H	29	0.4%	7313
Orthopedic Impairments				7	3.1%		24	10.7%	L	165	73.3%	H	28	12.4%	L	1	0.4%	225
Other Health Impairments	41	0.5%		52	0.6%	L	863	10.0%	L	6982	80.7%	H	686	7.9%	L	30	0.3%	8654
Specific Learning Disabilities	94	0.3%		202	0.7%	L	4911	16.6%	H	19198	64.9%	L	5119	17.3%	H	79	0.3%	29603
Deaf-Blindness	1	1.7%	H	2	3.3%	H	9	15.0%	H	32	53.3%	L	16	26.7%	H			60
Multiple Disabilities	6	0.3%		34	1.5%	L	389	17.7%	H	1359	61.7%	L	399	18.1%	H	14	0.6%	2201
Autism	3	0.2%		39	2.4%	L	173	10.5%	L	1310	79.9%	H	109	6.6%	L	9	0.5%	1643
Traumatic Brain Injury						L	15	15.5%	H	62	63.9%	L	19	19.6%	H	1	1.0%	97
Developmental Delay	20	0.5%		79	2.0%	L	590	14.8%	H	2626	66.0%	L	636	16.0%	H	29	0.7%	3980
Total: (Sum of all of the above)																		
Racial Prevalance Among All Students in Connecticut	1,677	0.3%		16,878	3.0%		78,797	13.8%		394,855	69.3%		77,953	13.7%				570,160
Outliers are determined using a ".2" factor.	(0.0% - 0.6%)			(2.7% - 3.2%)			(13.6% - 14.1%)			(69.1% - 69.4%)			(13.4% - 13.9%)					
*L = Special Ed Distribution is Below the General Population Distribution (Low); *H = Special Ed Distribution is Above the General Population Distribution (High)																		

*Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

Disability Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21), Receiving Special Education

Connecticut State Department of Education

2001-2002 School Year Data

Connecticut

Disability Category	American Indian or Alaskan Native			Asian or Pacific Islander			Black or African American (Not Hispanic)			White (Not Hispanic)			Hispanic or Latino			Other Race		Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	
Learning Disabilities	94	0.3%		202	0.7%	L	4,911	16.6%	H	19,198	64.9%	L	5,119	17.3%	H	79	0.3%	29,603
Intellectual Disabilities/MR	16	0.4%		47	1.3%	L	1,049	28.3%	H	1,795	48.4%	L	789	21.3%	H	14	0.4%	3,710
Emotional Disturbance	28	0.4%		34	0.5%	L	1,721	23.5%	H	4,039	55.2%	L	1,462	20.0%	H	29	0.4%	7,313
Speech or Language Impairments	70	0.5%		250	1.6%	L	1,847	12.0%	L	11,085	72.3%	H	2,008	13.1%	L	70	0.5%	15,330
Other Disabilities	33	0.4%		198	2.1%	L	1,367	14.5%	H	6,361	67.6%	L	1,388	14.8%	H	60	0.6%	9,407
Other Health Impairments	41	0.5%		52	0.6%	L	863	10.0%	L	6,982	80.7%	H	686	7.9%	L	30	0.3%	8,654
Total: Sum of all disabilities	282	0.4%		783	1.1%	L	11,758	15.9%	H	49,460	66.8%	L	11,452	15.5%	H	282	0.4%	74,017
District-wide Racial Prevalence	1,677	0.3%		16,878	3.0%		78,797	13.8%		394,855	69.3%		77,953	13.7%				570,160
Confidence Interval	(0.0% - 0.6%)			(2.7% - 3.2%)			(13.6% - 14.1%)			(69.1% - 69.4%)			(13.4% - 13.9%)					

*L = Special Education Distribution is Below the General Population Distribution (Low)

*H = Special Education Distribution is Above the General Population Distribution (High)

*Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

*The group "Other Disabilities" includes the disability categories: Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury and Developmental Delay.

Disability Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21), Receiving Special Education

Connecticut State Department of Education

2002-2003 School Year Data

Connecticut

Disability Category	American Indian or Alaskan Native			Asian or Pacific Islander			Black or African American (Not Hispanic)			White (Not Hispanic)			Hispanic or Latino			Other Race			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
Learning Disabilities	84	0.3%		187	0.7%		4,619	16.4%	H	18,037	64.0%		5,171	18.4%	H	73	0.3%		28,171
Intellectual Disabilities	15	0.4%		52	1.5%		984	27.6%	H	1,753	49.1%		756	21.2%	H	10	0.3%		3,570
Emotional Disturbance	33	0.4%		39	0.5%		1,772	23.9%	H	4,014	54.1%		1,537	20.7%	H	21	0.3%		7,416
Speech or Language Impairments	54	0.3%		275	1.7%		1,993	12.6%		11,150	70.2%	H	2,339	14.7%		66	0.4%		15,877
Other Disabilities	28	0.3%		228	2.3%		1,470	15.1%		6,451	66.0%		1,531	15.7%		59	0.6%		9,767
Other Health Impairments	39	0.4%		60	0.6%		1,047	11.2%		7,267	78.0%	H	868	9.3%		35	0.4%		9,316
Total: Sum of all disabilities	253	0.3%		841	1.1%		11,885	16.0%	H	48,672	65.7%		12,202	16.5%	H	264	0.4%		74,117
District-wide Prevalence	1,775	0.3%		17,204	3.0%		77,798	13.5%		393,899	68.6%		81,002	14.1%		2,894	0.5%		574,572
																			(100%)

*H = Special Education Distribution is Above the General Population Distribution (High)

**Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

**The group "Other Disabilities" includes the disability categories: Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury and Developmental Delay.

Disability Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21), Receiving Special Education

Connecticut State Department of Education

2002-2003 School Year Data

Females

Connecticut

Disability Category	American Indian or Alaskan Native			Asian or Pacific Islander			Black or African American (Not Hispanic)			White (Not Hispanic)			Hispanic or Latino			Other Race			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
Learning Disabilities	26	0.1%		55	0.2%		1,525	5.4%		5,735	20.4%		1,775	6.3%		23	0.1%		9,139
Intellectual Disabilities	4	0.1%		28	0.8%		390	10.9%	H	801	22.4%		318	8.9%	H	3	0.1%		1,544
Emotional Disturbance	5	0.1%		14	0.2%		362	4.9%		1,029	13.9%		323	4.4%		1	0.0%		1,734
Speech or Language Impairments	14	0.1%		99	0.6%		663	4.2%		3,964	25.0%		776	4.9%		27	0.2%		5,543
Other Disabilities	8	0.1%		73	0.7%		449	4.6%		1,928	19.7%		493	5.0%		17	0.2%		2,968
Other Health Impairments	9	0.1%		21	0.2%		232	2.5%		1,809	19.4%		180	1.9%		11	0.1%		2,262
Total: Sum of all disabilities	66	0.1%		290	0.4%		3,621	4.9%		15,266	20.6%		3,865	5.2%		82	0.1%		23,190
District-wide Prevalence	860	0.1%		8,598	1.5%		37,878	6.6%		190,699	33.2%		39,112	6.8%		1,430	0.2%		278,577
																			(48.5%)

*L = Special Education Distribution is Below the General Population Distribution (Low)

*H = Special Education Distribution is Above the General Population Distribution (High)

*Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

*The group "Other Disabilities" includes the disability categories: Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury and Developmental Delay.

Disability Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21), Receiving Special Education

Connecticut State Department of Education

2002-2003 School Year Data

Males

Connecticut

Disability Category	American Indian or Alaskan Native			Asian or Pacific Islander			Black or African American (Not Hispanic)			White (Not Hispanic)			Hispanic or Latino			Other Race			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
Learning Disabilities	58	0.2%		132	0.5%		3,094	11.0%	H	12,302	43.7%	H	3,396	12.1%	H	50	0.2%		19,032
Intellectual Disabilities	11	0.3%		24	0.7%		594	16.6%	H	952	26.7%		438	12.3%	H	7	0.2%		2,026
Emotional Disturbance	28	0.4%		25	0.3%		1,410	19.0%	H	2,985	40.3%	H	1,214	16.4%	H	20	0.3%		5,682
Speech or Language Impairments	40	0.3%		176	1.1%		1,330	8.4%	H	7,186	45.3%	H	1,563	9.8%	H	39	0.2%		10,334
Other Disabilities	20	0.2%		155	1.6%		1,021	10.5%	H	4,523	46.3%	H	1,038	10.6%	H	42	0.4%		6,799
Other Health Impairments	30	0.3%		39	0.4%		815	8.7%	H	5,458	58.6%	H	688	7.4%		24	0.3%		7,054
Total: Sum of all disabilities	187	0.3%		551	0.7%		8,264	11.1%	H	33,406	45.1%	H	8,337	11.2%	H	182	0.2%		50,927
District-wide Prevalence	915	0.2%		8,606	1.5%		39,920	6.9%		203,200	35.4%		41,890	7.3%		1,464	0.3%		295,995
																			(51.5%)

*L = Special Education Distribution is Below the General Population Distribution (Low)

*H = Special Education Distribution is Above the General Population Distribution (High)

*Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

*The group "Other Disabilities" includes the disability categories: Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury and Developmental Delay.

**LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

Connecticut

Race/Ethnicity	79 - 100% Time w/ No Disabled Peers			40 - 79% Time w/ No Disabled Peers			0 - 40% Time w/ No Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	141	55.7%		64	25.3%		48	19.0%		253
Asian American or Pacific Islander	471	56.0%		161	19.1%		209	24.9%		841
Black or African American	5,407	45.5%	L	2,675	22.5%		3,803	32.0%	H	11,885
White (Not Hispanic)	29,255	60.1%	H	10,684	22.0%		8,733	17.9%	L	48,672
Hispanic or Latino	5,624	46.1%	L	2,679	22.0%		3,899	32.0%	H	12,202
Other Race	136	51.5%		55	20.8%		73	27.7%		264
District Totals	41,034	55.4%		16,318	22.0%		16,765	22.6%		74,117

*L = LRE Distribution by Race/Ethnicity is Below the Total Special Education Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total Special Education Population Distribution (High)

**LRE Counts and Percents by Disability, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

Connecticut

Disability Category	79 - 100% Time w/ Non-Disabled Peers			40 - 79% Time w/ Non-Disabled Peers			0 - 40% Time w/ Non-Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
Learning Disabilities	17,601	62.5%	H	7,496	26.6%	H	3,074	10.9%	L	28,171
Intellectual Disabilities	417	11.7%	L	1,137	31.8%	H	2,016	56.5%	H	3,570
Emotional Disturbance	2,334	31.5%	L	1,305	17.6%	L	3,777	50.9%	H	7,416
Speech or Language Impairments	11,133	70.1%	H	2,718	17.1%	L	2,026	12.8%	L	15,877
Other Disabilities	3,765	38.5%	L	1,601	16.4%	L	4,401	45.1%	H	9,767
Other Health Impairments	5,784	62.1%	H	2,061	22.1%		1,471	15.8%	L	9,316
District Totals	41,034	55.4%		16,318	22.0%		16,765	22.6%		74,117

*L = LRE Distribution by disability is Below the Total Special Education Population Distribution (Low)

*H = LRE Distribution by disability is Above the Total Special Education Population Distribution (High)

**Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

**The group "Other Disabilities" includes the disability categories: Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury and Developmental Delay.

**LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

**Learning
Disabilities**

Connecticut

Race/Ethnicity	79 - 100% Time w/ No Disabled Peers			40 - 79% Time w/ No Disabled Peers			0 - 40% Time w/ No Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	58	69.0%		20	23.8%		6	7.1%		84
Asian American or Pacific Islander	119	63.6%		51	27.3%		17	9.1%		187
Black or African American	2,442	52.9%	L	1,348	29.2%	H	829	17.9%	H	4,619
White (Not Hispanic)	12,243	67.9%	H	4,633	25.7%		1,161	6.4%	L	18,037
Hispanic or Latino	2,695	52.1%	L	1,428	27.6%		1,048	20.3%	H	5,171
Other Race	44	60.3%		16	21.9%		13	17.8%		73
District Totals	17,601	62.5%		7,496	26.6%		3,074	10.9%		28,171

*L = LRE Distribution by Race/Ethnicity is Below the Total L.D. Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total L.D. Population Distribution (High)

**LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

**Emotional
Disturbance**

Connecticut

Race/Ethnicity	79 - 100% Time w/ No Disabled Peers			40 - 79% Time w/ No Disabled Peers			0 - 40% Time w/ No Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	15	45.5%		9	27.3%		9	27.3%		33
Asian American or Pacific Islander	19	48.7%		3	7.7%		17	43.6%		39
Black or African American	524	29.6%		277	15.6%		971	54.8%	H	1,772
White (Not Hispanic)	1,431	35.7%	H	759	18.9%		1,824	45.4%	L	4,014
Hispanic or Latino	340	22.1%	L	253	16.5%		944	61.4%	H	1,537
Other Race	5	23.8%		4	19.0%		12	57.1%		21
District Totals	2,334	31.5%		1,305	17.6%		3,777	50.9%		7,416

*L = LRE Distribution by Race/Ethnicity is Below the Total E.D. Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total E.D. Population Distribution (High)

**LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

**Intellectual
Disabilities**

Connecticut

Race/Ethnicity	79 - 100% Time w/ No Disabled Peers			40 - 79% Time w/ No Disabled Peers			0 - 40% Time w/ No Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	2	13.3%		4	26.7%		9	60.0%		15
Asian American or Pacific Islander	9	17.3%		23	23.1%		31	59.6%		52
Black or African American	139	14.1%		27	27.4%		575	58.4%		984
White (Not Hispanic)	195	11.1%		36	36.1%	H	926	52.8%	L	1,753
Hispanic or Latino	71	9.4%		29	28.8%		467	61.8%	H	756
Other Race	1	10.0%		10	10.0%		8	80.0%		10
District Totals	417	11.7%		1,137	31.8%		2,016	56.5%		3,570

*L = LRE Distribution by Race/Ethnicity is Below the Total I.D. Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total I.D. Population Distribution (High)

**LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

**Speech/
Language
Impairment**

Connecticut

Race/Ethnicity	79 - 100% Time w/ No Disabled Peers			40 - 79% Time w/ No Disabled Peers			0 - 40% Time w/ No Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	33	61.1%		12	22.2%		9	16.7%		54
Asian American or Pacific Islander	195	70.9%		44	16.0%		36	13.1%		275
Black or African American	1,316	66.0%	L	374	18.8%		303	15.2%		1,993
White (Not Hispanic)	7,975	71.5%	H	1,868	16.8%		1,307	11.7%		11,150
Hispanic or Latino	1,573	67.3%	L	404	17.3%		362	15.5%		2,339
Other Race	41	62.1%		16	24.2%		9	13.6%		66
District Totals	11,133	70.1%		2,718	17.1%		2,026	12.8%		15,877

*L = LRE Distribution by Race/Ethnicity is Below the Total S.L.I. Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total S.L.I. Population Distribution (High)

**LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education**

Connecticut State Department of Education

2002-2003 School Year Data

**Other
Health
Impairment**

Connecticut

Race/Ethnicity	79 - 100% Time w/ No Disabled Peers			40 - 79% Time w/ No Disabled Peers			0 - 40% Time w/ No Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	24	61.5%		11	28.2%		4	10.3%		39
Asian American or Pacific Islander	38	63.3%		15	25.0%		7	11.7%		60
Black or African American	498	47.6%	L	260	24.8%		289	27.6%	H	1,047
White (Not Hispanic)	4,764	65.6%	H	1,554	21.4%		949	13.1%	L	7,267
Hispanic or Latino	438	50.5%	L	210	24.2%		220	25.3%	H	868
Other Race	22	62.9%		11	31.4%		2	5.7%		35
District Totals	5,784	62.1%		2,061	22.1%		1,471	15.8%		9,316

*L = LRE Distribution by Race/Ethnicity is Below the Total O.H.I. Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total O.H.I. Population Distribution (High)

**Other Health Impairments is defined as having chronic health problems that adversely affect educational performance (eg. ADD/ADHD, Epilepsy, etc.).

