

Kentucky's Fast Facts

Specific Learning Disabilities, ages 5 (in Kindergarten) to 21, served under the Individuals with Disabilities Education Act (IDEA), Part B

From the Kentucky Department of Education (KDE), Office of Special Education and Early Learning (OSEEL), September 2024

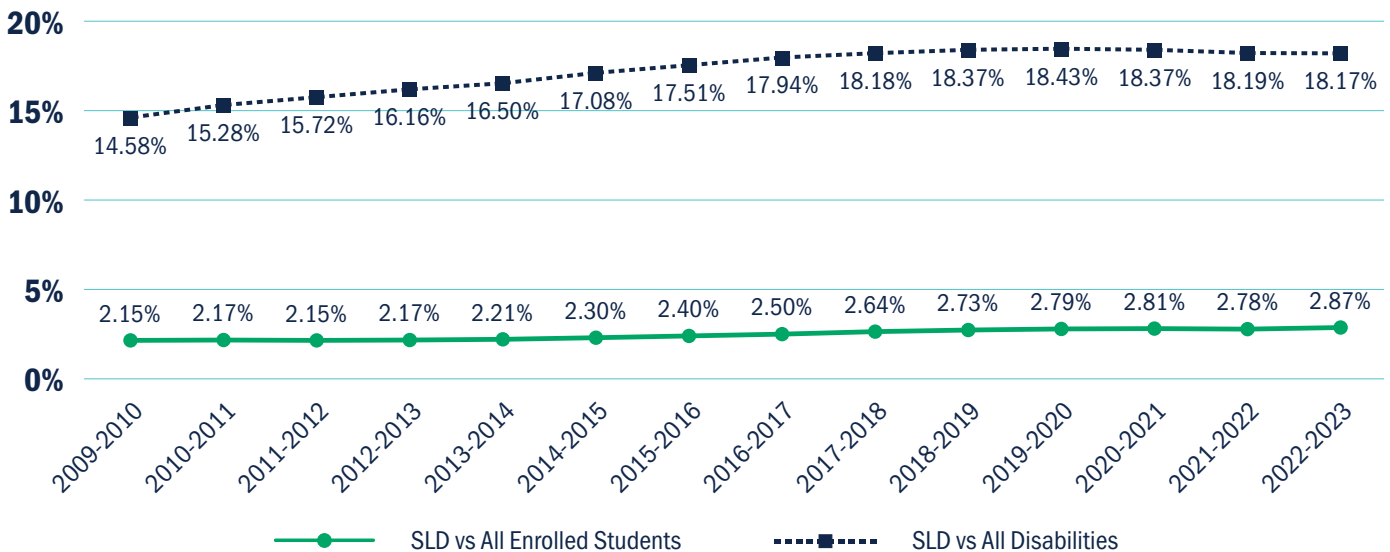
Related Resource from the Office of Special Education Programs (OSEP): [OSEP Fast Facts: School Aged Children 5 \(in Kindergarten\) Through 21 Served Under Part B, of the IDEA](#)

WHAT IS A SPECIFIC LEARNING DISABILITY (SLD)?

Specific learning disability (SLD), often used interchangeably with learning disability (LD), in the Kentucky Administrative Regulation (KAR) “means a disorder that adversely affects the ability to acquire, comprehend, or apply reading, mathematical, writing, reasoning, listening, or speaking skills to the extent that specially designed instruction is required to benefit from education. The specific learning disability (LD) may include dyslexia, dyscalculia, dysgraphia, developmental aphasia, and perceptual/motor disabilities. The term does not include deficits that are the result of other primary determinant or disabling factors such as vision, hearing, motor impairment, mental disability, emotional-behavioral disability, environmental or economic disadvantage, cultural factors, limited English proficiency, or lack of relevant research-based instruction in the deficit area.” [707 KAR 1:002, Section 1 (59)].

