



**BOARD MEETING DATE**  
**April 30, 2013**

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### **Achievement by Special Populations (SPED)**

As part of the Strategic Plan the Board requested that information regarding student achievement by special populations be reported on in order to gain a better understanding of growth targets. The following is a report on SPED student achievement.

*The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.*

**Special Education Overview**  
**Board Work Session**  
**April 30, 2013**

1. Special education funding sources include general fund dollars and IDEA grant funds. The district receives a double weight for up to 11% of the special education population. Even with the double weight, the funds do not always cover the entire cost to educate a student with a disability. The district receives High Cost Disability funds that provide the district with additional funds up to 50% for expenses exceeding \$30,000 to educate students with disabilities. During the 2012-2013 school year district applied for HCD funds for 183 students with 10 students costing the district more than \$70,000 for services. Additionally the district will experience a reduction of 5% in IDEA funds for the 2013-2014 school year.
2. From the 2007-2008 school year, there has been an increase of 629 students (14.49%) eligible for special education services.
3. Although there has been an increase in the number of students eligible for special education, the percentage of the student body that is identified as eligible has remained in the 12.2% to 13.5% range.
4. The Beaverton School District offers a continuum of special education placements that includes a resource room in all Beaverton schools, 66 specialized classrooms throughout the district, placement in special schools, and homebound instruction.
5. Even though there has been an increase in the number of students requiring special education services there has been a decrease in the number of certified and classified special education staff.
6. There is an 81% 5-year completion rate for students with disabilities. Beaverton ranked second in the state for the highest graduation rate for students with disabilities attending a mid to large size district.
7. There is an increase in the number of students with disabilities who graduate from the Beaverton School District who are enrolled in post-secondary education, post-secondary training and/or are competitively employed.
8. There has been a decline in the performance of elementary students with disabilities in the areas of reading and math. There has been a decline in the performance of middle school aged students in the area of math with mixed improvement in reading. There has been an overall increase in the performance of students with disabilities on statewide assessments in the areas of reading and math at the high school level.

## SPECIAL EDUCATION PROGRAMS

**1.0** The **Academic and Communication Enhancement Program (ACE)** is designed to support secondary level students whose Individual Education Plans (IEPs) demonstrate a need for significant behavioral support, as well as, communication, life skills and academic services. These students are placed into ACE from other District Specialized Programs to provide additional support beyond the scope of those classrooms. The following strategies are incorporated with significant adult support:

- visual systems for work completion, communication and organization
- highly structured individual work settings
- individualized schedules and routines
- highly modified environmental stimuli
- individualized behavior support plans
- increased adult-to-student ratio
- life-skills curriculum

IEP goals are addressed in a protective milieu that minimizes social and environmental distractions. Students in this classroom receive direct instruction from trained instructional assistants who are supervised by a certified teacher with demonstrated expertise in evidenced-based strategies.

**2.0** The **Academic Learning Center (ALC)** is a specialized program which provides specially designed instruction and necessary related services in all developmentally appropriate academic areas through the modification of grade level curriculum and instruction. The following strategies are incorporated with minimal support to increase student success:

- modified academic curriculum
- classroom visual supports
- reduced class size
- reduced instructional pace
- functional routines curriculum
- life-skills curriculum
- social skills development

Students exhibiting difficult behaviors, that impede their learning and/or the learning of others, that cannot be addressed with the above strategies may make more progress on their goals in a different setting which offers more behavioral support.

**3.0** The **Behavior Learning Center (BLC)** is a specialized program which provides specially designed instruction and necessary related services in emotional development, behavior management, and social skills. Counseling service and classroom consultation with the school psychologist are essential components of this program. Participation in the general education classroom is determined by the IEP and based on the student's documented ability to maintain emotional/behavioral/social success in the BLC classroom. Using the following strategies, progress toward grade level learning targets is supported:

