

# 2007-2008 Special Education Report



April 2009

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the third annual special education report. Reported indicators and targets correspond to the information in the State Performance Plan (SPP) for Special Education that is required by the United States Department of Education. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This report is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon's children.

Susan Castillo, State Superintendent of Public Instruction

DISTRICT INFORMATION					
<b>Students Graduating 2007-2008</b>	<b>District</b>	<b>State Target</b>	<b>Post-School Outcomes</b>	<b>District</b>	<b>State Target</b>
Students with IEPs graduating with regular diploma	60.9%	58.0% or more	Youth with IEPs who are no longer in school and are competitively employed, enrolled in post-secondary school, or both, within one year of leaving high school	50.0%	74.0%
<b>High School Dropout 2007-2008</b>	<b>District</b>	<b>State Target</b>			
Students with IEPs dropping out	5.5%	6.0% or less	<b>IEP Goals and Transition Services</b>	<b>District</b>	<b>State Target</b>
<b>Timeline for Eligibility</b>	<b>District</b>	<b>State Target</b>	Youth aged 16 and above with IEP goals and transition services that will reasonably enable the student to meet post-secondary goals	*	100.0%
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	91.7%	100.0%			
<p><b>Special Education</b>            §300.39(a) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.  <b>IEP = Individualized Education Program</b>            A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.</p>					
<p><b>Department of Education Notes</b>            -- No data available.            * Not displayed because at least 6 students are needed to maintain confidentiality.</p>					

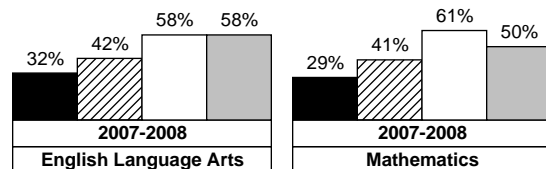
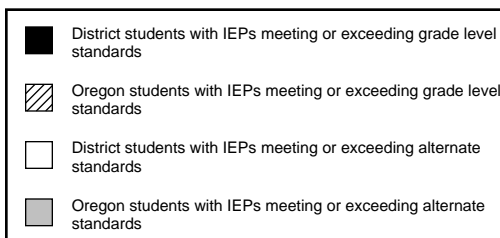
For more information, contact your local school or district.

## DISTRICT INFORMATION

### Academic Achievement

#### Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district that met or exceeded the state standards on Oregon Statewide Assessments during the last school year. In 2007-2008, Math included a knowledge and skills assessment for each student in grades 3-8 and 10; English Language Arts included a reading assessment for each student in grades 3-8 and 10.



#### Participation by Students with IEPs

	District	State Target
Statewide assessment	97.7%	95.0%
Regular statewide assessment	86.1%	Note <sup>2</sup>
Regular statewide assessment with accommodations <sup>1</sup>	0.0%	Note <sup>2</sup>
Alternate statewide assessment measured against grade level standards	0.0%	Note <sup>2</sup>
Alternate statewide assessment measured against alternate achievement standards	11.6%	Note <sup>2</sup>

#### Adequate Yearly Progress (AYP)

	District	State Target
District AYP for progress / proficiency of students with IEPs	NOT MET	Note <sup>3</sup>

#### Parent Survey Results

	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results <sup>4</sup>	8 --	41.0%

#### Students Receiving Special Education Services

	District	State Target
District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	No	No
District identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	No	No

#### Least Restrictive Environment

	District	State Target
Students removed from regular class less than 21% of day	85.9%	69.0% or more
Students removed from regular class greater than 60% of day	1.5%	11.0% or less
Students served in public or private separate schools, residential placements, or homebound / hospital	3.6%	2.2% or less

#### Suspension / Expulsion

	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	Note <sup>9</sup>

## LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

#### Department of Education Notes

-- No data available.

\* Not displayed because at least 6 students are needed to maintain confidentiality.

NA Too few test scores or students to determine a rating.

- <sup>1</sup> Data displayed reflect participation in Oregon Assessment of Knowledge and Skills (OAKS) general assessment with one or more approved accommodations. For more information, see Oregon's approved accommodations at [http://www.ode.state.or.us/teachlearn/testing/manuals/2009/appendix\\_q.pdf](http://www.ode.state.or.us/teachlearn/testing/manuals/2009/appendix_q.pdf)
- <sup>2</sup> All assessments are included in the 95% target above.
- <sup>3</sup> The state target is based on an annual percentage increase in the number of districts that met the criteria.
- <sup>4</sup> All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey.
- <sup>8</sup> No parents in your district were surveyed by the state.
- <sup>9</sup> The state target is based on an annual percentage reduction in the number of districts identified with a significant discrepancy. A "No" for the district is preferred.

#### IEP = Individualized Education Program

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

#### LRE = Least Restrictive Environment

20 U.S.C. 1412(a)(5) and §300.114(2)(i)&(ii) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.