LRE Counts and Percents by Race/Ethnicity, For Children/Youth of All Ages (3-21),
Receiving Special Education

Connecticut State Department of Education

2002-2003 School Year Data

**Other
Disabilities**

Connecticut

Race/Ethnicity	79 - 100% Time w/ Non-Disabled Peers			40 - 79% Time w/ Non-Disabled Peers			0 - 40% Time w/ Non-Disabled Peers			Disability Totals
	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	Spec. Educ. Count	Spec. Educ. Percent	Outlier Indicator	
American Indian or Alaskan Native	9	32.1%		8	28.6%		11	39.3%		28
Asian American or Pacific Islander	91	39.9%		36	15.8%		101	44.3%		228
Black or African American	488	33.2%	L	146	9.9%	L	836	56.9%	H	1,470
White (Not Hispanic)	2,647	41.0%	H	1,238	19.2%	H	2,566	39.8%	L	6,451
Hispanic or Latino	507	33.1%	L	166	10.8%	L	858	56.0%	H	1,531
Other Race	23	39.0%		7	11.9%		29	49.2%		59
District Totals	3,765	38.5%		1,601	16.4%		4,401	45.1%		9,767

*L = LRE Distribution by Race/Ethnicity is Below the Total O.D. Population Distribution (Low)

*H = LRE Distribution by Race/Ethnicity is Above the Total O.D. Population Distribution (High)

**The group "Other Disabilities" includes the disability categories: Hearing Impairments, Visual Impairments, Orthopedic Impairments, Deaf-Blindness, Multiple Disabilities, Autism, Traumatic Brain Injury and Developmental Delay.*

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
	2001-2002 Data	All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Grade K-12	559,176	388,713	69.5%	76,678	13.7%	75,645	13.5%	16,504	3.0%	1636	0.3%
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities (2001-02)	66,627	44,342	65.6%	10,884	16.4%	10,501	16.7%	656	1.0%	244	0.3%
3	Difference (Row 2 - Row 1)			-3.9		2.7		3.2		-2.0		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.06		.20		.24		-.67		0
BY DISABILITY CATEGORY												
2	Mental Retardation	3,661	1,769	48.3%	1,049	28.7%	784	21.4%	46	1.3%	13	0.3%
3	Difference (Row 2 - Row 1)			-21.2		15.0		7.9		-1.7		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.31		1.09		.59		-.57		0
2	Hearing Impairments	762	520	68.2%	99	13.0%	115	15.1%	27	3.5%	1	0.2%
3	Difference (Row 2 - Row 1)			-1.3		-0.7		1.6		0.5		-0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.02		-.05		.12		.17		-.33
2	Speech/Language Impairment	12,632	8,979	71.1%	1,614	12.8%	1,760	13.9%	222	1.7%	57	0.5%
3	Difference (Row 2 - Row 1)			1.6		-0.9		0.4		-1.3		0.2
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.02		-0.7		.03		-.43		.67
2	Visual Impairments	318	211	66.4%	52	16.4%	45	14.1%	8	2.5%	2	0.6%
3	Difference (Row 2 - Row 1)			-3.1		2.7		0.6		-0.5		0.3
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.04		.20		.04		-.17		1.0
2	Emotional Disturbance	7,292	4,046	55.5%	1,719	23.6%	1,467	20.1%	32	0.4%	28	0.4%

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

3	Difference (Row 2 - Row 1)			-14.0		9.9		6.6		-2.6		0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-20		.72		.49		-.87		.33
2	Orthopedic Impairments	185	136	73.5%	22	11.9%	23	12.4%	4	2.2%	0	0.0%
3	Difference (Row 2 - Row 1)			4.0		-1.8		-1.1		-.8		-0.3
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.6		-13		-.08		-.27		-1.0
2	Other Health Impairments	8,535	6,911	81.0%	856	10.0%	679	8.0%	49	0.6%	40	0.4%
	Difference (Row 2 - Row 1)			11.5		-3.7		-5.5		-2.4		0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.17		-.27		-.41		-.80		.33
2	Specific Learning Disability	29,513	19,202	65.1%	4,910	16.6%	5,106	17.3%	201	0.7%	94	0.3%
3	Difference (Row 2 - Row 1)			-4.4		2.9		3.8		-2.3		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.06		.21		.28		-.77		0
2	Deaf-Blindness	58	32	55.2%	8	13.8%	15	25.9%	2	3.4%	1	1.7%
3	Difference (Row 2 - Row 1)			-14.3		0.1		12.4		0.4		1.4
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.21		.01		.92		.13		4.7
2	Multiple Disabilities	2,108	1,296	61.5%	383	18.2%	390	18.5%	34	1.6%	5	0.2%
3	Difference (Row 2 - Row 1)			-8.0		4.5		5.0		-1.4		-0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.12		.33		.37		-.47		-.33
2	Autism	1,470	1,177	80.1%	158	10.7%	101	6.9%	31	2.1%	3	0.2%
3	Difference (Row 2 - Row 1)			10.6		-3.0		-6.6		-.9		-0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.15		-.22		-.49		-.30		-.33
2	Traumatic Brain Injury	93	63	67.7%	14	15.1%	16	17.2%	0	0.0%	0	0.0%
3	Difference (Row 2 - Row 1)			-1.8		1.4		3.7		-3.0		-0.3
4	Relative Difference			-.03		.10		.27		-1.0		-1.0

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

	(Row 3/ Row 1) Bold if > 0.20 or < -0.20											
2	Developmental Delay	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	Difference (Row 2 - Row 1)											
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20											
Insert additional row sets (rows 2-4) for each disability category.												
BY EDUCATIONAL ENVIRONMENT												
2	Outside Regular Class 21%	36,595	26,782	73.2%	4,716	12.9%	4,577	12.5%	371	1.0%	149	0.4%
3	Difference (Row 2 - Row 1)			3.7		-0.8		-1.0		-2.0		0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.05		-.06		-.07		-.67		.33
2	Outside Reg. Class 21-60%	15,391	10,347	67.2%	2,531	16.4%	2,307	15.0%	153	1.0%	53	0.4%
3	Difference (Row 2 - Row 1)			-2.3		2.7		1.5		-2.0		0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.03		.20		.11		-.67		.33
2	Outside Regular Class >60%	10,369	4,529	43.7%	2,763	26.6%	2,960	28.5%	88	0.9%	29	0.3%
3	Difference (Row 2 - Row 1)			-25.8		12.9		15.0		-2.1		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.37		.94		1.11		-.70		0
2	Public Separate Sch Facility	1,163	660	56.7%	290	25.0%	191	16.4%	16	1.4%	6	0.5%
3	Difference (Row 2 - Row 1)			-12.8		11.3		2.9		-1.6		0.2
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.18		.82		.21		-.53		.67
2	Private Separate Sch. Fac.	1,964	1,373	69.9%	309	15.7%	261	13.3%	18	0.9%	3	0.2%
3	Difference (Row 2 - Row 1)			0.4		2.0		-0.2		-2.1		-0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.01		.15		-0.01		-.70		-.33
2	Public Residential Facility	69	35	50.7%	18	26.1%	16	23.2%	0	0.0%	0	0.0%
3	Difference (Row 2 - Row 1)			-18.8		12.4		9.7		-3.0		-0.3
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.27		.91		.72		-1.0		-1.0
2	Private Residential Facility	965	546	56.6%	232	24.0%	174	18.0%	9	1.0%	4	0.4%

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

3	Difference (Row 2 - Row 1)			-12.9		10.3		4.5		-2.0		0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.19		.75		.33		-.67		.33
2	Homebound/Hospital	111	63	56.8%	28	25.2%	19	17.1%	1	0.9%	0	0.0%
3	Difference (Row 2 - Row 1)			-12.7		11.5		3.6		-2.1		-0.3
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.18		.84		.27		-0.70		-1.0
Insert additional row sets (rows 2-4) for each environment category.												

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

R O W	A	B	C	D	E	F	G	H	I	J	K	L
	2002-2003 Data	All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Grade K-12	562,287	386,945	68.8%	76,811	13.7%	79,697	14.2%	17,075	3.0%	1,761	0.3%
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities (2002-03)	66,404	43,504	65.6%	10,915	16.4%	11,079	16.7%	688	1.0%	218	0.3%
3	Difference (Row 2 - Row 1)			-3.2%		2.7%		2.5%		-2.0%		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.05		.20		.18		-.67		0
BY DISABILITY CATEGORY												
2	Mental Retardation	3,537	1,732	49.0%	984	27.8%	755	21.3%	52	1.4%	14	0.3%
3	Difference (Row 2 - Row 1)			-19.8%		14.1%		7.1%		-1.6%		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.29		1.03		0.50		-.53		0
2	Hearing Impairments	793	524	66.1%	103	13.0%	13.5	17.0%	29	3.7%	2	0.3%
3	Difference (Row 2 - Row 1)			-2.7%		-0.7%		2.8%		0.7%		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.04		-.05		.20		.23		0
2	Speech/Language Impairment	12,891	8,900	69.0%	1,721	13.4%	2,001	15.5%	227	1.8%	42	0.3%
3	Difference (Row 2 - Row 1)			0.2%		-0.3%		1.3%		-1.2%		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.0		-.02		.09		-0.40		0
2	Visual Impairments	292	199	68.2%	46	15.8%	40	13.7%	7	2.4%	0	0
3	Difference (Row 2 - Row 1)			-0.6%		2.1%		-0.5%		-0.6%		-0.3%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.01		.15		-.04		-0.20		-1.0
2	Emotional Disturbance	7,397	4,016	54.3%	1,772	24.0%	1,539	20.7%	37	0.5%	33	0.4%

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

3	Difference (Row 2 - Row 1)			-14.5%		10.3%		6.5%		-2.5%		0.1%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.21		.75		.46		-.83		.33
2	Orthopedic Impairments	160	118	73.8%	17	10.6%	22	13.8%	2	1.3%	1	0.6%
3	Difference (Row 2 - Row 1)			5.0%		-3.1%		-0.4%		-1.7%		0.3%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.07		-.23		-.01		-.67		1.0
2	Other Health Impairments	9,189	7,204	78.4%	1,040	11.32%	851	9.3%	57	0.6%	37	0.4%
	Difference (Row 2 - Row 1)			9.6%		-2.38%		-4.94%		-2.4%		0.1%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.14		-.17		-.35		-0.8		.33
2	Specific Learning Disability	28,063	18,001	64.1%	4,626	16.5%	5,168	18.4%	186	0.6%	82	0.3%
3	Difference (Row 2 - Row 1)			-4.7%		2.8%		4.2%		-2.4%		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.07		.20		.30		-0.8		0
2	Deaf-Blindness	60	37	61.7%	8	13.3%	12	20.0%	2	3.3%	1	1.7%
3	Difference (Row 2 - Row 1)			-7.1%		-0.4%		5.8%		0.3%		1.4%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.10		-.01		.41		0.1		4.7
2	Multiple Disabilities	2,171	1,343	61.7%	379	17.5%	405	18.7%	41	1.8%	3	0.1%
3	Difference (Row 2 - Row 1)			-7.1%		3.8%		4.5%		-1.2%		-0.2%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.10		.28		.32		-0.4		-.67
2	Autism	1,754	1,369	78.1%	204	11.6%	131	7.5%	47	2.8%	3	0.2%
3	Difference (Row 2 - Row 1)			9.3%		-2.1%		-6.7%		-0.2%		-0.1%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.14		.15		-.47		-.07		-.33
2	Traumatic Brain Injury	97	61	62.9%	15	15.5%	20	20.6%	1	1.0%	0	0
3	Difference (Row 2 - Row 1)			-5.9%		1.8%		6.4%		-2.0%		-0.3%
4	Relative Difference (Row 3/ Row 1)			-.10		.13		.45		-.67		-1.0

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

	Bold if > 0.20 or < -0.20											
2	Developmental Delay	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	Difference (Row 2 - Row 1)											
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20											
Insert additional row sets (rows 2-4) for each disability category.												
BY EDUCATIONAL ENVIRONMENT												
2	Outside Regular Class 21%	36,933	26,470	71.7%	4,882	13.2%	5,058	13.7%	395	1.1%	128	0.3%
3	Difference (Row 2 - Row 1)			2.9%		-.50%		-.50%		-1.9%		0
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.04		-0.04		-.04		-.60		0
2	Outside Reg. Class 21-60%	15,609	10,151	65.0%	2,622	16.8%	2,629	16.8%	149	1.0%	58	0.4%
3	Difference (Row 2 - Row 1)			-3.8%		3.1%		2.6%		-2.0%		.10%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.06		.23		.18		-.67		.33
2	Outside Regular Class >60%	9,703	4,252	43.8%	2,567	26.5%	2,760	28.4%	102	1.1%	22	0.2%
3	Difference (Row 2 - Row 1)			-25.0%		12.8%		14.2%		-1.9%		-.1%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.36		.93		1.0		-.63		-.33
2	Public Separate Sch Facility	1,152	649	56.3%	291	25.3%	193	16.8%	14	1.2%	5	0.4%
3	Difference (Row 2 - Row 1)			-12.5%		11.6%		2.6%		-1.8%		.10%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.18		.85		.18		-.60		.33
2	Private Separate Sch. Fac.	1,858	1,284	69.1%	309	16.6%	243	13.1%	20	1.1%	2	0.1%
3	Difference (Row 2 - Row 1)			.3%		2.9%		-1.1%		-1.9%		-.2%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			.01		.21		-.08		-.63		-.67
2	Public Residential Facility	87	47	54.0%	22	25.3%	17	19.5%	0	0%	1	1.2%
3	Difference (Row 2 - Row 1)			-14.8%		11.6%		1.4%		-3.0%		.9%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-.22		.85		.37		-1.0		3.0
2	Private Residential Facility	955	582	60.9%	199	20.8%	165	17.3%	7	0.8%	2	0.2%
3	Difference			-7.9%		7.1%		3.1%		-2.2%		-.1%

ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data

	(Row 2 - Row 1)											
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.11		.52		.22		-.73		-.33
2	Homebound/Hospital	107	69	64.5%	23	21.5%	14	13.1%	1	0.9%	0	0%
3	Difference (Row 2 - Row 1)			-4.3%		7.8%		-1.1%		-2.1%		-0.3%
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.06		.57		-0.08		-.70		-1.0
Insert additional row sets (rows 2-4) for each environment category.												

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probes: BF.II Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
State Goal(s) (for reporting period July 1, 2002 through June 30, 2003): Students with disabilities, ages 3-21, will demonstrate academic accomplishment within the Preschool Benchmarks and Common Core of Learning. (CIP)* *Note: this Goal relates to state goals set forth in C.G.S. Section 10-4p. (See –Attachment 2, GREATER EXPECTATIONS: Connecticut’s Comprehensive Plan for Education 2001-2005, Page 2)
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): A. The percent of students with disabilities who graduate with a regular high school diploma. B. The dropout rate for students with disabilities.
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>): Due to changes in the methodology for collecting Graduation and Drop Out data for eligible students with disabilities an analysis of 2002-2003 data is not available for reporting. Connecticut collects Graduation and Drop Out data on December 1 st for the previous December 2 nd to the current November 30 th cycle. Error checks are in the process of being conducted on this data. It is expected that preliminary exit data for the 2002-03 school year will be available for reporting in mid to late April 2004, but certainly not in time for inclusion in this report.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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Graduation rate is calculated using the following formula: the number of students with disabilities who graduate with a standard high school diploma in a given reporting year (i.e., 2001-2002, reported in Dec. 2002 data collection), divided by the sum of the number of students with disabilities who graduated with a regular high school diploma plus the number of students with disabilities reported as dropped out of school in the previous 4 reporting cycles (i.e., Dec. 2002, 2001, 2000 and 1999). This is the same formula used to calculate both the Special Education and the "All Students" in Connecticut Graduation rates. In 2006, this graduation formula is expected to change for both "All Students" and Special Education Students as Connecticut starts reporting a "graduation in the standard number of years" rate.

