

Annual Performance Report on Connecticut's State Performance Plan



Bethany School District

2008-2009 School Year
Publication Date: March 2010

IDEA Determination based on FFY 2008 data:

Meets Requirements

(Indicators 9, 10, 11, 12, 15 and 20 contributed to the determination decision.)

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes Connecticut's performance on 20 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that states report annually to the public on the performance of each local education agency (LEA) compared to targets in the SPP (616 (a)(1)(C)(i) and 300.600 (a)).

SPP Indicator	District 2008-09 Data**	Statewide Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
1. Increase Graduation Rate with a Standard H. S. Diploma (2007-08)	Not Applicable	72.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Decrease H. S. Dropout Rate (2007-08)	Not Applicable	5.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. Improve Participation and Performance on Statewide Assessments						
A. Met Adequate Yearly Progress for Students w/ Disabilities	Safe Harbor					
B. Participation Rate						
Connecticut Mastery Test	Reading 100.0%		<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Math 100.0%		<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
CT Academic Performance Test	Reading Not Applicable	95.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Math Not Applicable		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
C. Proficiency Rate - Adjusted AYP Calculation						
Connecticut Mastery Test	Reading 75.7%	79.0%	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Math 89.1%	82.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
CT Academic Performance Test	Reading Not Applicable	81.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Math Not Applicable	80.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4. Decrease 10+ Days Out-of-School (OSS) Suspension and Expulsion Rate (2007-08)	0.0%	1.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Increase Placement and Time with Nondisabled Peers (TWNDP)						
A. Increase Regular Class Placement	82.5%	70.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Separate Class Placement	1.6%	7.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	4.8%	5.4%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

SPP Indicator	District 2008-09 Data	Statewide Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
6. Increase Time in Early Childhood Educational Environments						
A. Increase Regular Early Childhood (80-100%) Placement	66.7%	Targets to be identified in February 2011				
B. Decrease Segregated Placements	0.0%					
7. Measuring Child Progress (Early Childhood Outcomes - ECO)						
A. 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.						
Positive Social-Emotional Skills						
Acquisition and Use of Knowledge and Skills		N < 10	Baseline data. See SPP for 2009-10 targets.			
Use of Appropriate Behaviors to Meet Needs						
B. The percent of preschool children who were functioning within age expectations by the time they exited the program						
Positive Social-Emotional Skills						
Acquisition and Use of Knowledge and Skills		N < 10	Baseline data. See SPP for 2009-10 targets.			
Use of Appropriate Behaviors to Meet Needs						
8. Increase School Facilitation of Parent Involvement to Improve Student Outcomes						
Survey data reported on SDE website: Special Education Publications						
9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification						
	0	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification						
	0	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines						
	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3						
	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop Goals and Transition Services						
	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Increase Postsecondary Employment and Education						
Survey data reported on SDE website: Special Education Publications						
15. General Supervision: Noncompliance corrected within 1 year						
	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
20. Timely and Accurate Reporting						
	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>

* Indicates IDEA Compliance Indicator

** Unless otherwise indicated, all data represent the 2008-09 school year

For questions regarding this District's APR contact: Robert Spino at 203-393-3350

For a complete copy of the Connecticut SPP and a detailed explanation of IDEA Determinations process go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>

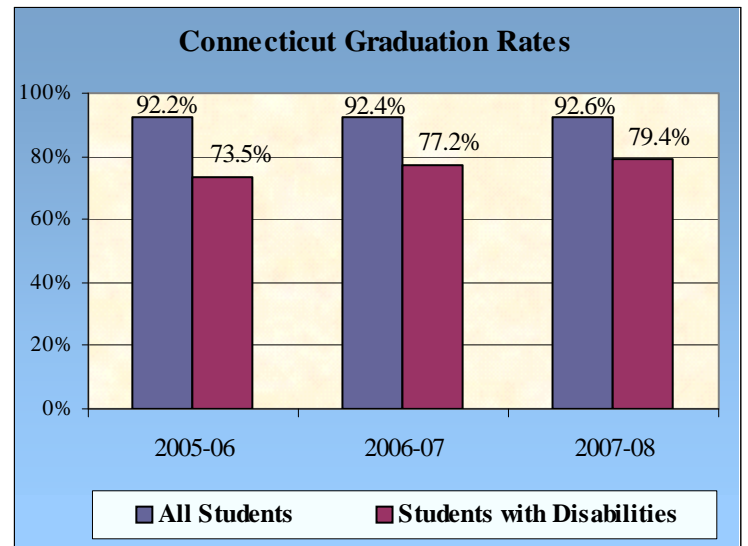
Bethany School District's Annual Performance Report

Explanation Document

Publication Date: March 2010

1. Increase Graduation Rate with a Standard High School Diploma

Graduation rate is calculated using the formula: the number of students with disabilities (SWD) who graduate with a standard high school diploma in a given reporting year, divided by the sum of the number of SWD who graduated with a standard high school diploma plus the number of SWD reported as dropped out of school in the previous 4 reporting cycles. This state formula is used to calculate both the Special Education and the All CT Students Graduation Rates. 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. CT has seen a 7-year increase in the graduation rate for students with disabilities, which has resulted in a reduction in the existing gap between students with disabilities and their nondisabled peers from 45.7 to 13.2 percentage points.

