

Special Education Outcomes BERGIN Commission



UNLOCKING
Lifelong
POTENTIAL


CONNECTICUT
Education
2025-2026

Connecticut State Department of Education – January 28, 2026



Committee Charge: Section 15 of Public Act 25-67 Subsection (c)(6): Effectiveness Standards

- (6) The commission shall develop recommendations for (A) standards for measuring the effectiveness of the delivery of special education services by local and regional boards of education, and (B) a system of publicly acknowledging those school districts that are consistently (i) meeting or exceeding such standards, and (ii) not meeting or are below such standards.



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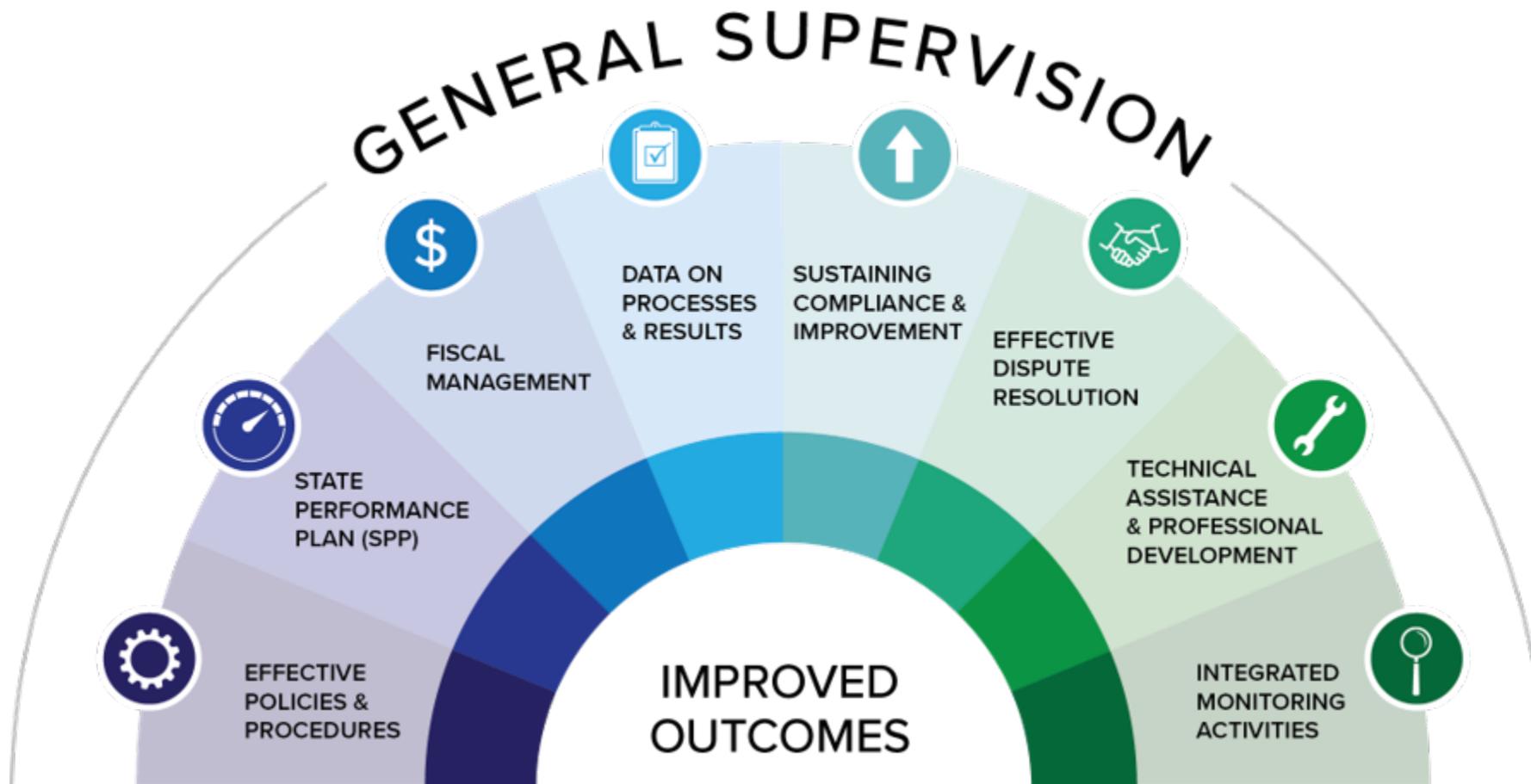
Special Education Vision

- Engage in collaborative efforts to ensure students with disabilities receive FAPE in the LRE to prepare them for college or training, employment, independent living and community participation.
- Provide leadership, guidance, support and resources to assist educators in meeting state and federal special education requirements in an effort to improve educational outcomes for students with exceptionalities.



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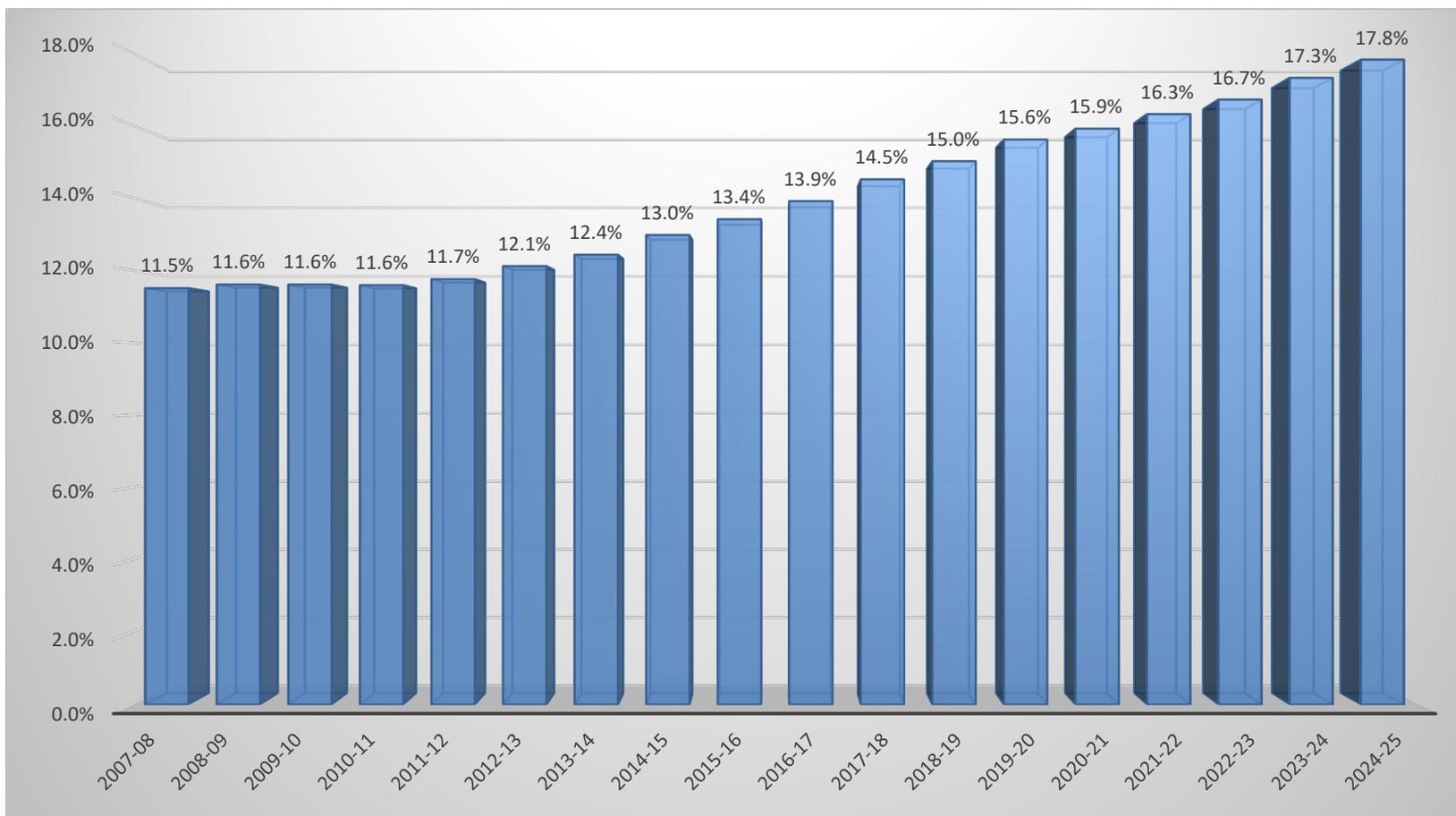
CSDE General Supervision & Monitoring Framework





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Special Education K-12 Prevalence Data