A state issued/approved diploma defines graduation with a standard high school diploma. Graduation with a GED or a Certificate of Completion does not constitute graduation with a standard high school diploma.

Indicator A: Increase the percent of students with disabilities who graduate with a regular high school diploma

The 2001-2002 graduation rate for Connecticut students with disabilities was 41.8%, up from 37.4% in 2000-01. Connecticut statewide Graduation rates for all Students was 87% in 2001-2002 and 89% in 2002-2003. (Note: The "all student" graduation data is collected through a statewide aggregate data collection, which cannot be disaggregated for any subgroup. Beginning in 2006, the graduation data collection will be on an individual student basis which will permit an analysis by subgroups by the March due date for the Part B Annual Report.)

Graduation data is currently assessed for all Connecticut students at the school and district level (beginning in 2002-03) and will be available and reported on NCLB reports by subgroup at the school and district level by 2006. While Graduation Rate has been calculated and used in compliance monitoring, Special Education reporting has never reported a District-level student with disabilities graduation rate. The first expected Special Education District-level Graduation Rate report is expected in May of 2004, to report on 2002-2003 school year data.

CSDE does report on Educational Reference Group (ERG) graduation rates. Statewide graduation rates by racial disproportionality and statewide graduation data is disaggregated by major disability type.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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While all ERGs showed some increase in graduation rates, ERG's G and H, districts with higher than average poverty measures, showed the greatest improvement (Figure 4.1). (Note: ERG NA includes students from Voc-Tech Schools, DCF and the Department of Corrections.)

These data also suggest that there is racial disproportionality for students who graduate with a regular high school diploma, with both Black and Hispanic students being underrepresented in this category. (Figure 4.2)

As Figure 4.3 indicates, students identified with speech and language impairments are also underrepresented in the group of students who graduate with a regular high school diploma.

Figure 4.1

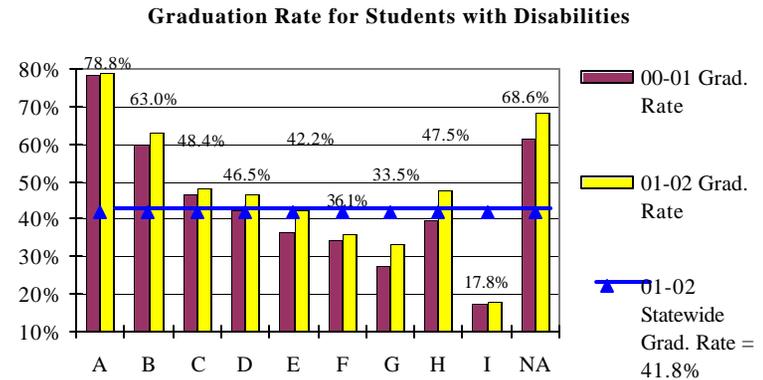


Figure 4.2

Race/Ethnicity of SWD Graduating with a Regular H.S. Diploma (2001-02)

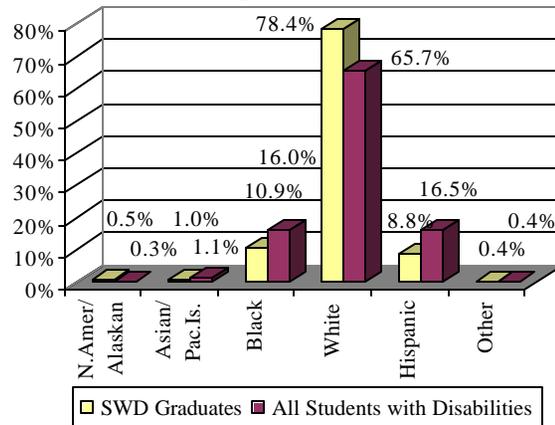
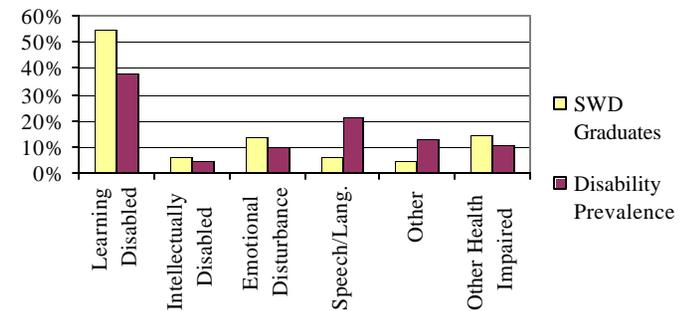


Figure 4.3

Graduated with a Regular High School Diploma, by Disability (2001-02)



**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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Indicator B: Decrease the drop out rate for students with disabilities

The dropout rate calculation for students with disabilities is consistent with the formula used for all Connecticut students (See Below). Specifically, Dropouts 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.

Dropout Formula (Dec. 2001- Dec. 2002) :
Total # SWD (g.9-12) who Drop Out [Dec. 02]
Total # of Active SWD (gr.9-12) [Dec. 01]

*SWD = Students with Disabilities

Table 4.4

Connecticut Dropout Rate Multi-Year Trend Data					
	1997-98	1998-99	1999-00	2000-01	2001-02
Special Education	7.6%	6.6%	5.1%	4.9%	4.2%
State-Wide (all students)	3.5%	3.3%	3.0%	3.1%	2.6%

Table 4.1 presents dropout data for a five year period for all Connecticut students and for students receiving special education services. When reviewing these data it is important to note that the dropout rate for students with disabilities has shown a steady decline from 1997-1998 through 2001-2002. Whereas the dropout rate in 1997-1998 was 7.6% the rate in 2001-2002 was 4.2%. This is a 44.7% decrease over this five year period.

An additional analysis by the disability category of students who drop out was also completed. When dropout data were considered in relation to the statewide prevalence rate for each disability, two disability categories were represented significantly less frequently in the dropout data than in the special education population as a whole. The categories of “Other Disabilities” and “Speech/Language Impaired” were these exceptions. Conversely, students identified as having Emotional Disturbance were represented in the dropout data at a rate four times greater than the statewide prevalence rate for this category.

In general, racial discrepancies were less apparent in the dropout data for students with disabilities, however, Hispanic students were over-represented by 3.5% compared to their overall prevalence rate. One unexpected finding in the 2001-2002 data is the under-representation of black students in the dropout data, a group historically over-represented compared to their prevalence. This pattern will be closely watched as future data is collected.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- A. Increase by 5% from baseline, the percent of students with disabilities who graduate with a regular high school diploma.
- B. Decrease by 5% from baseline, the dropout rate for students with disabilities.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The long term target for Graduation rate established in the CIP is a 20% increase over time (*Note: no timeline has been specified.*) The actual increase from 2000-2001 to 2001-2002 was 11.8% which is more than 50% of this long term target. Although the long term target has not been achieved there has been significant progress.

The long term target established in the CIP for Dropout rate is a 10% decrease. From 2000-2001 to 2001-2002 there was a 14% decrease in the dropout rate, which exceeded the long term target. For the past five years Connecticut has achieved a consistent decline in the drop out rate of students with disabilities (45% total reduction during this period). Additionally there was a reduction in the discrepancy between the “all Connecticut students” dropout rate and the “students with disabilities” dropout rate by over 2.5 percentage points or sixty percent during this period (Table 4.1).

In 2001 Connecticut General Statutes were revised to require that by September 1, 2002 each LEA 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 10th grade CAPT test. LEAs were also required to create a course of study for students unsuccessful in meeting these competency requirements in order that they could reach a satisfactory level of competency prior to graduation.

Other activities which supported progress on these targets included:

- Positive Behavioral Supports trainers from CT provided on-going statewide and targeted district training, as part of the CSPD in CT.
- All districts were provided with an Annual Report indicating state data on graduates and dropouts, as well as district specific data for self-analysis.
- Districts undergoing monitoring were required to self-analyze and report on findings of each of the targets (including graduation and dropout counts), including the development of corrective actions, based on their analysis.
- CSDE review of these districts included site visits, interviews and record reviews to address these target areas. Recommendations and corrective actions were identified by CSDE, as appropriate to the analysis.
- Connecticut General Statutes were revised to require that students remain in school until age 18 unless they have parental consent to leave earlier.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>A. Increase by 5% from baseline, the percent of students with disabilities who graduate with a regular high school diploma.</p> <p>B. Reduce the gap between the dropout rate for students with disabilities and the dropout rate for all students in Connecticut.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>During 2003-2004 the CSDE will:</p> <ul style="list-style-type: none">▪ Meet with Special Education Resource Center (SERC) (professional development group) staff to discuss statewide and district specific activities to address these targets. Discussions will include activities recommended by the CIPT, lessons learned from past practices; current best practices in the field and research-based interventions.▪ Work with a stakeholder group to create a new focused monitoring system with these targets (and other CIPT targets) being considered as areas of focus for monitoring activities▪ Analyze suspension/expulsion data for all Connecticut LEAs and identify districts with atypical data which may be eligible for Sliver Grants in the areas of Positive Behavioral Supports and Alternatives to Suspension and Expulsion.▪ Continue funding of grants to six LEAs which currently have Sliver Grants in the area of Alternatives to Suspension and Expulsion.▪ Release LEA data to districts upon availability (preliminary release in May 2004) and include graduation and dropout rate information. <p><i>(Note: activities described in Section 5 of Cluster IV, Probe BF.V are also designed to address the Performance Indicators for this Probe.)</i></p>
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none">▪ Proposals for state and districtwide interventions to be submitted for budgetary consideration by March 2004. Final activity and budget decisions to be completed by May 2004.▪ Revised CSDE focused monitoring system areas of focus will be announced by May 2004.▪ Preliminary district data to be provided to districts in May 2004, with final publication in October of 2004.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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<p>Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment</p>
<p>Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?</p>
<p>Probes:</p> <p>BF.III Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?</p>
<p>State Goal(s) (for reporting period July 1, 2002 through June 30, 2003):</p> <p>Students with disabilities, ages 3-21, will have equal access to and be active participants in their total school communities. (CIP)*</p> <p>*Note: this Goal relates to state goals set forth in C.G.S. Section 10-4p. (See Attachment 2, GREATER EXPECTATIONS: Connecticut’s Comprehensive Plan for Education 2001-2005, Page 2)</p>
<p>Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):</p> <p>A. Decrease the disproportionate suspension and expulsion of students with disabilities in comparison to their non-disabled peers.</p>
<p>1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. Use Attachments 2 and 3 when completing this cell.):</p> <p>Due to the methods used by the CSDE to collect suspension and expulsion data, the data for 2002-2003 is not available for reporting as of this date. CSDE collects suspension and expulsion data via a paper and pencil form. At the time of this report some 2002-2003 data is still being entered and error checks are in the process of being conducted on these data. It is expected that preliminary suspension and expulsion data for the 2002-2003 school year will be available for reporting in mid to late June 2004, after the date of this report. CSDE is currently moving to a secure web-based data collection procedure so it is anticipated that 2003-2004 data will be available for inclusion in the March 2005 Part B Annual Performance Report.</p>

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

A. Decrease disproportionate suspension and expulsion rate

A breakout of special education students expelled or suspended out-of-school for more than ten total days for a single offense indicates a decline from over the past 3 years (Table 4.2). The 71 students reported in 2002-03 (preliminary data) represent 0.09% of all students with disabilities. This percentage of the total special education population is not significantly different from the percentage of general education students who were suspended/expelled out-of-school for more than ten days for a single offense (0.08%).

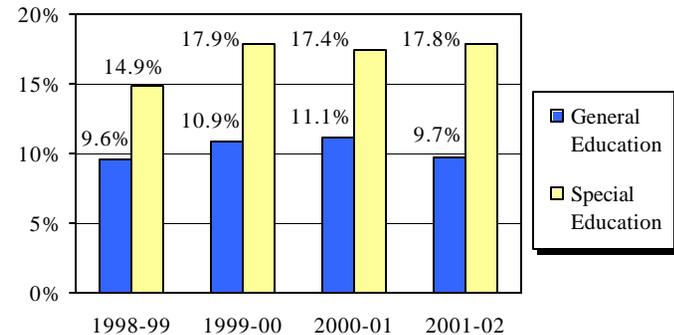
Table 4.2

Number of SWD, ages 3-21, Suspended/Expelled for Greater than 10 Days for a Single Offense

Disability	2000-01	2001-02	2002-03
Learning Disability	55	47	32
Intellectual Disability	6	1	4
Emotional Disturbance	22	11	22
Speech/Lang. Impairment	12	2	4
Other Health Impaired	14	9	6
Other Disabilities	1	1	3
All CT Disabilities	110	78	71

Figure 4.5

Percent of Students Suspended within the General and Special Education Populations



While there is not a significant difference between suspension rates for students with and without disabilities for suspensions for greater than ten days for one offense, there is a large difference between the suspension/expulsion rates for general education and special education students across all offenses, when suspensions of any length are included (9.7% general ed compared to 17.8% special ed in 2001-2002) (Figure 4.5). It is also apparent from the data reported in Figure 4.4 that these differences in suspension/expulsion rates increased slightly during the four year period reported. (Note: percentages were calculated by dividing the total number of students within the population under consideration who were suspended or expelled for any length of time by the total number of students within that population.)

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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An additional analysis (Table 4.3) indicated that black and Hispanic students with disabilities were suspended/expelled at a somewhat higher rate than their prevalence in the population as a whole, and black students with Intellectual Disability were the most disparate at 39.6%.

Table 4.3

2001-02 Special Education Offenders by Disability and Race/Ethnicity									
	Learning Disability	Intellectual Disability	Emotional Disturbance	Speech/Lang Impairment	Other Disability	Other Health Impaired	CT SWD Offenders	All CT Offenders	CT All Disabilities
N.Amer/Alaskan	1.2%	0.9%	1.1%	2.4%	1.1%	2.0%	1.3%	1.4%	0.3%
Asian/Pac.Is.	0.7%	1.4%	0.5%	0.8%	0.8%	0.6%	0.7%	1.1%	1.1%
Black	25.9%	39.6%	25.0%	27.7%	25.0%	20.8%	26.3%	28.8%	16.0%
White	47.8%	25.1%	48.0%	44.3%	41.8%	63.8%	47.7%	45.2%	65.7%
Hispanic	24.0%	32.5%	24.6%	24.7%	31.1%	12.4%	23.6%	23.0%	16.5%
Other	0.4%	0.5%	0.8%	0.1%	0.2%	0.4%	0.4%	0.5%	0.4%

For a number of years suspension and expulsion data have been used by CSDE as one of the compliance monitoring indicators. District suspension and expulsion data regarding both 10 or more days for a single offense, as well as general and special education suspension rates have been used to determine monitoring site visit locations. Beginning in the Spring of 2004, general and special education suspension rate data will be reported on district profiles to assist districts in identifying and addressing instances where rates for general education and special education students are significantly different.

