



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Special Education Bureau Update

February 23, 2023

Activities (Buckets of Work)

1: Building Effective Partnership Structures

- *Special Education Leadership
- *Students (Voice, Independence, Self Advoc.)
- *Parents
- *Advocates/Attorneys

2: General Monitoring and Supervision

- *17 Indicators
- *Compliance/Results
- *Differentiated Risk Assessment
- *Differentiated Support

3: Guidance, Funding, and Communications



A Primer for Success

Implementing and Sustaining Effective General Supervision
Special Education Information and Resources



What is the SPP/APR?

- The SPP is a six-year plan that describes the state's efforts to implement the requirements of IDEA and improve implementation statewide. The APR is an annual report on the state's performance across 17 indicators including the State Systemic Improvement Plan (SSIP).
- Individuals with Disabilities Education Act (IDEA) Part B (school age 3-21) requirement 34 C.F.R. Section 300.601.
- Data for each indicator are reported annually to the federal Office of Special Education Programs (OSEP) on February 1st of each year.



What is the SPP/APR?

- Each indicator has annual **targets** along with **improvement strategies** the state engages in to improve compliance and student outcomes.
- The indicators are either Compliance-based, or Results-based.
 - Compliance targets are set in regulation as either 100% or 0%.
 - Results targets are set by each state and must:
 - be rigorous yet achievable;
 - show improvement over baseline data; and
 - be determined using the input of a diverse group of stakeholders.



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**Compliance can come as
the result of good practice,
but good practice RARELY
comes as a result of
compliance.**

Lindsey Anderson/George Washington University

The SPP/APR Indicators

Compliance

- 4b. Suspension/Expulsion by Race/Ethnicity
- 9. Disproportionate Representation
- 10. Disproportionate Representation
(Disability Category)
- 11. Child Find - Evaluation Timeline
- 12. Early Childhood Transition
- 13. Secondary Transition



Results

- 1. Graduation
- 2. Drop Out
- 3. Statewide Assessments
- 4a. Suspension/Expulsion Rate
- 5. School age Education Environments (LRE)
- 6. Preschool Environments
- 7. Preschool Outcomes
- 8. Parent Involvement
- 14. Post-School Outcomes
- 15. Resolution Sessions
- 16. Mediation Agreements
- 17. State Systemic Improvement Plan (SSIP)

Indicator 1 - Graduation Rate

Previous Measurement

NEW Measurement

ESSA 4-year cohort
Graduation Rate

Annual Graduation Rate

14-21 y. olds HS Diploma

14-21 y. olds who exited
special education by
graduating, certificate,
reached max age, or
dropping out.



Indicator 2 - Dropout Rate

Previous Measurement

NEW Measurement

ESSA 4-year cohort
“Other” Rate

Annual Drop Out Rate

14-21 y. olds DO

14-21 y. olds who exited
special education by
graduating, certificate,
reached max age, or
dropping out.



Indicator 3 - Assessment

Previous Measurement (8)

3B. Participation Rates

ELA – grades 3-8

ELA – grade 11

Math – grades 3-8

Math – grade 11

3C. Proficiency Rates

ELA – grades 3-8

ELA – grade 11

Math – grades 3-8

Math – grade 11

NEW Measurement (24)

3A. Participation Rates (6)

ELA: Gds. 4, 8 & 11

Math: Gds. 4, 8 & 11

3B. Proficiency Rates (6)

Standard ELA: Gds. 4, 8 & 11

Standard Math: Gds. 4, 8 & 11

3C. Proficiency Rates (6)

Alternate ELA: Gds. 4, 8 & 11

Alternate Math: Gds. 4, 8 & 11

3D. **GAP** in Proficiency (SWD vs. All) (6)

Standard ELA: Gds. 4, 8 & 11

Standard Math: Gds. 4, 8 & 11



Indicator 4 – Suspension/Expulsion

- A. Percent of districts that have a **significant discrepancy** (defined by the State) in the **rate of suspensions and expulsions of greater than 10 days** in a school year for children with IEPs; Out of School Suspension/Expulsion (*All Incidents – serious and school policy*)
- B. Percent of districts that have: (a) a **significant discrepancy**, as defined by the State, **by race or ethnicity**, in the rate of suspensions and expulsions of greater than 10 days (*serious offenses only*) in a school year for children with IEPs; **and** (b) **policies, procedures or practices that contribute to the significant discrepancy**, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))