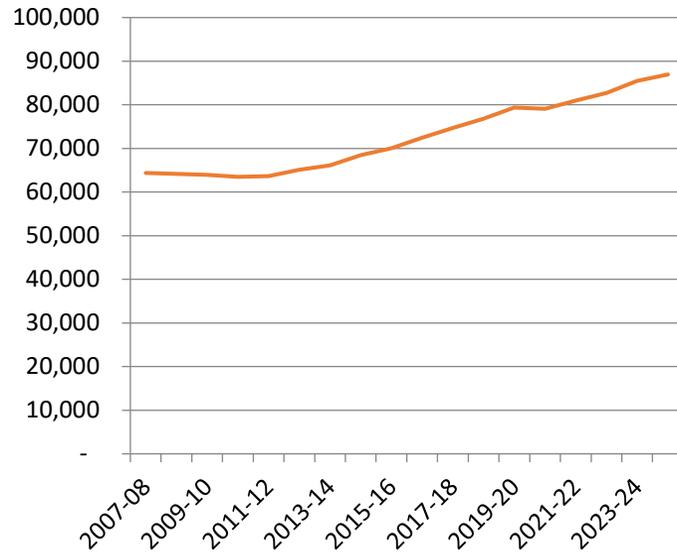




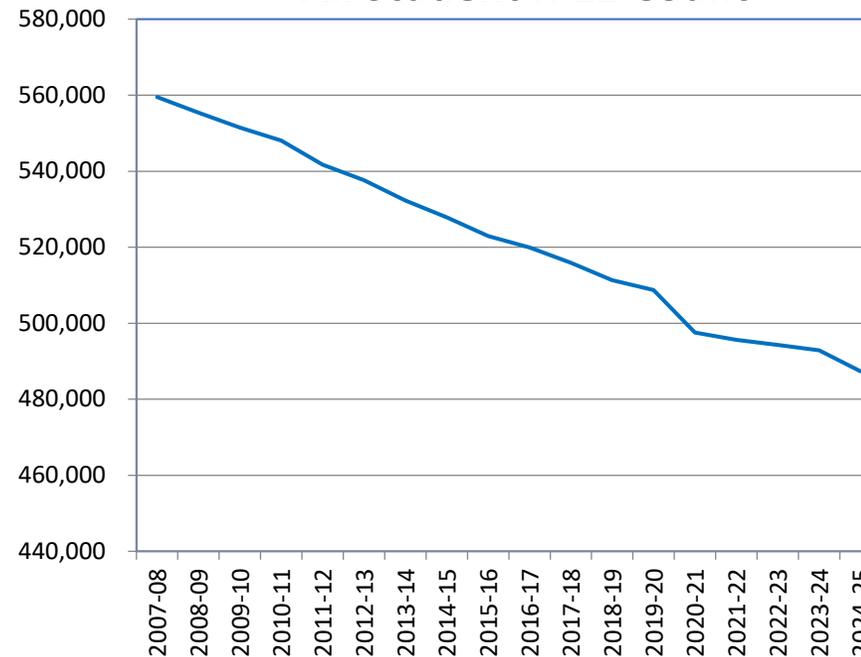
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Special Education K-12 Prevalence Data

Special Education K-12 Student Count



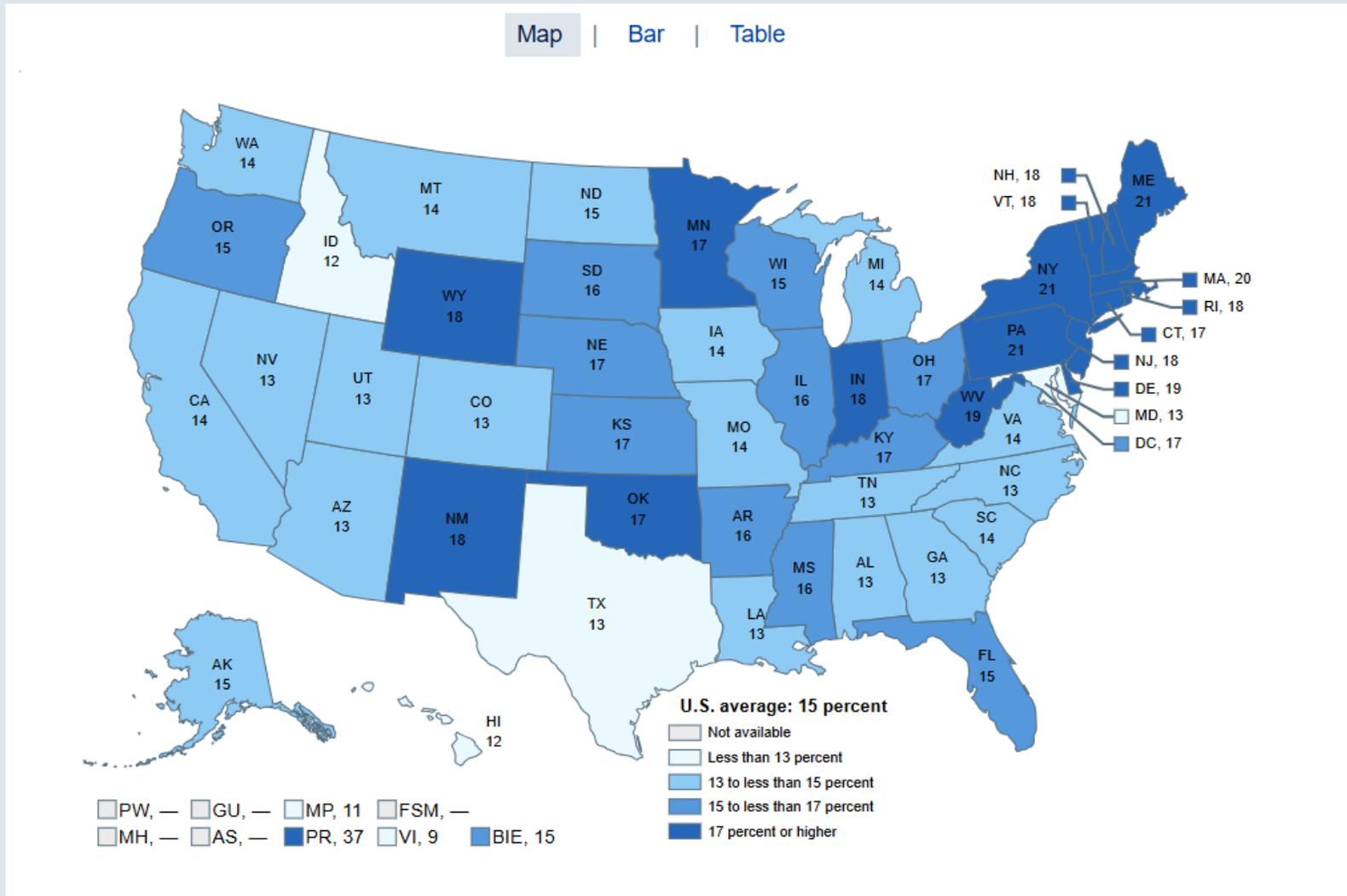
All Student K-12 Count





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Figure 1. Students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), as a percentage of public school enrollment, by state and jurisdiction: School year 2022–23

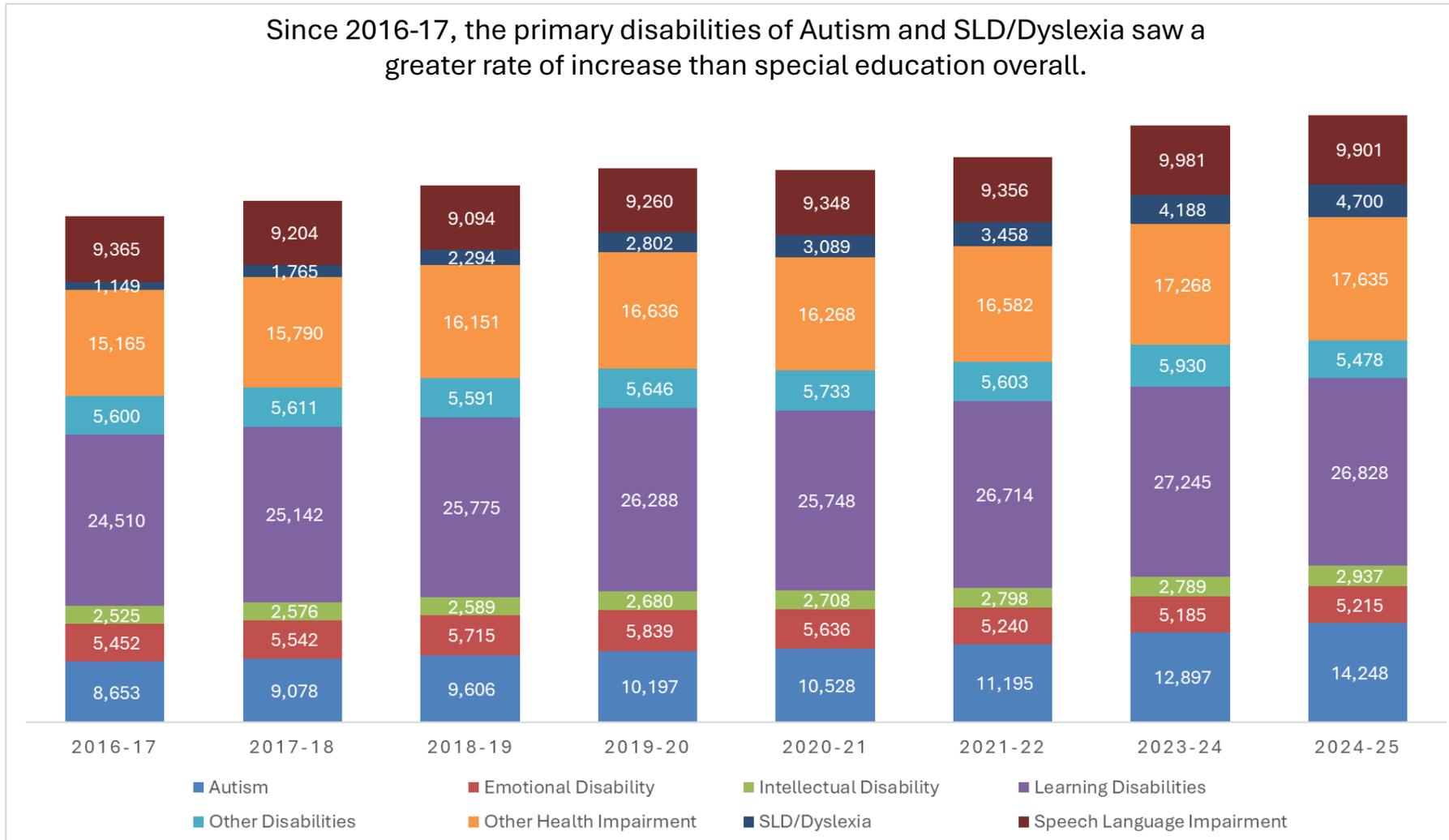




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Number of K-12 Students with Disabilities by Primary Disability

Since 2016-17, the primary disabilities of Autism and SLD/Dyslexia saw a greater rate of increase than special education overall.





