



Iowa State Snapshot

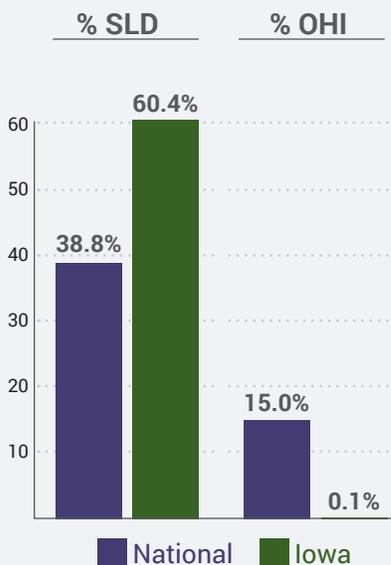
Nationwide,
12.2%

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

In Iowa,
11.8%

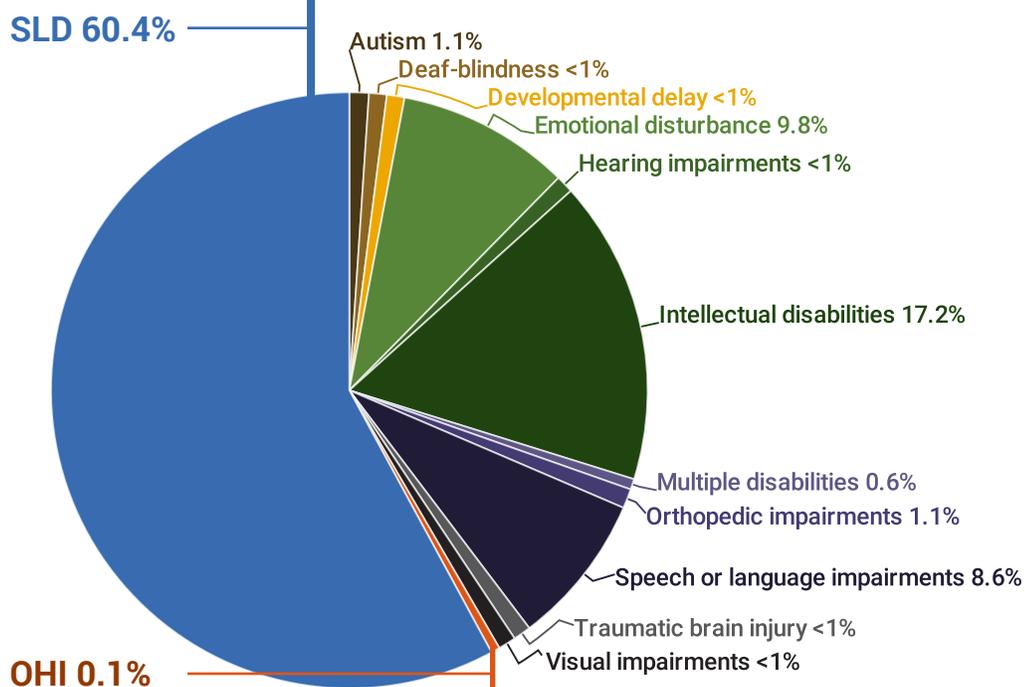
of public school students received special education that year.

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



34,789 children

were identified in 2015-2016 with **specific learning disabilities (SLD)** in Iowa, which does not include disability type on students' IEPs. Here is a breakdown of the data Iowa reports to the federal government on the 13 disability categories covered under special education law.



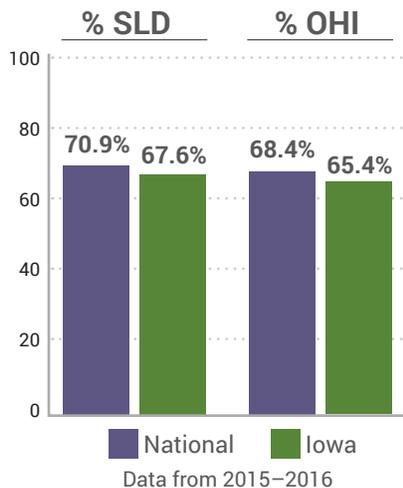
Total may not equal 100% due to rounding.

Children in other states 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 in *The State of LD* 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

Iowa law requires students to be screened in reading in grades K–3 and all struggling students to receive intervention. Students may be retained at the end of third grade if not reading proficiently, but some students with disabilities may be exempt.

Iowa also has a law that requires a state research center to provide training on dyslexia to Iowa’s teachers.



Discipline

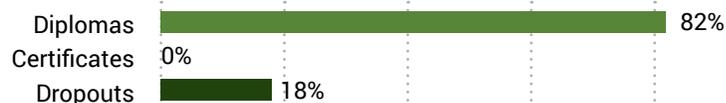
Nationwide, students with disabilities are more than twice as likely to be suspended as those without disabilities, and the loss of instructional time increases the risk of academic failure and school aversion.

In Iowa students identified with SLD or OHI accounted for **60.4%** of students with disabilities who received out-of-school suspensions in 2014–2015

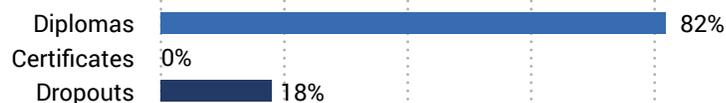
Leaving High School

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 Iowa, where **90.8%** of all students graduated in 2014–2015.

All special education



SLD



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.