- collaborative problem solving
- small, structured setting

- social skills training
- school-based counseling

- 4.0 The **Community Transition Program (CTP)** is a community based program providing age appropriate transition services for students ages 18-21 who have graduated from High School with a modified diploma, extended diploma, or alternative certificate. The community based focus is designed to assist students to develop maximum independence and contribution to their communities. Specially designed instruction is provided in a variety of settings including the classroom, community work placements, and during an array of community activities. The CTP skills for independent living focus includes; work experience, money management, food preparation and shopping, personal safety, personal hygiene and appearance, healthy leisure and recreational activities and public transportation travel.
- 5.0 The **Resource Program** provides instruction in general education curriculum through either pull-out service in small group special education settings, instruction in general education class settings, and/or collaborative teaching with general education teachers. Students typically receive the majority of their instruction in the general education setting. The program is designed to provide as much, or as little, as the student needs in the way of special education services in order for them to successfully access their education. Instruction is focused on Individual Education Plan (IEP) goals which support progress toward competence in grade level learning targets.
- 6.0 The **Independent Skills Center (ISC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) demonstrate a need for cognitive, communication, socialization, motor skills, and life skills development. Skills are developed with significant adult support through the following strategies:
- visual systems for work completion and communication
  - functional routines
  - social skills routines
  - prevocational skill development
  - adapted motor skill development
  - functional academic development
- 7.0 The **Social Communication Center (SCC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) have an emphasis on social skills and communication development, as well as, provision of sensory supports. Services are provided through the implementation of practices researched to be effective to support students in those areas of need. Specifically, the following practices are incorporated into each of these classrooms with minimal adult support:
- visual systems for work completion, communication and organization
  - structured classroom settings
  - carefully planned schedules and transitions
  - social-cognitive instruction
  - modified environmental stimuli

Academic curriculum is based on grade level learning targets. Students not able to make progress toward grade level learning targets or displaying difficult behaviors may not be suitable for this program as those areas are not the prime focus of the program and may be better served in another setting. Students exhibiting difficult behaviors, that impede their learning and/or the learning of others, that cannot be addressed with the above strategies may make more progress on their goals in a different setting which offers more behavioral support.



8.0 The **Structured Learning Center (SLC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) demonstrate a need for significant behavioral supports, in addition to, academic, life-skills and communication development. Strategies researched to be effective are implemented with significant adult support, including:

- individualized behavior support plans
- visual systems for work completion, communication and organization
- structured classroom settings
- carefully planned schedules and transitions
- modified environmental stimuli
- life-skills curriculum
- modified academic curriculum

9.0 The **Structured Routines Center (SRC)** is a specialized program that provides services to students whose Individual Education Plans (IEPs) demonstrate a need for communication, socialization, life skills, and academic instruction, as well as provision of sensory supports. Skills are developed through the following research-based strategies with moderate adult support:

- visual systems for work completion, communication and organization
- structured classroom settings
- carefully planned schedules and transitions
- modified environmental stimuli
- discrete trial teaching (elementary program)
- pivotal response training (elementary program)
- functional routines
- social skills routines
- modified academic curriculum

Students in this program exhibit the ability to learn routines quickly and follow them with minimal support. Students exhibiting difficult behaviors, that impede their learning and/or the learning of others, that cannot be addressed with the above strategies may make more progress on their goals in a different setting which offers more behavioral support.



BEAVERTON SCHOOL  
DISTRICT  
SPECIAL EDUCATION  
DEPARTMENT

April 30, 2013



# Student Enrollment

	<i>Special Education Enrollment</i>			<i>District Enrollment</i>		
<b>Year</b>	<b>Special Education Enrollment</b>	<b>Change from Previous Year</b>	<b>% Change from Previous Year</b>	<b>District Enrollment</b>	<b>Change from Previous Year</b>	<b>% Change from Previous Year</b>
2007	4341			37,407	66	
2008	4460	119	2.74%	37,589	182	0.50%
2009	4550	90	2.02%	38,090	501	1.30%
2010	4682	132	2.90%	38,814	724	1.90%
2011	4929	247	5.28%	38,960	146	0.40%
2012	4970	41	0.83%	39,197	237	0.60%
Overall Change		629	14.49%		1790	4.79%