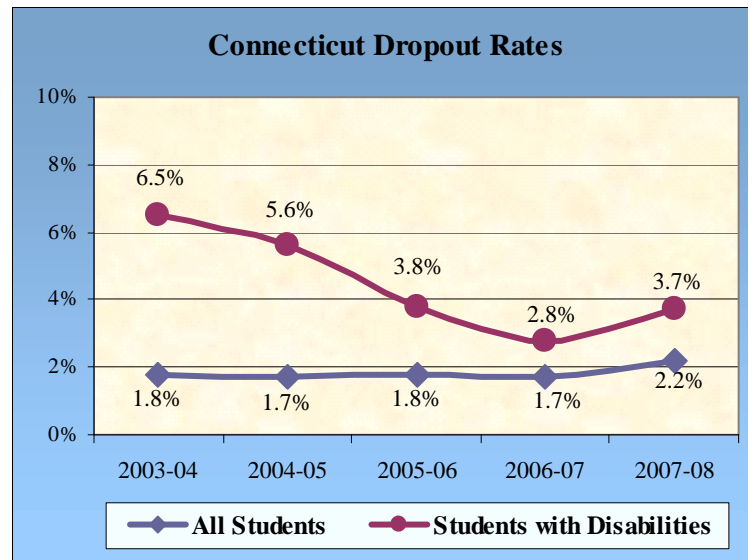


Bethany School District's Graduation Data

	2005-06	2006-07	2007-08	2007-08 Target
<i>Students with Disabilities</i>	Not Applicable	Not Applicable	Not Applicable	72.0%

2. Decrease High School Dropout Rate

The dropout rate calculation for students with disabilities is consistent with the formula used for all Connecticut students. The formula is calculated by dividing the number of students with disabilities, in grades 9-12, who dropped out in a given reporting year, by the total number of active students with disabilities, grades 9-12 in the previous reporting year. Specifically, Dropouts are defined as: (1) 16- and 17-year-olds who notify the school of their intention to withdraw, with parental permission; (2) 18-year-olds 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. Connecticut has seen an overall trend of decline in the dropout rate for students with disabilities in the past five years, which has resulted in a reduction in the existing gap between students with disabilities and their nondisabled peers from 4.7 to 1.5 percentage points.

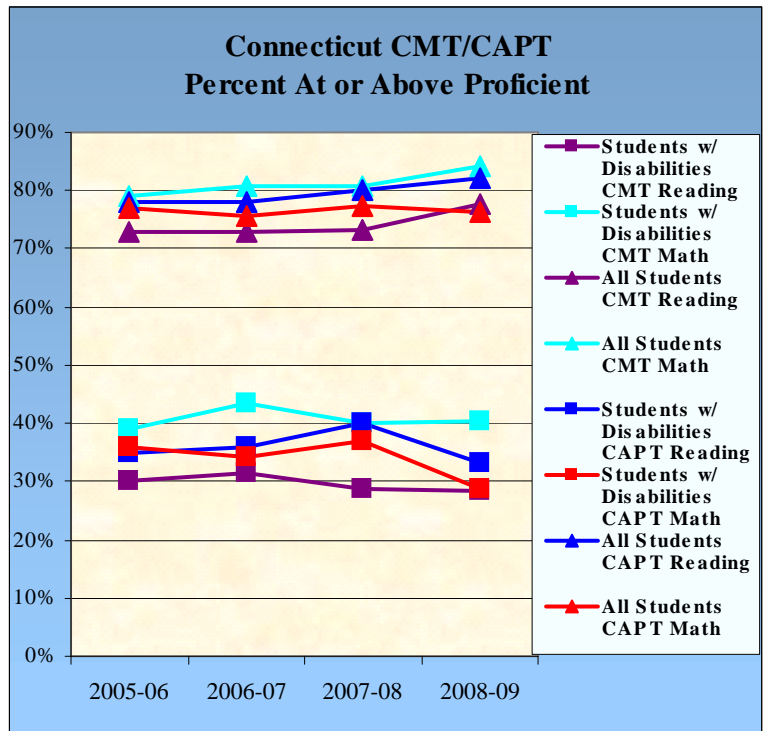


Bethany School District's Dropout Data

	2005-06	2006-07	2007-08	2007-08 Target
<i>Students with Disabilities</i>	Not Applicable	N < 10	Not Applicable	5.0%

