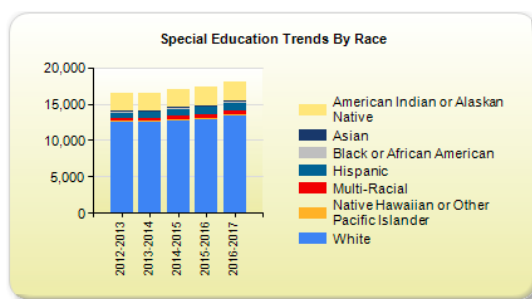
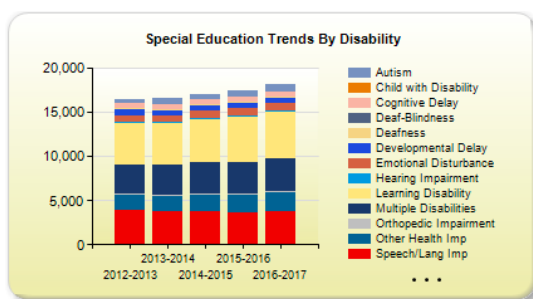


Special Education Board Report

Jill Mattingly Special Education Director

February 18, 2018

Count for the State of Montana: This data is from the 16-17 school year



Disability Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Autism	523	588	680	759	842
Child with Disability	*	*	*	*	*
Cognitive Delay	588	581	578	579	574
Deaf-Blindness	*	*	*	*	*
Deafness	17	18	17	17	17
Developmental Delay	743	707	683	688	708
Emotional Disturbance	713	726	746	762	818
Hearing Impairment	56	52	52	59	57
Learning Disability	4,771	4,770	5,041	5,163	5,322
Multiple Disabilities	3,318	3,410	3,507	3,539	3,669
Orthopedic Impairment	49	53	47	48	34
Other Health Imp	1,830	1,856	1,987	2,090	2,199
Speech/Lang Imp	3,747	3,619	3,602	3,583	3,703
Traumatic Brain Injury	39	39	38	40	44
Visual Impairment	51	48	48	53	61

Race Name	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaskan Native	2,463	2,368	2,477	2,551	2,609
Asian	87	95	88	102	109
Black or African American	196	190	214	207	213
Hispanic	734	772	844	908	987
Multi-Racial	367	433	510	578	640
Native Hawaiian or Other Pacific Islander	54	44	39	47	43
White	12,547	12,572	12,860	12,994	13,455

* = Data was masked to protect the identity of students using one of the following criteria:
 1. Fewer than 10 students were reported in the grade or standard.
 2. All students were reported in a single performance category
 N/A = Standards were assessed in a different grade level for the given school year.

Percentages within student groups may not add up to 100% because of rounding.
 Results include all students tested, not just those students enrolled for a full academic year, both for regular and alternate tests.
 Federal Race Reporting Codes changed in 2010 - the use of Multi-Racial as a reporting category was added.
 Data as of: 10/11/2017

Total Number of Special Education Students in the State: 17,947

14 % Native American
74% White

Special Education Child Count Dashboard

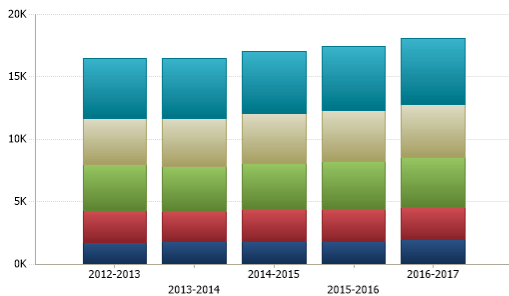
SPED Child Count

Counties, Districts, and Schools :

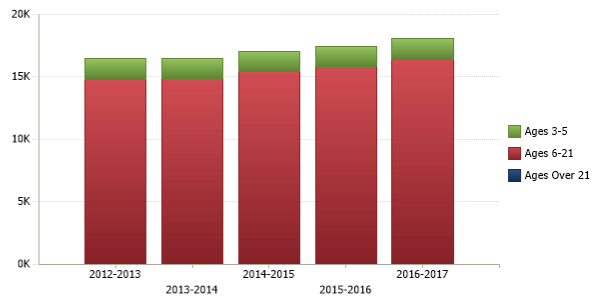
Help Links:

- [Dashboard Features and Printing](#)
- [View a Dashboard Demo](#)
- [Data Definitions & Explanations](#)