In addition to district-wide suspension rates, the suspension and expulsion of preschool and kindergarten students is also monitored and reported by the CSDE. In 2001-2002 there were a total of 280 PK and K students suspended. Thirty-seven were students with disabilities. These 37 students represent 13.2% of the 3-5 year old students with disabilities in CT. Individual districts were contacted to review the implementation of IEP's and behavior plans of these 37 students and to take corrective actions, where required.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Some improvement was noted in the reduction in the number of students expelled or suspended out-of-school for more than ten total days for a single offense. With regard to the disproportionate suspension and expulsion of students with disabilities compared to their non-disabled peers, the discrepancy increased. The following are activities undertaken to address this issue:

- Positive Behavioral Supports trainers from CT provided on-going statewide and targeted district training as part of the CSPD in CT.
- All LEAs were provided with Annual Reports indicating state data on suspension and expulsion rates as well as district specific data for self-analysis and planning purposes.
- Districts being monitored were required to self-analyze and report on findings for each of the targets, including the development of corrective actions when necessary, based on their analysis.
- The CSDE review of these districts included site visits, interviews and record reviews to address these target areas. Recommendations and corrective actions were identified by CSDE, when necessary.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. Decrease the disproportionate suspension and expulsion of students with disabilities in comparison to their non-disabled peers

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

The CSDE will:

- Meet with Special Education Resource Center (professional development group) staff to discuss statewide and district specific activities to address this target. Discussions will include activities recommended by the CIPT, lessons learned from past years; current best practices in the field and research-based interventions.
- Work with a stakeholder group to develop a new focused monitoring system with these targets (and other CIPT targets) being considered as possible areas of focus for monitoring.
- Release district specific data to districts as it becomes available.
- Award \$170,563 in Continuation Sliver Grants to the six school districts with current Sliver Grant programs to reduce of out-of-school suspensions and expulsions.
- Require the six current Sliver Grant districts to submit annual progress reports by June 15, 2004.
- Award six new LEAs Sliver Grants for a total of \$240,000 to implement programs to reduce the frequency of out-of-school suspensions and expulsions for students with disabilities.

(Note: activities described in Cluster IV, Probe BF.V are future activities for this section, i.e., they address Performance Indicator A for this Probe.)

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- Proposals for state and district wide interventions will be submitted for budgetary consideration by March 2004. Final activity and budget decisions to be completed by May 2004.
- The next set of data is expected to be available to districts in late spring, 2004.

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment	
Question:	Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probes:	BF.IV Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
State Goal (for reporting period July 1, 2002 through June 30, 2003): There will be a continuous closing of the achievement gaps* *Note: this Goal relates to state goals set forth in GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005, Pages 2 and 14. (Attachment 2)	
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): A. The total number of eligible students with disabilities who achieve proficiency in all subject areas on the standard administration of the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) and the CMT/CAPT Skills Checklist	

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. Use Attachments 2 and 3 when completing this cell.):

The percentage of students with disabilities achieving at proficient or above has declined in most subject areas and grade levels, with the exception of 6th grade writing and 10th grade writing and science.

Students with disabilities continue to underperform compared to their non-disabled peers. Similar trends have been found and reported in district level education profiles. (Note: for more detailed participation and achievement data see Attachment 3, Page 4.44)

		Math	Reading	Writing	Science
Grade 4	2000-01	56.6%	35.7%	44.3%	na
	2001-02	49.5%	33.7%	43.9%	na
	2002-03	47.0%	28.0%	40.0%	na
Grade 6	2000-01	45.5%	38.0%	49.4%	na
	2001-02	46.3%	34.5%	42.2%	na
	2002-03	44.0%	33.0%	43.0%	na
Grade 8	2000-01	40.4%	40.8%	41.5%	na
	2001-02	38.1%	38.6%	37.8%	na
	2002-03	36.0%	38.0%	35.0%	na
Grade 10	2000-01	43.2%	41.0%	44.7%	52.9%
	2001-02	43.7%	41.0%	42.5%	49.9%
	2002-03	38.7%	40.2%	44.5%	51.1%

		Math	Reading	Writing	Science
Grade 4	Students with Disabilities	47%	28%	40%	na
	Non-Disabled Peers	84%	73%	81%	na
Grade 6	Students with Disabilities	44%	33%	43%	na
	Non-Disabled Peers	85%	79%	88%	na
Grade 8	Students with Disabilities	36%	38%	35%	na
	Non-Disabled Peers	82%	83%	84%	na
Grade 10	Students with Disabilities	38.7%	40.2%	44.5%	51.1%
	Non-Disabled Peers	78.1%	81.9%	84.9%	84.0%

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

Connecticut is one of several states that offered an out-of-level testing option in 2002-2003. Several years ago, CT set the following goal: (1) at least 80% of all students with disabilities will participate in the standard, on grade level assessments, (2) no more than 15% of all students with disabilities will participate through out-of-level tests; and (3) no more than 5% of students with disabilities will take the CMT/CAPT Skills Checklist (alternative assessment). Table 4.6 below shows improvement across all subjects and grades in the percentage of students taking the regular state assessments from 2000 to 2002. Therefore, one possible explanation for the decrease in the percentage of students scoring at proficient or above may be the increase in the number of students with disabilities participating in on-grade-level assessments. It is anticipated that, as of the spring of 2004, CT will no longer offer an out-of-level testing option. If this occurs, it is anticipated that the aggregate performance of students with disabilities will continue to drop until these students become accustomed to the grade level assessments and until teachers improve access to the general curriculum and incorporate the use of proven instructional pedagogies into their teaching. (Note: for more detailed participation and achievement data see Attachment 3, Page 4.44)

Table 4.6

Participation Trends on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)												
		Grade 4			Grade 6			Grade 8			Grade 10	
		2000	2001	2002	2000	2001	2002	2000	2001	2002	2001	2002
Math	Regular Assessment	63.6%	77.0%	78.3%	60.0%	73.2%	75.6%	60.3%	71.1%	74.0%	61.7%	63.4%
	Out-of-Level	27.3%	16.2%	14.5%	32.7%	19.1%	16.7%	31.7%	20.3%	18.6%	14.1%	11.7%
Reading	Regular Assessment	57.1%	69.9%	74.2%	56.6%	69.4%	73.5%	59.6%	70.8%	73.8%	62.9%	65.9%
	Out-of-Level	32.8%	22.1%	18.2%	24.9%	23.3%	19.1%	27.5%	20.8%	18.9%	13.5%	11.0%
Writing	Regular Assessment	57.6%	68.9%	73.1%	57.3%	70.6%	73.8%	59.1%	70.7%	73.8%	59.4%	63.1%
	Out-of-Level	na	20.3%	16.6%	22.4%	20.7%	17.3%	26.4%	19.6%	18.0%	13.3%	11.0%
Science	Regular Assessment	Science Assessment Currently Unavailable in Grades 4, 6 and 8									63.0%	68.6%
	Did not Participate										16.4%	12.5%

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk(*) indicates that the goal or indicator is the same as for students who are nondisabled

<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>A. Increase by 5% from baseline, the percent of students with disabilities who achieve proficiency in all subject areas on the standard administration of the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT).</p> <p>B. Eliminate the Out-of-Level testing option for students with disabilities by the spring of 2004.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>The CSDE will:</p> <ul style="list-style-type: none">▪ Review and refine alternate assessment procedures including elimination of out-of-level testing to promote participation in, and access to, the general curriculum for all students with disabilities.▪ Ensure that all Department initiatives and personnel emphasize inclusion activities and access to the general curriculum for students with disabilities.▪ Provide Professional Development opportunities related to Inclusion, Access to the General Education Curriculum and Effective instruction. (Note: two Professional Development volumes currently list professional development opportunities with 37 trainings around LRE/Inclusion Initiatives and 56 trainings around Effective Instruction.▪ Offer training by the Division of Curriculum and Instruction around the CMT/CAPT state achievement tests and how to improve student performance.
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none">▪ Development work will begin on a new generation of the CMT/CAPT to be introduced in 2005-2006. (Note: historically, the introduction of revised tests has resulted in a short-term decline in student achievement. This phenomenon is expected to affect the scores of students with disabilities in the same way as it affects students without disabilities.)▪ Development work will begin on a new generation of the CMT/CAPT Skills Checklist alternative assessment instrument to be introduced in 2005-2006.▪ Results of CSDE's annual calculation of Adequate Yearly Progress (AYP) for LEAs will be reported to families and the general public in addition to LEAs.▪ Development work will begin on a CMT/CAPT Science scale for use in Grades 4, 6 and 8 beginning in 2005-2006.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	4,832	44,375
5		
6	5,508	45,167
7		
8	5,654	44,,751
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	5,359	41,439

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATHASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3						
4	3,781	0	26	696	0	*included in 3B
5						
6	4,164	0	11	897	0	*included in 3B
7						
8	4,182	0	37	980	0	*included in 3B
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	3,556	1	374	604	0	*included in 3B

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	282	282	0	0	0	42	5
5							
6	316	316	0	0	0	120	0
7							
8	246	246	0	0	0	209	0
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	300	300	0	0	0	525	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ¹ (9B)			NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11a)
	Below Basic	Basic	Proficient	Goal	Advanced	Basic	Proficient	Independent		
	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³		
3										
4	1,286	718	843	760	174	179	89	14	73	4,136
5										
6	1,437	895	970	741	121	181	92	43	131	4,611
7										
8	1,728	932	853	535	134	112	85	49	246	4,674
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1,266	911	922	325	132	111	86	103	899	4,755

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient + Goal + Advanced¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

GRADE LEVEL	OUT_OF_LEVEL ASSESSMENT ¹ (9A)					Totals and Subtotals		
	Below Basic	Basic	Proficient	Goal	Advanced	ROW TOTAL ⁶ (11b)	ROW TOTAL ⁶ (11a)	ROW TOTAL ⁶ (11)
	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³			
3								
4	226	164	179	127	NA	696	4,136	4,832
5								
6	455	171	172	95	4	897	4,611	5,508
7								
8	572	207	151	48	2	980	4,674	5,654
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	369	131	69	29	6	604	4,755	5,359

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient + Goal + Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DIS ABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		
4	4,832	44,375
5		
6	5,508	45,167
7		
8	5,654	44,751
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	5,359	41,439

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3						
4	3,583	0	42	858	0	*included in 3B
5						
6	4,047	0	29	998	0	*included in 3B
7						
8	4,173	0	44	980	0	*included in 3B
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	3,604	1	306	590	0	*included in 3B

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

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

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3							
4	282	282	0	0	0	62	5
5							
6	316	316	0	0	0	118	0
7							
8	246	246	0	0	0	211	0
HIGH SCHOOL (SPECIFY GRADE: 10_____)	300	300	0	0	0	559	0

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	REGULAR ASSESSMENT ¹ (9A)					ALTERNATE ASSESSMENT ¹ (9B)			NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11a)
	Below Basic	Basic	Proficient	Goal	Advanced	Basic	Proficient	Independent		
	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³		
3										
4	2,178	426	355	495	129	111	98	73	109	3,974
5										
6	2,230	453	445	818	101	116	106	94	147	4,510
7										
8	2,049	530	510	950	134	80	69	97	255	4,674
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	1,015	1,142	1,005	331	111	77	80	143	865	4,769

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient + Goal + Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide and explanation.

ATTACHMENT 3
 REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON
 STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Connecticut

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

GRADE LEVEL	OUT_OF_LEVEL ASSESSMENT ¹ (9A)					Totals and Subtotals		
	Below Basic	Basic	Proficient	Goal	Advanced	ROW TOTAL ⁶ (11b)	ROW TOTAL ⁶ (11a)	ROW TOTAL ⁶ (11)
	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³	Achievement Level ³			
3								
4	684	0	174	0	NA	858	3,974	4,832
5								
6	718	108	112	57	3	998	4,510	5,508
7								
8	725	103	95	57	0	980	4,674	5,654
HIGH SCHOOL (SPECIFY GRADE: <u>10</u>)	324	93	65	101	7	590	4,769	5,359

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Proficient + Goal + Advanced

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide and explanation.

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probes: BF.V(a) Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool? <i>(Note: this Probe, BF.V(a), relates to children ages 5 through 21 while Probe BF.V(b), Page 4.58, relates to children ages 4 and 5)</i>
State Goal(s) (for reporting period July 1, 2002 through June 30, 2003): Students with disabilities, ages 3-21, will have equal access to and be active participants in their total school communities. (CIPT)* *Note: this Goal relates to state goals set forth in GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005. (Attachment 2)
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003): A. The percent of students with disabilities who are educated in their home school. B. The percent of students with disabilities who are educated in the regular classroom setting. (>79% TWNDP)
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003. <i>Use Attachments 2 and 3 when completing this cell.</i>): The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year. Overall 82.6 % of CT students with disabilities are educated in their home school (the school they would otherwise attend if not disabled) (Figure 4.5) with students ages 6 to 18 comprising the highest percentage of students in their home school at 85.7% (Table 4.6). The percentage of students educated with their nondisabled peers more than 79% of the time has remained fairly stable at 55.4% for the past several years (Table 4.7). These data have historically been reported at the district level and utilized for compliance monitoring (See Cluster III, GS.II). Both of these indicators are also goal areas for students with an intellectual disability (Mental Retardation) in CT's class action law suit settlement (P.J. et al v State of Connecticut)

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Table 4.6
Percent of 3- through 21-year-old SWD's Educated in Home School
by Age Three Groupings (2002-03)

	Learning Disability	Intellectual Disability	Emotional Disturbance	Speech/Lang. Impairment	Other Disability	Other Health Impaired	All Disabilities
Age 3-5	65.7	61.5	50.0	73.6	48.8	71.1	59.1
Age 6-18	92.3	72.8	62.6	93.5	66.0	87.7	85.7
Age 19-21	91.4	57.9	78.2	77.8	41.6	73.1	66.7

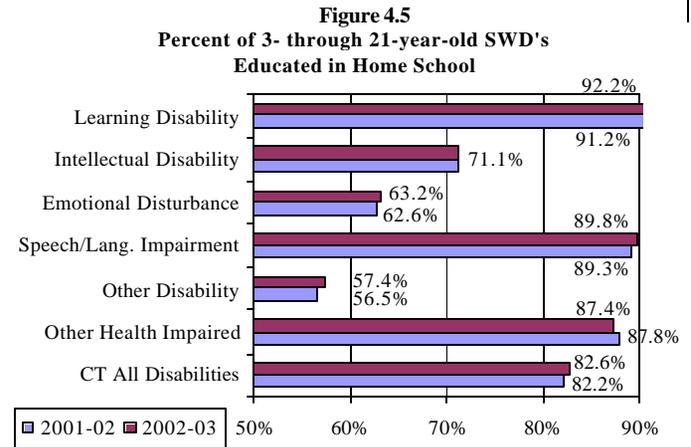


Table 4.7
Percent of SWD, ages 3-21, Educated in Settings with their Non-Disabled Peers

	Learning Disability		Intellectual Disability		Emotional Disturbance		Speech/Lang. Impairment		Other Disability		Other Health Impaired		All Disabilities	
	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03	01-02	02-03
Regular Classroom Setting (>79%)	61.6	62.5	11.3	11.7	30.5	31.5	70.5	70.1	37.5	38.5	60.9	62.1	54.7	55.4

In 2002-2003 eight LEAs were targeted for on-site focused monitoring of LRE/ID. Each district was assigned a Bureau of Special Education Consultant for monitoring purposes and a Special Education Resource Center Consultant for training and technical assistance. Each of these districts was required to develop Action Plans and to create a district wide Implementation Team for these Action Plans. These districts were required to attend three days of training on LRE/inclusion topics. Additionally, each received seven to fifteen days of follow-up technical assistance and was monitored for data related to educating students in their home school and the percentage of time students with disabilities spent with their nondisabled peers.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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The CSDE also met four times with an Expert Advisory Panel (EAP) as part of the P.J. agreement, issued a Circular Letter and policy memo relating to LRE issues and sponsored an annual conference on the topic of LRE and Inclusion.

Additionally four districts were awarded Sliver Grants to implement strategies designed to improve LRE related practices.

2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- A. Increase by 5% from baseline, the percent of students with disabilities who are educated in their home school.
- B. Increase by 5% from baseline, the percent of students with disabilities who are education in the regular classroom setting (>79% TWNDP).

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

No perceptible change in either indicator.

4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

- A. Increase by 5% from baseline, the percent of students with disabilities who are educated in their home school.
- B. Increase by 5% from baseline, the percent of students with disabilities who are education in the regular classroom setting (>79% TWNDP).