Percentage of Students Identified with a Specific Learning Disability, Ages 5 (in Kindergarten) to 21, Served Under IDEA, Part B

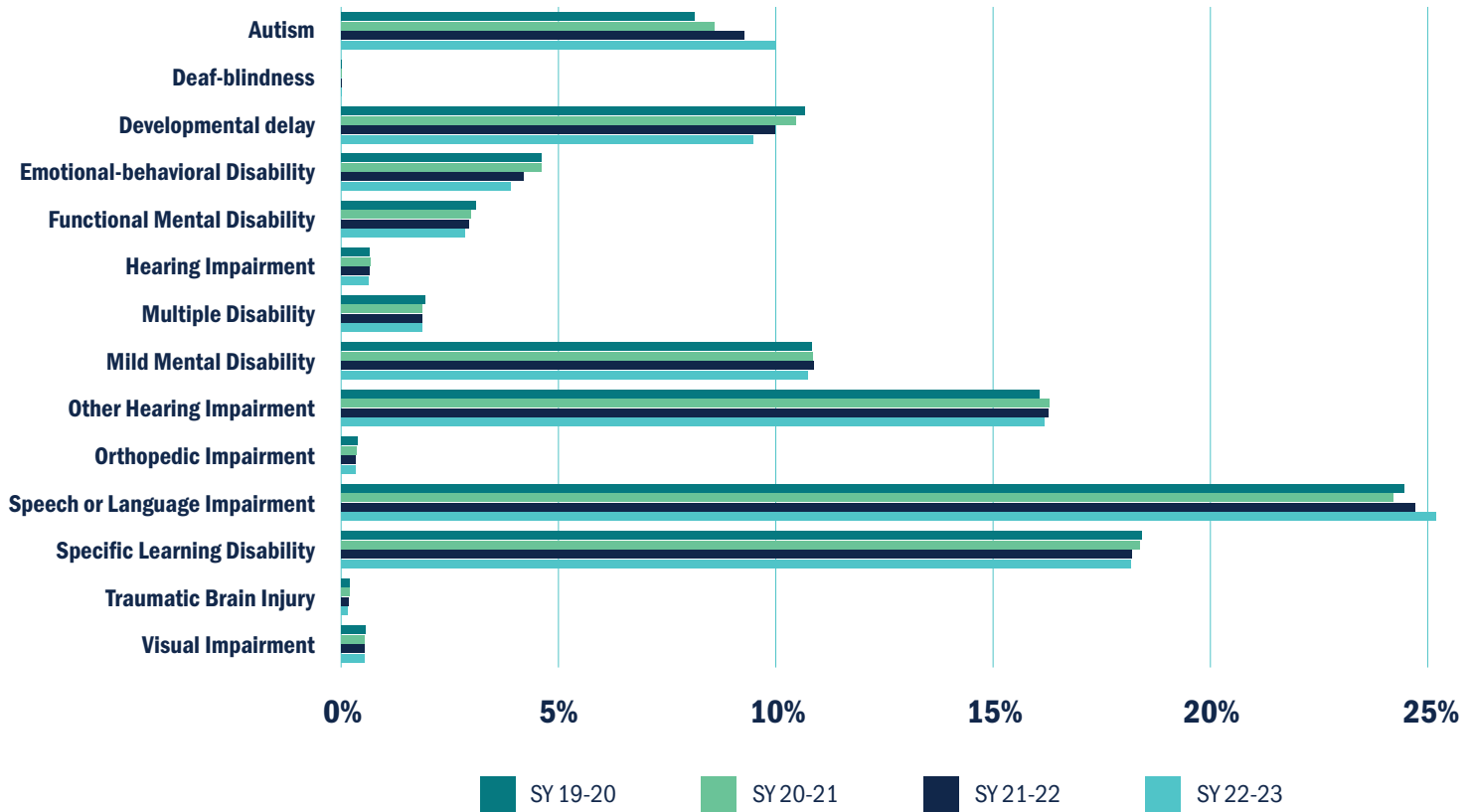
School Years 2009-2010 to 2022-2023



Among all students enrolled, the percentage of students identified with an SLD increased from 2.15% in School Year (SY) 2009-2010 to 2.87% in SY 2022-2023. Among all students identified with a disability, students identified with an SLD have increased from 14.58% in SY 2009-2010 to 18.43% in SY 2019-2020. Current data for SY 2022-2023 decreased slightly to 18.17%.

