



Bureau of Special Education

Back-to-School Meeting

Connecticut State Department of Education | September 12, 2018

Feedback from: Bureau of Special Education (BSE) File Reviews 2018

Over the Spring/Summer of 2018, the BSE completed its portion of the Special Education Data Application and Collection (SEDAC) Desk Audit and BSE file review for the Cohort A districts in our three-year audit cycle. The BSE reviewed the IEPs that were submitted for those students identified as eligible for participation in the Connecticut Alternate Assessment System and also reviewed the information included under Present Levels of Academic Achievement and Functional Performance for all submitted IEPs.

Eligibility for Participation in the Connecticut Alternate Assessment System

IEPs were reviewed for a preponderance of evidence along a continuum indicating strong/sufficient or weak/no evidence to suggest that the student:

- has a significant cognitive disability; and
 - requires extensive supports and individualized instruction to access the general education curriculum.
- (Note: For the purpose of this review, the additional criteria “The student is learning content linked to [derived from] the CT Core Standards (CCS) and Next Generation Science Standards (NGSS)” was not considered.)

The following is a list of the most frequent concerns/issues identified across Cohort A districts.

- Primary disability category does not reflect the pervasive nature of a significant cognitive disability;
- Limited data to identify academic achievement/functional performance;
- Over-reliance on narrative across all components of present levels;
- Identified performance levels inconsistent with significant cognitive disability;
- Limited documentation of or existence of goals associated with adaptive behavior and/or functional academics;
- Special education/Related service hours do not suggest: “extensive supports and individualized instruction;”
- Lack of alignment in supplementary aids and service across both instruction and assessment;
- Absence of assistive technology/accessible educational materials; and
- Designation of accommodations/modifications “as needed.”

In addition:

- IEPs contain an outdated Page 9 or a Page 9 that is incomplete; and
- Page 9 does not reflect that a LCI was completed.

Present Levels of Academic Achievement and Functional Performance

IEPs were reviewed relative to the information included under Present Levels of Academic Achievement and Functional Performance across all domains.

***** Please turn over for additional information ****



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The following is a list of the most frequent concerns/issues identified across Cohort A districts.

- Data are not current (within 1 year);
- Data are not updated from one annual review to the next;
- Assessment data are provided without reference to date administered;
- Over-reliance on narrative information;
- Lack of multiple sources of data (e.g. standardized, classroom, district, narrative);
- Scores listed with no explanation as to what they mean (e.g. Broad Reading SS: 82);
- Scores/data points with no reference to age/grade level expectations (e.g. F&P Level: L);
- Subjective language without reference to data (e.g. motivated, friendly);
- Data appear in conflict with indication of “age appropriate;”
- Strengths not related to the “Area” of current performance;
- Impact Statement make no reference to impact on involvement in the general education setting;
- Impact statement simply restates the student’s disability; and
- Absence of language that could be described as “parent friendly.

In addition:

- Concerns identified without corresponding goals/objectives;
- Weak/general parent input statements (e.g. “Parent agrees with recommendations”).

Beyond providing districts with this feedback, the BSE will utilize the information it has gathered through this process for the purpose of informing future guidance, technical assistance and professional learning activities.

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