SPED Child Count By CSPD Region

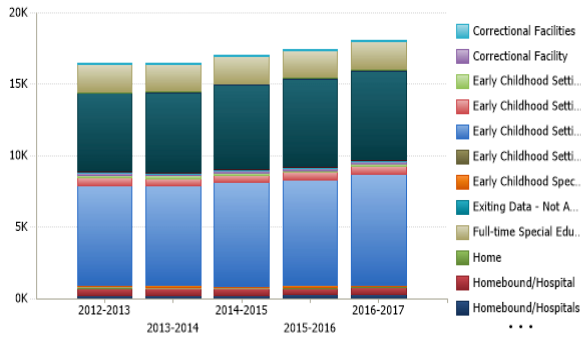


SPED Child Count By Age Group

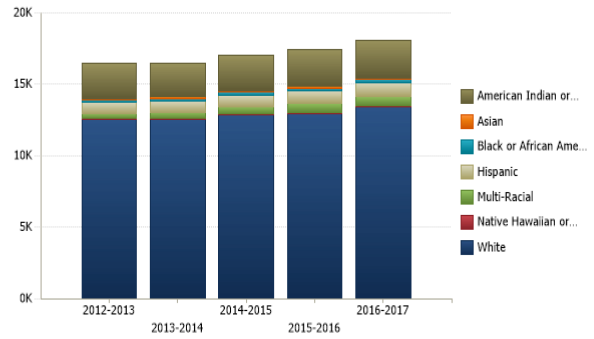


□

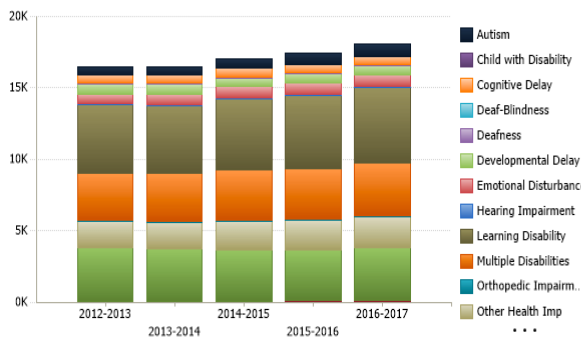
SPED Child Count By Setting Of Service



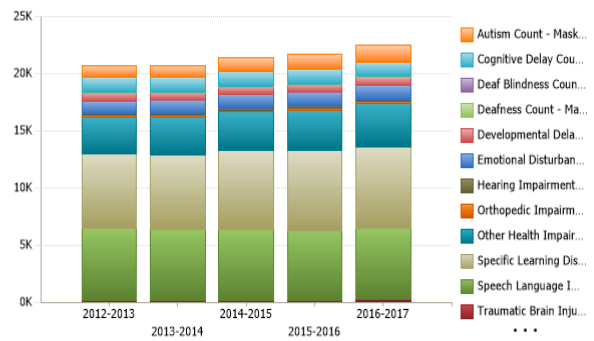
SPED Child Count By Race



SPED Child Count By Dominant Disability



SPED Child Count By Identified Disability - Statewide



Special Education Data: Glacier County

▲ Glacier - 18

- ▷ Babb Elem - 0399
- ▷ Blackfoot Elem - 0397
- ▷ Browning Elem - 0400
- ▷ Browning H S - 0401
- ▷ Cut Bank Elem - 0402
- ▷ Cut Bank H S - 0403
- ▷ East Glacier Park Elem - 0404
- ▷ Mountain View Elem - 1222
- ▷ Red River Elem - 0398
- ▷ Winkler Elem - 0405