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State Performance Plan (SPP) and Annual Performance Report (APR)

Compliance Indicators

- 4B – Disproportionate suspension/expulsion by race/ethnicity*
- 9. Disproportionate Overall Representation by Race/ethnicity*
- 10. Disproportionate Representation within Disability Category by Race/ethnicity*
- 11. Child Find - Evaluation Timeline*
- 12. Early Childhood Transition (FAPE at 3)*
- 13. Secondary Transition*

*Indicator affects LEA determination.

Additional indicators considered include General Supervision - Timely Correction of Non-Compliance, Timely and Accurate data submissions and Chronic Absenteeism

Results Indicators

- 1. Graduation
- 2. Drop Out
- 3. Statewide Assessments
- 4a. Suspension/Expulsion Rate
- 5. School age Education Environments (LRE)
- 6. Preschool Environments
- 7. Preschool Outcomes
- 8. Parent Involvement
- 14. Post-School Outcomes
- 15. Resolution Sessions
- 16. Mediation Agreements
- 17. State Systemic Improvement Plan (SSIP) – Grade 3 ELA Achievement



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The LEA APR

Annual Performance Report on Connecticut's State Performance Plan

Bridgeport School District

2023-2024 School Year
Publication Date: Sept. 2025

CONNECTICUT Education

IDEA Determination based on FFY 2023 data:	State Systemic Improvement Plan	Prevalence Rate
Needs Assistance 2	State Identified Measurable Result (SIMR) Grade 3 ELA Performance Index for SWDs	18.5%
(Indicators 4B, 9, 10, 11, 12, 13, General Supervision, Timely and Accurate Reporting, and Chronic Absenteeism Rate contributed to the determination decision.)	District SIMR: 39.19	Percent of SWD in District (K-12 Only)
	State: 49.65	State Target: 48.5
		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)	84.8%	85.50%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Decrease H. S. Dropout Rate (2022-23)	13.3%	12.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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)	2.31%	1.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates	0 Areas	0 Areas*	<input checked="" type="checkbox"/>	<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	53.11%	68.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Decrease Separate Class Placement	19.64%	7.20%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	5.29%	7.15%	<input checked="" type="checkbox"/>	<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	54.50%	63.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Decrease Segregated Placements	40.65%	24.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Decrease Services in the Home	0.00%	2.50%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Bridgeport 2023-2024 District APR
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Connecticut State Department of Education
Bureau of Special Education

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	89.29%	87.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Knowledge and Skills	95.76%	88.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate Behaviors to Meet Needs	89.31%	95.00%	<input type="checkbox"/>	<input type="checkbox"/>	<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	36.05%	66.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of Knowledge and Skills	68.71%	69.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appropriate Behaviors to Meet Needs	36.05%	63.00%	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines	86.90%	100%*	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3	93.81%	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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timely and Accurate Reporting	Met Target	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternate Assessment Participation (ESSA)						
ELA:	2.05%	1.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did Not Meet
Math:	2.05%	1.00%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Did Not Meet
Chronic Absenteeism: <i>(Percent of Students with Disabilities who missed 10% or greater of the total 90 days enrolled in the school year.)</i>	37.76%	20.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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) 275-1835
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>

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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	96.71%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 8 SWD Participation	97.10%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 11 SWD Participation	84.35%	95.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Math Grade 4 SWD Participation	96.71%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 8 SWD Participation	97.10%	95.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 11 SWD Participation	83.91%	95.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Proficiency Rate on CTAA - Alternate Assessment						
ELA Grade 4 SWD Proficient	35.56%	33.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 8 SWD Proficient	***	25.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 11 SWD Proficient	39.29%	40.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Math Grade 4 SWD Proficient	36.96%	33.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 8 SWD Proficient	41.94%	45.5%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 11 SWD Proficient	***	36.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Proficiency Rate on Smarter Balanced SAT						
ELA Grade 4 SWD Proficient	***	16.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ELA Grade 4 All Students Proficient</i>	18.40%					
ELA Grade 8 SWD Proficient	5.56%	15.25%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>ELA Grade 8 All Students Proficient</i>	25.27%					
ELA Grade 11 SWD Proficient	6.02%	21.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>ELA Grade 11 All Students Proficient</i>	28.24%					
Math Grade 4 SWD Proficient	4.03%	15.0%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Math Grade 4 All Students Proficient</i>	13.06%					
Math Grade 8 SWD Proficient	***	8.25%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Math Grade 8 All Students Proficient</i>	11.35%					
Math Grade 11 SWD Proficient	***	8.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Math Grade 11 All Students Proficient</i>	7.46%					
D. Gap in Proficiency Rate for SWD and All Students						
ELA Grade 4 Proficiency Gap	***	41.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 8 Proficiency Gap	19.72%	45.25%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELA Grade 11 Proficiency Gap	22.21%	45.25%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 4 Proficiency Gap	9.03%	39.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 8 Proficiency Gap	***	39.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Grade 11 Proficiency Gap	***	35.5%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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LEA Determinations

Data from:	Reported in:	(# LEAs) Meets Requirements	(# LEAs) Needs Assistance 1	(# LEAs) Needs Assistance 2	(# LEAs) Needs Intervention 1
2019-2020	2021	159	11	0	0
2020-2021	2022	141	24	2	3
2021-2022	2023	140	21	9	0
2022- 2023	2024	136	26	7	1
2023-2024	2025	107	48	14	1



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Trends for Some Result Indicators

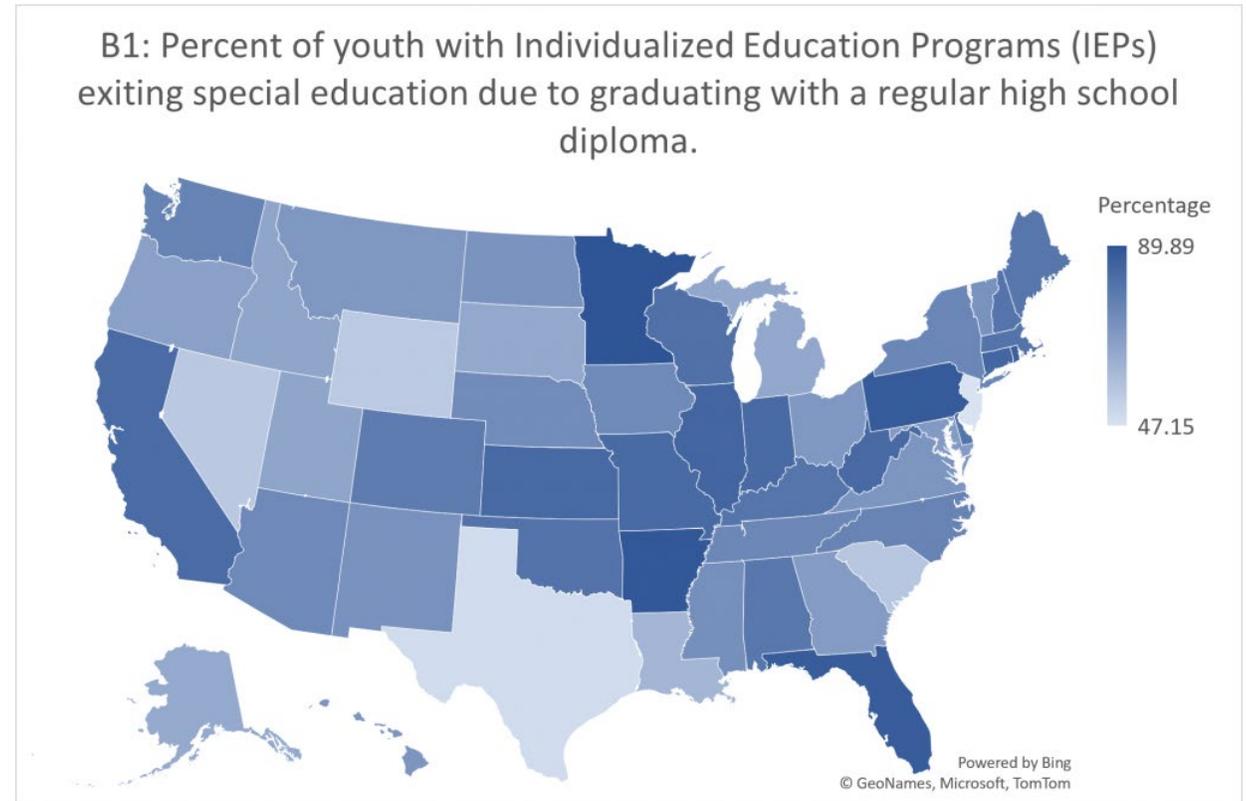


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Indicator 1 - Graduation Rate

Year	Connecticut Annual Graduation Rate (%)
2022	84.5
2023	86.2
2024	89.7

14 – 21 year olds earning a HS Diploma
14 – 21 y. olds who exited special education by
graduating, certificate,
reached max age, or dropping out