3. Improve Participation and Performance on Statewide Assessments

Statewide assessments include the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). The tests have five levels of performance: Below Basic, Basic, Proficient, Goal and Advanced. For Component 3A, the percentage of students scoring at or above the proficient level is used to identify districts that met the State's Adequate Yearly Progress (AYP) objectives for students with disabilities for the CMT (Grades 3-8) and the CAPT (Grade 10). For Component 3B, participation rate is calculated using the formula: the number of students with IEPs assessed on regular and alternate assessments divided by the number of students with IEPs in the assessed grades. For Component 3C, proficiency rate is calculated using the formula: the number of students with IEPs who are proficient or above as measured by regular and alternate assessments divided by the number of students with IEPs in the assessed grades.



3A. Bethany School District's AYP Status for Students with Disabilities Subgroup

AYP Subgroup Status	2005-06	2006-07	2007-08	2008-09
	Fewer than 40 students in this sub-group	Fewer than 40 students in this sub-group	Not Achieved	Safe Harbor

3B. Bethany School District's Assessment Participation Data

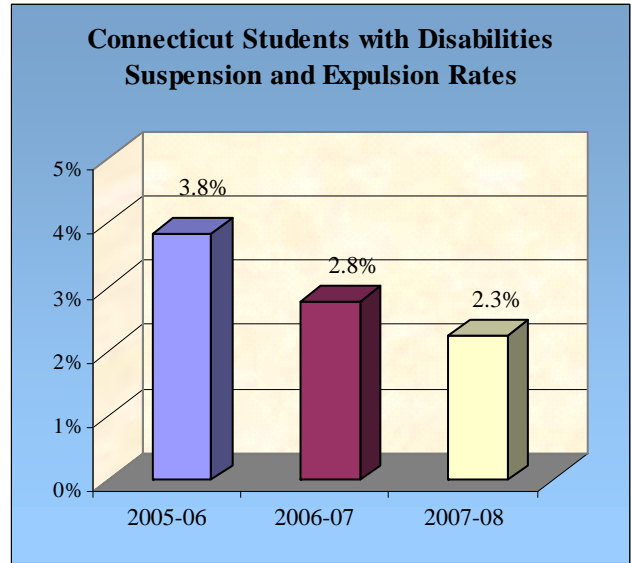
Students w/ Disabilities	2005-06	2006-07	2007-08	2008-09	2008-09 Target
CMT Reading	N < 40	N < 40	100.0%	100.0%	95.0%
CMT Math	N < 40	N < 40	100.0%	100.0%	
CAPT Reading	Not Applicable	N < 40	N < 40	Not Applicable	
CAPT Math	Not Applicable	N < 40	N < 40	Not Applicable	

3C. Bethany School District's Assessment Performance Data -- % proficiency or above

Students w/ Disabilities	2005-06	2006-07	2007-08	2008-09	2008-09 Target
CMT Reading	N < 40	N < 40	54.0%	75.7%	79.0%
CMT Math	N < 40	N < 40	86.3%	89.1%	82.0%
CAPT Reading	Not Applicable	N < 40	N < 40	Not Applicable	81.0%
CAPT Math	Not Applicable	N < 40	N < 40	Not Applicable	80.0%

4. Decrease 10+ Days Out-of-School Suspension and Expulsion Rate

Suspension and expulsion data are extensive and varied and require significant explanation regarding how rates are calculated and which types of incidents and sanctions are included. The Department calculates a greater than 10-day suspension and expulsion rate for students with disabilities for each district. Every student whose cumulative number of days of out-of-school suspension total eleven or more days is included in this rate, therefore, students with six two-day suspensions out-of-school and students with one 90-day expulsion are both included in this calculation. The rate is completed by dividing the number of students with disabilities with greater than 10 days of out-of-school suspensions in a given year, by the enrollment of students with disabilities in that district on October 1 of the school year. The department has defined that any district suspending or expelling greater than 2 percent of its students with disabilities for greater than 10 days out-of-school per year as too large. Connecticut has seen a 3-year decline in the number of districts with greater than 10-day suspension and expulsion rates for students with disabilities as well as in the statewide greater than 10-day suspension and expulsion rate for students with disabilities.

