



Connecticut State Snapshot

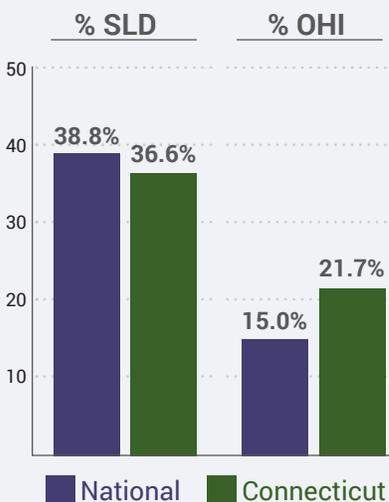
Nationwide,
12.2%

of public school students received special education in 2013–2014.

In Connecticut,
12.2%

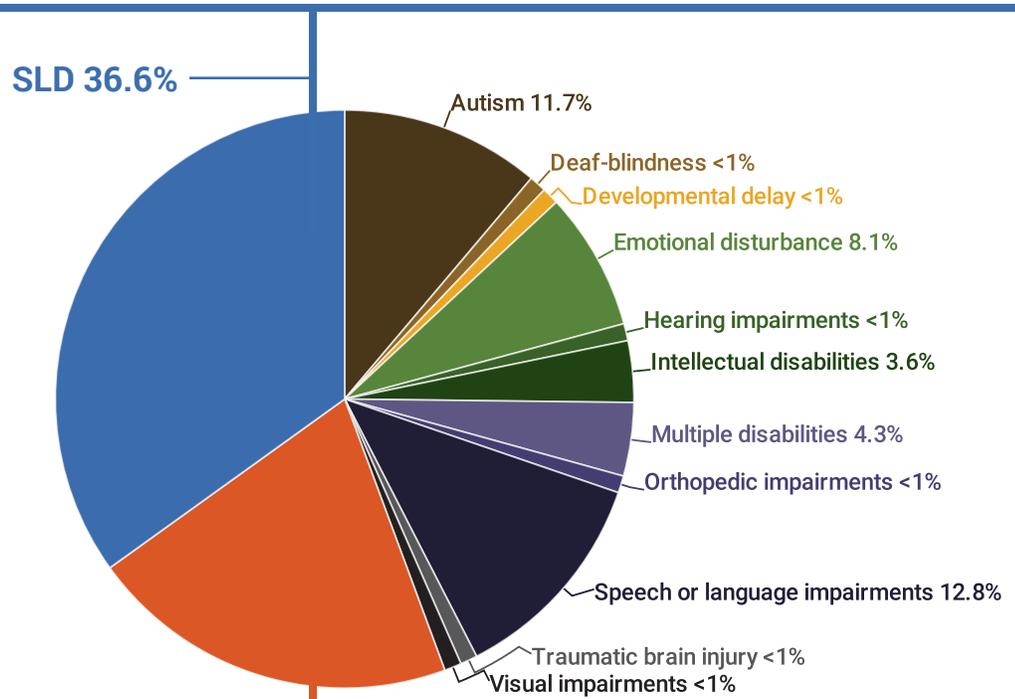
of public school students received special education that year.

Rates of SLD & OHI among students receiving special education in 2015–2016



24,241 children

were identified in 2015-2016 with **specific learning disabilities (SLD)** in Connecticut, where they accounted for the largest of the 13 disability categories covered under special education law.



OHI 21.7%

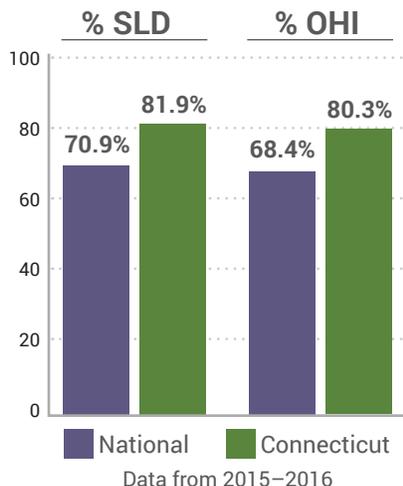
Total may not equal 100% due to rounding.

Children are often classified under the category of **other health impairments (OHI)** when ADHD is the primary reason they qualify for special education. OHI can cover other health conditions but is used here as a rough proxy for students receiving special education who have ADHD.



Educational Environment

As detailed in this chart, many students receiving special education spend 80% or more of the school day in general education classrooms. Inclusion can improve outcomes— if teachers have the skills needed to help diverse learners.



State Literacy Laws

Connecticut law requires reading assessments in grades K–3. Struggling readers will be retained in third grade if they do not participate in an intervention, but principals can recommend students for exemption.

Connecticut also has a law that recognizes dyslexia within an IEP and requires teachers to complete coursework or professional development in dyslexia to be certified.



Discipline

Nationwide, students with disabilities are more than twice as likely to be suspended as those without disabilities, and the loss of instructional time increases the risk of academic failure and school aversion.

In Connecticut students identified with SLD or OHI accounted for

64.0%

of students with disabilities who received out-of-school suspensions in 2014–2015

Leaving High School

Students with learning and attention issues are as smart as their peers and, with the right support, can achieve at high levels. But too often students with these issues leave school with a certificate of completion—instead of a regular diploma—or drop out altogether. Here’s a look at outcomes for students receiving special education in Connecticut, where **87.2%** of all students graduated in 2014–2015.

All special education



SLD

Data on graduation and dropout of students with SLD not available.

OHI

Data on graduation and dropout of students with OHI not available.

Data from 2014–2015
Totals may not equal 100% due to rounding.

Sources: IDEA 618 data, Civil Rights Data Collection, and White House graduation data.