

# Annual Performance Report on Connecticut's State Performance Plan



## Bethany School District

**2018-2019 School Year**

**Publication Date: July 2020**

<b>IDEA Determination based on FFY 2018 data:</b>	<b>State Systemic Improvement Plan</b>	<b>Prevalence Rate</b>
<b>Meets Requirements</b>	State Identified Measurable Result (SIMR) Grade 3 ELA Performance Index for SWDs	12.6%
(Indicators 4B, 9, 10, 11, 12, 13, General Supervision and Timely and Accurate Reporting contributed to the determination decision.)	District SIMR: N < 20	Percent of SWD in District (K-12 Only)
	State: 51.5    State Target: 51.1	State Prevalence = 15.0%

*In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan/Annual Performance Report (SPP/APR) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. 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/APR (616 (a)(1)(C)(i) and 300.600 (a)).*

SPP Indicator	District 2018-19 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
1. Increase Graduation Rate with a Standard H. S. Diploma (2017-18)	Not Applicable	78.2%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
2. Decrease H. S. Dropout Rate (2017-18)	Not Applicable	13.0%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. Improve Participation and Performance on Statewide Assessments					(Numerator > 5; Denominator > 19)	
B. Participation Rate						
Grades 3-8	ELA	100.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math	100.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	ELA	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Math	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Proficiency Rate						
Grades 3-8	ELA	20.69%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Math	***	<input type="checkbox"/>			<input type="checkbox"/>
Grade 11	ELA	Not Applicable	<input type="checkbox"/>			<input type="checkbox"/>
	Math	Not Applicable	<input type="checkbox"/>			<input type="checkbox"/>
4. A. Decrease 10+ Days Out-of-School (OOS) Suspension Rate (2017-18)	0.00%	1.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates	Met Target	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
5. Increase Placement and Time with Nondisabled Peers (TWNDP)						
A. Increase Regular Class Placement	85.37%	68.10%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Separate Class Placement	2.44%	6.00%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	4.88%	8.30%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

<b>SPP Indicator</b>	<b>District 2018-19 Data**</b>	<b>Target</b>	<b>Met Target</b>	<b>Substantial Compliance</b>	<b>Making Progress</b>	<b>Did Not Meet</b>
<b>6. Increase Time in Early Childhood Educational Environments</b>						
A. Increase Regular Early Childhood (80-100%) Placement	92.86%	78.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Segregated Placements	0.00%	10.50%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Measuring Child Progress (Early Childhood Outcomes - ECO)</b>						
A. Of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.						
Positive Social-Emotional Skills		58.50%	<input type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	N < 10	65.50%	<input type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs		51.00%	<input type="checkbox"/>			<input type="checkbox"/>
B. The percent of preschool children who were functioning within age expectations by the time they exited the program						
Positive Social-Emotional Skills		54.50%	<input type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	N < 10	33.50%	<input type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs		27.00%	<input type="checkbox"/>			<input type="checkbox"/>
<b>8. Parent Involvement</b> Survey data reported on CSDE Web site: Special Education Publications						
<b>9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification</b>						
	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<b>10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification</b>						
	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<b>11. Determine Eligibility in Accordance with State Established Timelines</b>						
	100.00%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Transition: IEPs by Age 3</b>						
	100.00%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13. Develop Transition Goals and Services</b>						
	Not Applicable	100%*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14. Postsecondary Employment and Education</b> Survey data reported on CSDE Web site: Special Education Publications						
General Supervision:						
Noncompliance corrected within 1 year	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Timely and Accurate Reporting						
	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Alternate Assessment Participation (ESSA)	ELA:	0.95%			Met Target	
	Math:	0.95%			Met Target	

\* Indicates IDEA Compliance Indicator

\*\* Unless otherwise indicated, all data represent the 2018-19 school year  
\*\*\* The data are suppressed to ensure confidentiality.

For questions regarding this District's APR contact: Kai Byrd at 203-393-3350

For a complete copy of the Connecticut SPP/APR and a detailed explanation of IDEA Determinations process go to:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>