



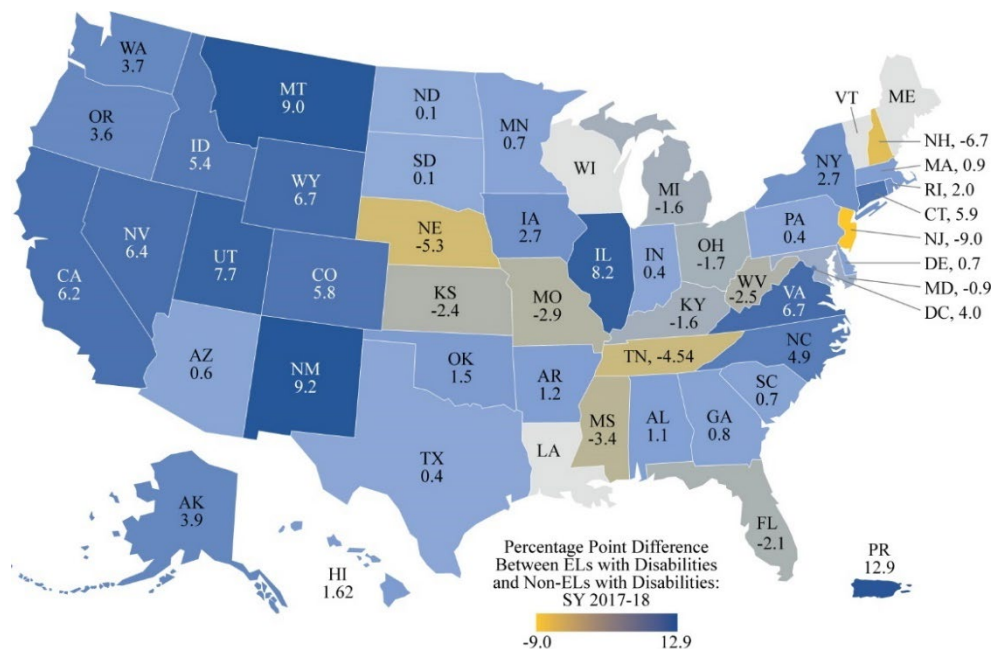
Office of English Language Acquisition

English Learners With Disabilities

Under the Individuals with Disabilities Education Act (IDEA), state educational agencies (SEAs) and school districts are responsible for locating, identifying, and evaluating all students, including English learners (ELs), who have disabilities¹ and who need special education and related services² because of their disability.³

During school year (SY) 2017–18, nearly 12.0%⁴ of all students ages 6 through 21 enrolled in U.S. public schools were served under IDEA Part B. Of those students, 11.2%⁵ were ELs. That same year, ELs comprised 10.0%⁶ of all students enrolled in K–12.

Percentage Point Difference Between English Learners and Non-English Learners With Disabilities Ages 6 – 21 Identified and Served Under Individuals With Disabilities Education Act Part B: School Year 2017–18



Puerto Rico and three states — New Mexico, Montana, and Illinois — had the greatest disparity in rate of identification of students with disabilities between ELs and non-ELs, wherein ELs were identified at a higher rate than non-ELs (12.9, 9.2, 9.0, and 8.2 percentage point difference, respectively). The three states with the greatest disparity in rate of identification of students with disabilities between ELs and non-ELs, wherein non-ELs were identified at a higher rate than ELs were New Jersey, New Hampshire, and Nebraska (-9.0, -6.7, and -5.3 percentage point difference, respectively).

State Name	Calculation: Percentage of ELs With Disabilities, ⁷ Ages 6 to 21: SY 2017–18	Calculation: Percentage of Non-ELs With Disabilities, ⁸ Ages 6 to 21: SY 2017–18	Calculation: Percentage Point Difference ⁹ Between ELs With Disabilities and Non-ELs With Disabilities, Ages 6 to 21: SY 2017–18
Puerto Rico	39.8%	27.0%	12.9%
New Mexico	22.2%	13.0%	9.2%
Montana	20.3%	11.3%	9.0%
Illinois	20.3%	12.0%	8.2%

Note: Includes data from the 46 states and the District of Columbia. SY 2017–18 data for Maine, Louisiana, Vermont, and Wisconsin were suppressed (not published) due to data quality concerns.

Sources: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1990–91 through 2017–18; and State Public Elementary and Secondary Enrollment Projection Model, 1980 through 2029. (This table was prepared December 2019.)

