

Annual Performance Report on Connecticut's State Performance Plan

Westport School District



2023-2024 School Year
Publication Date: Sept. 2025

IDEA Determination based on FFY 2023 data:

Meets Requirements

(Indicators 4B, 9, 10, 11, 12, 13, General Supervision, Timely and Accurate Reporting, and Chronic Absenteeism Rate contributed to the determination decision.)

State Systemic Improvement Plan

State Identified Measurable Result (SIMR)
 Grade 3 ELA Performance Index for SWDs

District SIMR: 62.58

State: 49.65 State Target: 48.5

Prevalence Rate

14.1%

Percent of SWD in District
(K-12 Only)

State Prevalence = 17.3%

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 2023-24 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
1. Increase Graduation Rate with a Standard H. S. Diploma (2022-23)	96.1%	85.50%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Decrease H. S. Dropout Rate (2022-23)	2.0%	12.00%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improve Participation and Performance on Statewide Assessments	See Page 3 for all assessment data points.					
4. A. Decrease 10+ Days Out-of-School (OOS) Suspension Rate (2022-23)	0.00%	1.00%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates	0 Areas	0 Areas*	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Increase Placement and Time with Nondisabled Peers (TWNDP)* <i>*Includes students ages 6-22 and 5 year olds in Kindergarten</i>						
A. Increase Regular Class Placement	72.36%	68.00%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Separate Class Placement	1.08%	7.20%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	4.07%	7.15%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Increase Time in Early Childhood Educational Environments* <i>*Includes students ages 3 and 4, in addition to 5 year olds in Preschool</i>						
A. Increase Regular Early Childhood (80-100%) Placement	94.74%	63.00%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Segregated Placements	0.00%	24.00%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Decrease Services in the Home	0.00%	2.50%	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPP Indicator	District 2023-24 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
7. Measuring Child Progress (Early Childhood Outcomes - ECO)						
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		87.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	N < 20	88.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs		95.00%	<input checked="" 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		66.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	N < 20	69.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs		63.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
8. Parent Involvement Survey data reported on CSDE Web site: Special Education Publications						
9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines	89.10%	100%*	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3	90.91%	100%*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop Transition Goals and Services	100.00%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Postsecondary Employment and Education 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						
Alternate Assessment Participation (ESSA)	ELA:	0.33%		Met Target		
	Math:	0.33%	1.00%	Met Target		
Chronic Absenteeism: (Percent of Students with Disabilities who missed 10% or greater of the total # of days enrolled in the school year.)	14.08%	20.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Indicates IDEA Compliance Indicator

** Unless otherwise indicated, all data represent the 2023-24 school year

*** The data are suppressed to ensure confidentiality. Note: As per OSEP QA 23-01, indicators for which data are suppressed, must indicate the districts performance against the state target.

For questions regarding this District's APR contact: The District Special Education Office at (203) 341-1253

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

<https://portal.ct.gov/sde/special-education/state-performance-plan-spp-and-annual-performance-report-apr/documents>

SPP Indicator	District 2023-24 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
3. Improve Participation and Performance on Statewide Assessments			<i>(Numerator > 5; Denominator >19)</i>			
A. Participation Rate						
ELA Grade 4 SWD Participation	100.00%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 8 SWD Participation	96.83%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 11 SWD Participation	93.75%	95.0%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 4 SWD Participation	100.00%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 8 SWD Participation	96.83%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 11 SWD Participation	93.75%	95.0%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Proficiency Rate on CTAA - Alternate Assessment						
ELA Grade 4 SWD Proficient	Not Applicable	33.0%	<input type="checkbox"/>			<input type="checkbox"/>
ELA Grade 8 SWD Proficient	***	25.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
ELA Grade 11 SWD Proficient	***	40.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Math Grade 4 SWD Proficient	Not Applicable	33.0%	<input type="checkbox"/>			<input type="checkbox"/>
Math Grade 8 SWD Proficient	***	45.5%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Math Grade 11 SWD Proficient	***	36.5%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
B. Proficiency Rate on Smarter Balanced SAT						
ELA Grade 4 SWD Proficient	38.71%	16.5%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<i>ELA Grade 4 All Students Proficient</i>	80.39%					
ELA Grade 8 SWD Proficient	35.09%	15.25%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<i>ELA Grade 8 All Students Proficient</i>	78.96%					
ELA Grade 11 SWD Proficient	67.24%	21.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<i>ELA Grade 11 All Students Proficient</i>	91.00%					
Math Grade 4 SWD Proficient	33.87%	15.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<i>Math Grade 4 All Students Proficient</i>	78.45%					
Math Grade 8 SWD Proficient	35.09%	8.25%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<i>Math Grade 8 All Students Proficient</i>	78.86%					
Math Grade 11 SWD Proficient	25.86%	8.5%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
<i>Math Grade 11 All Students Proficient</i>	76.61%					
D. Gap in Proficiency Rate for SWD and All Students						
ELA Grade 4 Proficiency Gap	41.68%	41.5%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
ELA Grade 8 Proficiency Gap	43.87%	45.25%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
ELA Grade 11 Proficiency Gap	23.76%	45.25%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Math Grade 4 Proficiency Gap	44.58%	39.5%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Math Grade 8 Proficiency Gap	43.77%	39.5%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Math Grade 11 Proficiency Gap	50.74%	35.5%	<input type="checkbox"/>			<input checked="" type="checkbox"/>