

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Special Education Data Updates

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Performance Office
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CSDE

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SEDAC Desk Audit Special Education Monitoring Cohorts

Congratulations: Excellent 2015-16 Audit

Ansonia	Deep River	New Haven	Tolland
Avon	East Granby	Newington	Torrington
Berlin	East Haven	New Milford	Union
Bethany	Essex	North Branford	Waterbury
Bloomfield	Fairfield	Norwalk	Windham
Canterbury	Franklin	Old Saybrook	Wolcott
Cheshire	Greenwich	Orange	Woodbridge
Chester	Groton	Pomfret	Woodstock
Clinton	Guilford	Ridgefield	Regional SD#4
Columbia	Lebanon	Seymour	Regional SD#5
Danbury	Lisbon	Somers	Regional SD#10
Darien	Middletown	Stafford	Regional SD#12
	Milford	Stonington	



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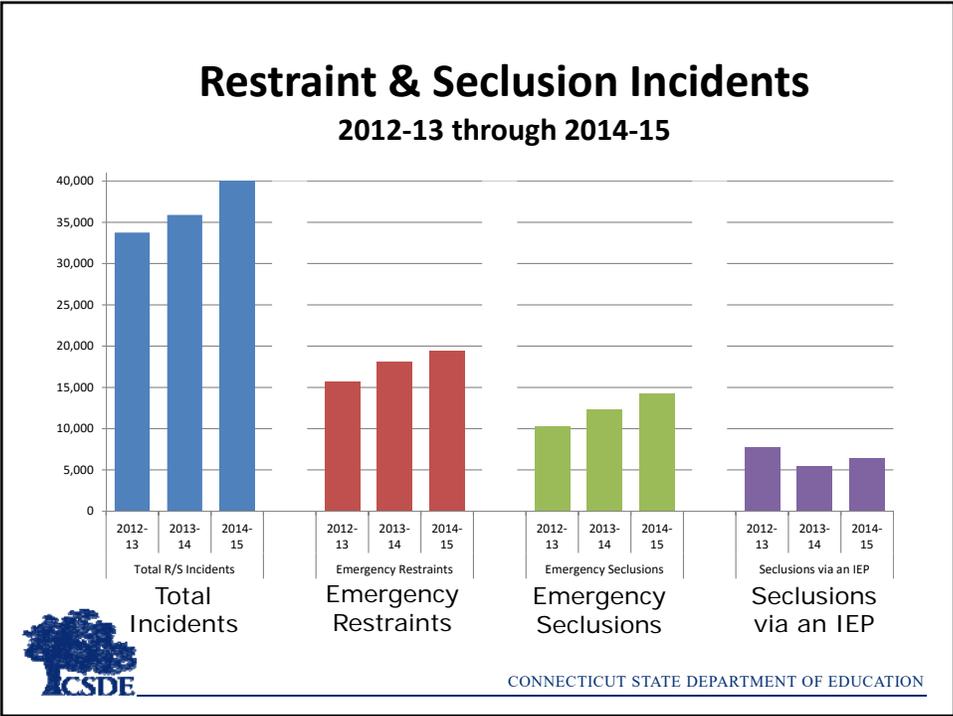
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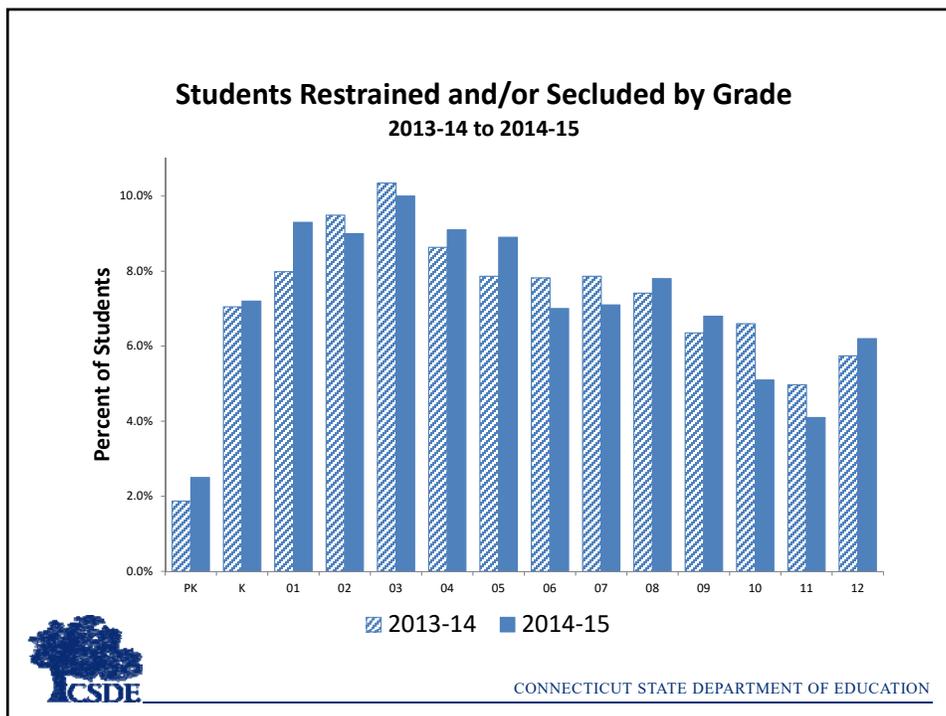
SEDAC Audit/BSE File Review Winter 2017 (Oct. 16 data); Parent Survey Summer 2017; Focused Monitoring Summer/Fall 2017; (2020; 2023; 2026)