U.S. Department of Education, EDData Warehouse (EDW): “IDEA Section 618 Data Products: State Level Data Files. Child Count and Educational Environments,” 2017. [Data file]. Retrieved from <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bceee>

¹ Child with a disability means a child is evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), an emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, or other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. 20 U.S.C. § 1401(3) and 34 C.F.R. § 300.8.

² The IDEA specifies under what conditions children are eligible to receive services, found here: <https://sites.ed.gov/idea/regs/b/a/300.8>.

³ 20 U.S.C. § 1412(a)(3) and 34 C.F.R. § 300.111.

Author calculations: ⁴ Percentage of students with disabilities = Total number of students (ELs and non-ELs) divided by total number of students enrolled in K–12.

⁵ Percentage of identified ELs, 6 to 21, served under IDEA = Total number of IDEA ELs divided by total number of students served by IDEA.

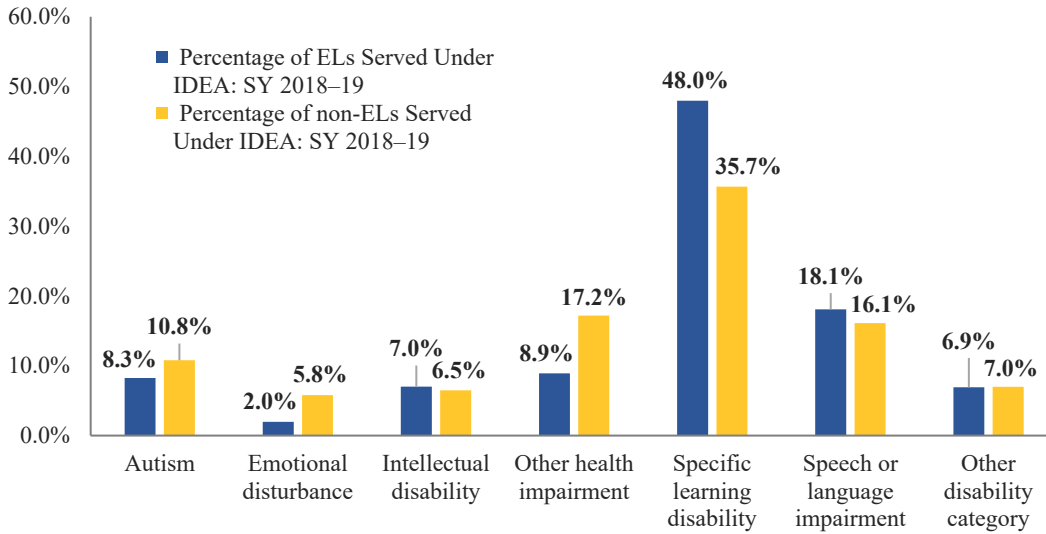
⁶ Percentage of identified ELs in K–12 = Total number of identified ELs in SY 2017–18 divided by total number of students enrolled in SY 2017–18.

⁷ Percentage of ELs with disabilities = Number of English learner-proficient children with disabilities, ages 6 to 21, SY 2017–18, divided by total number of students.

⁸ Percentage of non-ELs with disabilities = Number of non-English learner-proficient children with disabilities, ages 6 to 21, SY 2017–18, divided by total number of students.