5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

CSDE will:

- Require all districts to have Action Plans on file to address five goals of the P.J. settlement agreement.
- Continue to target eight districts for focused monitoring in the area of LRE/ID.
- Require sixteen districts to submit Action Plans and quarterly data reports on goals of the P.J. settlement agreement.
- Provide twenty-four districts with \$50,000 grants to support implementation of action plans to address LRE/ID issues.
- Identify four districts as spotlight districts for LRE and give \$50,000 grants to support dissemination activities with other districts.
- Provide extensive training and technical assistance to all targeted districts through the Special Education Resource Center (SERC).
- Offer an annual Inclusion Conference which will include the Expert Advisory Panel (EAP).

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

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- Identify a cadre of district inclusion facilitators and facilitate networking meetings with SDE staff.
- Designate LRE as a key performance indicator in the development of a new CSDE monitoring system.
- Provide the annual report to the Court for the P.J. Settlement Agreement.
- Meet three times per year with the EAP.
- Contract with the Connecticut Parent Advisory Center (CPAC) to conduct parent training on LRE related topics.
- Conduct training and provide materials for LEAs to enable them to provide training to parents on LRE related topics.
- Conduct a parent survey on LRE related issues in collaboration with Central Connecticut State University.
- Provide a resource directory of consultants available to assist parents and LEAs to promote LRE and Inclusion.

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

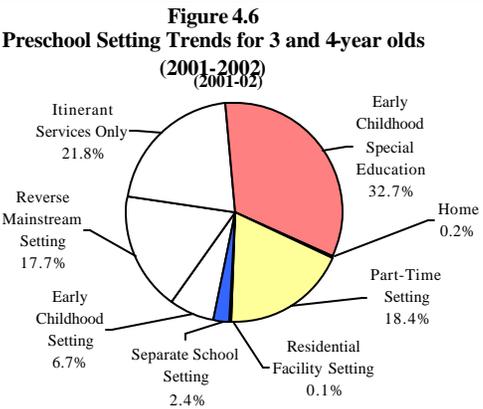
During 2003-2004:

- \$45,000 dollars to contract with the CPAC for parent training.
- Five Bureau Consultants (one full-time) assigned to work on the LRE Initiative.
- One additional Consultant assigned to the LRE Initiative to provide data reports to Bureau staff, districts and the court with a data analysis provided to targeted districts on a quarterly basis.
- \$1,400,000 for LEA grants in the area of LRE.
- \$85,000 for Expert Advisory Panel expenses.
- \$350,000 will be provided to the Special Education Resource Center (SERC) to offer professional development training on LRE/Inclusion, statewide.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment	
Question:	Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probe	BF.V (b): Are children with disabilities educated with non-disabled peers to the maximum extent appropriate, including preschool? (Note: Probe BF.V(b) relates to children ages 3 and 4 while Probe BF.V(a), Page 4.54, relates to children ages 5 through 21)
State Goal(s): (for reporting period July 1, 2002 through June 30, 2003):	Children with disabilities will be prepared to enter kindergarten at age 5.* *Note: this Goal relates to state goals set forth in GREATER EXPECTATIONS: Connecticut’s Comprehensive Plan for Education 2001-2005. (Attachment 2)
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003)	A. Preschool children, 3 and 4 years of age, with disabilities, will receive special education and related services in settings that are least restrictive.
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):	<p>During the 2001-2002 school year, itinerant services constituted the service setting for 22.0% and 21.5% of eligible 3- & 4-year-old students, respectively (Table 4.8). Analysis determined that the use of itinerant services to deliver special education services to individual students with disabilities, 3 and 4 years of age, has steadily increased since the 1999-2000 school year, while the utilization of reverse mainstream settings has decreased.</p> <p>Overall, the placement of students in early childhood settings, integrated (e.g., reverse mainstream) settings and itinerant services reflects the “least restrictive environment” (LRE) for 46.2% (6.7%+17.7%+21.8%) of eligible 3- and 4-year-old students with disabilities receiving special education services (Figure 4.6).</p>



**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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During the 2002-2003 school year, itinerant services constituted the service setting for 27.3% and 25% of eligible 3 and 4 year-old children, respectively (Table 4.8). This is a steady increase from the 1999-2000 school year. The utilization of integrated (e.g., reverse mainstream) settings increased this year from last, indicating more students are being educated in special education programs with a classroom composition of no less than 50% non-disabled peers. Early Childhood settings (9.8%) are again increasing after a decline in 2001-2002 (Figure 4.7).

Overall, the placement of students in early childhood and integrated (e.g., reverse mainstream) settings and itinerant services reflects the “least restrictive environment” (LRE) for the majority, 57.3%, of eligible 3- and 4-year-old students with disabilities in 2002-03. The 57.3% is an increase from 46.2% identified last year.

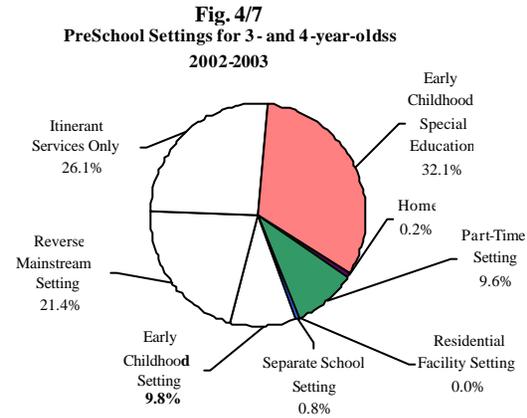


Table 4.8 PreSchool Trends for 3- and 4-year-olds by yearYear

	199900		200001		200102		200203	
	3	4	3	4	3	4	3	4
Early Childhood Setting	13.7%	15.9%	14.2%	14.4%	7.6%	5.9%	9.4%	10.1%
Early Childhood Special Ecl.	33.6%	30.7%	34.8%	33.5%	34.0%	31.8%	31.2%	32.8%
Reverse Mainstream Setting	24.5%	19.6%	18.1%	19.4%	17.9%	17.6%	22.4%	20.7%
Home	1.3%	3.2%	0.7%	0.6%	0.3%	0.2%	0.3%	0.2%
Part-Time Setting	9.5%	13.0%	11.8%	12.0%	16.2%	20.1%	8.8%	10.2%
Residential Facility Setting	0.1%	0.1%			0.1%	0.1%		
Separate School Setting	2.7%	2.8%	3.3%	3.0%	1.9%	2.7%	0.6%	1.0%
Itinerant Services Only	14.6%	14.6%	17.1%	17.0%	22.0%	21.5%	27.3%	25.0%

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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2. Targets (for reporting period July 1, 2002 through June 30, 2003):

- A. Increase the number of preschool children, ages 3- and 4-years of age, with disabilities who receive their special education and related services in settings that are least restrictive, by 10% over baseline.

3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):

The CSDE made progress from their original baseline by increasing the preschool opportunities in least restrictive settings by 9% just slightly less than the anticipated goal of a 10% increase from the baseline year. This progress is attributed to the following:

- **CSDE Policy and Dissemination:** Most notable during the 2002-2003 year was the formulation and dissemination of a policy letter issued by the Commissioner of Education to all school districts and others regarding the IDEA requirement for a free appropriate public education (FAPE) in the least restrictive environment (LRE) and its relevance and application to the preschool population. This dissemination of a policy letter and related information for the purpose of public awareness and outreach to the broad early childhood and early childhood special education and school community made an impact on LRE efforts.
- **CSDE Data Analysis and Dissemination:** In the 2002-2003 school year the CSDE completed a data analysis of preschool and kindergarten-age children with disabilities and issued a "Data Bulletin". The Data Bulletin was specific to the IDEA 619 Grant Program and identified the 'state-of-the state' regarding special education for children ages 3 through 5 with disabilities. Information included numbers of children, disability categories served, focused information on LRE as it related to settings and time with non-disabled peers, etc. This Data Bulletin assisted in heightening awareness of young children with disabilities, LRE and time with nondisabled peers issues .
- **CSDE Training and Technical Assistance:** During the 2002-2003 year, LRE for preschool-age children was one of the 3 training and technical assistance priorities of the Department's early childhood/early childhood special education initiative. LRE training and technical assistance opportunities were available for the early childhood and early childhood special education community and many events encouraged and/or required participation by a school district collaborative community-based team. Program-based job-embedded technical assistance was also available to school districts.
- **CSDE Incentives:** The CSDE provides accreditation support, training and technical assistance for programs serving preschool-age children with disabilities to become accredited through the National Association for the Education of Young Children (NAEYC). The accreditation project provides financial support for the NAEYC self-study and for the national validation visit as well as provides training and on-going technical assistance. Eligible programs included preschool and preschool special education programs in public schools as well as community-based early childhood programs serving preschool children receiving special education and related services.
- **CSDE Pre-K through Grade 12 LRE:** Preschool special education was embedded into each special education activity and initiative including Focused Monitoring, Program Review of school districts, school district data analysis profiles, etc.

**CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT**

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<ul style="list-style-type: none"> ▪ CSDE Early Childhood Efforts and Activities: Preschool special education – a focus on serving children ages 3- and 4-years of age with disabilities – was embedded and integrated into all early childhood efforts undertaken by the CSDE including embedding preschool special education into the Department’s Preschool Curricular Goals and Benchmarks and the Preschool Assessment Framework. Continued efforts also focused on the state’s preschool initiative called, School Readiness and Head Start. ▪ Collaborative work with Part C: Collaboration and communication between the state’s Part C program, the Connecticut Birth to Three System, and the state’s Preschool Special Education Program took place to ensure that there was training, technical assistance and information dissemination, including products and materials that focused on LRE for 3-year-olds transitioning from the Birth to Three System to Preschool Special Education. Targeted audiences were parents and service coordinators and
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>A. Increase the number of preschool children, 3- and 4-years of age with disabilities, who receive their special education and related services in settings that are least restrictive, by 20% over baseline.</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for next reporting period July 1, 2003 through June 30, 2004 and on-going)</p> <p>The CSDE will:</p> <ul style="list-style-type: none"> ▪ Continue training and technical assistance and incentive projects such as NEYC accreditation to focus efforts on preschool LRE – and related issues – for the early childhood and early childhood special education community. ▪ Continue preschool LRE focus in CSDE efforts to address FAPE in the LRE across the continuum pre-k through grade 12, regular and special education. ▪ Identify if there are funding incentives or funding opportunities that can be accessed or created to support Pre-k LRE activities. ▪ Identify the relationship of the use of LRE settings to children’s time with non-disabled peers and adjust indicator, data collection and data analysis accordingly.
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none"> ▪ Continue training and technical assistance and incentive projects such as NEYC accreditation to focus efforts on preschool LRE – and related issues – for the early childhood and early childhood special education community - June 30, 2004 and on-going. ▪ Continue preschool LRE focus in CSDE efforts to address FAPE in the LRE across the continuum pre-k through grade 12, regular and special education - June 30, 2004 and on-going.

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

- Identify if there are funding incentives or funding opportunities that can be accessed or created to support pre-k LRE activities - June 30, 2004 and on-going.
- Identify the relationship of the use of LRE settings to children's time with non-disabled peers and adjust indicator, data collection and data analysis accordingly - June 30, 2004 and on-going.

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

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Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?
Probe BF.VI Are the early language/communication, pre-reading, and social-emotional skills of preschool children with disabilities receiving special education and related services, improving?
State Goal (for reporting period July 1, 2002 through June 30, 2003): Students with disabilities will be prepared to enter Kindergarten at age 5 ready for success* *Note: this Goal relates to state goals set forth in GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005. (Attachment 2)
Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003) A. Changes in measures of the early language/communication, pre-reading and social-emotional skills of preschool children with disabilities receiving special education and related services.
1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003): No baseline or trend data available for the reporting period of July 1, 2002 through June 30, 2003 – The performance indicator identified in the IDEA, Part B APR (March 2004) was not a part of the Government Performance Results Act (GPRA) nor included in the U.S. Department of Education, Office of Special Education "self-assessment", cluster or clusterlight or the state's continuous improvement efforts in 2002-2003. No state data was collected for this performance indicator in 2002-2003.
2. Targets (for reporting period July 1, 2002 through June 30, 2003): No target established – This performance indicator did not exist in 2001-2002.
3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003): Explanation of progress or slippage unavailable – This performance indicator did not exist in 2001-2002.

CLUSTER IV: FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT
STATE OF CONNECTICUT

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<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>No specific targets were established for 2003-2004. See Section 5, Future Activities. -</p>
<p>5. Future Activities to Achieve Projected Targets/Results (for next reporting period July 1, 2003 through June 30, 2004 and on-going)</p> <ul style="list-style-type: none">▪ Identify national and state activities and efforts specific to early childhood outcomes and accountability (e.g., Head Start Child Outcomes, Early Childhood Outcome Center, Center on Special Education Monitoring and Accountability, Project SERVE, etc.).▪ Conduct a review of the research and literature on early childhood outcomes, measures, instruments, and systems of accountability to assist in defining what may be reasonable measures and methods for collecting child specific information.▪ Review state specific Head Start Child Outcomes results specific to children 3- and 4-years of age with disabilities to ascertain if similar tests and measures can be utilized as an initial baseline for measuring child outcomes in language/communication, pre-reading and social-emotional development.▪ Identify if the state will be developing and implementing an assessment and results system for the state's preschool initiative and determine how child outcome data specific to children with disabilities can be included and reported as a sub-group.
<p>6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none">▪ Identify national and state activities and efforts specific to early childhood outcomes and accountability (e.g., Head Start Child Outcomes, Early Childhood Outcome Center, Center on Special Education Monitoring and Accountability, Project SERVE, etc.) 6-30-2004 and on-going.▪ Conduct a review of the research and literature on early childhood outcomes, measures, instruments, and systems of accountability to assist in defining what may be reasonable measures and methods for collecting child specific information 6-30-2004 and on-going.▪ Review state specific Head Start Child Outcomes results specific to children 3- and 4-years of age with disabilities to ascertain if similar tests and measures can be utilized as an initial baseline for measuring child outcomes in language/communication, pre-reading and social-emotional development 6-30-2004 and on-going.▪ Determine if the state will be developing and implementing an assessment and results reporting system for the state's preschool initiative and determine how child outcome data specific to children with disabilities can be included and reported as a sub-group, 6-30-2004 and on-going.▪ Establish future target(s) for this Probe by 6-30-2004.

CLUSTER AREA V: SECONDARY TRANSITION

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Part B Annual Performance Report
Status of Program Performance

March 2004

**CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal: (for reporting period July 1, 2002 through June 30, 2003):

Students with disabilities, two years after exiting school, will be employed and/or enrolled in post-secondary education (CIP)*

*Note: this Goal relates to state goals set forth in GREATER EXPECTATIONS: Connecticut's Comprehensive Plan for Education 2001-2005. (Attachment 2)

Performance Indicator(s) (for reporting period July 1, 2002 through June 30, 2003):

- A. The total number of students with disabilities reporting participation in post-secondary education on a follow-up survey of exiters.
- B. The total number of students with disabilities reporting gainful employment on a follow-up survey of exiters.
- C. The total number of students with disabilities reporting satisfaction with their current job on a follow-up survey of exiters.
- D. The total number of students with disabilities reporting they received support from an adult service or community agency on a follow-up survey of exiters.

1. Baseline/Trend Data (for reporting period July 1, 2002 through June 30, 2003):

The data reported here come from the Special Education Follow-up Survey of Graduates/Exiters of High School, 2000. This activity was funded with a General Supervision Enhancement Grant.