Ashford	Branford	Bridgeport	Bristol	Brookfield	Brooklyn	Canaan
Canton	Chaplin	Colchester	Cornwall	Coventry	Derby	East Hartford
Easton	Ellington	Farmington	Griswold	Hamden	Hampton	Hartland
Kent	Killingly	Ledyard	Manchester	Mansfield	Monroe	New Britain
New London	North Canaan	North Haven	North Stonington	Oxford	Plainville	Redding
Salem	Salisbury	Scotland	Sharon	Shelton	South Windsor	Sprague
Stratford	Suffield	Thompson	Trumbull	Vernon	Waterford	Watertown
Westbrook	Weston	Westport	Willington	Wilton	Winchester	Windsor Locks
Regional SD#1	Regional SD#6	Regional SD#9	Regional SD#11	Regional SD#19	DMHAS	CTHSS



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R/S Data Collection Reminders

- User Names and Passwords –
 - DO NOT SHARE! Unique per individual.
- 2 Business Day Timeline for Data Submission
 - Monitored by CSDE
- Review & Resolve DATA CLEANING Reports
 - All reports down to zero cases.
 - 5 separate reports to monitor weekly



R/S Report Reminders

- Maintain Written Reports of all R/S
 - in the student’s file; and
 - in a central file for the corresponding collection year.
- Written Notification must be provided to Parents and the Nexus LEA, if applicable.
 - Notification as soon as possible, however no later than 24 hours
 - Written report within 2 business days



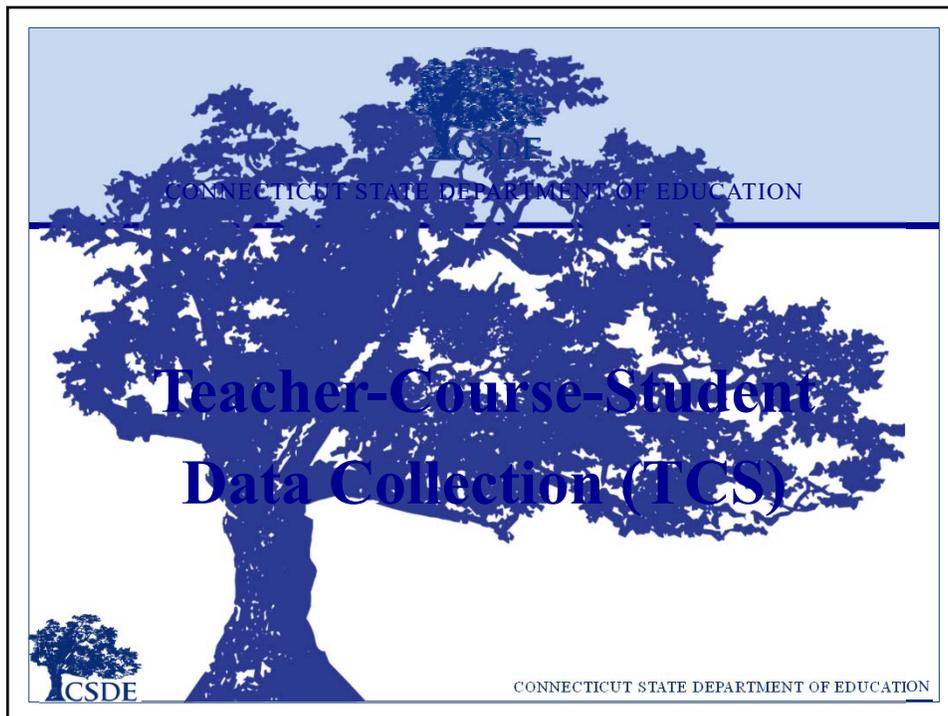
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R/S Injury Reminders

