

# K-12 Students Receiving Special Education Services

## DEFINITION

*K-12 students receiving special education services* is the percentage of students ages six to 21 who received special education services in Rhode Island public schools or who were placed in private special education programs by their district of residence.

## SIGNIFICANCE

Early and accurately targeted special education services help students with developmental delays and disabilities improve their academic achievement and prevent grade retention.<sup>1</sup>

Approximately 15% of U.S. children ages three to 17 have a developmental delay or disability. Boys and children in low-income families are more likely to have a delay or disability than girls or children in higher-income families.<sup>2</sup>

The federal *Individuals with Disabilities Education Act (IDEA)* guarantees a free appropriate public education to every child with a disability. Prior to passage of the original 1975 federal law, many children with disabilities were excluded from public school. Since passage, outcomes for children with disabilities have steadily improved. More students with disabilities are being educated in neighborhood schools, included in general education classrooms, reaching proficiency standards, graduating from high school, enrolling in post-secondary education

programs, and becoming employed as adults.<sup>3</sup> Concerns remain that not all children who could benefit from services are identified, that children of color are less likely to receive special education services than their white peers, and special education funding is not adequate.<sup>4</sup>

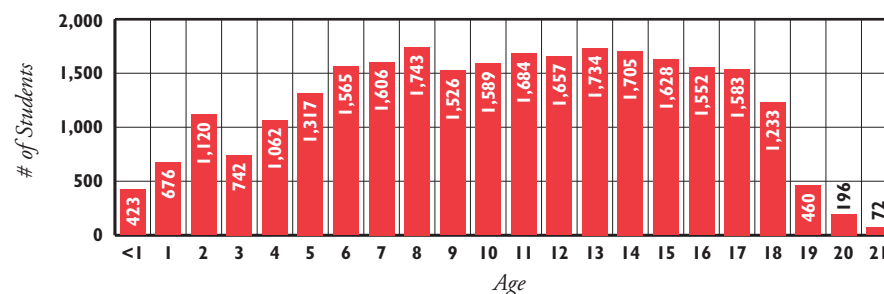
Although much progress has been made in improving high school graduation rates and post-secondary school enrollment, students with disabilities are still less likely to graduate from high school and more likely to be suspended than students without disabilities.<sup>5,6</sup>

The federal *Every Student Succeeds Act (ESSA)* requires states to continue annually reporting the performance of students with disabilities on standardized assessments to inform accountability and action plans.<sup>7</sup>

In 2018 in Rhode Island, 9% of third-grade students receiving special education services met expectations in the English Language Arts (ELA) and math sections of the *Rhode Island Comprehensive Assessment System (RICAS)*, compared with 46% in ELA and 40% in math of third graders without special education needs.<sup>8</sup>

In Rhode Island, the four-year graduation rate for the class of 2018 was 62% for students receiving special education services, compared to 88% for students not receiving these services. Some students enrolled in special education may take additional time to graduate.<sup>9</sup>

**Students Ages Birth to 21 Receiving Early Intervention and Special Education Services, Rhode Island, June 2018**



Source: Rhode Island Executive Office of Health and Human Services, Center for Child and Family Health, Early Intervention enrollment, June 30, 2018. Rhode Island Department of Education, Office of Diverse Learners, Special Education Census, June 30, 2018. Includes parentally-placed students.

- ◆ As of June 2018, there were 21,488 students ages six to 21 (15% of all kindergarten through grade 12 students) receiving special education services through Rhode Island public schools. Thirty-six percent of these students had a learning disability, 18% had a health impairment, 12% had a speech/language disorder, 11% had an autism spectrum disorder, 8% had an emotional disturbance, 7% had a developmental delay, 4% had an intellectual disability, and 3% had other disabilities.<sup>10</sup>
- ◆ As of June 2018, 70% of students ages six to 21 receiving special education services in Rhode Island were in their regular classroom for 80% of the day or more, 24% were in their regular classroom for less than 80% of the day, 4% were in a separate school, and 1% were in a residential facility, a correctional facility, were home-bound, or were hospitalized.<sup>11</sup> Since 2000, the percentage of students ages six to 21 receiving special education services in the U.S. who spent most of the day (80% or more of time) in general education classrooms has increased 34%.<sup>12</sup>
- ◆ Of Rhode Island students receiving special education services in 2017-2018, 67% were boys and 33% were girls; 53% were low-income (receiving free or reduced-price lunch) and 47% were not low-income; 56% were White, 27% were Hispanic, 9% were Black, 4% were Two or more races, 2% were Asian/Pacific Islander, and 1% were Native American, and 9% were English Learners.<sup>13</sup>

# K-12 Students Receiving Special Education Services

Table 45.

