



District of Columbia State Snapshot

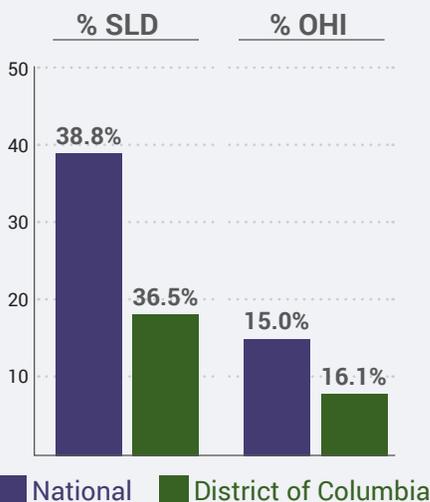
Nationwide,
12.2%

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

In the District of Columbia,
13.6%

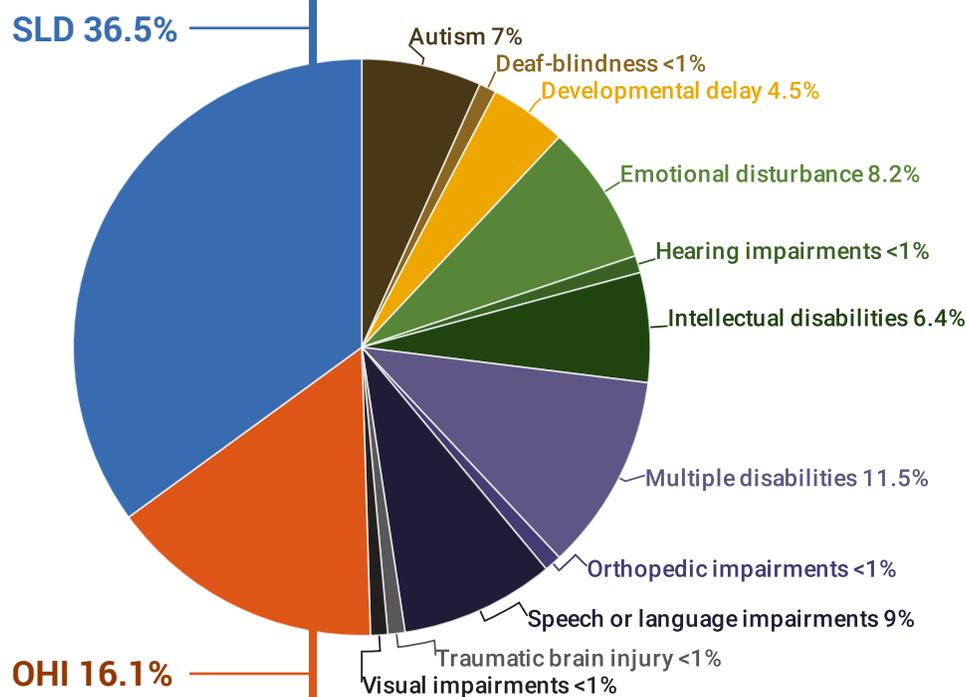
of public school students received special education that year.

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



3,929 children

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

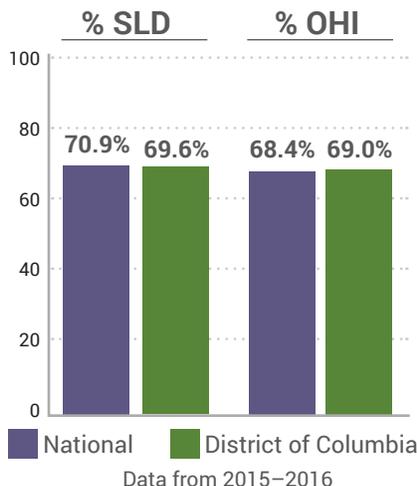


Children are often classified under the category of **other health impairments (OHI)** when ADHD is the primary reason they qualify for special education. OHI can cover other health conditions but is used here as a rough proxy for students receiving special education who have ADHD.



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

District of Columbia law requires reading assessments in grades K–3 and interventions for struggling readers. Students will be retained in third grade if not reading proficiently, but some students with disabilities may be promoted if the IEP team so decides.

The District of Columbia does not have a law focusing specifically on identifying or addressing dyslexia, though 26 states in the country do.



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 the District of Columbia students identified with SLD or OHI accounted for

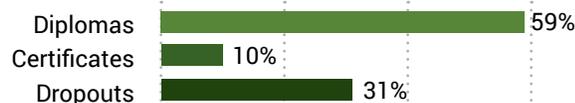
51.1%

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

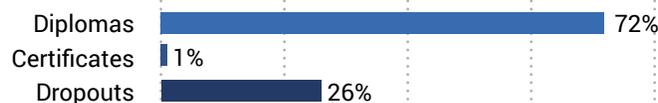
Leaving High School

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 the District of Columbia, where **68.5%** of all students graduated in 2014–2015.

All special education (2014–2015)



SLD (2013–2014)



OHI

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

0% 20% 40% 60% 80% 100%

Totals may not equal 100% due to rounding.

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