Glacier County

Total number of sped students: 350

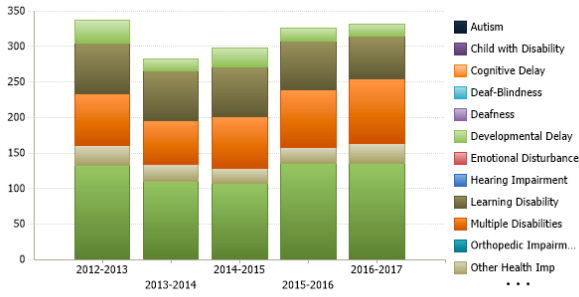
Total from Browning Public Schools: 300

White Students: 20

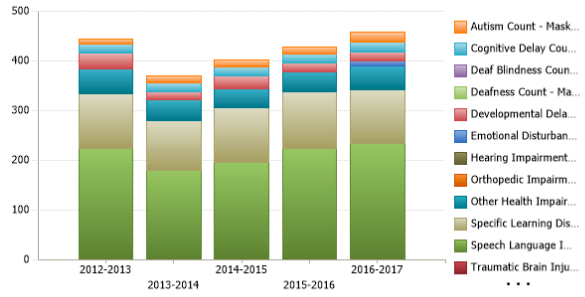
Multi-Racial Students: 5

Native American Students: 325

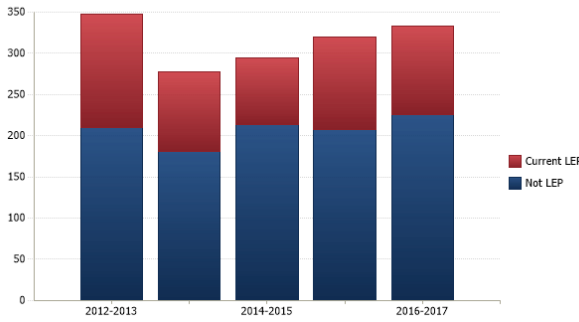
SPED Child Count By Dominant Disability



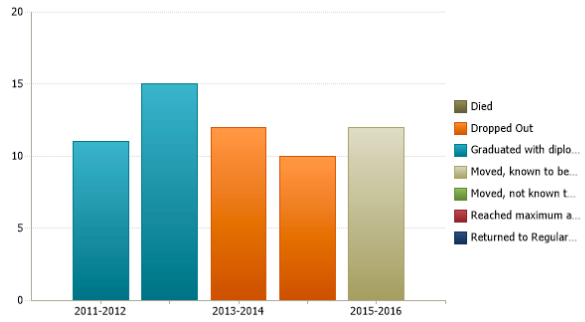
SPED Child Count By Identified Disability - Statewide