## Students Ages 6 through 21 Receiving Special Education Services by Primary Disability, Rhode Island, 2018

SCHOOL DISTRICT	TOTAL # OF STUDENTS	AUTISM SPECTRUM DISORDER	DEVELOPMENTAL DELAY	EMOTIONAL DISTURBANCE	HEALTH IMPAIRMENT	LEARNING DISABILITY	INTELLECTUAL DISABILITY	SPEECH/LANGUAGE IMPAIRMENT	OTHER	TOTAL STUDENTS WITH DISABILITIES	% STUDENTS RECEIVING SPECIAL EDUCATION
Barrington	3,359	65	15	36	75	101	14	68	19	393	12%
Bristol Warren	3,195	59	14	13	47	137	17	100	*	395	12%
Burrillville	2,250	44	17	19	46	137	13	38	*	322	14%
Central Falls	2,705	34	65	32	83	238	27	54	19	552	20%
Chariho	3,159	57	29	*	79	134	14	36	11	367	12%
Coventry	4,686	78	43	64	117	252	30	77	20	681	15%
Cranston	10,362	194	73	121	385	522	50	89	37	1,471	14%
Cumberland	4,613	97	46	49	81	188	32	107	25	625	14%
East Greenwich	2,462	53	28	19	60	70	15	27	*	279	11%
East Providence	5,255	98	74	82	155	300	40	79	26	854	16%
Exeter-West Greenwich	1,634	37	11	*	38	42	*	37	*	186	11%
Foster	277	*	*	*	*	*	0	23	*	38	14%
Foster-Glocester	1,255	22	0	*	25	38	14	*	*	117	9%
Glocester	535	*	*	*	*	12	*	28	*	52	10%
Jamestown	483	13	*	*	20	27	*	12	*	86	18%
Johnston	3,251	55	43	29	120	221	16	42	21	547	17%
Lincoln	3,064	53	39	36	89	172	10	61	15	475	16%
Little Compton	243	*	0	*	10	12	*	*	*	33	14%
Middletown	2,169	38	24	37	74	121	21	46	10	371	17%
Narragansett	1,296	17	15	16	39	94	*	29	13	227	18%
New Shoreham	119	*	*	0	10	*	0	*	0	22	18%
Newport	2,194	40	25	45	44	178	21	36	13	402	18%
North Kingstown	3,933	67	23	45	68	151	16	91	19	480	12%
North Providence	3,587	64	44	48	96	246	27	82	17	624	17%
North Smithfield	1,705	23	15	16	36	85	11	33	*	225	13%
Pawtucket	8,814	121	100	89	200	572	54	172	24	1,332	15%
Portsmouth	2,407	37	14	22	81	77	*	40	12	289	12%
Providence	24,201	242	291	300	537	1,484	176	528	107	3,665	15%
Scituate	1,275	19	*	*	22	61	*	32	*	150	12%
Smithfield	2,380	54	13	16	41	144	11	25	*	312	13%
South Kingstown	3,042	62	*	24	80	95	14	54	18	356	12%
Tiverton	1,820	45	16	26	45	86	11	26	*	263	14%
Warwick	8,879	213	133	118	285	443	55	106	44	1,397	16%
West Warwick	3,562	91	53	99	116	227	31	55	10	682	19%
Westerly	2,740	46	27	32	92	116	17	43	26	399	15%
Woonsocket	5,956	168	111	148	328	415	79	219	33	1,501	25%
Charter Schools	7,777	80	58	54	177	450	23	167	11	1,020	13%
State-Operated Schools	1,733	14	0	28	48	86	*	*	63	243	14%
UCAP	134	0	0	0	*	16	0	0	0	18	13%
Department of Corrections	NA	0	0	19	15	*	0	0	0	37	NA
Four Core Cities	41,676	565	567	569	1,148	2,709	336	973	183	7,050	17%
Remainder of State	91,191	1,750	854	1,048	2,482	4,499	529	1,537	421	13,120	14%
Rhode Island	142,511	2,409	1,479	1,718	3,872	7,763	889	2,680	678	21,488	15%

### Source of Data for Table/Methodology

Rhode Island Department of Education (RIDE), Office for Diverse Learners, Special Education Census June 30, 2018. Data do not include parentally-placed students. The denominator (number of students) is the "resident average daily membership" (RADM) for grades K-12 in the 2017-2018 school year provided by RIDE.

Due to changes in methodology, *K-12 Students Receiving Special Education Services* in this Factbook cannot be compared with Factbooks prior to 2015. Data about preschool students receiving special education services can be found in the *Children Receiving Preschool Special Education Services* indicator.

\* Fewer than 10 students are in this category. Actual numbers are not shown to protect student confidentiality. These students are still counted in district totals and in the four core cities, remainder of the state, and state totals.

NA indicates that no data are available.

Totals of students and percentages of students receiving special education may not sum due to rounding.

The category "other" includes students who are blind/visually impaired, deaf, deaf/blind, hearing impaired, multi-handicapped, orthopedically impaired, and/or have traumatic brain injury.

Core cities are Central Falls, Pawtucket, Providence, and Woonsocket.

Charter schools include Achievement First Providence Mayoral Academy, Beacon Charter High School for the Arts, Blackstone Academy, Blackstone Valley Prep, The Compass School, Paul Cuffee Charter School, The Greene School, Highlander Charter School, International Charter School, The Hope Academy, Kingston Hill Academy, The Learning Community, Rhode Island Nurses Institute Middle College Charter School, RISE Prep Mayoral Academy, Segue Institute for Learning, Sheila "Skip" Nowell Leadership Academy, Southside Elementary Charter School, Trinity Academy for the Performing Arts, and Village Green Virtual Charter School.

State-operated schools are William M. Davies Career & Technical High School, DCYF Schools, Metropolitan Regional Career and Technical Center, and Rhode Island School for the Deaf.

UCAP is the Urban Collaborative Accelerated Program.

(References are on page 187)