2022 National Average 73.9%
 (Figure 5 Condition of Ed for Students with Disabilities)

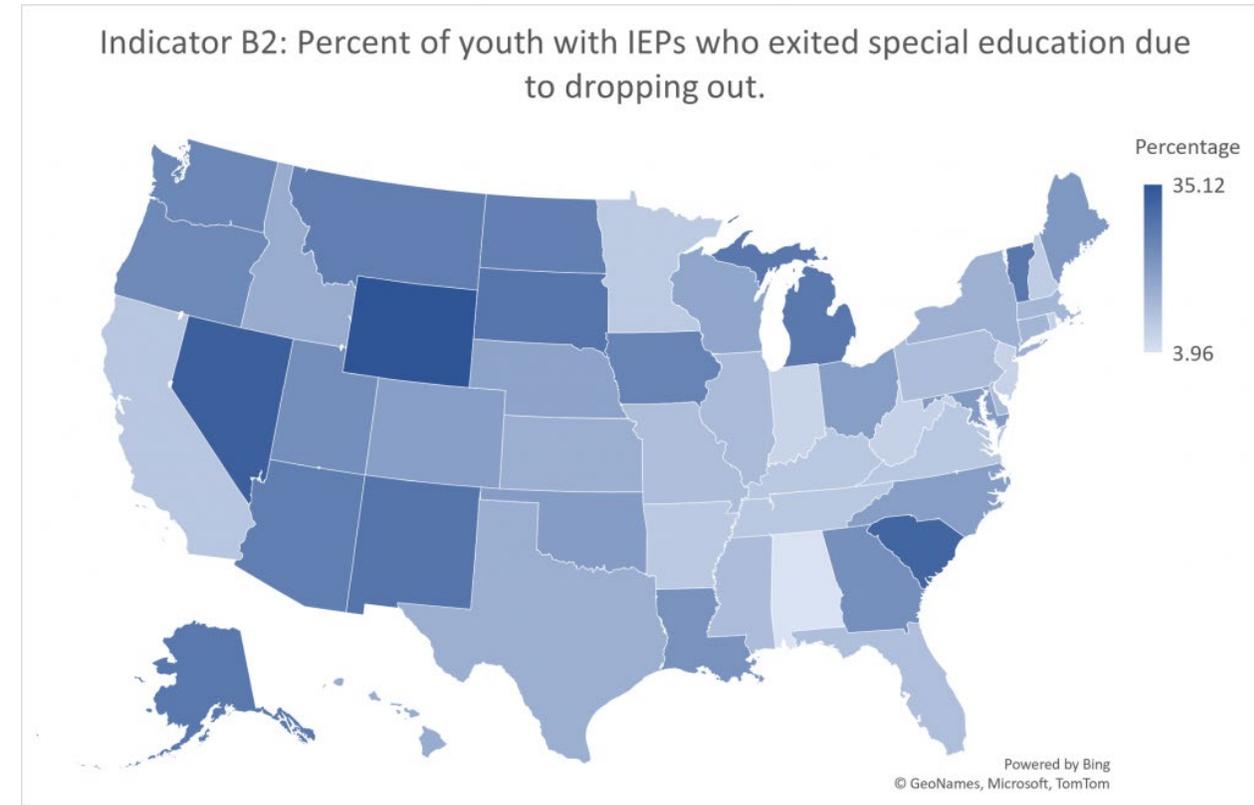


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Indicator 2 - Dropout Rate

Year	Connecticut Drop Out Rates (%)
2022	13.9
2023	9.9
2024	8.5

$$\frac{\# 14 - 21 \text{ year olds who drop out}}{14 - 21 \text{ y. olds who exited special education by graduating, certificate, reached max age, or dropping out}}$$



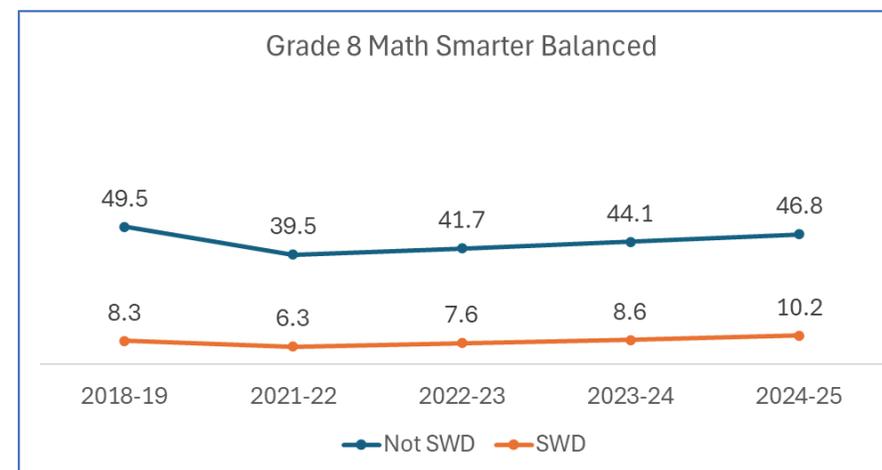
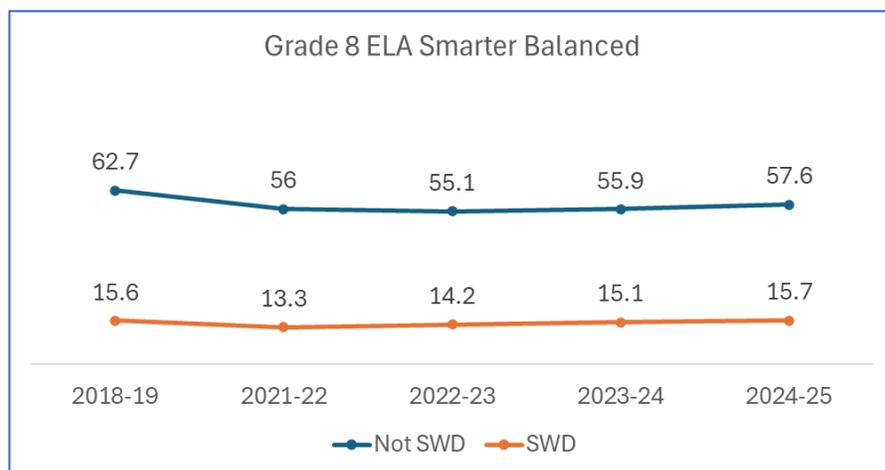
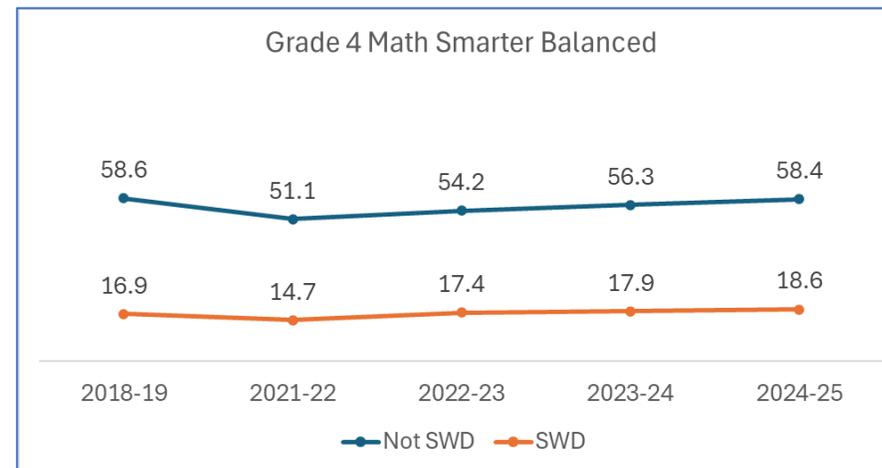
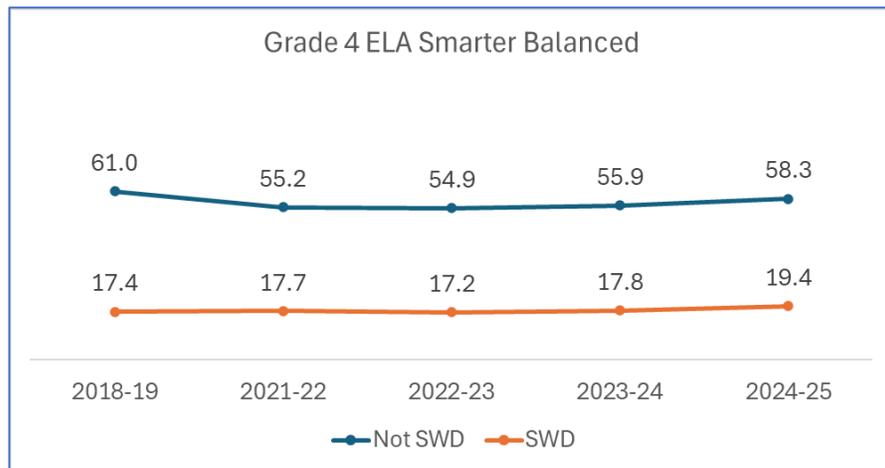
2022 National Average 15.2%

(NCES Table 219.90)