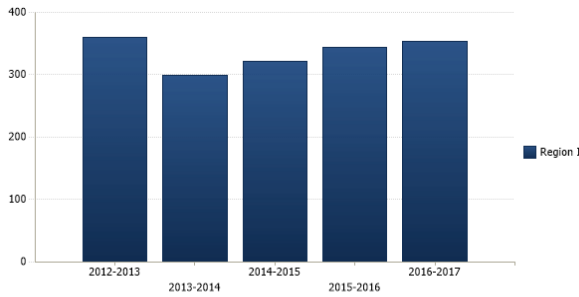
SPED Child Count By LEP Status



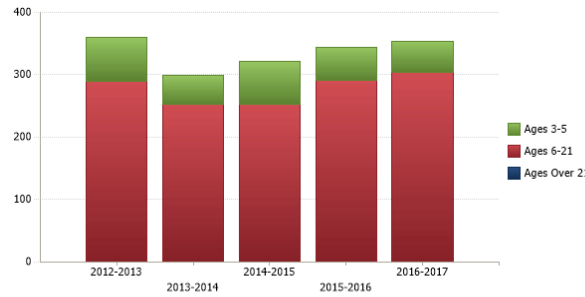
SPED Child Count By Exiting Reason



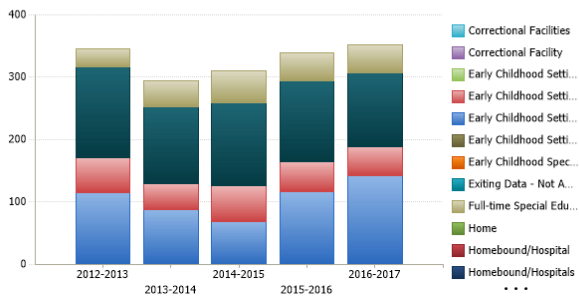
SPED Child Count By CSPD Region



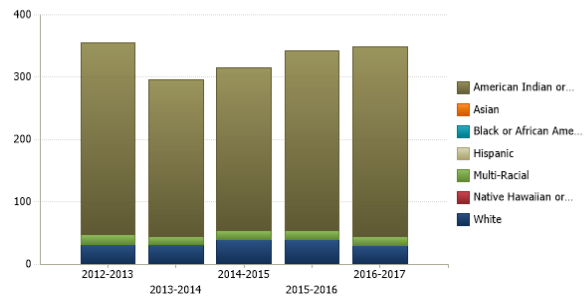
SPED Child Count By Age Group



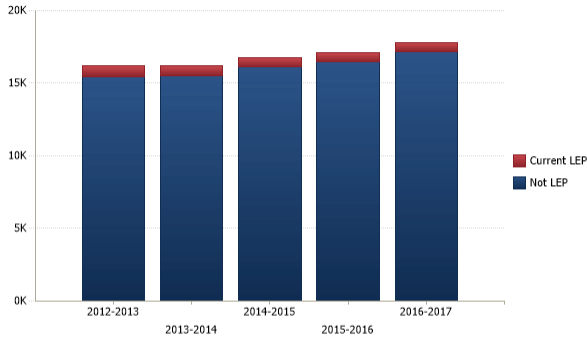
SPED Child Count By Setting Of Service



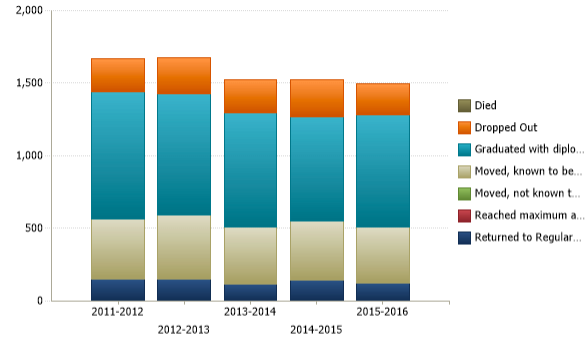
SPED Child Count By Race



SPED Child Count By LEP Status



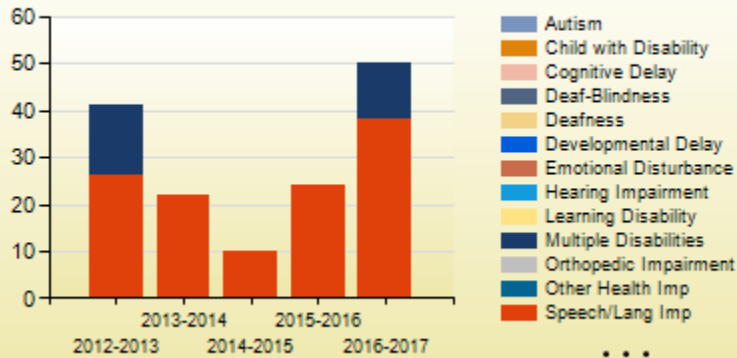
SPED Child Count By Exiting Reason

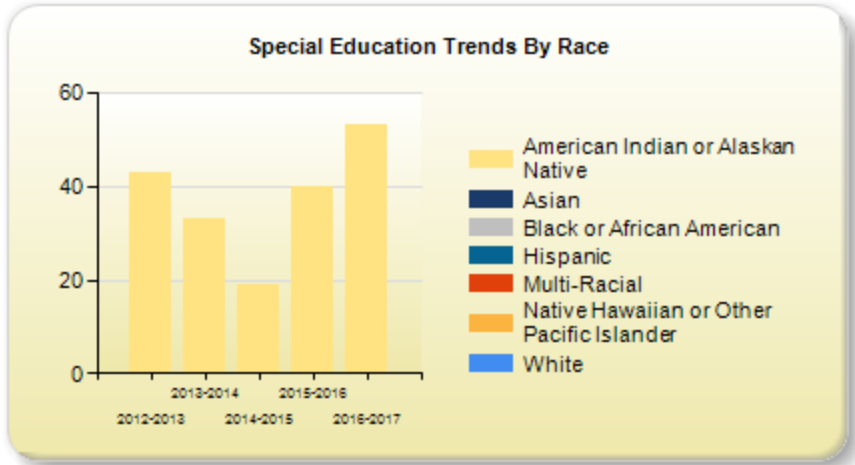


Last Updated - SPED Child Count

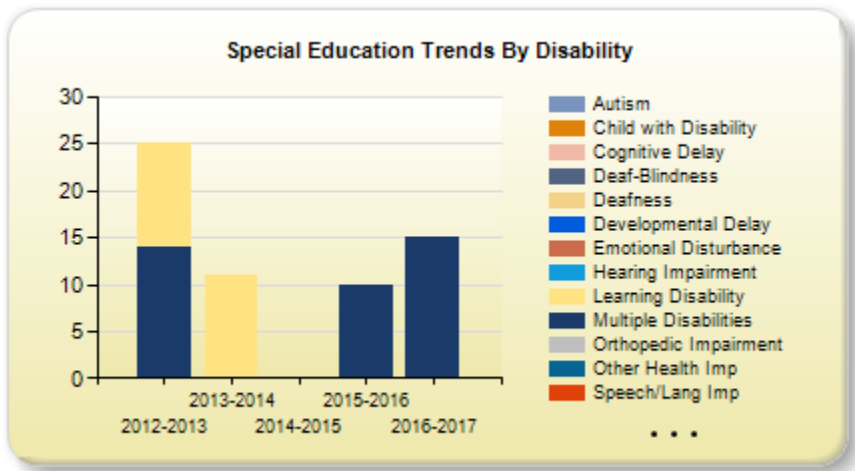
Browning Elementary

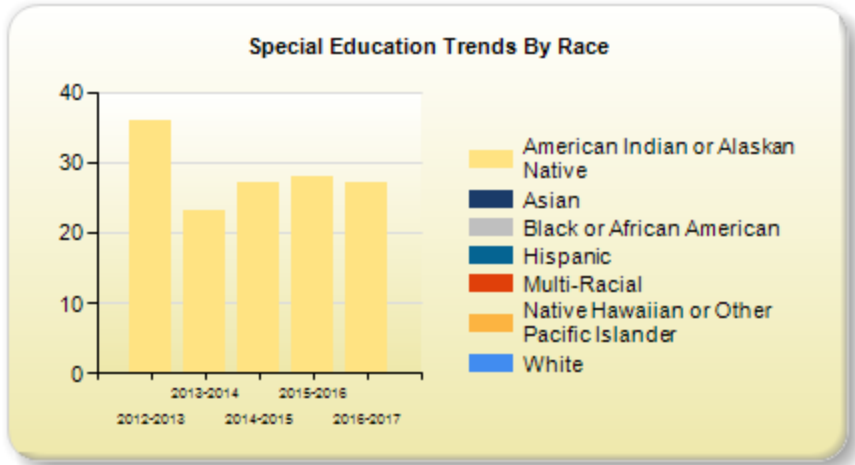