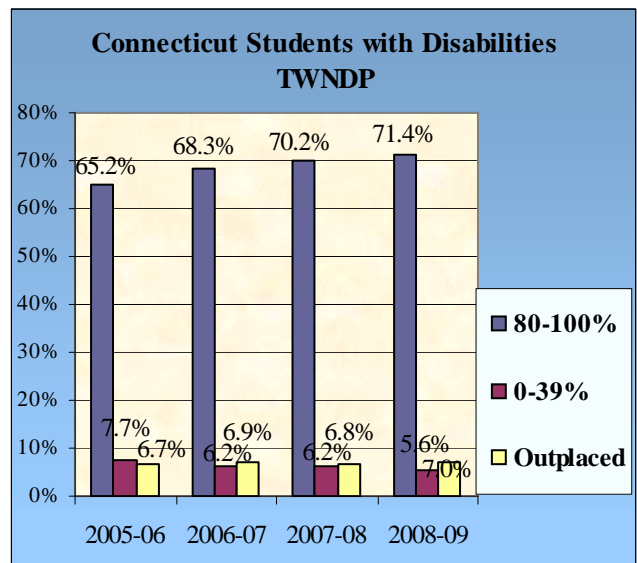


Bethany School District's Suspension and Expulsion Data

	2005-06	2006-07	2007-08	2007-08 Target
Students with Disabilities	0.0%	0.0%	0.0%	1.0%

5. Increase Placement and Time with Nondisabled Peers (TWNDP)

The Department calculates what proportion of time each student receiving special education and related services spends with nondisabled peers per week by dividing the number of nondisabled peer hours by the total school hours. Every student with an IEP is assigned a code to represent one of the four actual categories: regular class placement (80-100% TWNDP), resource room type of settings (40-79% TWNDP), segregated settings (0-39% TWNDP), and placement into separate schools, residential placements, homebound or hospital settings (OUTPLACED). The federal government only requires monitoring three of the categories: 80-100%, 0-39% and OUTPLACED. The percentages for 5A, 5B and 5C are calculated by dividing the number of children with IEPs in each of the three categories by the total number of students aged 6 through 21 with IEPs.

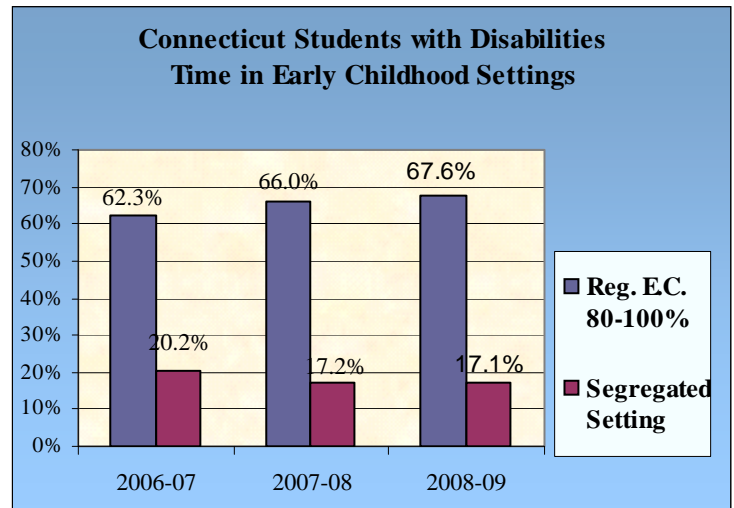


Bethany School District's TWNDP Data

Students with Disabilities	2005-06	2006-07	2007-08	2008-09	2008-09 Target
5A. Increase Regular Class Placement	67.5%	61.1%	52.4%	82.5%	70.0%
5B. Decrease Separate Class Placement	5.0%	7.4%	7.9%	1.6%	7.0%
5C. Decrease Placements in Separate Schools, Residential or Other Settings	0.0%	1.9%	1.6%	4.8%	5.4%

6. Increase Time in Early Childhood Educational Environments

The Department's goal is to increase the amount of time that children, ages 3 through 5, with an IEP spend with children without disabilities. Prior to 2006-07, school districts reported the time that children with an IEP spent with children without disabilities as a part of their IEP. From 2006-07 forward, school districts reported the time that children with an IEP spent with children without disabilities both within and outside of the public school day. The statewide data for 2008-09 shows that of the 7911 children, ages 3 through 5 with an IEP, there were 5345 children or 67.6% percent that spent 80% to 100% of their time, in and out of school, in programs and activities with typically developing children.