Three thousand five hundred thirty-four (3,534) special education students were identified as having exited high school between January and June of the year 2000 for one of the following reasons: graduation with a regular diploma, graduation with an IEP diploma, aging out of school (reached age 22), or dropping out of school. These data were collected and analyzed in 2002. Data on graduates/exiters are gathered bi-annually and data are reported for students two years following their exiting from school. It has been frequently demonstrated that information gathered on students two

CLUSTER V: SECONDARY TRANSITION STATE OF CONNECTICUT

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

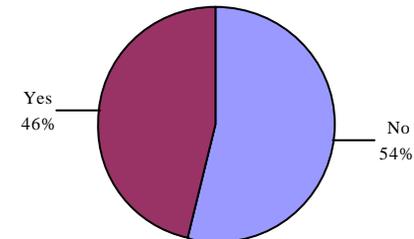
years after they have graduated/exited tends to be much more reflective of their post-secondary experience as compared to the information gathered on students only one year removed from their high school experience. Information on 2002 graduates/exiters will be available for the next Part B Annual Performance Report.

Addresses for exiters were obtained from local school districts and surveys were mailed in the spring of 2002 (addresses were not available for all students identified as exiters). Several follow-up mailings were completed to counter non-response, including letters for surveys returned without consent forms. Complete data sets were available for 367 cases, or 11.8% of the 3,120 surveys mailed. Due to the small response rate and the demographics of the sample, these survey findings should not be considered representative of the state's special education exiters of high school in the year 2000.

Indicator A: Participation in Post-Secondary Education

Of those students who responded to the survey, 46% were currently enrolled in college or some other type of training program. (Figure 5.1)

Figure 5.1
Enrolled in College or Training Program
(2000 Follow-up Survey of Exiters)



**CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Table 5.1

Table A—Among 1988 eighth graders who completed high school, the percentage who enrolled in postsecondary education by 1994, and percentage distribution according to type of institution, by disability status and type

	Total enrolled	4-year institutions			Other institutions		
		Total	Public	Private, not-for-profit	Total	Public 2-year	Other ¹
Total	70.4	59.4	39.8	19.6	40.6	34.4	6.2
Does not have a disability	71.7	61.5	41.3	20.2	38.6	33.3	5.3
Has a disability	62.8	42.0	28.1	14.0	58.0	44.9	13.1

¹ Students enrolled in private, for-profit institutions; public less-than-2-year institutions; or private, not -for-profit less-than-4-year institutions.

²Parent reported student had any other disability, including health problems, emotional problems, mental retardation, or other physical disabilities, and had received services for it.

NOTE: Percentages may not sum to 100 due to rounding.

Connecticut does not currently collect follow-up data on the general population of high school exiters. In order to offer some comparison of the post-school activities of high school exiters with disabilities to their non-disabled counterparts, we looked at data from the 1994 follow-up of the National Center for Education Statistic's (NCES) National Education Longitudinal Study (NELS). In 1994, NCES followed up with its 1988 cohort of 8th grade students originally sampled in NELLS. That 1994 data collection was intended to capture students' experiences when most of the sample were 2 years removed from their secondary school experience. According to NCES's report *Students With Disabilities in Postsecondary Education: A Profile of Preparation, Participation, and Outcomes*, approximately 63 percent of students with disabilities had enrolled in some form of postsecondary education, compared with about 72 percent of students without disabilities.

For purposes of this comparison, it is important to note that the NCES data (Table 5.1) report the post-school status of students with disabilities who graduated from high school whereas Connecticut data (Figure 5.1) report not only graduates with a regular high school diploma but also include the

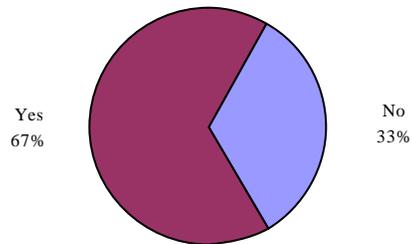
**CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

status of students who exited with a certificate of completion (IEP diploma), reached age 22, or dropped out of school. Given that the two populations sampled are likely significantly different, the 46% of all students with disabilities in Connecticut who were enrolled in college or some other type of training program two years after leaving school appears to be a positive finding when compared to the 63% figure reported for high school graduates in the NCES data.

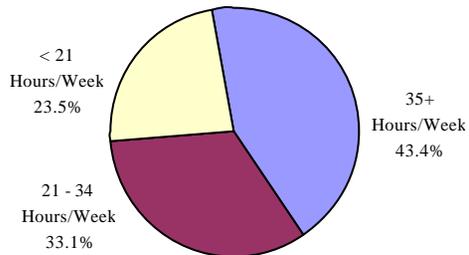
Indicator B: Gainful Employment

**Figure 5.2
Currently Working at a Paying Job
(2000 Follow-up Survey of Exiters)**



According to the 2000 N.O.D./Harris Survey of Americans with Disabilities, the national employment picture for 18- to 29-year-olds is relatively promising. Among this cohort, 57% of those with disabilities who are able to work are working, compared to 72% of their non-disabled counterparts - a gap of 15% . As Figure 5.2 indicates, 67% of the exited students who responded to the Connecticut survey reported that they were currently working at a paying job. A figure that compares favorably with the N.O.D./Harris data.

**Figure 5.3
Hours Working Per Week
(2000 Follow-up Survey of Exiters)**



Of the exited students responding to Connecticut’s survey, 246 (67%) (Figure 5.2) are gainfully employed and 43.4% (Figure 5.3) of those are working full time. Types of jobs held varied greatly, with over a quarter employed in sales or a related field. Some of the ‘other’ fields of employment include mail carrier, security, truck driving and landscaping. These results compare favorably with the 57% employment figure reported in the 2000 N.O.D./Harris Survey results.

CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT

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Indicator C: Satisfaction with Job

Just over 70% of the survey respondents were satisfied with their current employment (Figure 5.4). Interestingly, nearly one-fifth were uncertain of their job satisfaction when asked. It is positive to note that over 70% of the students have maintained their current job for at least two years (Figure 5.5). In the absence of satisfaction data for students without disabilities it is not possible to make direct comparisons, however, the 70% satisfaction rate for Connecticut students with disabilities is likely a positive finding. Utilizing these current data as a baseline, future data collection and analysis will provide a better understanding of the significance of these current data.

Figure 5.4
Satisfaction with Current Job
(2000 Follow-up Survey of Exiters)

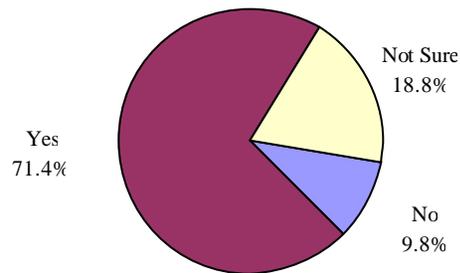
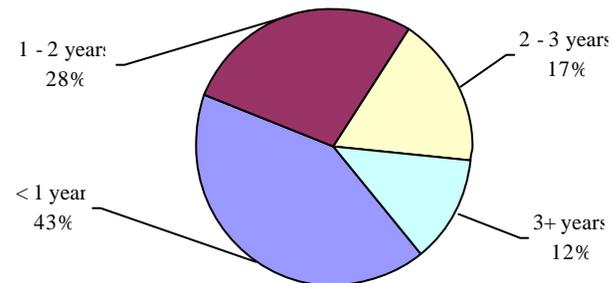


Figure 5.5
Length of Employment at Current Job
(2000 Follow-up Survey of Exiters)



**CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

Indicator D: Support From an Adult Service Agency

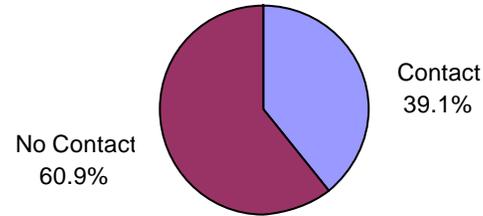
Respondents were asked which Adult Service and Community Agencies they have worked with since leaving high school. Respondents were permitted to select all that apply as well as to write in others, as appropriate.

Over 200 of all respondents (60.9%) indicated that they had no contact with any adult service or community agency since exiting school. This may be indicative of the sample of respondents who were mostly students with learning disabilities, although these students may also work with such agencies, they may be less likely to need extensive services. A revised survey and improved sampling procedures to be utilized by the CSDE beginning in 2003-2004 is expected to provide more complete data on the extent to which adult service or community agencies are utilized by students with different disabilities. These changes should also make possible a more detailed interpretation of response patterns.

A summary is provided in Table 5.2 of the agencies identified by students who reported working with at least one agency since leaving school. This table indicates that of the 114 students who had worked with an agency, nearly half reported working with the Department of Social Services and the Bureau of Rehabilitation Services while only 8.5% reported working with Employment Centers.

It appeared from an analysis of student response patterns that a number of respondents may have confused the Department of Social Services with the Social Security Administration which administers SSI eligibility thus accounting for an artificially high utilization rate (48.2%) for this agency. A revised survey and improved sampling procedures to be utilized by the CSDE beginning in 2003-2004 is expected to correct this type of error and to facilitate a more detailed interpretation of response patterns.

**Figure 5.6
Contact with Adult/Community Services
(2000 Follow-up Survey of Exiters)**



**Table 5.2 (Item #25)
Follow-Up Survey of Exiters
Have You Worked with any Adult Service or Community
Agencies Since Leaving High School?**

Department Of Social Services	48.2%
Bureau of Rehabilitation Services	47.4%
Department of Mental Retardation	44.7%
Adult Service Agency	10.5%
Other	9.8%
Employment Centers	8.5%
Board of Education and Services For The Blind	7.0%
Department of Mental Health And Addiction Services	4.4%
Office of Protection And Advocacy	2.6%
Commission Of The Deaf And Hearing Impaired	0.9%
Community Mental Health Associates	0.9%

**CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

<p>2. Targets (for reporting period July 1, 2002 through June 30, 2003):</p> <p>The current data reflect the establishment of a baseline. Targets were not set for 2002-2003.</p>
<p>3. Explanation of Progress or Slippage (for reporting period July 1, 2002 through June 30, 2003):</p> <p>The current data reflect the establishment of a baseline. Targets were not set for the 2002-2003 year.</p>
<p>4. Projected Targets (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <ul style="list-style-type: none">A. Increase by 5% over baseline the number of students with disabilities reporting participation in post-secondary education on the follow-up survey of exiters.B. Increase by 5% over baseline the number of students with disabilities reporting gainful employment on the follow-up survey of exiters.C. Increase by 5% over baseline the number of students with disabilities reporting satisfaction with their current job on the follow-up survey of exiters.D. Increase by 5% over baseline the number of students with disabilities reporting they received support from an adult service or community agency on the follow-up survey of exiters.
<p>5. Future Activities to Achieve Projected Targets/Results (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):</p> <p>The CSDE will:</p> <ul style="list-style-type: none">▪ Maintain the state level position of Consultant for Transition Services, a position collaboratively funded by the CSDE and the Department of Social Services, Bureau of Rehabilitation Services.▪ Revise the 2002 Special Education Follow-Up Survey as a way to increase the response rate and improve the quality of the data collected. (Note: comments/suggestions from young adults will be solicited to clarify and otherwise improve survey questions.)▪ Conduct the Special Education Follow-Up survey of 3,900 students who exited special education in 2002. (Note: funding for this activity will come from the IDEA Discretionary Grant with \$43,000 in grant funds and approximately \$40,000 of in-kind service from CSDE).▪ Continue the thirty (30) member statewide Interagency Transition Task Force with bi-monthly meeting being convened. (Note: five subcommittees also meet on alternate months to implement activities as defined on the Bureau's Transition Continuous Improvement Plan.

**CLUSTER V: SECONDARY TRANSITION
STATE OF CONNECTICUT**

Note: An asterisk (*) indicates that the goal or indicator is the same as for students who are nondisabled

- Provide funding for twenty-two (22) transition-related grants for LEAs as follows:
 - Six (6) to develop transition programs in age-appropriate environments (colleges and universities) (Sliver Grants, \$240,000).
 - Two (2) to develop High School/High Tech programs (an initiative of the federal Department of Labor – Office of Disability Employment Policy) (Sliver Grants, \$90,000).
 - Three (3) to develop Start on Success programs (an initiative of the National Organization on Disability) (Sliver Grants, \$150,000).
 - One (1) to develop a regional Kids as Self-Advocates program (KASAS) (IDEA Discretionary Grant, \$10,000).
 - One (1) to develop a model for transition-related parent training for minority families in urban districts. (SIG funds, \$33,000).
 - Nine (9) to enhance transition-related components at the high school level (community-based career exploration, internships, job training, self-advocacy, social skill development) (SIG funds, \$66,000; Sliver Grants \$274,400).
- Continue transition training and technical assistance through the Special Education Resource Center (SERC). (Note: ten transition-related workshops will be conducted statewide, in addition to the offering of a comprehensive on-line course for beginning Transition Coordinators.)
- Continued statewide transition related workshops for families (18).
- Develop and disseminate two student guides: “Understanding your Rights and Responsibilities under IDEA” and an “Educational Journey from Self Discovery to Advocacy” (SIG funds, \$40,000).
- Develop Connecticut’s Transition Manual and Resource Directory for educators.
- Develop and disseminate competencies for the positions of Transition Coordinator and Job Coach at the secondary level for use by LEAs.
- Establish four regional Transition Coordinator Networks designed to provide support to personnel responsible for transition services at the middle and high school levels.
- Conduct a fifth annual Youth Leadership Forum for Students with Disabilities (YLF - summer 2003) and begin planning for the sixth annual Youth Leadership Forum for Student with Disabilities (Summer 2004).

6. Projected Timelines and Resources (for NEXT reporting period July 1, 2003 through June 30, 2004 and on going):

Resources:

- Assignment of a CSDE Consultant to serve as liaison for all transition-related initiatives statewide.
- Provide funding to the Special Education Resource Center (SERC) to provide transition-related training and technical assistance.
- Assignment of a Consultant from SERC to assist CSDE staff in planning and managing transition-related training and technical assistance.
- Resources from the State Improvement Grant (SIG), Sliver Grants, IDEA Discretionary funds and the General Supervision Grant to implement the Follow-Up Study and support the implementation of all above-referenced transition related initiatives.
- Members of the state-level Interagency Transition Task Force to develop a Transition Manual and implement activities as defined in the CSDE’s Transition Continuous Improvement Plan.
- Resources from the public and private sector to assist in hosting the annual Youth Leadership Forums.

Enter the percentage of the total performance goals established for students with disabilities that are consistent with those for nondisabled students. 71 %

ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
(Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

¹ The disproportionality task force recommended that, when calculating disproportionality, States use enrollment data rather than population because these data are available at the school and district level. Population data, on the other hand, are often only available at the State level. Because the Office of Special Education Programs recommends that States examine disproportionality at the district level, States should use a denominator that is comparable for all levels of analysis.