- Submit ALL Reports of Injuries to:
Colleen Hayles (Fax: 860-713-7051)
 - Both Serious and Non-Serious Injuries
- Report only Injuries Sustained During or as the Result of the R/S.
- Injury Details (identify the injury/not the behavior)
- Do not report staff injuries.



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Who/What is Reported in TCS?

- **EVERY Student**, even outplaced to non-public!
 - if student reported in PSIS, they must have TCS record(s)
- **Teacher Type & EIN** (if applicable)
 - Types include case manager, out of state, substitutes, non-certified, etc. (34 “type” codes)
- **NCES Course Code***
- **Session Start/End Dates**
- **Outcome Grade** (reported on report card)
- **Outcome Grade Status** (standardized Pass/Fail/etc.)



Outplaced Students

- **Who is legally responsible to report?**
Public Schools are responsible for all CSDE reporting.
- **Who is responsible for issuing grades/credits?**
Non-public schools and APSEPs should recommend grades/credits; however, the LEA holds the legal responsibility and is the final decision maker for reviewing/approving student grades and issuing credits. (Connecticut General Statutes 10-221a(f)).
- **What are APSEPs required to provide LEAs?**
Section B of the APSEP standards require LEAs to comply with all relevant federal and state reporting laws/requirements. Therefore APSEPs must provide everything required for TCS reporting to the LEA.



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Outplaced Students cont.

How can the state help with obtaining relevant data from non-public schools?

- Educational services for public school students in non-public schools are contractual arrangements between LEAs and non-publics/APSEPs.
- LEAs should consider including information regarding data needed for their TCS and other state reporting requirements in contractual agreements along with any other requirements necessary to implement the district's IEP.



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Outplaced Students cont.

How do we know if students are earning grades, earning credits and which courses they are enrolled in – in a timely manner?

- At the PPT meeting, districts should be discussing the appropriate coursework for the student. On page 8 of the IEP it should be noted if the student is to receive grading accommodations (e.g., is graded or ungraded) and if the student will be earning credits for completed coursework.
- Note: public school students who are not issued credits by the LEA for coursework cannot earn a standard high school diploma from their LEA (C.G.S. 10-221a(b)).