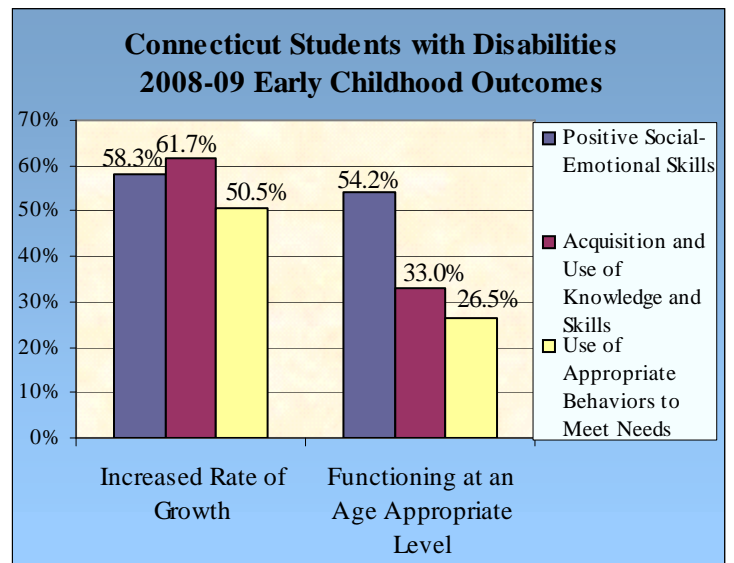


Bethany School District's Preschool Settings Data

	2006-07	2007-08	2008-09
Regular Early Childhood (80-100%) Placement	90.9%	83.3%	66.7%
Segregated Placement	0.0%	16.7%	0.0%

7. Preschool Social, Knowledge, and Behavior Skills

The Department is collecting and reporting information on the progress that children, ages 3 through 5, with an IEP make as a result of the special education and related services that they receive. Young children with an IEP are administered a test when they enter and again when they exit the grade preschool. When the information is analyzed, it identifies the progress that children made over the time that they received services. Children's progress is measured in areas such as their social development and their learning and application of new skills and behaviors. The federal government requires that states analyze their child progress data by reporting on: (1) the percent of children who increased their rate of growth as a result of receiving special education and (2) the percent of children who reached skills and behaviors that were age appropriate at the time of their exit from the preschool grade.

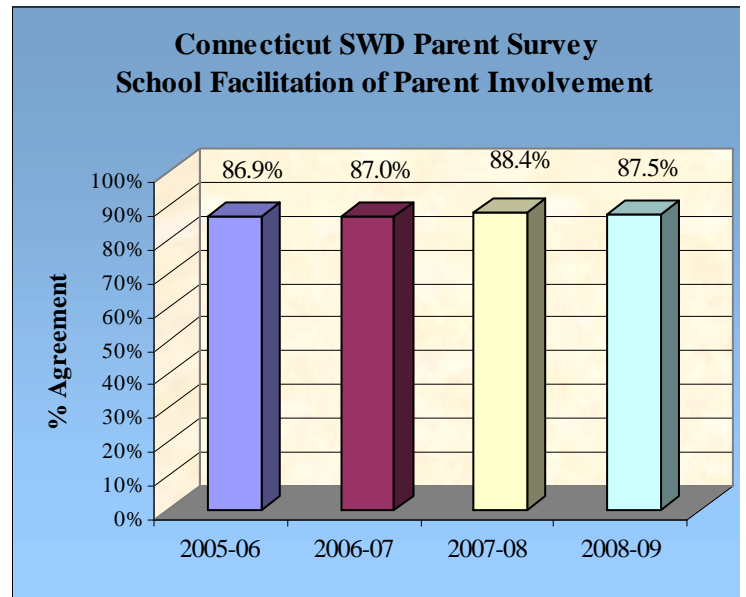


Bethany School District's Early Childhood Outcomes - ECO Data

	% of Children who Increased Their Rate of Growth		% of Children who were Functioning at an Age Appropriate Level Upon Exit	
	<u>2007-08</u>	<u>2008-09</u>	<u>2007-08</u>	<u>2008-09</u>
Positive Social-Emotional Skills	N < 10	N < 10	N < 10	N < 10
Acquisition and Use of Knowledge and Skills				
Use of Appropriate Behaviors to Meet Needs				

8. Increase School Facilitation of Parent Involvement to Improve Student Outcomes

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. A Parent Survey is conducted to collect data from a statewide representative sample of parents of children aged 3-21 with disabilities. Survey item 12 asks parents to respond to the statement, "In my child's school, administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities." Parents are given 6 choices ranging from "strongly agree" to "strongly disagree." Indicator 8 is calculated by dividing the number of responses in the "strongly agree", "moderately agree" and "slightly agree" categories by the total number of responses.