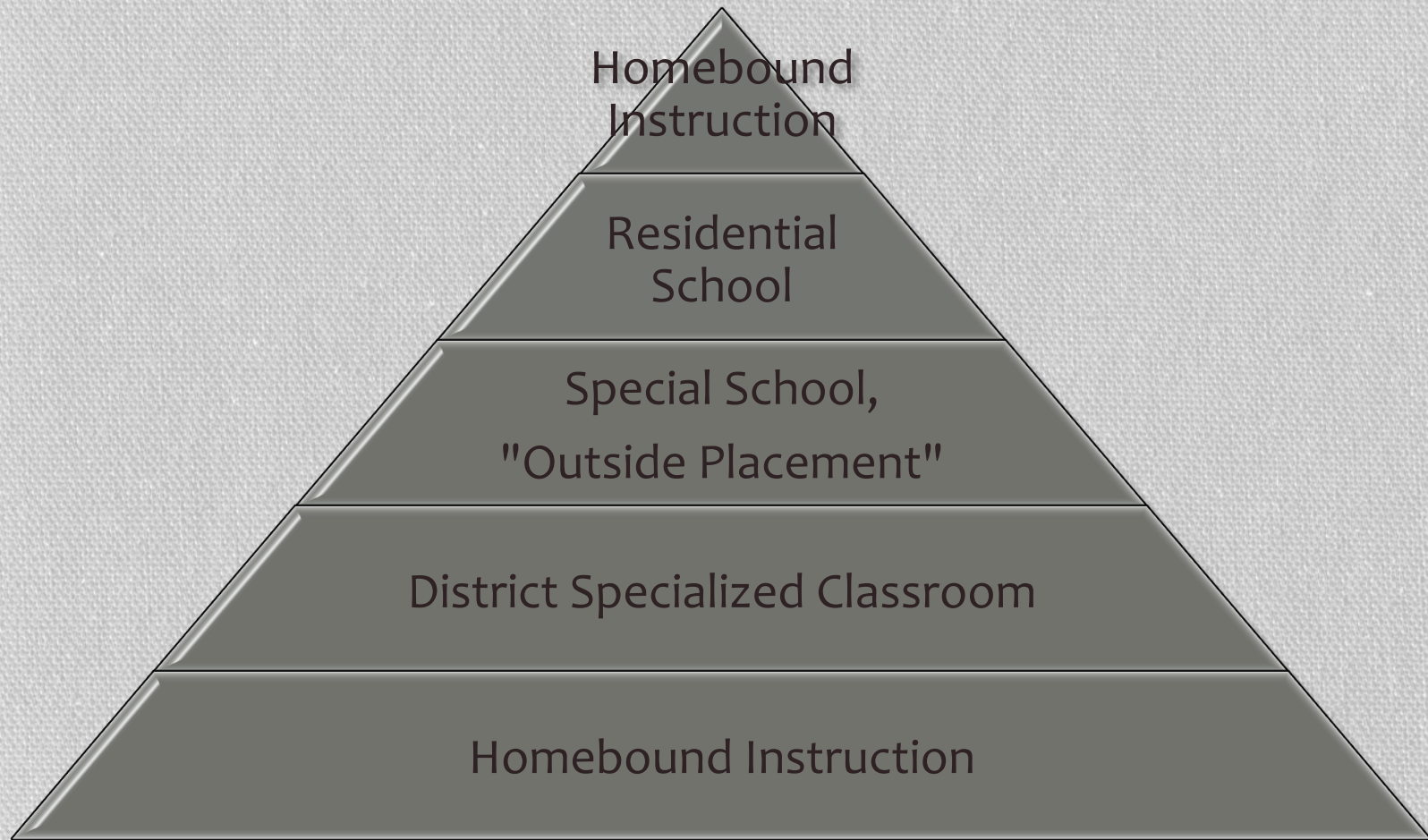


# Student Body Population

<b>Year</b>	<b>% of Student Population Eligible for Special Education Services</b>	<b>Change from Previous Year</b>	<b>% Change from Previous Year</b>
2007	13		
2008	13.5	0.5	3.85%
2009	13.4	-0.1	-0.74%
2010	12.2	-1.2	-8.96%
2011	12.6	0.4	3.28%



# Continuum of Special Education Placement



# Special Education Staffing

Role	2008-2009	2012-2013	Change
Certified Staffing	250	242	-8
Classified Staffing	199	188	-11



# Cohort Graduation Rate

<b>Cohort Graduation Year</b>	<b>District 4 Year Standard Diploma Graduation Rate</b>	<b>District 5 Year Standard Diploma Graduation Rate</b>	<b>5 Year Completion</b>
2009-2010	57.9	58.4	81
2010-2011	53.4	63.5	81

<http://specialedpost.com/2013/04/08/discouraging-special-ed-student-outcomes-in-oregon-district/>

# Post School Outcomes



<b>Year</b>	<b>Enrolled in Higher Education</b>	<b>Enrolled in Higher Education or Competitively Employed</b>	<b>Enrolled in High Education or in other post-secondary education or training program; or, competitively employed or in other employment</b>
2009-2010	35.2	57.4	69.4
2010-2011	46.5	69.8	80.2



# OAKS Reading Data in Percentages

Level	07-09 % Met	08-10 % Met	09-11 % Met	10-12 % Met	Trajectory
Elem	70.95	69.25	68.87	61.82	Downward
Mid	44.66	46.01	46.25	41.74	Mixed
High	37.14	46.00	57.26	70.77	Upward

# OAKS Math Data in Percentages

Level	07-09 % Met	08-10 % Met	09-11 % Met	10-12 % Met	Trajectory
Elem	69.08	68.97	59.5	48.99	Downward
Mid	50.45	53.07	44.41	34.87	Downward
High	29.52	32.48	35.98	39.03	Upward