Percentage of Students, Ages 5 (in Kindergarten) to 21, by Disability Category, Served Under IDEA, Part B

School Years 2019-2020 to 2022-2023



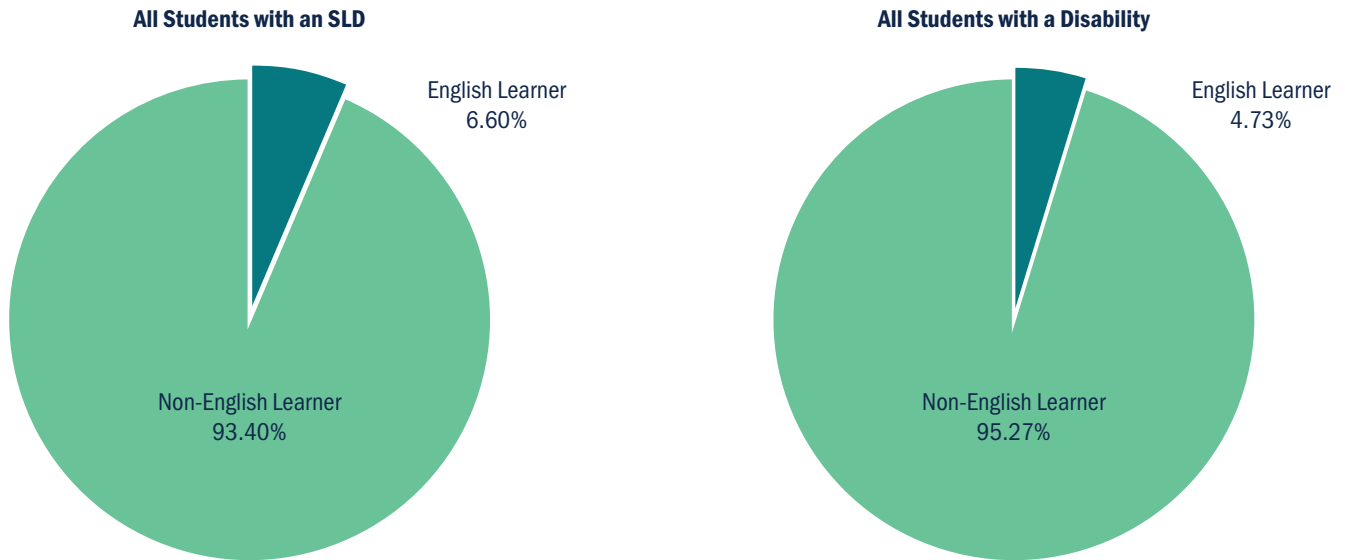
SLD is consistently the second most common disability of students enrolled in Kentucky with an Individual Education Program (IEP), with Speech or Language Impairment being the most common disability.

(Table) Percentage of Students, Ages 5 (in Kindergarten) to 21, by Disability Category, Served Under IDEA, Part B

DISABILITY	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Autism	8.14%	8.59%	9.27%	9.99%
Deaf-blindness	0.01%	0.01%	0.01%	0.01%
Developmental delay	10.67%	10.46%	9.98%	9.49%
Emotional-behavioral Disability	4.61%	4.60%	4.20%	3.89%
Functional Mental Disability	3.09%	2.99%	2.93%	2.84%
Hearing Impairment	0.65%	0.67%	0.65%	0.62%
Multiple Disability	1.93%	1.86%	1.87%	1.86%
Mild Mental Disability	10.83%	10.86%	10.88%	10.73%
Other Health Impairment	16.06%	16.30%	16.28%	16.18%
Orthopedic Impairment	0.38%	0.36%	0.33%	0.33%
Speech or Language Impairment	24.45%	24.21%	24.70%	25.20%
Specific Learning Disability	18.43%	18.37%	18.19%	18.17%
Traumatic Brain Injury	0.20%	0.19%	0.18%	0.16%
Visual Impairment	0.55%	0.54%	0.54%	0.53%

Percentage of Kentucky Students with Disabilities, Ages 5 (in Kindergarten) to 21, by English Language Proficiency, Served Under IDEA, Part B

School Year 2022-2023



6.6% of all students identified with an SLD are English Learners, while 4.73% of all students identified with any disability (including an SLD) are English Learners.