Indicator 5 – School Age Education Environments (LRE)

Previous Measurement

For SWD aged 6 through 21:

5A: 80-100% TWNDP

5B: 0-40% TWNDP

5C: Separate Settings: Separate
Schools, Residential
Facilities or Hospital/
Homebound Placements

NEW Measurement

For SWD aged 6 through 21
& age 5 in Kindergarten:

5A: 80-100% TWNDP

5B: 0-40% TWNDP

5C: Separate Settings: Separate
Schools, Residential
Facilities or Hospital/
Homebound Placements



**TWNDP – Time with Nondisabled Peers*

Indicator 6 – Preschool Education Environments (LRE)

Previous Measurement

SWD ages 3 through 5:

- 6A: Regular E.C. Program – majority of services received in E.C. program
- 6B: E.C. Special Ed Program: Separate Class, Separate School or Residential Fac.

NEW Measurement

SWD ages 3 and 4, & 5-year-olds in Preschool:

- 6A: Regular E.C. Program – majority of services received in E.C. program
- 6B: E.C. Special Ed Program: Separate Class, Separate School or Residential Fac.
- 6C: Services in the Home



Indicator 7 – Early Childhood Outcomes (ECO)

Summary Statement 1: Of those preschool children who **entered** the preschool program **below age** expectations, the percent who substantially **increased** their **rate of growth** by the time they exited the program.

Percent = $(c + d) / (a + b + c + d)$ times 100.

Summary Statement 2: The percent of preschool children who were functioning **within age expectations** by the time they **exited** the program.

Percent = $(d + e) / (a + b + c + d + e)$ times 100.

Monitor Summary Statements across the three Outcome areas:

- Positive Social-Emotional Skills
- Acquisition and Use of Knowledge and Skills
- Use of Appropriate Behaviors to Meet Needs



Indicator 8: Parent Survey

Percent of Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))



Indicators 9 & 10 – Disproportionality

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services *that is the result of inappropriate identification.*

Ind. 9 – Disproportionate Representation Overall

Ind. 10 – Disproportionate Representation by 6 most common Primary Disabilities (LD, ID, ED, SLI, OHI, AU)



Indicator 11 – Child Find

Percent of children evaluated and had eligibility* determined and an IEP implemented within the state established timeframe of **45-school days**.

**Eligibility for Special Ed and Related Services only, NOT 504 eligibility or Gifted and Talented*



Indicator 12 – Early Childhood Transition (FAPE by Age 3)

Percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthday.



Indicator 13 - Secondary Transition

Percent of youth aged 14 and above with an IEP that includes appropriate, measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments, 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 must also be evidence that the students was:

- invited to the PPT where transition was discussed,
- and evidence, if appropriate, a representative of any participating agency was invited to the meeting with prior consent of the parent or student.



Indicator 14 – Post-School Outcomes

Percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and were:

- Enrolled in Higher Ed within 1 year of leaving high school.
- Enrolled in Higher Ed **or** Competitively Employed within 1 year of leaving.
- Enrolled in Higher Ed **or** some other post-secondary education/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 resolution sessions that were resolved through resolution session settlement agreements.

Note: Resolution sessions are only required to be offered when a parent files for a due process hearing. If the hearing is filed by a district a resolution session is not offered.

Therefore, not every Due Process Hearing Request results in a Resolution Session.



Indicator 16 – Mediations

Percent of mediations held that resulted in mediation agreements.

Mediation is a voluntary process. Both sides must agree to go to mediation.

Discussions that occur during mediation, whether or not they are set forth in a written agreement, are **confidential** and may not be used as evidence in any subsequent due process hearings or civil proceeding. (34. C.F.R. § 300.506(b)(6) and (8))



Indicator 17 – State Systemic Improvement Plan

The **State Identified Measurable Result (SIMR)** for the SSIP is to increase the reading performance of all third-grade students with disabilities (SWD) statewide, as measured by Connecticut's **English Language Arts (ELA) Performance Index**.

The methodology for calculating the **ELA Performance Index** starts by taking the scale score on the statewide ELA assessments (the Smarter Balanced (SB) Assessment and the Connecticut Alternate Assessment (CTAA)) and converting each scale score into a student level index value that ranges from 60 to 110.