APPENDIX A

Sample Special Education Profile



Connecticut Department of Education

Special Education Profiles

School Year Data 2002-2003

West Hartford

Table 1. School District Administrative Personnel

Name	Title	Telephone
David P. Sklarz	Superintendent	
Glenn McGrath	Director of Pupil Services	(860) 523-3500

Table 2. Overall District Description

General Education		
Total Number of Students for Whom the District is Fiscally Responsible (Excluding Pre-K and Adult Education)		9,634
Total Number of Teachers in the District (K-12 FTE)		723.3
Total Number of Pupil Services Staff in the District (K-12 FTE)		65.0
Total Number of Administrators in the District (K-12 FTE)		48.5
Total District Expenditures***		\$87,336,482
Regional Education Service Center		CREC
Educational Reference Group		B
Special Education		
Number of Students with Special Education Disabilities for Whom the District is Fiscally Responsible (Excluding Pre-K and Adult Education; Including Private Pay*)		1,246
District Special Education Prevalence Rate (% of Total Students with Disabilities) (Excluding Pre-K and Adult Education; Including Private Pay*)		12.9%
**District Special Education Prevalence Rate (Excluding Pre-K, Adult Education and Private Pay*)	Private Pay (n) = 53	12.4%
Number of Special Education Teachers in the District (FTE)		84.8
District Special Education Expenditures***		\$15,795,093
Number of Students with Disabilities Placed Out of District ****		46

**Private Pay = Private/Parochial students, not placed or referred by public agencies, whose basic education is paid through private resources and who receive special education and related services at public expense under a service plan.*

***New Special Education Prevalence Figure which does not include private pay students in the calculation.*

****Expenditures are unaudited figures from the full 2001-02 fiscal year.*

*****Excludes Endowed and Incorporated Academies and students placed Out of District by Parents*

Table 3. Districts in the Comparison Educational Reference Group (ERG)

<p>ERG B</p> <p>The following districts are in this ERG</p> <p>Bethel, Brookfield, Cheshire, Fairfield, Farmington, Glastonbury, Granby, Greenwich, Guilford, Madison, Marlborough, Monroe, New Fairfield, Newtown, Orange, South Windsor, Trumbull, West Hartford, Regional #5</p>

Table 4. Special Education Prevalence Trends

	<i>1996-1997</i>	<i>1997-1998</i>	<i>1998-1999</i>	<i>1999-2000</i>	<i>2000-2001 Percent</i>	<i>2001-2002</i>	<i>2002-2003</i>
School District	13.5%	14.2%	15.0%	14.9%	13.4%	12.9%	12.9%
ERG Median	13.3%	12.9%	12.3%	11.3%	10.9%	10.3%	9.6%
State Prevalence	13.8%	13.7%	13.5%	12.8%	12.5%	12.3%	12.2%

Table 5. Students with Disabilities: Number and Prevalence Rate within the Total Enrollment

Total Number of Students for whom the District is fiscally responsible (for computation of prevalence rate): **9,634**

<i>Special Education Disability</i>	<i>District Number of K-12 Students with Disabilities</i>	<i>District Prevalence Rate</i>	<i>Comparison ERG Prevalence Rate</i>	<i>State Prevalence Rate</i>
Learning Disability	432	4.5%	4.3%	5.0%
Intellectual Disability	35	0.4%	0.3%	0.6%
Emotional Disturbance	107	1.1%	0.7%	1.3%
Speech Impairment	368	3.8%	2.4%	2.5%
Other Health Impairment	163	1.7%	1.9%	1.6%
Other Disability*	141	1.5%	0.9%	1.1%
Total	1,246	12.9%	10.5%	12.2%

*Details regarding this "Other" category are in the next table.

Table 6. Students with Disabilities Reported in the "Other" Disability Category in this Report: Number and Prevalence

Total Number of Students for whom the District is fiscally responsible (for computation of prevalence rate): **9,634**

<i>Specific Disability (Within "Other" Category)</i>	<i>District Number of Students with Specific "Other" Disabilities</i>	<i>District Prevalence Rate Percent</i>	<i>Comparison ERG Prevalence Rate Percent</i>	<i>State Prevalence Rate Percent</i>
Visual Impairment	4	0.04%	0.05%	0.05%
Orthopedic Impairment	4	0.04%	0.02%	0.03%
Deaf-Blindness		0.00%	0.00%	0.01%
Hearing Impairment	31	0.32%	0.14%	0.15%
Traumatic Brain Injury		0.00%	0.01%	0.02%
Autism	39	0.40%	0.38%	0.32%
Multiple Disabilities	57	0.59%	0.28%	0.39%
Developmental Delay	6	0.06%	0.07%	0.15%
Total	141	1.46%	0.95%	1.12%

Table 7. Students with Disabilities: Number and Percentage Within Special Education

(i.e., % of the total number of students with disabilities)

<i>Special Education Disability</i>	<i>District Number of Students</i>	<i>District "Within" Special Education Percentage</i>	<i>Comparison ERG "Within" Special Education Percentage</i>	<i>State "Within" Special Education Percentage</i>
Learning Disability	432	34.7%	40.8%	40.9%
Intellectual Disability	35	2.8%	3.0%	5.2%
Emotional Disturbance	107	8.6%	6.5%	10.8%
Speech Impairment	368	29.5%	22.4%	20.6%
Other Health Impairment	163	13.1%	9.0%	9.2%
Other Disability	141	11.3%	18.4%	13.5%
Total	1,246	100%	100%	100%

Table 8. Students with Disabilities: Gender Within Disability

<i>Disability Group</i>	<i>Gender</i>	<i>District Percent</i>	<i>Comparison ERG Percent</i>	<i>State Percent</i>
Learning Disability	Female	33.3%	31.8%	32.5%
	Male	66.7%	68.2%	67.5%
Intellectual Disability	Female	62.9%	50.2%	43.3%
	Male	37.1%	49.8%	56.7%
Emotional Disturbance	Female	25.2%	28.8%	23.4%
	Male	74.8%	71.2%	76.6%
Speech Impairment	Female	38.3%	35.4%	35.8%
	Male	61.7%	64.6%	64.2%
Other Health Impairment	Female	23.9%	25.3%	24.2%
	Male	76.1%	74.7%	75.8%
Other Disability	Female	30.5%	29.0%	31.3%
	Male	69.5%	71.0%	68.7%
Total	Female	33.4%	31.5%	31.5%
	Male	66.6%	68.5%	68.5%

Table 9. Students with Disabilities: Gender Within Racial/Ethnic Group

<i>Racial/Ethnic Group</i>	<i>Gender</i>	<i>Students with Disabilities</i>				<i>All Students in the District's Public School Buildings*</i>	
		<i>District Number</i>	<i>District Percent</i>	<i>Comparison ERG Percent</i>	<i>State Percent</i>	<i>District Number</i>	<i>District Percent</i>
American Indian	Female	1	50.0%	31.0%	25.0%	9	0.0%
	Male	1	50.0%	69.0%	75.0%	12	100.0%
Asian American	Female	10	34.0%	39.0%	34.0%	414	100.0%
	Male	19	66.0%	61.0%	66.0%	381	0.0%
Black	Female	60	36.0%	33.0%	31.0%	444	0.0%
	Male	106	64.0%	67.0%	69.0%	445	100.0%
Hispanic	Female	70	32.0%	32.0%	32.0%	568	0.0%
	Male	149	68.0%	68.0%	68.0%	593	100.0%
White	Female	271	33.1%	31.2%	31.6%	3,353	49.5%
	Male	548	66.9%	68.8%	68.4%	3,414	50.5%
Other	Female	4	36.0%	49.0%	32.0%	0	100.0%
	Male	7	64.0%	51.0%	68.0%	1	0.0%
Total	Female	416	33.4%	31.5%	31.5%	*4788	49.7%
	Male	830	66.6%	68.5%	68.5%	*4846	50.3%

*Public school student racial/ethnic data are based on district of fiscal responsibility (January PSIS).

Table 10. Students with Disabilities: Racial/Ethnic Group by Disability

Racial/ Ethnic Group	Students with Disabilities							Comparison Percentages:		
	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impaired Number	Other Disability Number	District Total Number	District Total Percent	ERG Total Percent	State Total Percent
American Indian				1	1		2	0.2%	0.2%	0.3%
Asian American	8			13	3	5	29	2.3%	1.8%	1.1%
Black	60	3	29	54	15	5	166	13.3%	4.5%	16.3%
Hispanic	65	5	28	84	18	19	219	17.6%	5.5%	16.6%
White	297	26	50	213	126	107	819	65.7%	87.7%	65.3%
Other	2	1		3		5	11	0.9%	0.5%	0.3%
Total	432	35	107	368	163	141	1,246	100.0%	100.0%	100.0%

Table 11. Three Sets of Racial/Ethnic Group Comparison Percentages for Previous Table:

- Connecticut Students with Disabilities
- District K-12 Enrollment (All District Students)
- State K-12 Enrollment (All Connecticut Students)

Racial/Ethnic Group	All Students with Disabilities in the State of Connecticut (State Special Education Data)						District K-12 Enrolled Students* (All Students)		Connecticut K-12 Enrolled Students* (All Students) Percent
	Learning Disability Percent	Intellectual Disability Percent	Emotional Disturbance Percent	Speech Impairment Percent	Other Health Impaired Percent	Other Disability Percent	School Totals Number	School Totals Percent	
American Indian	0.3%	0.4%	0.4%	0.3%	0.4%	0.2%	21	0.2%	0.3%
Asian American	0.7%	1.5%	0.5%	1.7%	0.6%	2.4%	795	8.3%	3.0%
Black	16.4%	27.7%	23.9%	13.2%	11.2%	15.2%	889	9.2%	13.5%
Hispanic	18.4%	21.3%	20.7%	15.2%	9.3%	15.4%	1,161	12.1%	13.9%
White	64.0%	48.9%	54.1%	69.2%	78.0%	66.2%	6,767	70.2%	68.8%
Other	0.3%	0.3%	0.3%	0.4%	0.4%	0.6%	1	0.0%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	9,634	100.0%	100.0%

*Public school student racial/ethnic data are based on district of fiscal responsibility (January PSIS). Does not include Pre-K and adult education.

Table 12. Students with Disabilities: English Proficiency

English Proficiency	District Students with Disabilities							Comparison Percentages	
	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impaired Number	Other Disability Number	Total District Number	District Total Percent	State Total Percent
Proficient	185	22	29	109	65	64	474	38.0%	89.3%
Non-Proficient	0	0	2	5	1	3	11	0.9%	2.6%
Proficiency Unknown	247	13	76	254	97	74	761	61.1%	8.1%

Table 13. Students with Disabilities: Percentage of Time with Non-Disabled Peers
(Three Placement Categories)

Placement Categories	District Students with Disabilities						Comparison Percentages			
	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impaired Number	Other Disability Number	Total District Number	District Total Percent	ERG Total Percent	State Total Percent
79 to 100% *	295	6	42	274	125	50	792	63.6%	65.8%	56.3%
40 to 79% **	114	14	29	79	27	48	311	25.0%	22.1%	23.1%
0 to 40% ***	23	15	36	15	11	43	143	11.5%	12.1%	20.6%
Total	432	35	107	368	163	141	1,246	100%	100%	100%

* Regular Classroom Placement ** Resource Room Placement *** Separate Special Education Classroom Placement

Table 14. Students with Disabilities: Percentage of Time with Non-Disabled Peers
(Ten Placement Categories)

Placement Categories	District Students with Disabilities						Comparison Percentages			
	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impaired Number	Other Disability Number	Total District Number	District Total Percent	ERG Total Percent	State Total Percent
0 - 10%	17	6	33	7	8	13	84	6.7%	7.2%	10.2%
10.01 - 20%	1	1	0	2	0	4	8	0.6%	1.3%	3.9%
20.01 - 30%	0	0	1	0	1	11	13	1.0%	1.4%	2.9%
30.01 - 40%	5	8	2	6	2	15	38	3.0%	2.2%	3.6%
40.01 - 50%	14	4	2	8	6	14	48	3.9%	3.0%	4.7%
50.01 - 60%	28	5	7	28	8	15	91	7.3%	4.5%	4.6%
60.01 - 70%	40	3	15	19	8	9	94	7.5%	6.7%	6.2%
70.01 - 80%	38	2	7	25	6	11	89	7.1%	9.1%	8.7%
80.01 - 90%	98	4	15	72	39	16	244	19.6%	27.3%	21.7%
90.01 - 100%	191	2	25	201	85	33	537	43.1%	37.1%	33.4%
Total	432	35	107	368	163	141	1,246	100.0%	100.0%	100.0%

Table 15. Percentage of Time with Non-Disabled Peers by Disability: Selected Statistics

Selected Statistics	District Students with Disabilities						Comparison Statistics		
	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impaired Number	Other Disability Number	District Total	ERG Total	State Total
Number of Students Who Have 0% of the Time with Non-Disabled Peers	17	6	30	5	7	12	77	611	6085
Percentage of Students Who Have 0% of the Time with Non-Disabled Peers	3.9%	17.1%	28.0%	1.4%	4.3%	8.5%	6.2%	6.7%	8.8%
Number of Students with Disabilities Who Have 100% of the Time with Non-Disabled Peer	3				2	1	6	258	3331
Percentage of Students with Disabilities Who Have 100% of the Time with Non-Disabled Peer	0.7%				1.2%	0.7%	0.5%	2.8%	4.8%
Average (Mean) % of Time with Non-Disabled Peers	79.2%	46.0%	53.9%	83.0%	80.7%	57.9%	75.0%	75.6%	68.8%
Median % of Time with Non-Disabled Peers	87.5%	44.7%	66.7%	90.6%	90.3%	54.8%	87.1%	87.3%	84.4%

Table 16. Education Location of Students by Disability

Education Location	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impairment Number	Other Disability Number	Total Number
In Local School District	402	33	87	339	153	126	1,140
Other Public School Districts	1		2	1	1		5
RESC	1		1	4	1	3	10
Parochial or Other Private Non-Special Education School	20			23	6	4	53
Quasi-Public School (i.e., the 3 endowed academies)							
Private Special Education School Program	6	2	17	1	1	8	35
Group Home/ Shelter							
Other Agency	1				1		2
Hospital/ Homebound							
Out of State	1						1
Total	432	35	107	368	163	141	1,246

Table 17. Education Location of Students by Placing Agency

Education Location	Local School District* Number	Department of Children and Families Number	Other State Agencies Number	Juvenile and Superior Courts Number	Parents, Physicians, and Other Number	Total Number
In Local School District	1,139	1				1,140
Other Public School Districts	2	1			2	5
RESC	6				4	10
Parochial or Other Private Non-Special Education School	53					53
Quasi-Public School (i.e., the 3 endowed academies)						
Private Special Education School Program	28	7				35
Group Home/ Shelter						
Other Agency	2					2
Hospital/ Homebound						
Out of State	1					1
Total	1,231	9			6	1,246

Table 18. Comparison Percentages Regarding Students Placed Out of District

Within the Population of Students with Disabilities Who Have Been	Placing Agency	Total District Number	District Total Percent	Comparison Percentages ERG Total Percent	State Total Percent
The Percentage of Students Who Have Been Placed Out of District by the District and by Other Parties	Placed Out By District	38	82.6%	83.4%	72.2%
	Placed Out By Other Parties	8	17.4%	16.6%	27.8%
	Total Placed Out	46	100.0%	100.0%	100.0%
Within the Total School Population The Percentage of the Total School District Population Placed Out of District (i.e., the prevalence for out-placements)	Placed Out By District	38	0.39%	0.46%	0.59%
	Placed Out By Other Parties	8	0.08%	0.09%	0.23%
	Total Placed Out	46	0.48%	0.55%	0.82%

Table 19.a Participation in the 4th Grade CMT by Students with Disabilities [Fall, 2002]

Students with Disabilities		Student Count	District Percent	ERG Total Percent	State Total Percent
Math	Taking Standard CMT	69	80.2%	79.0%	78.3%
	Taking Out-Of-Level CMT	7	8.1%	12.7%	14.5%
	With an Invalid CMT Test	0	0.0%	0.0%	0.5%
	Absent	0	0.0%	0.8%	0.8%
	Taking Skills Checklist	10	11.6%	7.4%	5.8%
	Exempt from CMT	0	0.0%	0.0%	0.1%
	Total	86	100%	100%	100%
Reading	Taking Standard CMT	66	76.7%	73.9%	74.2%
	Taking Out-Of-Level CMT	10	11.6%	17.7%	18.2%
	With an Invalid CMT Test	0	0.0%	0.2%	0.8%
	Absent	0	0.0%	0.8%	1.0%
	Taking Skills Checklist	10	11.6%	7.4%	5.8%
	Exempt from CMT	0	0.0%	0.0%	0.1%
	Total	86	100%	100%	100%
Writing	Taking Standard CMT	65	75.6%	74.7%	73.1%
	Taking Out-Of-Level CMT	10	11.6%	14.7%	16.6%
	With an Invalid CMT Test	0	0.0%	0.5%	2.1%
	Absent	1	1.2%	2.6%	2.3%
	Taking Skills Checklist	10	11.6%	7.4%	5.8%
	Exempt from CMT	0	0.0%	0.0%	0.1%
	Total	86	100%	100%	100%

Table 19.b Participation in the 6th Grade CMT by Students with Disabilities [Fall, 2002]