Percentage of Kentucky Students with Disabilities, Ages 5 (in Kindergarten) to 21, by Educational Environment, Served Under IDEA, Part B

School Year 2022-2023

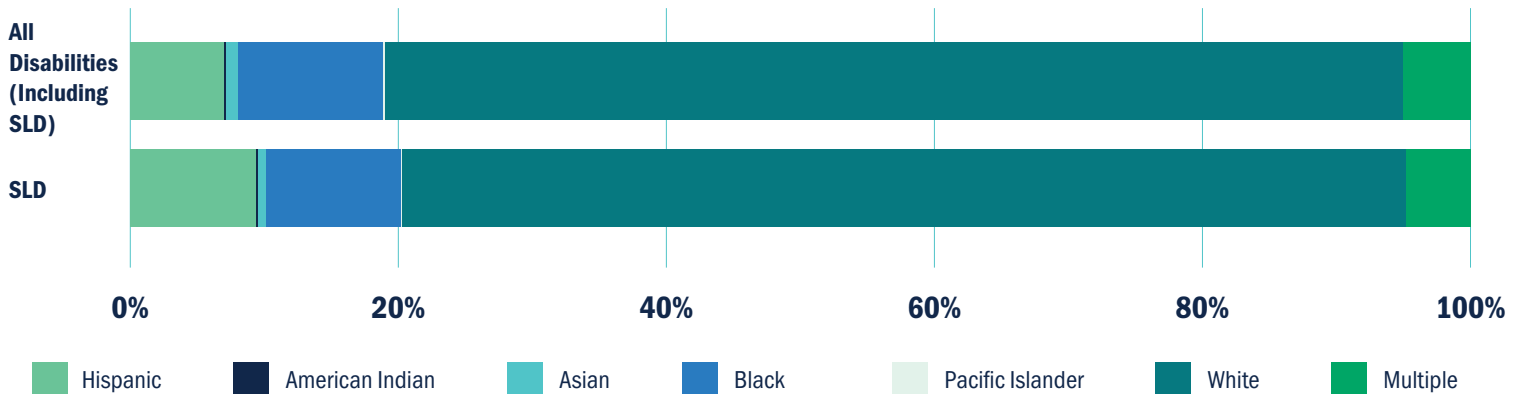
EDUCATIONAL ENVIRONMENT	ALL DISABILITIES (INCLUDING SLD)	SLD
Inside regular class less than 40% of the day	8.15%	0.72%
Inside regular class 40% through 80% of the day	12.81%	9.87%
Inside regular class greater than 80% of the day	74.30%	88.80%
Separate school	0.42%	0.08%



In SY 2022-2023, the highest percentage of students identified with an SLD were served inside a regular class for 80% of the day or greater at 88.80% compared to all disabilities (including SLD) served inside a regular class for 80% or more of the day at 74.30%.

Percentage of Kentucky Students with Disabilities, Ages 5 (in Kindergarten) to 21, by Race and Ethnicity, Served Under IDEA, Part B

School Year 2022-2023

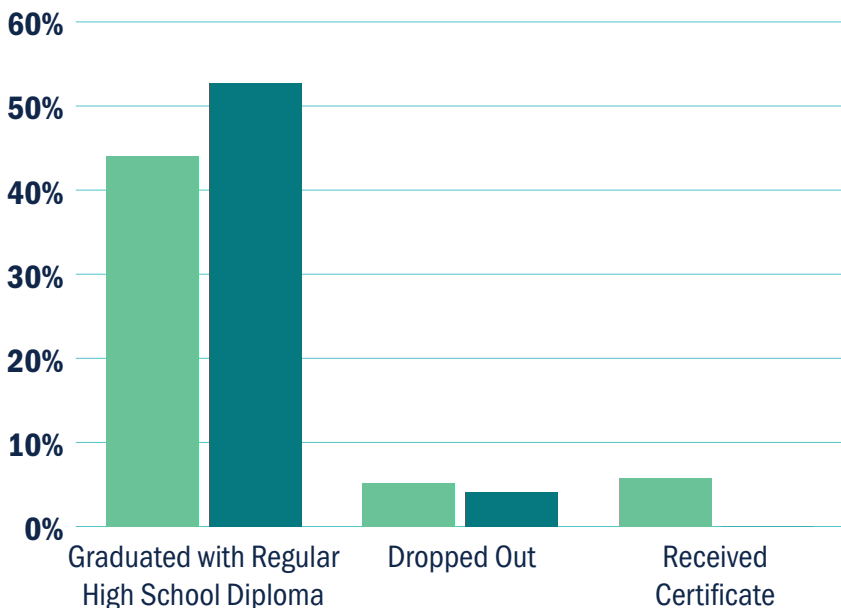


In SY 2022-2023, white students were more likely to be identified as a student with an SLD or with any disability (including SLD), while Black students were second most likely and Hispanic students were third most likely.

