



Bureau of Special Education

Back-to-School Meeting

Connecticut State Department of Education | September 12, 2018

Connecticut's Part B: State Performance Plan/Annual Performance Report

Submitted annually (February 1) to the U.S. Department of Education's Office of Special Education Programs

- Indicator 1** **Graduation ***
Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma.
- Indicator 2** **Drop Out ***
Percent of youth with IEPs dropping out of high school.
- Indicator 3** **Participation and performance of children on IEPs on Statewide assessments:**
3A: States are no longer required to report performance against AMOs;
3B: Participation rates for children with IEPs; and
3C: Proficiency rate for children with IEPs against grade level, modified and alternate academic standards.
- Indicator 4** **Suspension/Expulsion ***
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
4B: Percent of districts that have: (a) a significant discrepancy by race or ethnicity in the rate of suspensions and expulsions if greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- Indicator 5** **Education Environments (children 6-21) ***
Percent of children with IEPs aged 6 through 21 served:
5A: Inside the regular class 80% or more of the day;
5B: Inside the regular class less than 40% of the day; and
5C: In separate schools, residential facilities, or homebound/hospital placements.
- Indicator 6** **Preschool Environments ***
Percent of children aged 3 through 5 with IEPs attending a:
6A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
6B: Separate special education class, separate school or residential facility.
- Indicator 7** **Preschool Outcomes ***
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:
7A: Positive social-emotional skills (including social relationships);
7B: Acquisition and knowledge of skills (including early language/communication and early literacy); and
7C: Use of appropriate behaviors to meet their needs.

- Indicator 8** **Parent Involvement ***
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- Indicator 9** **Disproportionate Representations #**
Percent of districts with disproportionate representations of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- Indicator 10** **Disproportionate Representations in Specific Disability Categories #**
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Indicator 11** **Child Find #**
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a time frame within which the evaluation must be conducted, within that timeframe.
- Indicator 12** **Early Childhood Transition #**
Percent of children referred by Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented by their third birthday.
- Indicator 13** **Secondary Transition #**
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP team meetings where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.
- Indicator 14** **Post-School Outcomes ***
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
14A: Enrolled in higher education within one year of leaving high school.
14B: Enrolled in higher education or competitively employed within one year of leaving high school.
14C: Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- Indicator 15** **Resolution Sessions ***
Percent of hearing requests that went to a resolution session that were resolved through resolution session settlement agreements.
- Indicator 16** **Mediation ***
Percent of mediations held that resulted in mediation agreements.
- Indicator 17** **State Systemic Improvement Plan** (see separate information)

Compliance Indicator: targets set at 0 or 100%

* Results Indicator: targets set with stakeholder input