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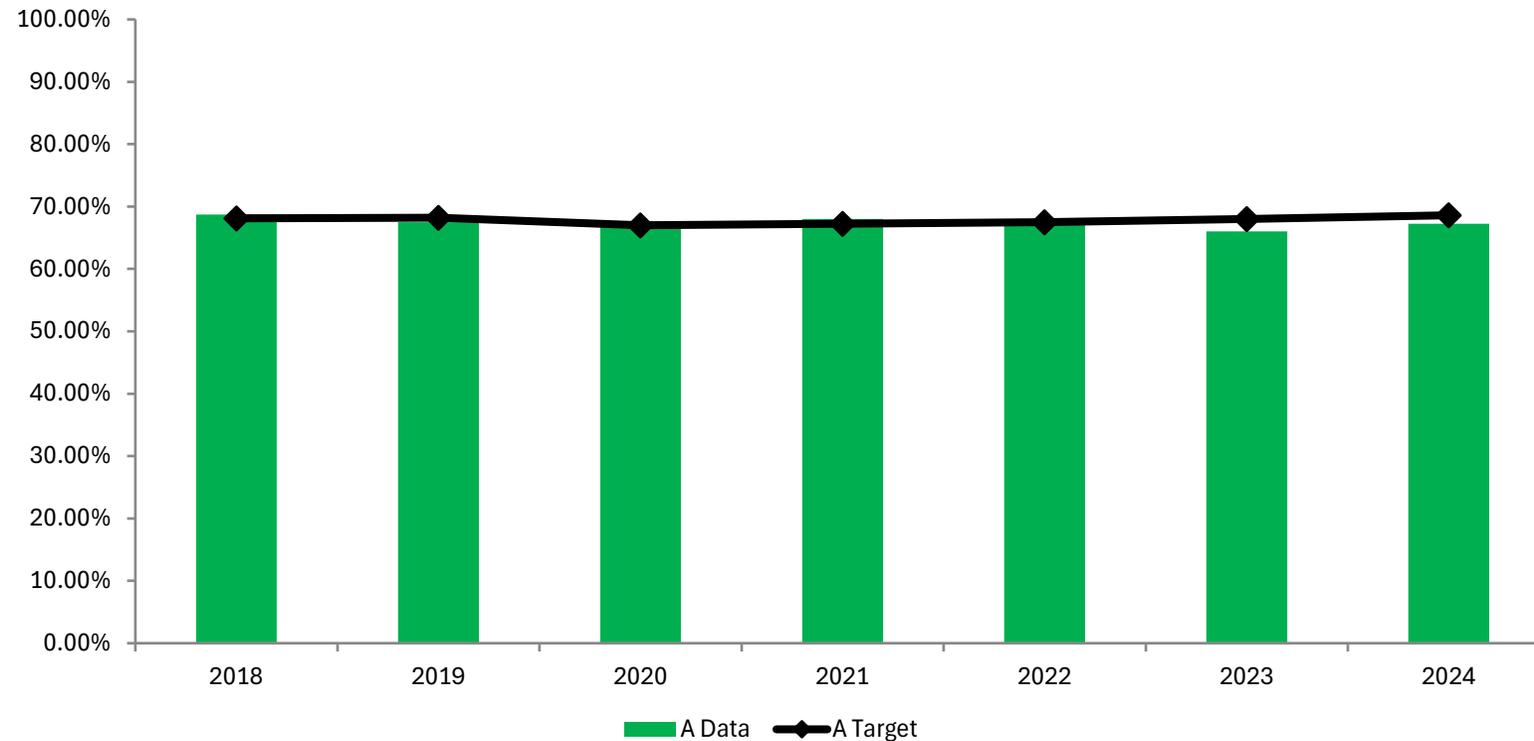
Indicator 3c – Grade Level Proficiency





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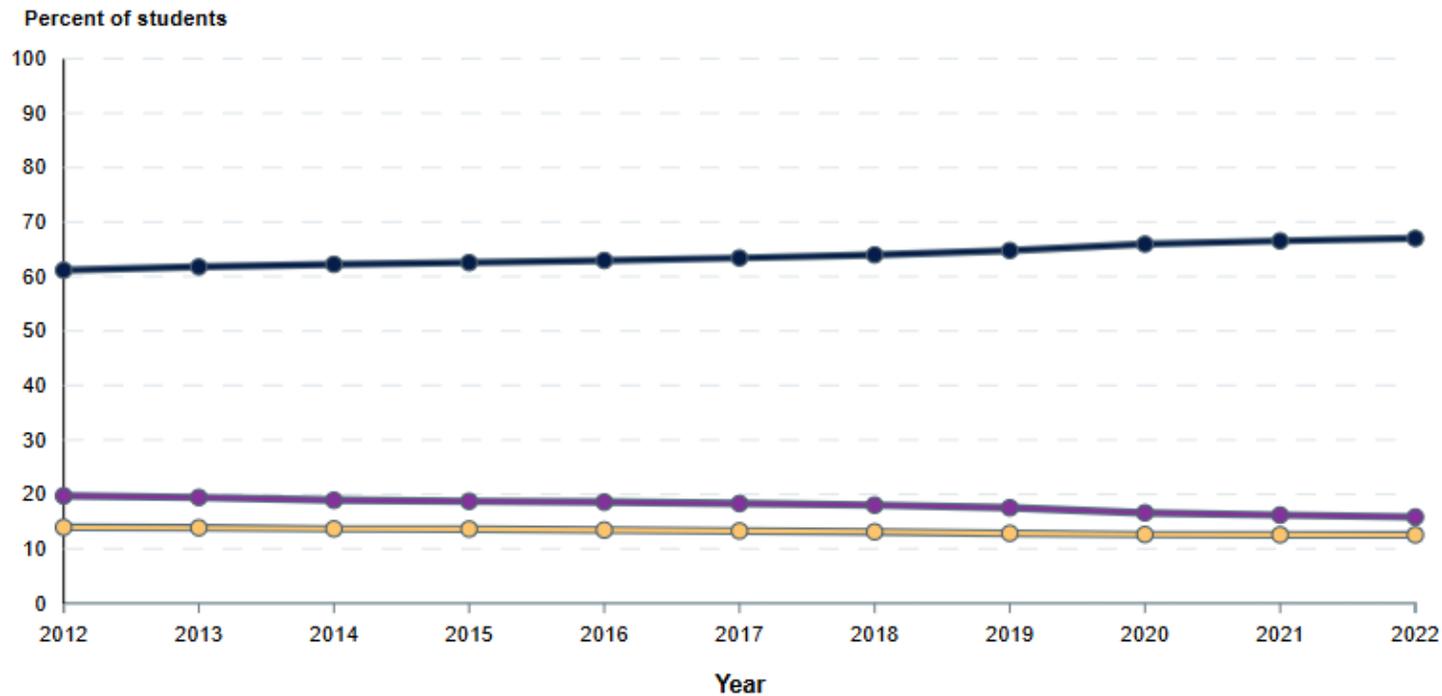
Indicator 5A: Least Restrictive Environment 80-100% TWNDP





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National Data - TWNDP



■ 80 percent or more of the school day in general classes

■ 40–79 percent of the school day in general classes

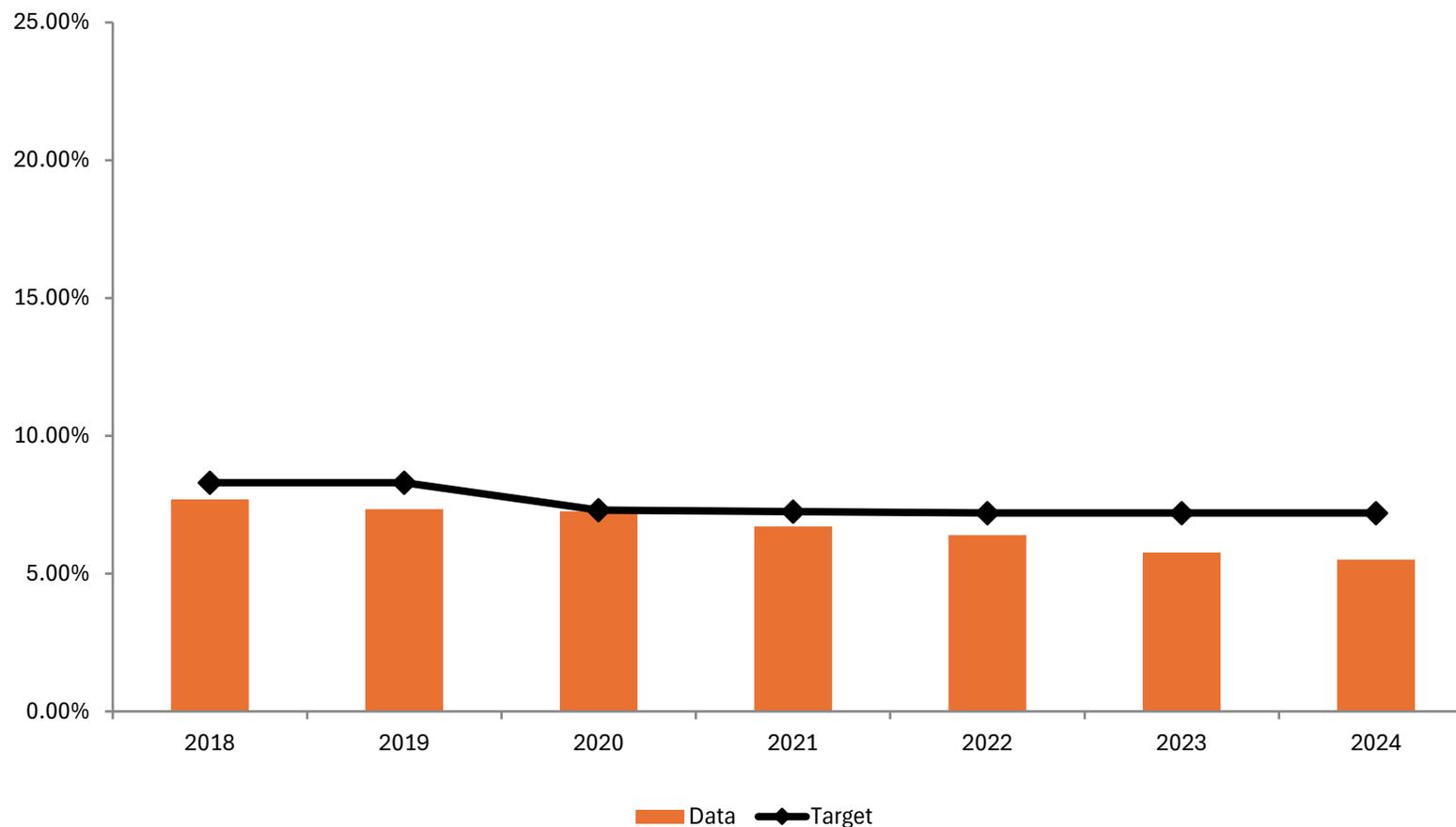
■ Less than 40 percent of the school day in general classes



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Indicator 5C: Least Restrictive Environment

Separate Settings: Separate Schools, Residential Facilities or Hospital/ Homebound Placements