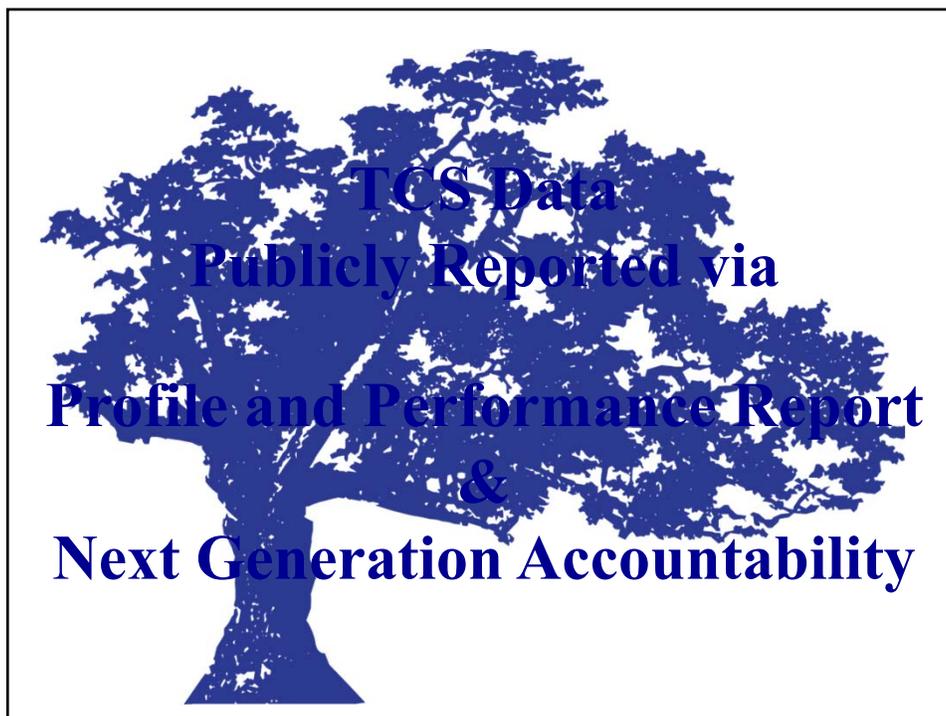
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Outplaced Students cont.

- The CSDE is currently drafting a worksheet that LEAs can use to document critical information (*NCES course Codes, Teacher EIN, Grading/Credit Earning rules, etc.*) for TCS reporting when a student is placed at a non-public/APSEP and the district has accepted fiscal/educational responsibility.



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Profile and Performance Report (PPR)

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	14	18.7
Hispanic or Latino	15	12.5	39	35.5
White	171	40.0	297	62.9
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	20	12.0	38	25.5
Students with Disabilities	*	*	7	7.1
District	225	30.9	407	54.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.



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Next Generation Accountability

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	70.1	75	93.5	100	93.5	67.9
	High Needs Students	66.0	75	88.0	100	88.0	56.7
Math Performance Index	All Students	53.8	75	71.8	100	71.8	59.3
	High Needs Students	48.3	75	64.4	100	64.4	47.8
Science Performance Index	All Students	48.2	75	64.3	100	64.3	56.5
	High Needs Students	42.9	75	57.2	100	57.2	45.9
Chronic Absenteeism	All Students	21.6%	<=5%	16.8	50	33.6	10.6%
	High Needs Students	25.7%	<=5%	8.7	50	17.4	17.3%
Preparation for CCR	% Taking Courses	80.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	22.1%	75%	14.8	50	29.5	37.3%
On-track to High School Graduation		88.8%	75%	47.2	50	94.4	85.6%
4-year Graduation All Students (2014 Cohort)		80.0%	75%	85.1	100	85.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		80.3%	75%	85.4	100	85.4	77.6%
Postsecondary Entrance (Class of 2014)		59.4%	75%	79.2		79.2	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		96.9% 44.9%	75%	29.9	50	59.8	87.6% 51.0%
Arts Access		41.7%	60%	34.7	50	69.5	45.7%
Accountability Index				890.9	1250.0	71.3	



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Next Generation Accountability

INDICATOR 5: PREPARATION FOR POSTSECONDARY AND CAREER READINESS – COURSEWORK

Indicator	Max Points – All Years
Percentage of students in grades 11 & 12 participating in <i>at least one</i> of the following during high school: Two courses in AP/IB/dual enrollment; <i>or</i> Two courses in one of seven CTE categories; <i>or</i> Two workplace experience “courses” in any area.	50

Description (What): This is an access metric. It evaluates whether students in grades 11 and 12 have participated in coursework during high school that prepares them for success in college and/or careers. In recognition of the diverse pathways of our students, credit is awarded if students pursue traditional college-preparatory courses (e.g., Advanced Placement, International Baccalaureate), career-technical education courses, or workplace experience/internship opportunities.