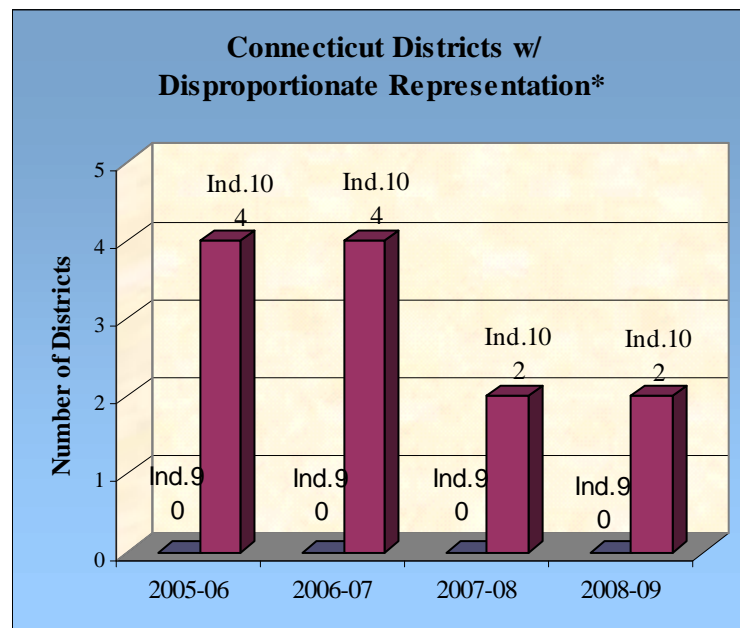
Survey data reported on SDE website: Special Education Publications.

9. Eliminate Disproportionate Representation within Special Education*

10. Eliminate Disproportionate Representation by Disability*

* As a result of inappropriate identification

Indicator 9 refers to the number of areas where the district has disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Indicator 10 refers to the number of areas where the district has disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. The Department has adopted a two-step process for the analysis of disproportionate representation: 1) a statistical significance test; and 2) the calculation of a relative risk index (RRI) to aid in the interpretation of the potential overrepresentation. Districts with statistically significant data and a RRI ≥ 2.0 are reviewed for whether or not the disproportionate representation is due to inappropriate identification. Inappropriate identification is determined in the context of a focused monitoring site visit or self assessment.

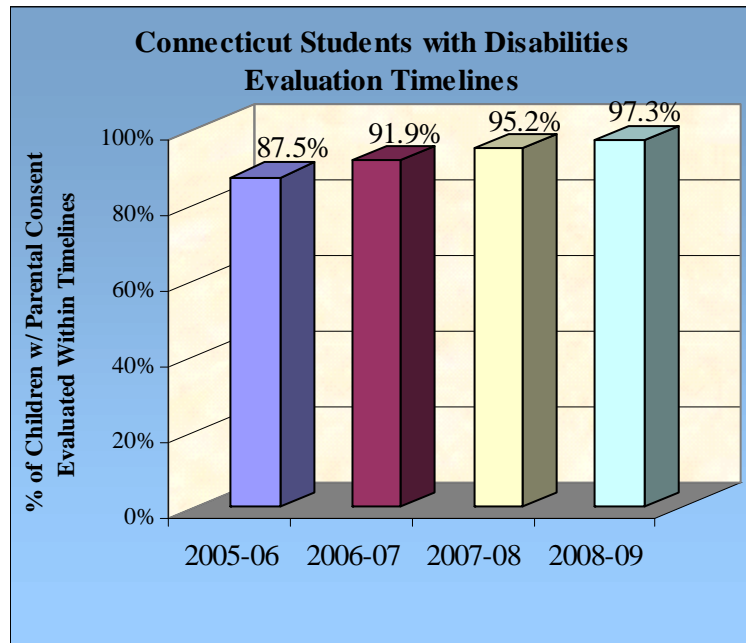


Bethany School District's Disproportionate Representation Data

	2005-06	2006-07	2007-08	2008-09	2008-09 Target
Indicator 9 Special Education Overall	0	0	0	0	0 Areas
Indicator 10 by Disability	0	0	0	0	0 Areas

11. Determine Eligibility in Accordance with State Established Timelines

The percentage of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 days is calculated using the formula: number of children determined eligible or not eligible whose evaluations were completed within 45 days, divided by number of children for whom parental consent to evaluate was received. The data are collected annually in accordance with the established timelines for federal reporting. Districts are required to provide further explanation for students evaluated beyond the state established timeline. Common reasons that have been stated as causes for delays include: delay due to late completion and scheduling of an outside (independent) evaluation, district failure to comply with timelines, scheduling difficulties, staff absence/insufficient staff to conduct evaluations, and excessive student absence.