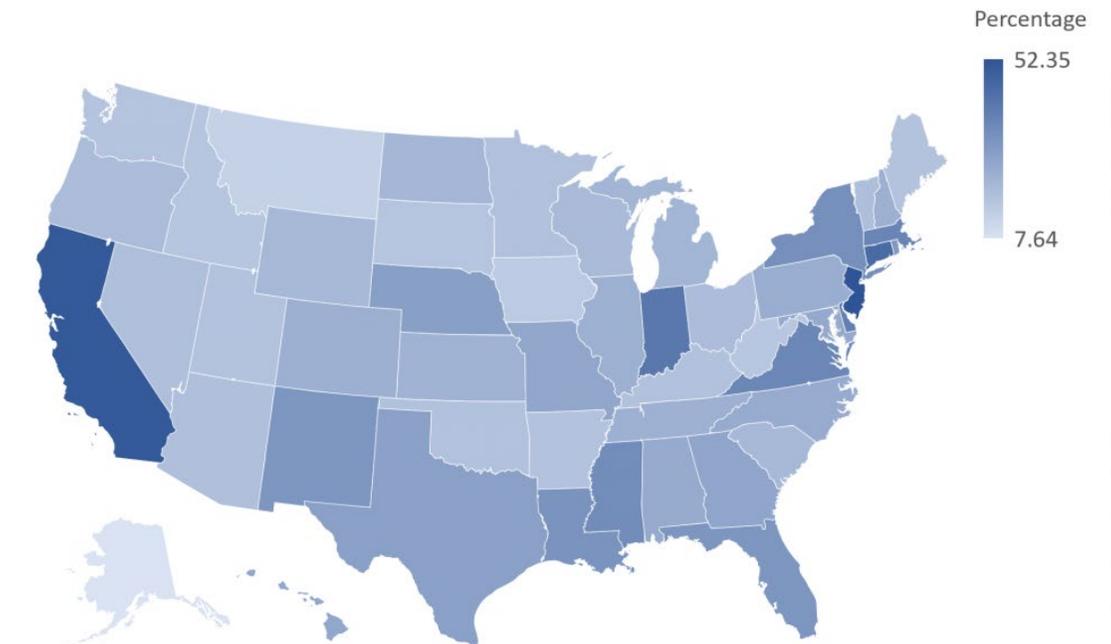
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Indicator 14 – Post-School Outcomes (within 1 year of leaving high school)

Measure	Rate
Enrolled in Higher Ed	52.7%
Enrolled in Higher Ed or Competitively Employed	91.3%
Enrolled in any postsecondary or any employment	98.0%

4,549 respondents out of a possible 6,010 in the cohort

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school





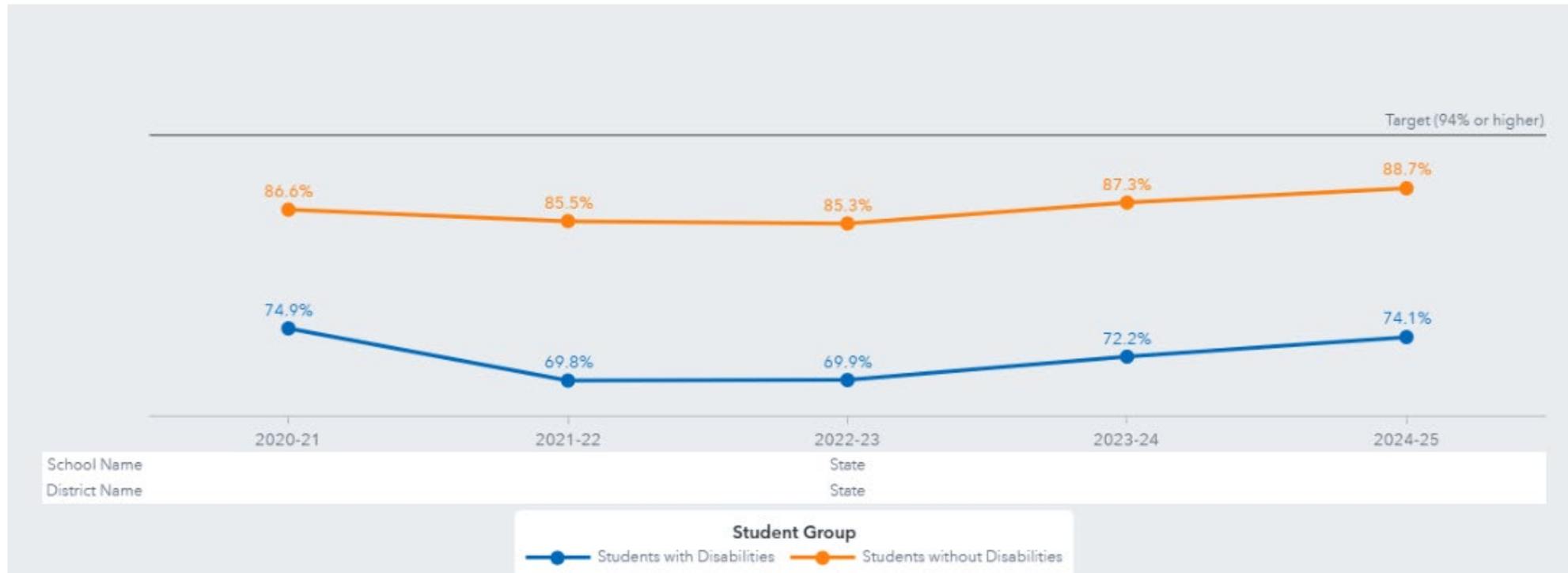
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Other Engagement and Outcome Indicators that CSDE Reports for Students with Disabilities



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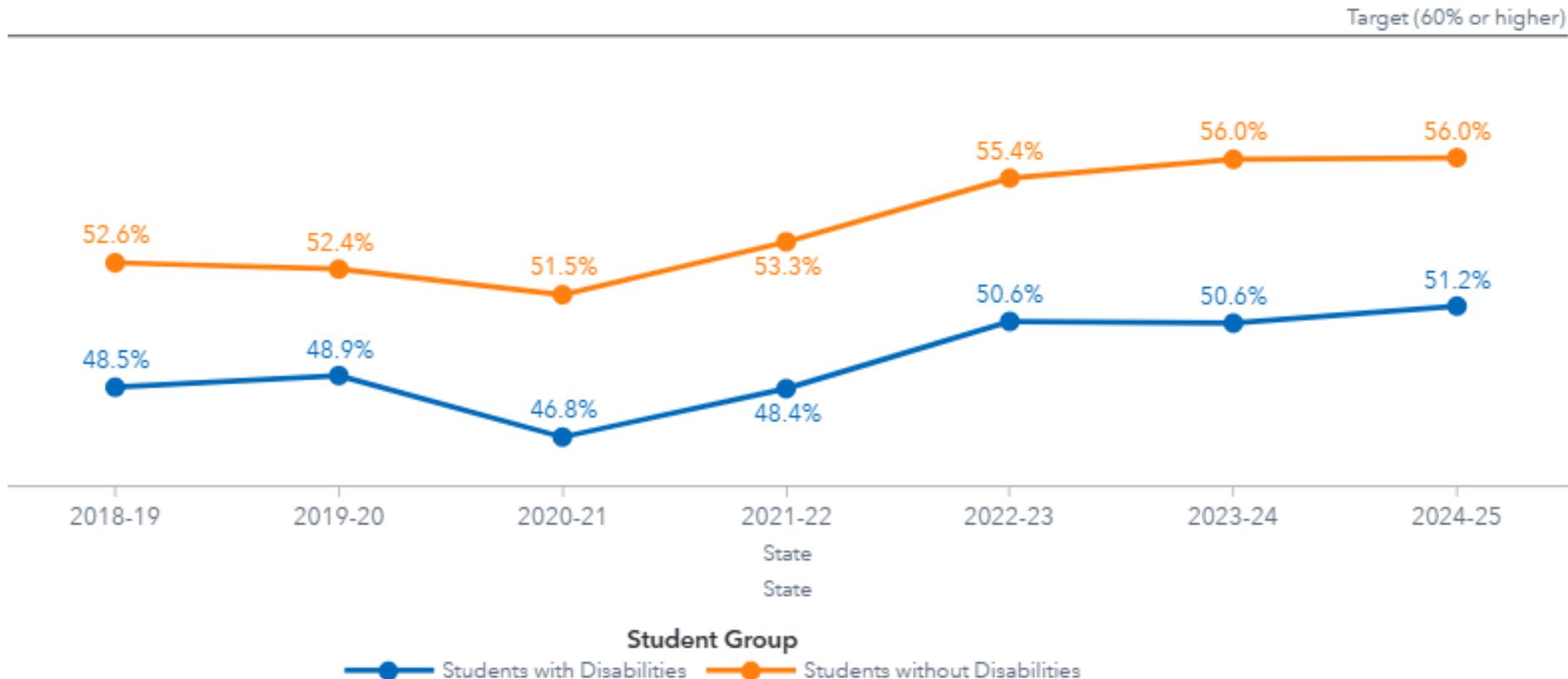
On Track to High School Graduation (earning 6 or more credits in Grade 9)





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Percent of Students in Grades 9-12 Participating in Arts Courses





