

How to Read the 2015-2016 School District Special Education Report Cards Students Graduating 2014-2015

This table shows the percentage of students with IEPs graduating with a regular diploma during the 2013-2014 school year. Both the four-year and five-year cohort graduation rates are displayed. Data sources align with the data sources used for reporting under Title I of the Elementary and Secondary Education Act (ESEA). Data are collected from each school district on the Cumulative ADM collection.

For the 2015-2016 Special Education Report Cards, using 2014-2015 data, the four-year special education cohort is made up of the special education students who first entered high school in 2011-2012. A cohort is the set of first-time ninth graders in a particular school year. The special education cohort is adjusted for special education students who moved into or out of the system, immigrated to another country, or are deceased.

For the 2015-2016 Special Education Report Cards, using 2014-2015 data, the five-year special education cohort is made up of the special education students who first entered high school in 2010-2011. A cohort is the set of first-time ninth graders in a particular school year. The special education cohort is adjusted for special education students who moved into or out of the system, emigrated to another country, or are deceased.

The five-year special education cohort graduation rate is calculated by dividing the number of special education students in the cohort who graduated with a regular diploma and a modified diploma within five years by the total number of special education students in the adjusted cohort.

High School Dropout 2014-2015

This table shows the percentage of students with IEPs in grades 9-12 that dropped out of school during the school year. This rate is based on the National Center for Education Statistics (NCES) methods and includes students identified as special education in the final year of school.

Timeline for Eligibility

This table shows the percentage of students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days. Data are collected from each school district through the Child Find Indicator 11 collection.

Least Restrictive Environment

This table shows the district percentages for placements in the Least Restrictive Environment (LRE) compared to the state targets for placement. Federal placement refers to the location where a student receives education services. The definitions of federal placement come from the U.S. Department of Education and refer to the proportion of time the student receives special education and related services. Students are placed in classes based on decisions by the student's IEP team. Data are collected from each school district through the Special Education Child Count (SECC) and the System Performance Review & Improvement (SPR&I) process.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Academic Achievement: Percentage of Students Meeting Standards

The graphs show the percentage of students with IEPs in the district at the indicated grades that met or exceeded state grade level standards and alternate achievement standards on the 2014-15 Oregon Smarter Balanced Assessment or the Extended Assessment. Displays are also shown for two other groups: Oregon students with IEPs meeting or exceeding grade level standards and Oregon students with IEPs meeting or exceeding alternate achievement standards.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C. Grade level standards were established for all Oregon students and match the standards set for compliance with the Elementary and Secondary Education Act (ESEA) requirements. Alternate achievement standards were developed for students with the most significant cognitive disabilities. Data are collected through the Oregon Statewide Assessment process.

Participation by Students with IEPs

Percentages for Participation by Students with IEPs include all students with IEPs in the district who participated in the 2015-16 Oregon Statewide Assessments in Reading, Math, and/or Extended Assessments. IEP teams consider assessment options and assign the most appropriate statewide assessment available for each individual student with an IEP.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C. The participation standard of 95% was established for all Oregon students and matches the standard set for compliance with the Elementary and Secondary Education Act (ESEA) requirements. Data are collected through the Oregon Statewide Assessment process.

Annual Measurable Objectives (AMO)

The federal Elementary and Secondary Education Act (ESEA) requires the annual determination of whether schools, districts, and the state have met the annual objectives toward the goal of having all students meet rigorous state academic standards. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets. For the Special Education Report, the focus is on the progress/proficiency of the group *students with IEPs*. A rating of *Met* or *Not Met* indicates whether the district as a whole, for the group *students with IEPs*, *Met AMO*.

The state target is the percentage of Oregon school districts that met AMO requirements for the group *students with IEPs*. For 2015-2016, the state target is 15%. However, for the Special Education Report display, the target is represented with a note saying, *The state target is based on an annual percentage increase in the number of districts that met the criteria*.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state target which was approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Post-School Outcomes

This table shows the percentage of youth with IEPs who are no longer in school and are enrolled in post-secondary school, competitively employed, or engaged in other training or employment, within one year of leaving high school. Data are collected from each district through the Special Education Post-School Outcomes (PSO) data collection.

During the year following the student's exit, each district is required by ODE to interview a sampling of youth with IEPs who are no longer in school. Through these interviews, districts collect the data about the post-school outcomes of youth with IEPs and report the data to ODE. In 2015-2016, the state's average response rate was 64.4% for students successfully contacted by districts for interviews.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Suspension / Expulsion 2015-16

This table shows whether the district was identified with a significant discrepancy in the rate of suspension/expulsion for more than ten days by students with IEPs compared to students without IEPs. This table also shows whether the district was identified with a significant discrepancy, by race or ethnicity, in the rate of suspension/expulsion for more than ten days, and whether or not the district policies, procedures, or practices contributed to that significant discrepancy.

Data are collected from each school district through the Discipline Incidents Collection, the Special Education Child Count (SECC), and the Fall Membership Collection. The Discipline Incidents Collection gathers data about the suspensions, expulsions, removals, and trancies for all students from July 1 through June 30 of each year. The data are collected annually at the end of each school year for the Special Education Reports. Only out-of-school suspension and expulsion data for students ages 5-21 are used.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set criteria which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Department of Education Notes

This section is used for definitions and citations that clarify the information displayed on the Special Education Report. Also, this section is used for footnotes that clarify information displayed on the inside pages of the report.

Secondary Transition

This table shows the percentage of youth aged 16 and above with IEP goals and transition services that will reasonably enable the student to meet post-secondary goals. Data are collected from each school district through the System Performance Review & Improvement (SPR&I) process.

Students Receiving Special Education Services

This table shows whether the district was identified with disproportionate representation of racial and ethnic groups in special education and in specific disability categories. Students with IEPs in racial/ethnic categories are compared to students without IEPs in racial/ethnic categories. Students with IEPs in racial/ethnic and specific disability categories are compared to students without IEPs in racial/ethnic categories. Data are collected from each school district through the Fall Membership, Special Education Child Count (SECC), and the System Performance Review & Improvement (SPR&I) process.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set criteria which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C.

Parent Survey Results

Starting in 2005, a six-year cycling plan was used to ensure that each district was selected once every six years to collect parent survey results through a random sampling of parents of students with IEPs. In 2012, the six-year cycling plan began again. In 2014-15, a new sampling plan was developed so that each K-12 district would be sampled every three years, and each Early Childhood Special Education (ECSE) program would be sampled every other year.

A representative group of districts was chosen for each of the three survey years for school age and every two years for EI/ECSE. First, districts were stratified (to divide or arrange into classes, castes, or social strata) by student enrollment, special education enrollment, race/ethnicity demographics, and socioeconomic level. Districts were then randomly assigned to one of the three survey years. Each of the three cohorts includes school districts of large, medium, small, and very small size.

The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets which were approved by the Office of Special Education Programs (OSEP) in Washington, D.C. Department of Education Notes

This section is used for definitions and citations that clarify the information displayed on the Special Education Report. Also, this section is used for footnotes that clarify information displayed on the inside pages of the report.

Local Information Provided By Your District

The information in this panel was provided by the local school district for the patrons of the district. This information has not been reviewed or approved by the Oregon Department of Education and is not shown in the special education reports posted on the Oregon Department of Education website.