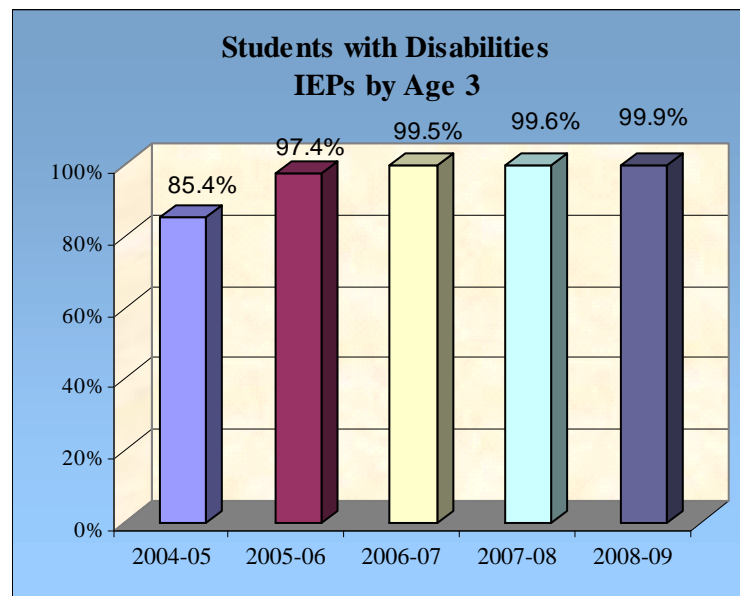


Bethany School District's Evaluation Timelines Data

	2005-06	2006-07	2007-08	2008-09	2008-09 Target
<i>Students with Disabilities</i>	9.1%	73.1%	95.2%	100.0%	100%

12. Transition: IEPs by Age 3

The Department's goal is to ensure that 100% of the eligible children that leave the Birth to Three System prior to turning age 3, have an IEP in place by the time of their third birthday. This is known as a compliance indicator, meaning that a school district must demonstrate its compliance with the Individuals with Disabilities Education Act (IDEA). In the 2007-08 school year, there were 1877 children who received services through the Birth to Three System and who were referred to special education. Statewide there were 404 children found not eligible for special education, 151 children whose families refusal to consent to evaluation caused delays in evaluation or initial services, while 1319 children were found eligible for special education and provided a free appropriate public education (FAPE) by their third birthday.

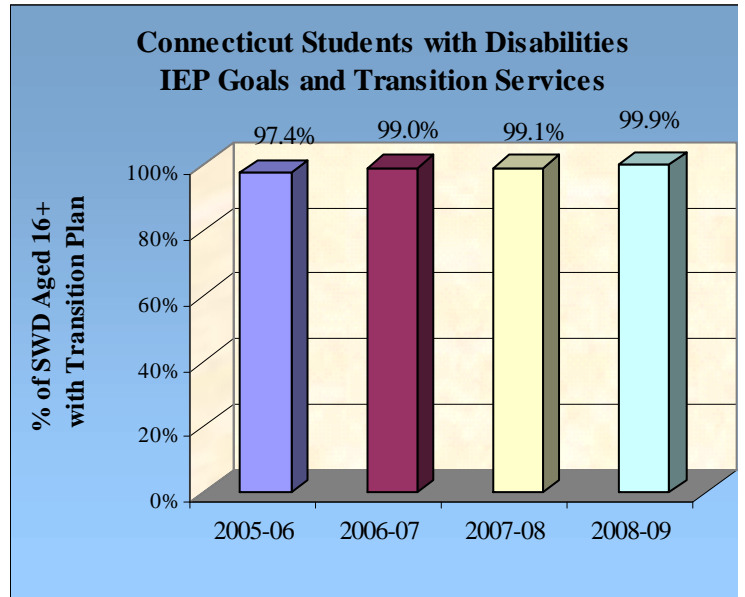


Bethany School District's IEPs by Age 3 Data

	2005-06	2006-07	2007-08	2008-09	2008-09 Target
<i>Students with Disabilities</i>	Not Applicable	Not Applicable	100.0%	100.0%	100%

13. Develop Postsecondary Goals and Transition Services

The rate is calculated using the formula: number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals, divided by number of youth with an IEP aged 16. Data is collected for all youth with disabilities aged 16 and above with an IEP as to whether the students' IEPs include coordinated, measurable, annual IEP goals and transition services. The Department has created a Transition Checklist to assess whether the IEP goals and transition services are coordinated, measurable, and will reasonably enable the student to meet his/her postsecondary goals. The Checklist covers several major areas that must be considered in the development of student transition goals and objectives: transition assessment, postsecondary education or training, employment, independent living, and agency participation.