Special Education Trends By Disability



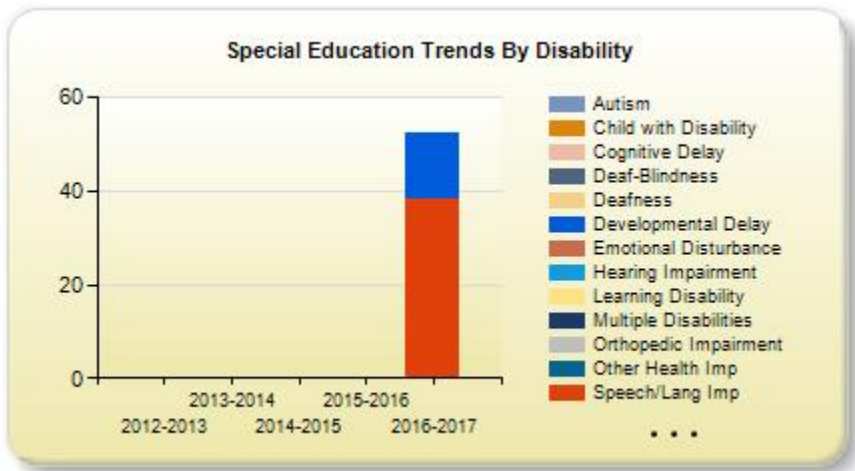


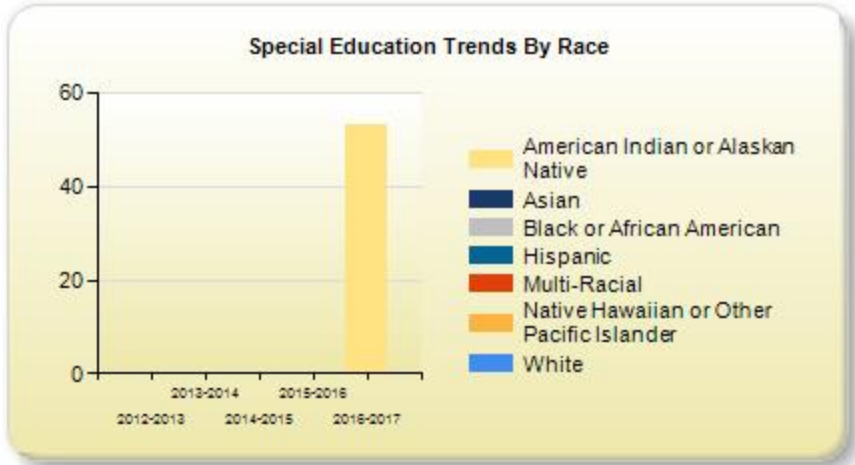
Browning Middle School



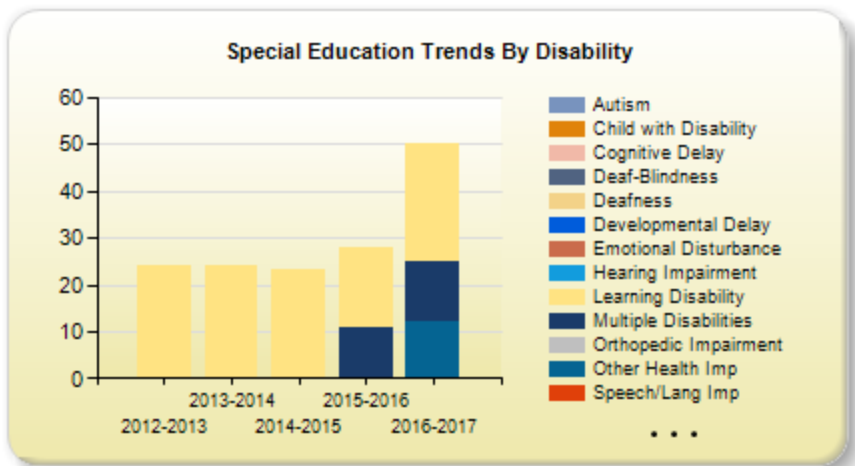


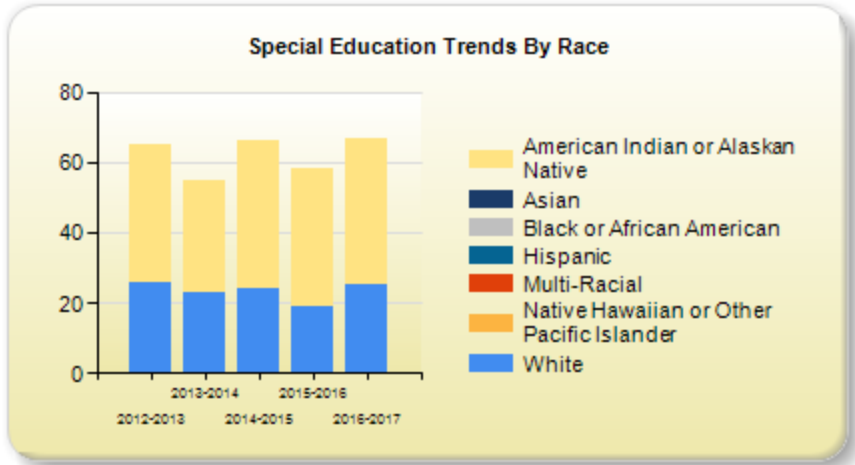
KW-VC



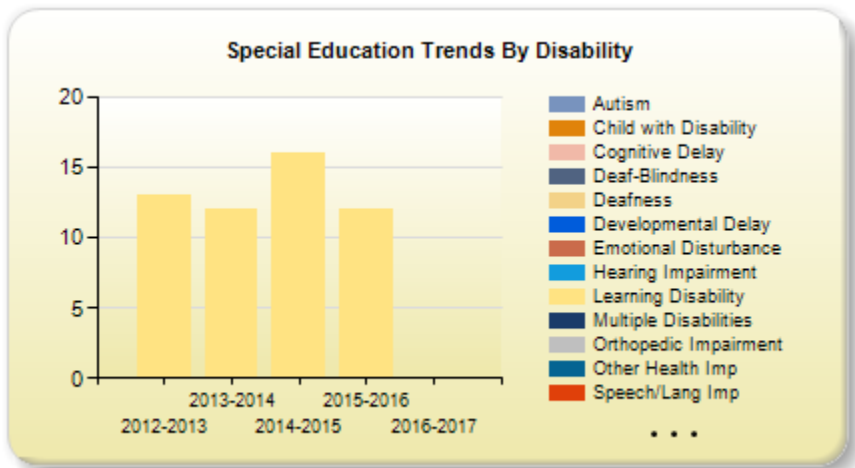


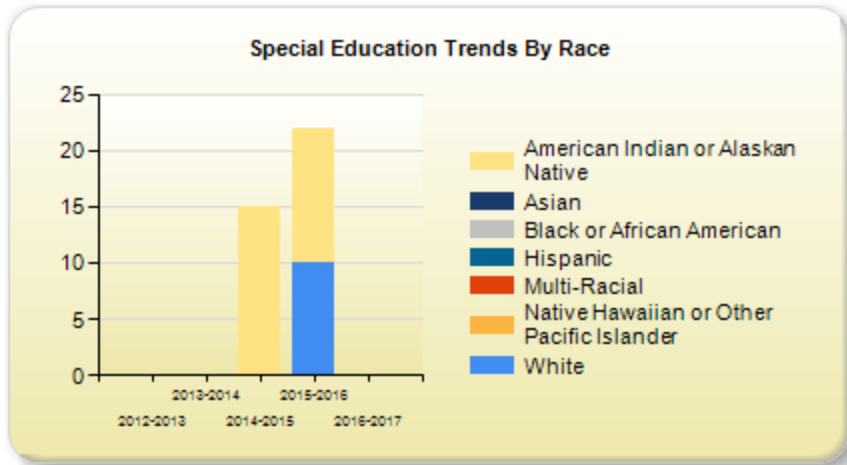
Browning High School





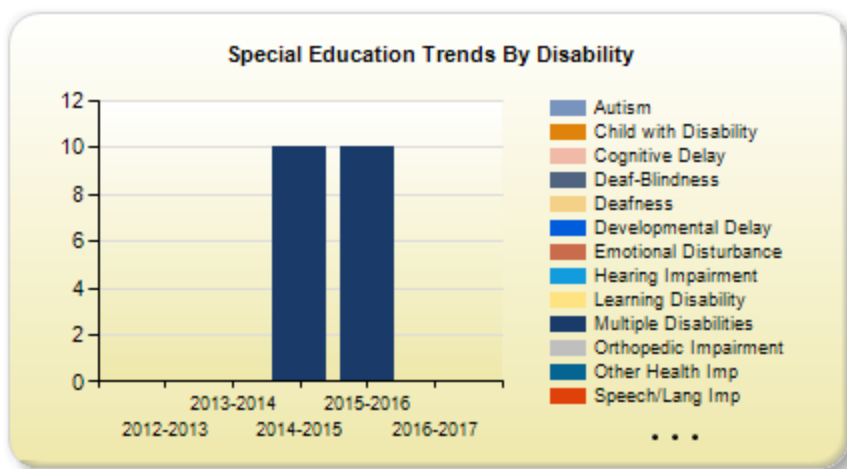
Cut Bank High School





Cut Bank Middle School

Reported data for 15-16 all special education students are Native American



In the News

The Current administration plans to suspend last-minute Obama-era regulations that required states to set quotas for special-education services based on race, known as the “significant disproportionality” rule. Although the regulations became binding two days before the end of the Obama administration, they have not yet affected children because they required data collection and paper-pushing that states were to have completed this coming July. That’s a good thing, because if the rule went into effect its biggest victims were likely those who don’t need any more disadvantages: minority special-needs kids.

The goal was to ensure “equality,” but according to a largely arbitrary standard — how much does anyone know about whether a kid needs special education just by knowing his or her race? Basically nothing. Saying it does is to engage in negative racial stereotyping.

In most prior studies, researchers concluded that minority children were being over-identified as disabled and suggested that schools may be using discriminatory identification practices. Concerns that minority children were being misidentified as disabled subsequently led to federal legislation and policies requiring U.S. schools to monitor the extent to which minority children are over-represented in special education.

However, the prior empirical work used to justify [federal legislation and policies](#) had largely not accounted for alternative explanations, including minority children’s well-known greater exposure to the risk factors for disability (e.g.,

poverty, low birthweight, lead exposure) that in turn would result in elevated likelihood of experiencing cognitive and behavioral impairments and attending academic and behavioral difficulties in school.