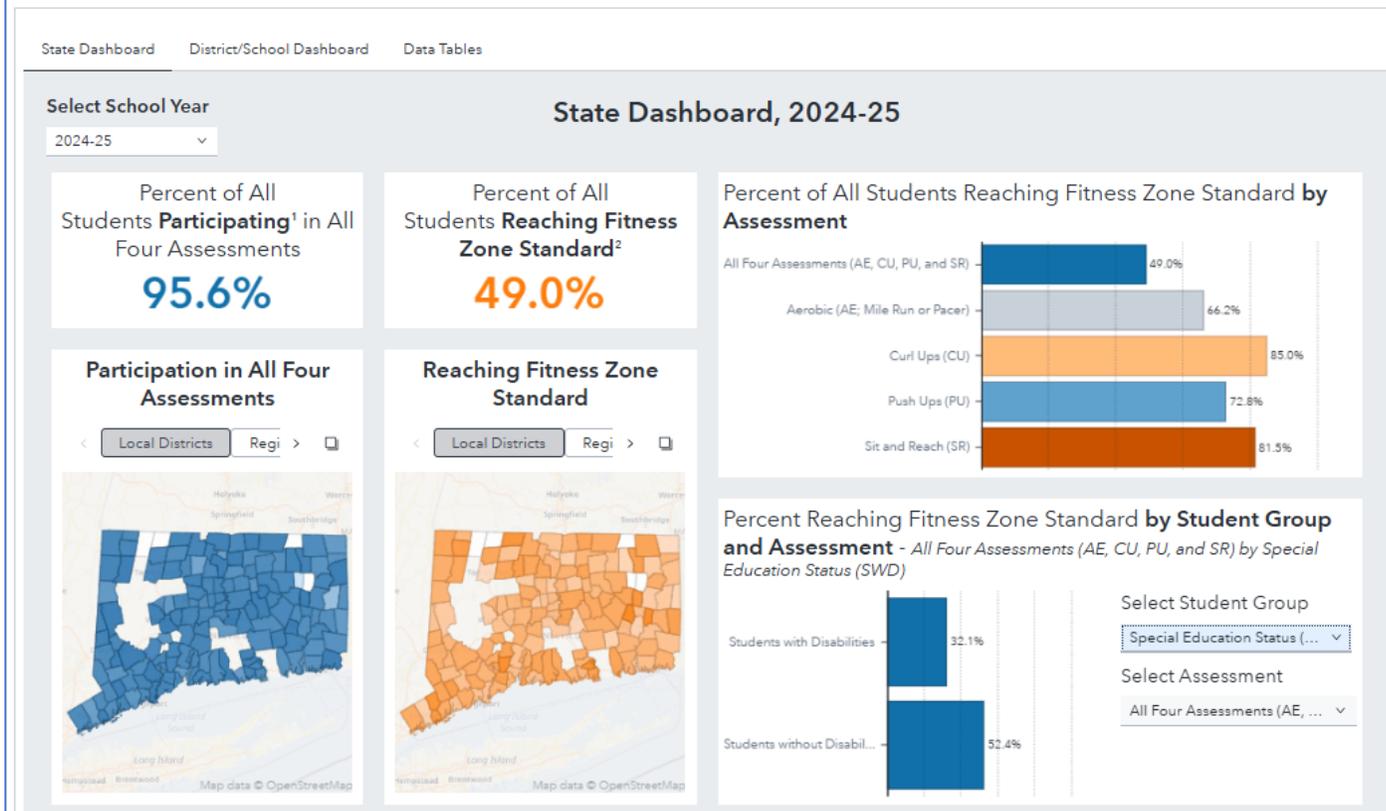
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Physical Fitness

Physical Fitness Assessment

See [related links](#).

This report presents student performance on the [Connecticut Physical Fitness Assessment \(CPFA\)](#). Students taking the CPFA are evaluated using age and gender appropriate standards in four components fitness: aerobic endurance; flexibility; upper body strength and endurance, and abdominal muscle strength and endurance. Participation and performance on the CPFA are considered toward Indicator 11 of [Connecticut's Next Generation Accountability System \(PDF\)](#).





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Seal of Biliteracy Graduating Class of 2024

What percent of seal-eligible graduates were SWD?

Of all seal-eligible graduates, **3.3%** were SWD during high school, compared to **17.4%** of all graduates.

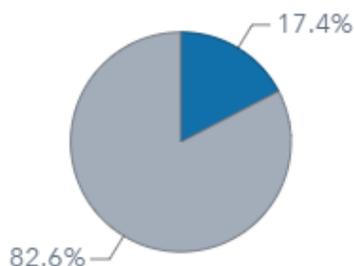
Percent of Seal-Eligible Graduates



Special Education (SWD) Status in Gra...

■ Students with Disabilities
■ Students without Disabilities

Percent of All Graduates



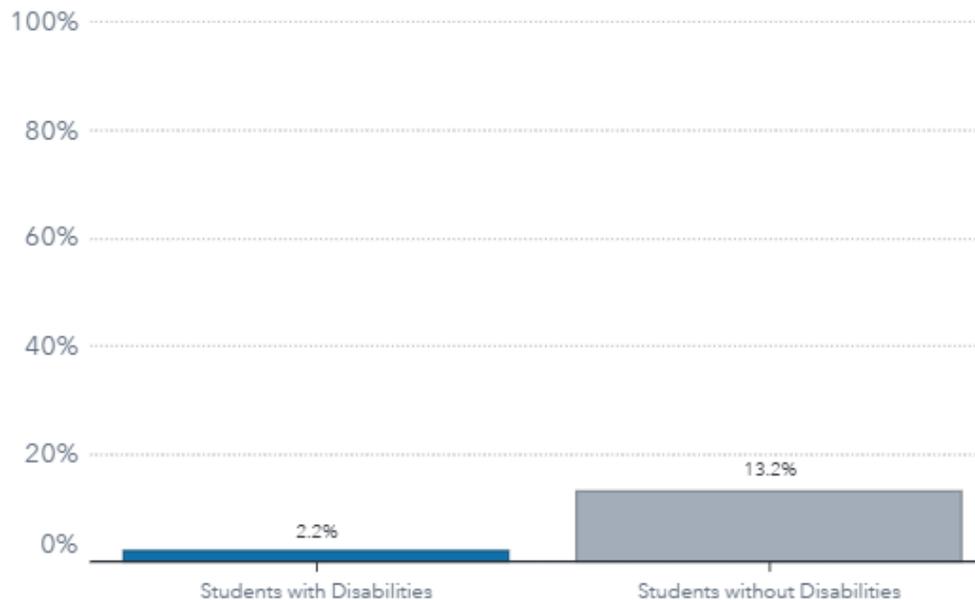
Special Education (SWD) Status in Gra...

■ Students with Disabilities
■ Students without Disabilities

What percent of graduates with disabilities are seal-eligible?

Of all graduates who were SWD during high school, **2.2%** were eligible for the Seal of Biliteracy. Of all graduates who did not have disabilities, **13.2%** were seal-eligible.

Percent of Graduates who are Seal-Eligible

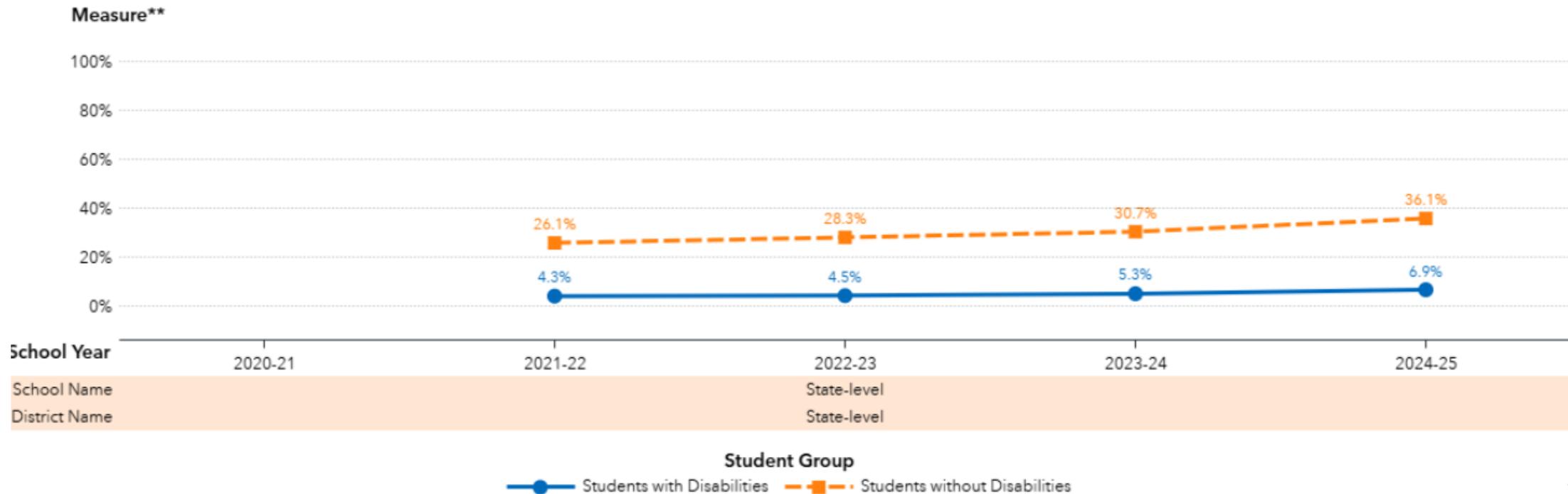




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Postsecondary Readiness – Dual Credit 11th and 12th Graders

Percent of Students² Demonstrating Postsecondary and Career Readiness - Trend Chart
Measure: **Dual Enrollment (DE) - Earning Credits (3 or more)** || Student Group: **Special Education Status (SWD)**