RACE/ETHNICITY	ALL DISABILITIES (INCLUDING SLD)	SLD
Hispanic	6.96%	9.35%
American Indian	0.15%	0.15%
Asian	0.95%	0.64%
Black	10.79%	10.00%
Pacific Islander	0.11%	0.09%
White	76.01%	74.96%
Multiple	5.03%	4.81%

Percentage of Kentucky Students with Disabilities, Ages 14 to 21, by Basis of Exit from High School and Disability, Served Under IDEA, Part B

School Year 2022-2023

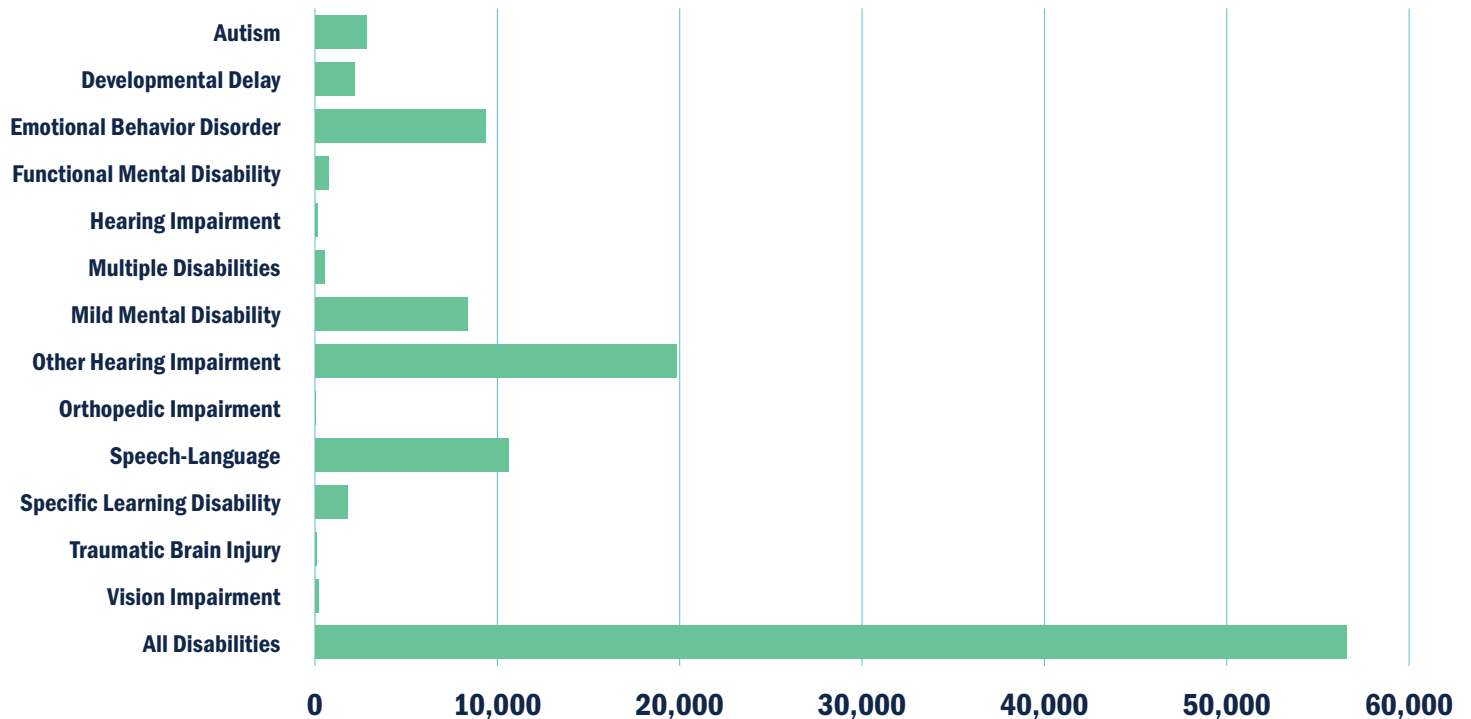


BASIS OF EXIT	ALL DISABILITIES (INCLUDING SLD)	SLD
Graduated with Regular High School Diploma	44.09%	52.77%
Dropped Out	5.12%	4.10%
Received Certificate	5.72%	0.00%

In SY 2022-2023, students identified with an SLD ages 14 to 21 exiting school were more likely to graduate with a regular high school diploma than all students with disabilities (including SLD).

Total Number of Disciplinary Removals for Students with Disabilities, Ages 3 to 21, by Disability Category, Served Under IDEA, Part B in Kentucky

School Year 2022-2023



DISABILITIES ¹	TOTAL REMOVALS
Autism	2,802
Developmental Delay	2,167
Emotional Behavior Disorder	9,362
Functional Mental Disability	741
Hearing Impairment	141
Multiple Disabilities	531
Mild Mental Disability	8,365
Other Health Impairment	19,801
Orthopedic Impairment	20
Speech-Language	10,629
Specific Learning Disability	1,756
Traumatic Brain Injury	58
Vision Impairment	169
All Disabilities	56,543

The U.S. Department of Education defines a disciplinary removal as “Any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to the child or others” [\[FS088 - Children with Disabilities \(IDEA\) Disciplinary Removals File Specification\]](#).