Students with Disabilities		Student Count	District Percent	ERG Total Percent	State Total Percent
Math	Taking Standard CMT	57	77.0%	81.8%	75.6%
	Taking Out-Of-Level CMT	15	20.3%	12.8%	16.7%
	With an Invalid CMT Test	0	0.0%	0.0%	0.2%
	Absent	1	1.4%	0.5%	1.7%
	Taking Skills Checklist	1	1.4%	5.0%	5.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	74	100%	100%	100%
Reading	Taking Standard CMT	57	77.0%	81.5%	73.5%
	Taking Out-Of-Level CMT	16	21.6%	13.2%	19.1%
	With an Invalid CMT Test	0	0.0%	0.2%	0.5%
	Absent	0	0.0%	0.2%	1.2%
	Taking Skills Checklist	1	1.4%	5.0%	5.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	74	100%	100%	100%
Writing	Taking Standard CMT	56	75.7%	81.7%	73.8%
	Taking Out-Of-Level CMT	15	20.3%	12.0%	17.3%
	With an Invalid CMT Test	0	0.0%	0.3%	1.4%
	Absent	2	2.7%	1.1%	1.8%
	Taking Skills Checklist	1	1.4%	5.0%	5.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	74	100%	100%	100%

Table 19.c Participation in the 8th Grade CMT by Students with Disabilities [Fall, 2002]

Students with Disabilities		Student Count	District Percent	ERG Total Percent	State Total Percent
Math	Taking Standard CMT	73	76.0%	79.8%	74.0%
	Taking Out-Of-Level CMT	16	16.7%	14.6%	18.6%
	With an Invalid CMT Test	0	0.0%	0.1%	0.6%
	Absent	3	3.1%	1.3%	2.4%
	Taking Skills Checklist	4	4.2%	4.1%	4.4%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	96	100%	100%	100%
Reading	Taking Standard CMT	75	78.1%	80.6%	73.8%
	Taking Out-Of-Level CMT	15	15.6%	13.8%	18.9%
	With an Invalid CMT Test	0	0.0%	0.1%	0.7%
	Absent	2	2.1%	1.3%	2.3%
	Taking Skills Checklist	4	4.2%	4.1%	4.4%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	96	100%	100%	100%
Writing	Taking Standard CMT	72	75.0%	80.0%	73.8%
	Taking Out-Of-Level CMT	15	15.6%	13.6%	18.0%
	With an Invalid CMT Test	0	0.0%	0.1%	1.0%
	Absent	5	5.2%	2.1%	2.8%
	Taking Skills Checklist	4	4.2%	4.1%	4.4%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	96	100%	100%	100%

Table 20. Connecticut Testing: % of Students Reaching State Goal [Grades 4, 6 and 8: Fall, 2002] [Grade 10: Spring, 2003]

	Mathematics		Reading		Writing		Science	
	Students with Disabilities	All Other Students						
Grade 4: District	43.5%	84.5%	30.3%	78.4%	26.2%	80.7%		
Grade 4: ERG	44.1%	83.8%	31.8%	78.8%	33.4%	81.4%	<i>Not Applicable</i>	
Grade 4: CT	24.7%	63.8%	17.4%	59.4%	20.4%	65.3%		
Grade 6: District	28.1%	82.4%	26.3%	82.3%	19.6%	77.1%		
Grade 6: ERG	32.5%	83.3%	33.5%	85.4%	30.1%	81.1%	<i>Not Applicable</i>	
Grade 6: CT	20.7%	65.3%	22.7%	68.4%	18.5%	65.2%		
Grade 8: District	26.0%	79.6%	28.0%	87.3%	18.1%	79.1%		
Grade 8: ERG	29.0%	81.8%	42.5%	89.6%	27.1%	81.9%	<i>Not Applicable</i>	
Grade 8: CT	15.9%	60.5%	25.9%	72.6%	15.6%	64.8%		
Grade 10: District	9.5%	62.1%	16.3%	67.8%	19.3%	71.3%	13.5%	67.9%
Grade 10: ERG	24.5%	71.3%	27.9%	73.1%	31.8%	76.1%	24.6%	68.0%
Grade 10: CT	12.9%	48.6%	12.2%	50.7%	15.6%	56.7%	13.4%	46.5%

Table 21. Students with Disabilities Reported As Exiting Special Education

Reason for Exiting	District Students with Disabilities: Exiting over 12 Months							Comparison Percentages		
	Learning Disability Number	Intellectual Disability Number	Emotional Disturbance Number	Speech Impairment Number	Other Health Impaired	Other Disability Number	Total District Number	District Total Percent	ERG Total Percent	State Total Percent
Graduating with Diploma	46		8	9	11	5	79	29.7%	27.2%	16.6%
Grad. with Certificate of Completion / IEP									0.0%	1.0%
Dropped Out	3	1	2		2		8	3.0%	5.0%	5.0%
Returned to Regular Education	24		6	51	3	10	94	35.3%	36.8%	34.3%
Deceased									0.3%	0.2%
Reached Maximum Age		2	1			1	4	1.5%	0.6%	0.3%
Moved, Continued Education Elsewhere	29	1	12	15	15	4	76	28.6%	18.2%	32.6%
Moved, Unknown if Continued Education	2		2	1			5	1.9%	11.9%	9.7%
Total	104	4	31	76	31	20	266	100%	100%	100%

Table 22. Certified Staff: Special Education Teachers and Pupil Services Staff

Staff Assignment Category	Full-Time-Equivalent (FTE) Number of Staff		Pupil Services Staff	Full-Time-Equivalent (FTE) Number of Staff	
	K-12	Pre-K Only		K-12	Pre-K Only
Special Education Instructional Staff					
Partially Sighted					
Deafness	2.7				
Blindness					
Specific Learning Disability	37.6				
Emotional Disturbance	11.5		Speech-Language Pathologist	15.6	3.0
Intellectual Disability	24.1	3.0	Psychological Examiner		
Physical Orthopedic Disability	4.0	1.0	School Psychologist	11.2	
Other Disability	5.0	1.0	School Social Worker	14.2	1.0
Autism			School Nurse-Teacher		
General Special Ed./Resource Room			School Counselor	24.0	
Total	84.8	5.0	Total	65.0	4.0

Table 23. Staffing Ratios

Index of Staff (K-12) Per 1000 Student Population (K-12)	District	ERG	State
Special Education Teachers per 1000 school district students	8.8	7.52	8.58
Speech Pathologists per 1000 school district students	1.6	1.48	1.46
School Nurses (non-certified staff) per 1000 school district students	1.7	1.77	2.09
School Nurse-Teachers per 1000 school district students	0.0	0.03	0.04
School Psychologists per 1000 school district students	1.2	1.43	1.45
School Social Workers per 1000 school district students	1.5	1.03	1.17
School Counselors per 1000 school district students	2.5	2.56	2.29
School Psychologists + Social Workers + Counselors per 1000 school district students	5.1	5.02	4.91
Special Education Aides per 1000 Student Population (Total School District)	9.2	12.19	11.77

Table 24. Preschool District Data

Preschool Staff Totals	
Total Number of Pre-K Teachers in the District (FTE)	6
Total Number of Pre-K Pupil Services Staff in the District (FTE)	4
Total Number of Pre-K Administrators in the District (FTE)	
Special Education	
Total Number of Pre-K Special Education Teachers in the District (FTE)	5
Number of Pre-K Students with Disabilities for Whom the District is Fiscally Responsible	92
Number of Pre-K Students with Disabilities Placed Out of District *	
Early Childhood Endorsement	
Per Person Count of Teachers in the District	755
Percent of Teachers in the District with Early Childhood Endorsement	0.9%
Per Person Count of Special Education Teachers in the District	94
Percent of Special Education Teachers in the District with Early Childhood Endorsement	4.3%

*Excludes Endowed and Incorporated Academies and students placed Out of District by Parents.

Table 25. Preschool Student Data

Number of Pre-K Students with Disabilities for Whom the District is Fiscally Responsible:		92
Age		
3 year-olds:	28	
4 year-olds:	57	
5 year-olds:	7	
6 year-olds:		
7 year-olds:		
Gender		
Males:	69.6%	
Females:	30.4%	
Students Placed Out of District		
In District:	100.0%	
Out:		
Education Setting		
Regular/Early Childhood:		
Early Childhood Special Ed.:		
Reverse Mainstream:		
Home/Hospital:		
Part-Time:	59.8%	
Residential Facility:		
Separate School:		
Itinerant Services:	40.2%	
English Proficiency		
Proficient:		
Non-Proficient:		
Proficiency Unknown:	100.0%	
Race/Ethnicity		
Amer. Indian/Alaskan Native:		
Asian American:	5.4%	
Black/African American:	12.0%	
White (non-hispanic):	72.8%	
Hispanic:	9.8%	
Other:		
Percent of Time with Non-Disabled Peers		
79-100%:	18.5%	
40-79%:	10.9%	
0-40%:	70.7%	
Mean:	29.1%	

Table 26. Special Education Expenditures (Unaudited) (2001-2002)

	<i>District Dollars*</i>	<i>District Percent</i>	<i>ERG Percent</i>	<i>State Percent</i>
Certified Personnel	\$8,515,064	53.9%	48.0%	42.9%
Noncertified Personnel	\$2,334,948	14.8%	15.4%	13.6%
Employee Benefits	\$1,555,569	9.8%	10.8%	10.5%
Purchased Services	\$160,028	1.0%	5.0%	4.7%
Tuition to Other Public Schools	\$31,436	0.2%	2.9%	6.1%
Tuition to Private Schools	\$1,775,440	11.2%	10.3%	13.0%
Instructional Supplies	\$174,770	1.1%	0.8%	0.7%
Property Services	\$29,136	0.2%	0.2%	0.2%
Special Education Transportation	\$1,217,245	7.7%	6.2%	7.6%
Equipment	\$0	0.0%	0.3%	0.3%
Other Expenditures	\$1,457	0.0%	0.1%	0.2%
Total	\$15,795,093	100.0%	100.0%	100.0%

* Expenditures represent the full fiscal year as reported on Form ED001.

Table 27. Percentage of Expenditures for Special Education (Unaudited) (2001-2002)

	<i>District Percent</i>	<i>ERG Percent</i>	<i>State Percent</i>
Percentage of School District Expenditures for Special Education	18.1%	18.1%	19.0%

Table 28.a Out of District Estimated* Placement Costs [K-12]

Selected Statistics for Placements by the School District, Placements by Other Agencies, and All Out-of-District Placements

	<i>District</i>	<i>ERG</i>	<i>State</i>
Placements by the School District			
Mean (Average) Cost per Student	\$43,685	\$50,477	\$46,292
Median Cost per Student	\$42,800	\$44,400	\$42,621
Highest Cost per Student	\$109,615	\$201,317	\$311,470
Total Cost for Out-of-District Placements by the School District	\$1,660,020	\$20,847,181	\$170,263,012
Placements by Other Agencies			
Mean (Average) Cost per Student	\$24,564	\$25,534	\$28,494
Median Cost per Student	\$21,785	\$24,816	\$25,992
Highest Cost per Student	\$68,749	\$91,563	\$210,000
Total Cost for Out-of-District Placements by Other Agencies	\$319,337	\$2,655,545	\$45,305,725
All Out-Of-District Placements			
Mean (Average) Cost per Student	\$38,811	\$45,460	\$40,920
Median Cost per Student	\$42,700	\$42,146	\$40,000
Highest Cost per Student	\$109,615	\$201,317	\$311,470
Total Cost for All Out-of-District Placements	\$1,979,357	\$23,502,726	\$215,568,737

*All Placement Cost Figures reported here are Estimated Cost Projections from ISSIS (PCI) December 1, 2002.

Table 28.b Preschool Out of District Estimated* Placement Costs
Selected Statistics for Placements by the School District, Placements by Other Agencies, and All Out-of-District Placements

	<i>District</i>	<i>ERG</i>	<i>State</i>
Placements by the School District			
Mean (Average) Cost per Student	\$0	\$50,477	\$46,292
Median Cost per Student	\$0	\$44,400	\$42,621
Highest Cost per Student	\$0	\$201,317	\$311,470
Total Cost for Out-of-District Placements by the School District	\$0	\$20,847,181	\$170,263,012
Placements by Other Agencies			
Mean (Average) Cost per Student		\$25,534	\$28,494
Median Cost per Student		\$24,816	\$25,992
Highest Cost per Student		\$91,563	\$210,000
Total Cost for Out-of-District Placements by Other Agencies		\$2,655,545	\$45,305,725
All Out-Of-District Placements			
Mean (Average) Cost per Student	\$0	\$45,460	\$40,920
Median Cost per Student	\$0	\$42,146	\$40,000
Highest Cost per Student	\$0	\$201,317	\$311,470
Total Cost for All Out-of-District Placements	\$0	\$23,502,726	\$215,568,737

**All Placement Cost Figures reported here are Estimated Cost Projections from ISSIS (PCI) December 1, 2002.*

Table 29. Participation in the Connecticut Academic Performance Test by Students with Disabilities [Grade 10: Spring, 2003]

Students with Disabilities		<i>District Number</i>	<i>District Percent</i>	<i>ERG Total Percent</i>	<i>State Total Percent</i>
<i>Math</i>	Taking Standard CAPT	84	72.4%	74.3%	65.0%
	Taking Out-Of-Level CAPT	17	14.7%	11.4%	13.2%
	With an Invalid CAPT Test	7	6.0%	3.2%	6.7%
	Taking Skills Checklist	4	3.4%	5.8%	5.5%
	Absent	4	3.4%	5.4%	9.5%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	116	100%	100%	100%
<i>Reading</i>	Taking Standard CAPT	86	74.1%	73.2%	66.1%
	Taking Out-Of-Level CAPT	16	13.8%	11.5%	12.8%
	With an Invalid CAPT Test	4	3.4%	2.1%	5.5%
	Taking Skills Checklist	4	3.4%	5.8%	5.5%
	Absent	6	5.2%	7.4%	10.1%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	116	100%	100%	100%
<i>Writing</i>	Taking Standard CAPT	83	73.5%	72.1%	65.8%
	Taking Out-Of-Level CAPT	16	14.2%	11.4%	12.8%
	With an Invalid CAPT Test	2	1.8%	2.1%	4.3%
	Taking Skills Checklist	4	3.5%	5.8%	5.5%
	Absent	8	7.1%	8.6%	11.6%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	113	100%	100%	100%
<i>Science</i>	Taking Standard CAPT	89	76.7%	76.5%	69.2%
	Taking Out-Of-Level CAPT	13	11.2%	10.2%	11.9%
	With an Invalid CAPT Test	4	3.4%	2.2%	3.8%
	Taking Skills Checklist	4	3.4%	5.8%	5.5%
	Absent	6	5.2%	5.4%	9.5%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	116	100%	100%	100%

INDEX OF ABBREVIATIONS

Index of Abbreviations

Bureau	Connecticut State Department of Education, Bureau of Special Education
CIP	Connecticut's Continuous Improvement Plan
CIPT	Connecticut's Continuous Improvement Partnership Team
CSDE	Connecticut State Department of Education
CSPD	Comprehensive System of Personnel Development
EAP	Expert Advisory Panel. A panel of national experts who advise the CSDE regarding implementation of the P. J., ET AL v. State of Connecticut, ET AL Settlement Agreement.
ERG	Educational Reference Group. The state's 169 school districts and three academies have been divided into nine groups, based on socioeconomic status, indicators of need, enrollment, etc., to permit comparisons of similar districts.
FAPE	Free Appropriate Public Education
ID	Students identified with a primary disability of intellectual disability (mental retardation.)
LEA	Local Educational Agency
LRE	Least Restrictive Environment
LRE/ID	Monitoring of Students with ID per the federal class action lawsuit settlement agreement P.J., ET AL v. State of Connecticut, ET AL.
SIG	State Improvement Grant