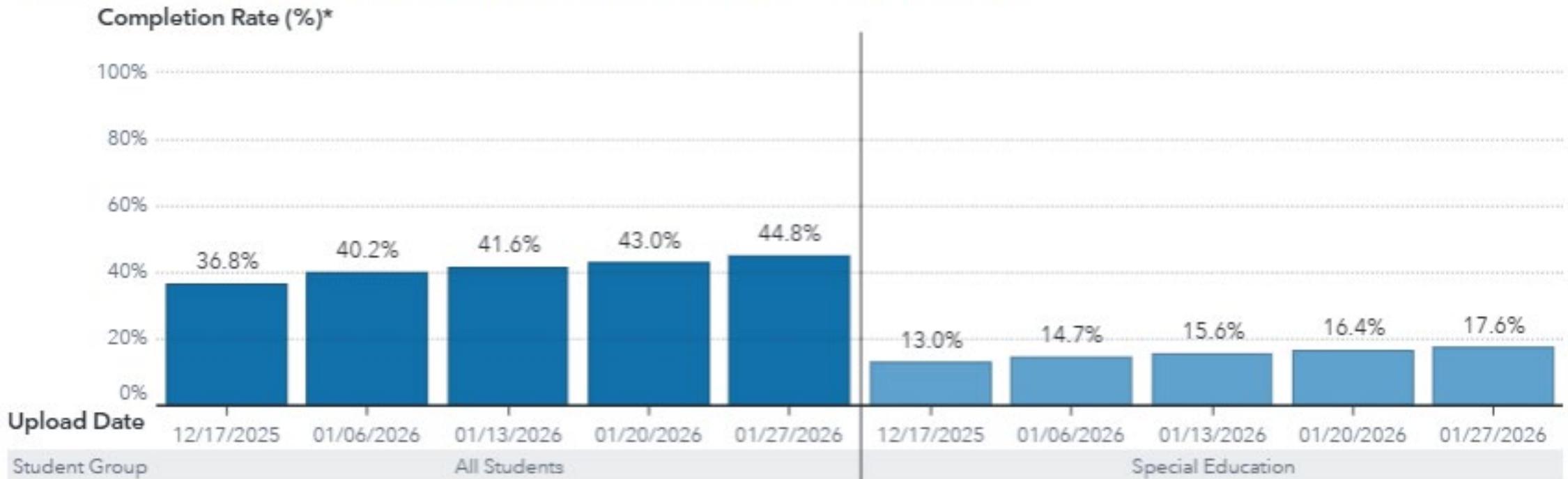




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FAFSA Completion, 2025-26

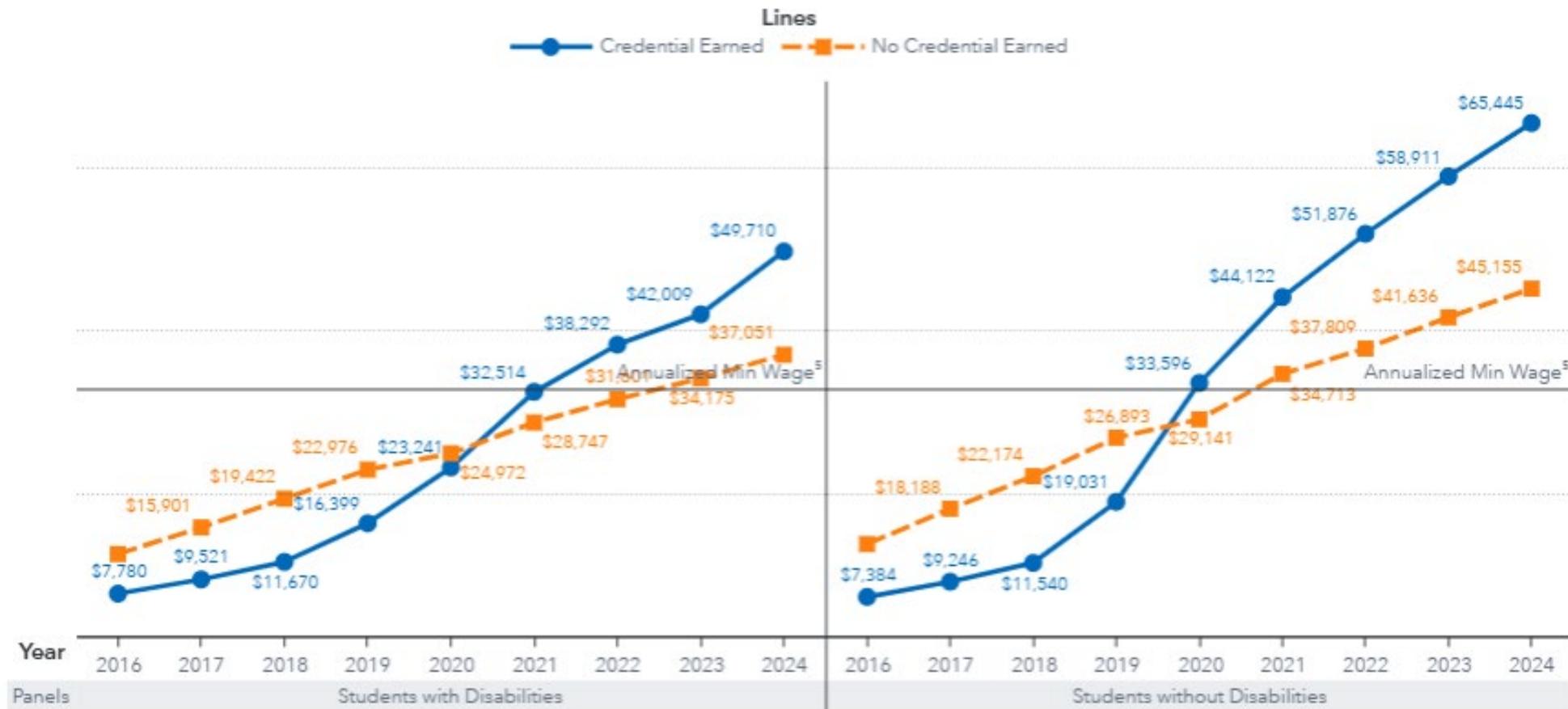
Statewide FAFSA Completion Rate (%) by Upload Date and Student Group





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Average Annual Earnings of Connecticut High School Graduates, Class of 2015





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Other data regarding special education reported by CSDE



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Staffing Levels

Full-Time Equivalent (FTE) Staffing

See [related links](#).

Listing Comparison

Year: **Trend** District: **State of Connecticut** Schools: Schools Educator Type: **All** Assignment Category: Assignment Category **Submit**

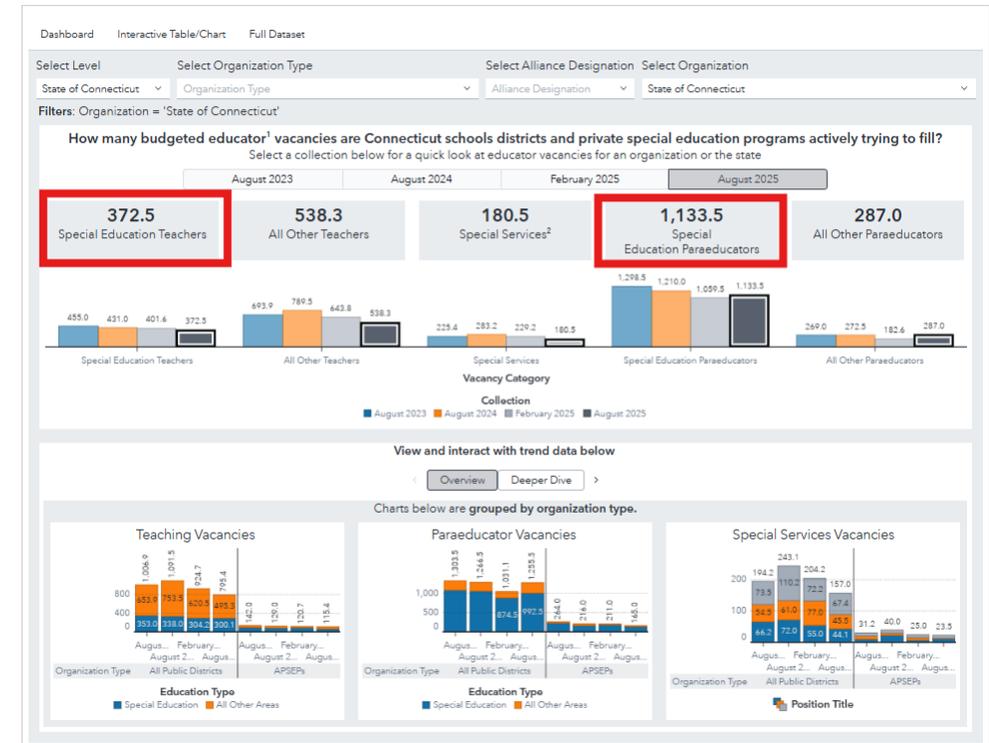
FTE Staffing Report - Trend

[Export .csv file](#)

District	Assignment Category	Educator Type	2020-21	2021-22	2022-23	2023-24	2024-25
State of Connecticut	Administrators, Coordinators and Department Chairs - District Central Office	Certified	1,082.9	1,186.5	1,260.7	1,266.7	1,261.4
	Administrators, Coordinators and Department Chairs - School Level	Certified	2,598.3	2,643.0	2,712.1	2,767.9	2,747.4
	Counselors, Social Workers, and School Psychologists	Certified	3,633.3	3,871.3	3,929.8	4,010.9	4,047.4
	General Education - Paraprofessional Instructional Assistants	Non-Certified	4,807.6	4,827.6	5,531.7	5,216.3	5,584.1
	General Education - Teachers and Instructors	Certified	35,412.9	35,851.2	35,620.7	35,613.7	35,288.4
	Instructional Specialists Who Support Teachers	Certified	2,326.8	2,542.3	2,638.6	2,618.5	2,596.4
	Library/Media - Specialists (Certified)	Certified	667.1	700.5	711.9	697.9	693.3
	Library/Media - Support Staff	Non-Certified	423.4	406.9	393.0	377.2	369.5
	Other Staff Providing Non-Instructional Services/Support	Certified/Non-Certified	26,406.6	25,905.9	26,500.2	28,898.2	29,801.8
	School Nurses	Non-Certified	1,351.8	1,385.7	1,405.5	1,400.9	1,438.2
	Special Education - Paraprofessional Instructional Assistants	Non-Certified	11,809.4	12,093.0	12,287.5	12,265.3	12,542.4
Special Education - Teachers and Instructors	Certified	6,378.0	6,428.1	6,561.0	6,641.2	6,737.4	

Educator Vacancy Dashboard

This dashboard presents data on educator vacancies in Connecticut Public School Districts collected as part of the Biannual Educator Vacancy Survey. **Vacant positions are budgeted positions that districts are actively working to fill.** Data can be exported from the interactive table/chart and full dataset pages.





UNLOCKING *Lifelong* POTENTIAL

Discussion

- What thoughts do you have on the current indicators and system being used for measuring the effectiveness of the delivery of special education services by districts?
- What additional indicators/components should be considered to better reflect the effectiveness of the current system to deliver special education services?