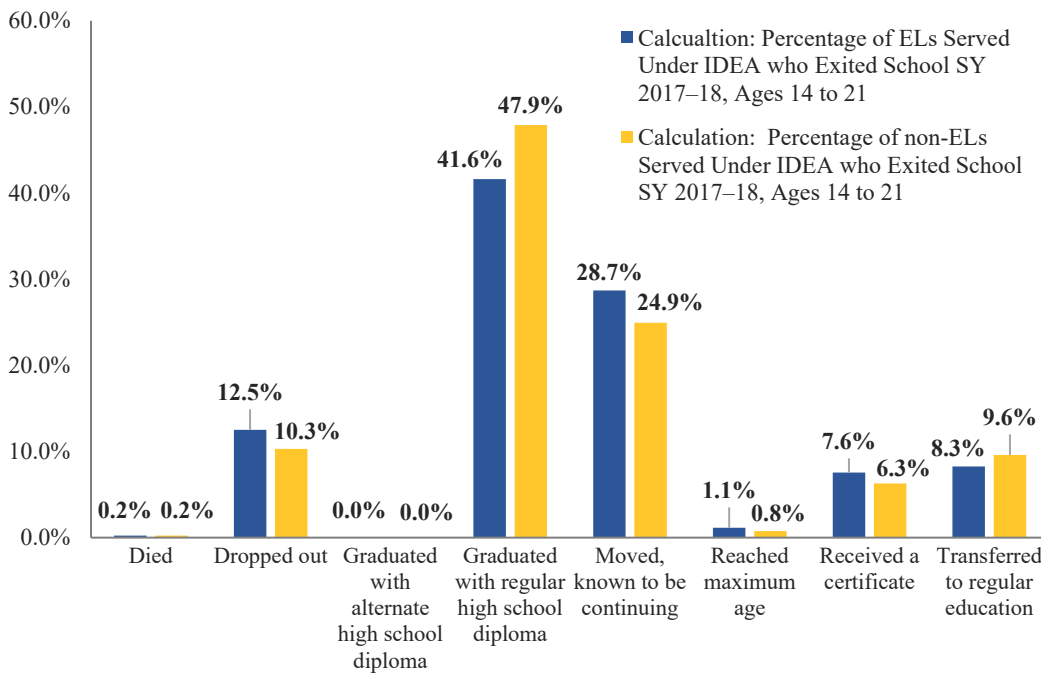
⁹ Percentage point difference = Percentage of IDEA ELs with disabilities minus percentage of IDEA non-ELs with disabilities.

Percentage of Students Ages 6 to 21 Served Under Individuals With Disabilities Education Act Part B, by Disability Category and English Learner Status: School Year 2018–19



In SY 2018–19, 714,400 ELs and 5,600,742 non-ELs were identified with one or more of 13 disability categories listed in IDEA. In three of the seven categories listed,¹⁰ ELs were more likely than non-ELs to be served for specific learning disabilities, speech or language impairments, or intellectual disabilities (12.3, 2.0, 0.5 percentage points higher, respectively).¹¹

Percentage of Students Ages 14 to 21 Served Under Individuals With Disabilities Education Act Part B, by English Learner Status and Exit Reason: School Year 2017–18



Of the 632,746 total students ages 14 to 21 exiting special education services in SY 2017–18, 41,714 were ELs and 591,032 were non-ELs. In SY 2017–18, ELs ages 14 to 21 served under IDEA were less likely to graduate with a regular high school diploma compared to non-EL students with disabilities (-6.3 percentage point difference). During that same year, ELs served under IDEA were more likely to drop out of school, move (known to be continuing), or receive a certificate than non-EL students with disabilities (2.2, 3.8, and 1.3 percentage point difference, respectively).

Note: This includes the United States, outlying areas, and freely associated states. SY 2014–15 data for Iowa and Wyoming are not available; data for American Samoa, Federated States of Micronesia, Republic of Palau, and Republic of the Marshall Islands were suppressed due to small cell size. SY 2016–17 data for Wisconsin were suppressed due to questionable data quality; Louisiana reported not serving EL students with disabilities; data for Northern Marianas and Republic of Palau were suppressed due to small cell size. SY 2017–18 data for Louisiana, Maine, Vermont, and Wisconsin were suppressed due to questionable data quality. SY 2018–19 data for Wisconsin were suppressed due to questionable data quality.

Source: U.S. Department of Education, EDData Warehouse (EDW): “IDEA Section 618 Data Products: State Level Data Files. Child Count and Educational Environments,” 2017. [Data file]. Retrieved from <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bceee>
 U.S. Department of Education, EDData Warehouse (EDW): “IDEA Part B Child Count and Educational Environments Collection,” 2014–15: Data extracted as of July 2, 2015, from file specifications 002 and 089; 2015–16. Data extracted as of July 14, 2016 from file specifications 002 and 089; 2016–17. Data extracted as of July 12, 2017 from file specifications 002 and 089; 2017–18. Data extracted as of July 11, 2018, from file specifications 002 and 089; 2018–19. Data extracted as of July 10, 2019, from file specifications 002 and 089.

¹⁰ “Other disability categories” refers to deaf-blindness, developmental delay, hearing impairment (including deafness), multiple disabilities, orthopedic impairment, traumatic brain injury, and visual impairment (including blindness). For a full list of disability definitions, as written in IDEA, see <https://sites.ed.gov/idea/regsb/a/300.8>
 Author calculation: ¹¹ Percent = EL/non-EL students per IDEA disability category divided by total number of EL/non-EL IDEA students, multiplied by 100.