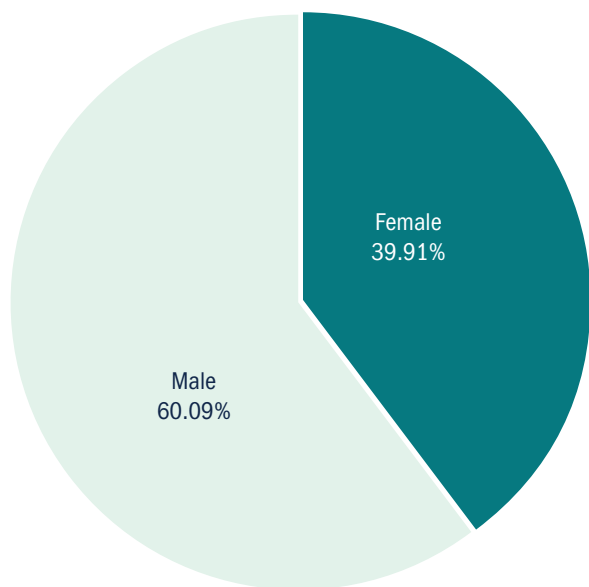
When compared to all other disability categories, students with an SLD have the seventh-highest number of removals from their educational placement.

¹ The KDE follows redaction and suppression guidelines to ensure the privacy of all students. Some disability categories have been redacted in charts and graphs displayed.

Percentage of Kentucky Students with Disabilities, Ages 5 (in Kindergarten) to 21, by Gender, Served Under IDEA, Part B

School Year 2022-2023

Students with SLD



GENDER	ALL DISABILITIES (INCLUDING SLD)	SLD
Female	33.85%	39.91%
Male	66.15%	60.09%

In SY 2022-2023, similar to all students with disabilities (including SLD), males were more likely to be identified with an SLD than females.

WHERE CAN I ACCESS MORE DATA ON STUDENTS WITH SPECIFIC LEARNING DISABILITIES?

RESOURCES

- [KY Special Education Data Dashboard \(KDE\)](#): An interactive dashboard which can be used to determine the number of students with disabilities in Kentucky, as well as individual districts, Special Education Technical Assistance Centers (SERTAC) and Early Childhood Regional Training Centers (RTC) for the last three years.
- [Centers for Disease Control and Prevention \(CDC\)](#): Provides current and updated information, data and resources related to SLD.
- [Department of Education Open Data Platform](#): Provides each state's IDEA Part B annual data related to infants, toddlers and children with disabilities.