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Indicator 5 College/Career Readiness

		SWD Enrolled in CCR Courses	Total SWDs by Grade	% CCR Course Enrollment
2014-15	Grade 11	2,217	4,952	44.8%
	Grade 12	2,976	5,976	49.8%
Prelim. 2015-16	Grade 11	2,318	5,226	44.4%
	Grade 12	3701	6,194	59.8%



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Next Generation Accountability

INDICATOR 7: GRADUATION - ON-TRACK IN 9TH GRADE

Indicator	Max Points – All Years
Percentage of 9 th graders earning at least five full-year credits in the year <i>and</i> no more than one failing grade in English, Mathematics, Science or Social Studies	50

Description (What): For 2014-15, this indicator calculates the percentage of 9th graders earning at least five full-year credits in the year. In the future, it will add the criteria that there be no more than one failing grade in English, Mathematics, Science or Social Studies in the school year.



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Indicator 7 On-Track in 9th Grade

		SWD Earning at least 5 Credits in 9th Grade	Total 9 th Grade Students	% On-Track in 9th Grade
2014-15	SWD	4,870	6,823	71.4%
	Gen. Ed.	32,736	38,075	86.0%
Prelim. 2015-16	SWD		6,082	
	Gen. Ed.		35,209	



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Next Generation Accountability

INDICATOR 12: ARTS ACCESS

Indicator	Max Points – All Years
Percentage of students in grade 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year	50

Description (What): This is an “access” metric that evaluates the extent to which students in high school participate in at least one arts course in the school year in dance, theatre, music, or the visual arts.



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Indicator 12 Arts Access

		SWD Participating in at least 1 'Arts' Course in the Sch. Year	Total Students Grades 9-12	% Arts Access in Grd. 9-12 during year
2014-15	SWD	9,613	23,442	41.0%
	Gen. Ed.	66,971	144,087	46.5%
Prelim. 2015-16	SWD	14,112	24,240	58.2%
	Gen. Ed.	94,270	143,325	65.8%



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Next Generation Accountability

INDICATOR 4: CHRONIC ABSENTEEISM

Indicator	Max Points – All Years
Percentage of students chronically absent	
• All Students	50
• Students in <i>High Needs Subgroup</i>	50

Description (What): A district/school/subgroup chronic absenteeism rate is the percentage of students missing ten percent or greater of the total number of days enrolled in the school year for any reason. It includes both excused and unexcused absences. For example, children who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason. Because aggregate school/district-wide attendance rates can mask the extent of individual absenteeism, chronic absenteeism is a better indicator of student attendance.

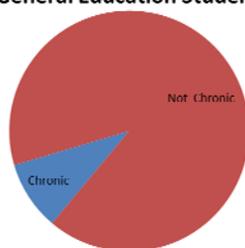


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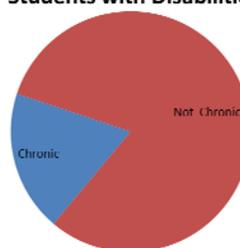
Indicator 4 Chronic Absenteeism

Special Education Status	% Chronically Absent			
	2011-12	2012-13	2013-14	2014-15
Non-Special Education	10.0	10.4	9.5	9.3
Special Education	18.6	19.4	19.1	19.0

General Education Students



Students with Disabilities



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Connecticut's
STATE IDENTIFIED
MEASURABLE RESULT
FOR CHILDREN WITH DISABILITIES
(SIMR):

*Increase the reading performance of all
3rd grade students with disabilities statewide,
as measured by Connecticut's approved
English/language arts (ELA)
Performance Index*

Ind. 17 - SIMR

3rd Grade ELA Performance Index
 2014-15 Statewide Baseline for SWD = 50.1
 2014-15 Statewide Statistic for Gen. Ed. = 72.1

SIMR data were reported for the first time on the LEA-Level APR in spring 2016 using 2014-15 data.

- 154 LEAs educate SWD in third grade.
- 49 LEAs have an index below the state average.
- 105 LEAs have an index above the state average
- SWD 3rd Grade ELA Perf. Index Range: 36.3 – 92.5



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EdSight

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

- Contains: LEA Level APRs, Profile and Performance Reports, Chronic Absenteeism Data, All Assessment Reports and Accountability Data...
- Special Education Reports are under development; however, 5-years of Prevalence Data are available now!



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