The district & state ELA Performance Index is then calculated by averaging the index points earned by each participating 3rd grade SWD on a scale of 0-100.



Indicator 17 – State Systemic Improvement Plan

- SSIP Leadership Team/ Internal Collaborations including two new offices (Center for Literacy Research and Reading Success & Office of Dyslexia and Reading Disabilities)
- Connecticut's K-3 Literacy Initiative (CK-3LI)
- New IEP Document and Connecticut Special Education Data System (CT-SEDS)
- CT IEP Quality Training
- Online TA and Resource Library
- Ongoing Professional Development
 - Nine Online Webinars
 - Online Webinar Series for Educator Preparation Programs (EPPs)
 - Structured Literacy Program Training Series
 - Structured Literacy Series: Systematic Teaching of Basic Literacy Skills
- CONNi4/DBI Project



State Systemic Improvement Plan

**New CT State** **UConn**
**Systemic Improvement
Plan Partnership**

The CSDE is excited to partner with UConn to increase the reading performance of all third-grade students with disabilities statewide, as measured by Connecticut's English Language Arts Performance Index.

This partnership will result in training and job-embedded coaching on implementation of data-based individualization (DBI) to guide planning for reading interventions that are matched to specific student need.

What is DBI?

DBI is a research-based approach for providing:

- intensive intervention,
- ongoing progress monitoring, and
- data-based problem solving for children who are at-risk for a disability or currently receiving special education services.



Previous studies have found positive effects on reading outcomes across all grade levels.

Opportunity

This initiative is designed to provide expert training and coaching to support your current progress monitoring and intervention system.

If you are interested in improving reading results for K-3 students in your school district email us at:
conn14@uconn.edu





Indicator 17 – State Systemic Improvement Plan

The Connecticut Intensive Intervention Implementation Initiative (CONNi4) and Data-Based Individualization (DBI) An Overview for Families



What is CONNi4?

- CONNi4 is a collaboration between the University of Connecticut and the Connecticut State Department of Education to support schools with implementing DBI to increase the reading performance of all third-grade students with disabilities statewide.

What is DBI?

- DBI is a team-based approach for providing intensive intervention to students with and without disabilities who are having difficulty meeting grade-level expectations.
- DBI is a systematic process where members of school teams work together to make data-based decisions in order to develop an intervention plan that is aligned to each individual student's strengths and needs.

Who is on a DBI team?

- DBI team members could include District Leaders, Principals, Special Education Teachers, Interventionists, Literacy Coaches, Speech Language Pathologists, and School Psychologists.

How can DBI benefit my child?

- DBI is supported by extensive research that shows it is effective.
- Members of the DBI team have expertise in analyzing data and making instructional decisions that lead to student success in school and life.

Who should I contact if I have questions?

- Contact the school principal and/or the individual(s) who provide intervention services to your child.

State Performance Plan/ Annual Performance Report

State Performance Plan (SPP) and Annual Performance Report
(APR) (ct.gov)



OSEP Monitoring

Compliance Monitoring 1975-1995

Continuous Improvement Monitoring: 1995-2013
Focus Monitoring (04-13)

Results-Driven Accountability:
(SSIP 14-16)

Differentiated Monitoring 2016-
2021

Differentiated Monitoring: 2.0



State Determinations

2022 Determination Letters on State Implementation of
IDEA - Individuals with Disabilities Education Act



State Determinations

The State's RDA Percentage was calculated by adding 50% of the State's Results Score and 50% of the State's Compliance Score. The State's RDA Determination is defined as follows:

Meets Requirements

A State's 2021 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%,¹¹ unless the Department has imposed Specific Conditions on the State's last three (FFYs 2018, 2019, and 2020) *IDEA* Part B grant awards, and those Specific Conditions are in effect at the time of the 2021 determination.

Needs Assistance

A State's 2021 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State's determination would also be Needs Assistance if its RDA Determination percentage is 80% or above, but the Department has imposed Specific Conditions on the State's last three (FFYs 2018, 2019, and 2020) *IDEA* Part B grant awards, and those Specific Conditions are in effect at the time of the 2021 determination.

Needs Intervention

A State's 2021 RDA Determination is Needs Intervention if the RDA Percentage is less than 60%.

Needs Substantial Intervention

The Department did not make a determination of Needs Substantial Intervention for any State in 2021.