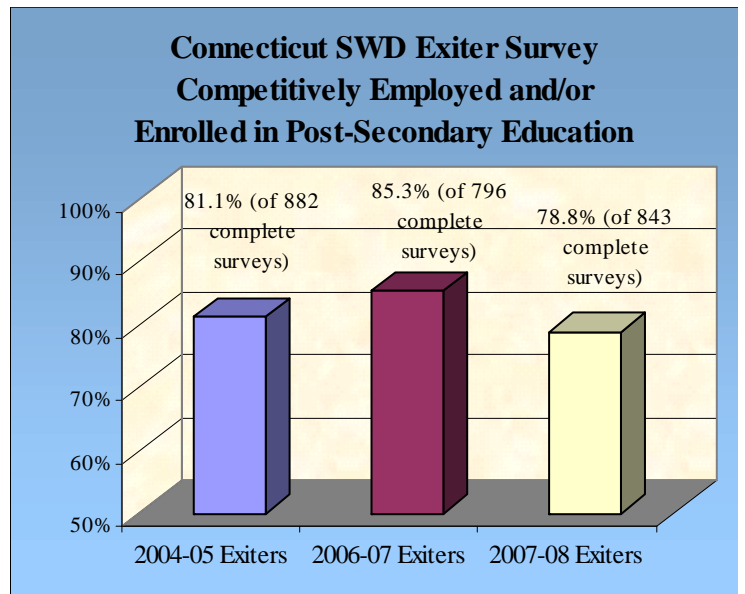


Bethany School District's IEP Goals and Transition Services Data

	2005-06	2006-07	2007-08	2008-09	2008-09 Target
<i>Students with Disabilities</i>	Not Applicable	100.0%	Not Applicable	100.0%	100%

14. Increase Postsecondary Employment and Education

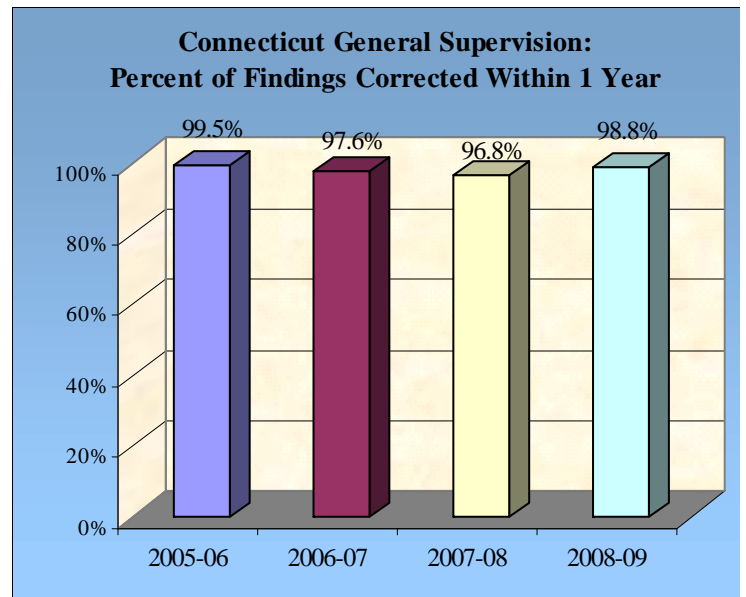
The postsecondary employment and education rate is calculated using the formula: number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school, divided by number of youth who had IEPs and are no longer in secondary school. The Department collects outcome data on all exiters from special education who are no longer in secondary school (graduates with regular diplomas and certificates of completion, exiters reaching maximum age and dropouts) via a post-school outcomes survey. The survey consists of items across three main categories: 1) employment status; 2) postsecondary education and training status; and 3) access to state agency support systems.



Survey data reported on SDE website: Special Education Publications.

15. General Supervision: Noncompliance Corrected Within 1 Year

Noncompliance is identified through a general supervision system (including monitoring, complaints, hearings, etc.). Under general supervision, districts are required to correct noncompliance as soon as possible but no later than one year from receiving notification from the Department. The percent of noncompliance corrected within one year of identification is calculated by dividing number of corrections completed as soon as possible but in no case later than one year from identification by the total number of findings of noncompliance.



Bethany School District's General Supervision Data

	2005-06	2006-07	2007-08	2008-09	2008-09 Target
<i>Students with Disabilities</i>	Met Target	Met Target	Met Target	Met Target	100%

20. Timely and Accurate Reporting

District level data are required to be submitted in a timely and accurate manner, according to state deadlines for each of the following data collections: SEDAC-Oct. 1 Child Count, Evaluation Timelines, Early Childhood Outcomes, ED 166 Discipline Data, and Exiters PSIS/SEDAC Data. The Department has defined timely and accurate as a holistic system analysis, thereby ensuring the indicator is not about minor edits/errors, but instead is about systemic failure to report and/or follow reporting directions/guidelines. Timely is defined as 1) submission of file by due date (no extensions); 2) submission passed general edit checks and provided complete data. Accurate data has been verified by the district with any errors corrected during the edit checking timeframe established for each data collection.

Bethany School District's Timely and Accurate Reporting Data

	2008-09	2008-09 Target
<i>Students with Disabilities</i>	100.0%	100%