State of Connecticut
Department of Education
Bureau of Special Education
2026 IDEA District Determination Process (2024-25 Data)

Pursuant to Section 616(b)(2)(C)(i) of the Individuals with Disabilities Education Improvement Act 2004 (IDEA) and 34 Code of Federal Regulations (CFR) Section 300.602(b), states are required to make annual determinations on the performance of districts within the state. Consistent with OSEP's determination upon states, there are four categories that districts may be assigned into: ***(1) Meets Requirements;*** **(2)** ***Needs Assistance*****; (3)** ***Needs Intervention; or*** **(4)** ***Needs Substantial Intervention*****.**

States are also required to compare district level data and performance in relation to state established targets as well as the compliance indicator targets established by the U.S. Office of Special Education Programs (OSEP) and publicly report those data.

For making district determinations based on data and performance, the Connecticut State Department of Education (CSDE) used the following ***compliance indicators****:*

- **Indicator 4B** – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups that is the result of noncompliant policies, procedures, or practices. Target = 0%

- **Indicator 9** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target = 0%

- **Indicator 10** – Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target = 0%

- **Indicator 11** – Percent of children with parental consent to evaluate, who were evaluated within State-established timelines. Target = 100%

- **Indicator 12** – Percent of children referred by Part C at least 90 days prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. Target = 100%

- **Indicator 13** – Percent of youth age 14 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Target = 100%

- **General Supervision –** Corrects noncompliance as soon as possible, but in no case later than one year from identification; Noncompliance not identified via targeted monitoring activities. Target = 100%

- **Timely and Accurate** submission of district level data, according to state guidelines, using the following data collections: Connecticut Special Education Data System (CT-SEDS) - Oct. 1 Child Count, Early Childhood Outcomes (ECO), ED 166 Discipline Data, and exit data reported via the Public School Information System (PSIS)/CT-SEDS Data. Target = 100%

And the following ***results indicator****:*

- **Chronic Absenteeism** – Percent of children with IEPs who are chronically absent. Target = ≤ 20%

2026 Determination Indicators:

Indicator 4B – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups

- Met Target = Zero areas of significant discrepancy due to noncompliant policies, procedures or practices
- Did not meet target = At least one area of significant discrepancy due to noncompliant policies, procedures or practices

Indicator 9 – Disproportionate representation in special education for racial and ethnic groups

- Met Target = Zero areas of disproportionality due to inappropriate identification
- Did not meet target = At least one area of disproportionality due to inappropriate identification

Indicator 10 – Disproportionate representation in specific disability categories for racial and ethnic groups

- Same as Indicator 9 above

Indicator 11 – Determine eligibility within State-established timelines

- Met Target = 100%
- Substantial Compliance = 90% - 99.9% performance
- Making progress = Minimum 75% performance with an increase ≥ 10% over previous year
- Did not meet target = < 100% performance *and* not in substantial compliance or making progress

Indicator 12 – Implement IEPs by age 3

- Met Target = 100%
- Substantial Compliance = 90% - 99.9% performance
- Making progress = Minimum 75% performance with an increase ≥ 10% over previous year
- Did not meet target = < 100% performance *and* not in substantial compliance or making progress
- Not Applicable = District does not have early childhood/preK students or referrals from Birth to Three

Indicator 13 – Secondary transition goals and services

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase ≥ 10% over previous year
- Did not meet target = < 100% performance *and* not in substantial compliance or making progress
- Not Applicable = District does not have a high school

General Supervision – Noncompliance corrected within one year; Noncompliance not identified via monitoring activities

- Met Target = Zero areas of outstanding noncompliance *and* zero monitoring findings of IDEA noncompliance
- Did not meet target = One or more citations of outstanding noncompliance or findings of IDEA noncompliance

Timely and Accurate – Submission of data

- Met Target = 100%
- Did not meet target = One or more data submissions beyond established deadline and/or determined inaccurate

Chronic Absenteeism – Percent of children with IEPs who are chronically absent

- Met Target = ≤ 20% of children with IEPs who are chronically absent
- Substantial Compliance = ≤ 30.0% of children with IEPs who are chronically absent
- Making progress = Maximum 40% performance with a decrease of ≥ 10% over the previous year
- Did not meet target = > 30.0% of children with IEPs who are chronically absent
- Not Applicable = District does not meet the minimum “n size” of 6 children

Criteria used to make 2026 Determinations:

The CSDE used the following criteria to make 2026 determinations (2024-25 data) under indicators 4B, 9, 10, 11, 12, 13, General Supervision, Timely and Accurate Data Reporting, and Chronic Absenteeism.

NOTE: For the purpose of making determinations, indicator ratings of ***Substantial Compliance*** and ***Making Progress*** are considered equivalent to ***Meeting Target*.**

Meets Requirements
All of the above indicators met target, were in substantial compliance or were making progress toward the target

Needs Assistance
Level 1 = one or two indicators did not meet the target
Level 2 = one or two indicators did not meet the target AND at least one is the same as the previous year

Needs Intervention
Level 1 = three or more indicators did not meet the target
Level 2 = three or more indicators did not meet the target, AND the district was at Needs Intervention or Needs Substantial Intervention in the previous year, AND at least one indicator is the same as the previous year

Needs Substantial Intervention
The same indicator has not met the target for five or more consecutive years AND significant progress has not been demonstrated;

OR

The CSDE has determined that the district failed to substantially comply which significantly affects the core requirements of the program, such as the delivery of services to children with disabilities or state exercise of general supervision;

OR

The CSDE has determined that the district is unwilling to comply.

Enforcement Actions:

The IDEA regulations at 34 CFR Section 300.600(a) specifically designate the enforcement actions that states must apply after a district's determination is made.

Determination	Level	Enforcement Actions
Meets Requirements		None
Needs Assistance	1	None
	2	• Advise the district of available resources of technical assistance to address areas in need of assistance; *AND/OR* • Identify the district as a high-risk grantee and impose conditions on use of funds.
Needs Intervention	1	• Advise the district of available resources of technical assistance to address areas in need of assistance; *AND/OR* • Identify the district as a high-risk grantee and impose conditions on use of funds; *AND* • Require the district to prepare and implement a corrective action plan to correct the identified areas.
	2	• Advise the district of available resources of technical assistance to address areas in need of assistance; *AND* • Identify the district as a high-risk grantee and impose conditions on use of funds; *AND* • Require the district to prepare and implement a corrective action plan to correct the identified areas.
Needs Substantial Intervention		• Advise the district of available resources of technical assistance to address areas of noncompliance; *AND* • Identify the district as a high-risk grantee and impose conditions on use of funds; *AND* • Require the district to prepare and implement a corrective action plan to correct the identified areas; *AND* • Withhold, in whole or in part, further payments to the district.