

# 2006-2007 Special Education Report

## BEAVERTON SCHOOL DISTRICT



April 2008

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the second 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

Students Graduating 2006-2007	District	State Target	Least Restrictive Environment	District	State Target
Students with IEPs graduating with regular diploma	58.5% <sup>1</sup>	72.0% or more	Students removed from regular class less than 21% of day	63.5% <sup>1</sup>	72.5% or more
			Students removed from regular class greater than 60% of day	15.4% <sup>1</sup>	10.1% or less
<b>High School Dropout 2006-2007</b>	<b>District</b>	<b>State Target</b>	Students served in public or private separate schools, residential placements, or homebound / hospital		
Students with IEPs dropping out	8.0% <sup>1</sup>	5.4% or less		3.6% <sup>1</sup>	2.3% or less

#### Special Education

§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.

#### 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.

#### IEP = Individualized Education Program

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

#### Department of Education Notes

-- No data available.

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

<sup>1</sup> Due to changes in federal requirements, the 2006-2007 district data are not comparable to the 2006-2007 state targets.

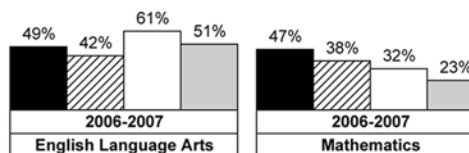
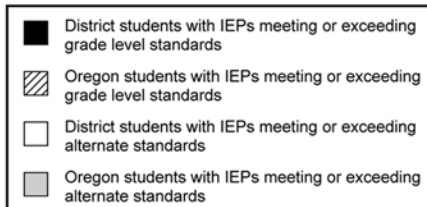
For more information, contact your local school or district.

### 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 2006-2007, Math included a knowledge and skills assessment for each student in grades 3-8 and 10; ELA included a reading assessment for each student in grades 3-8 and 10.



#### Participation by Students with IEPs

	District	State Target
Statewide assessment	96.8%	95.0%
Regular statewide assessment	85.2%	Note <sup>2</sup>
Regular statewide assessment with modifications	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 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>

For more information, contact the Oregon Department of Education, Office of Student Learning & Partnerships at 503-947-5600

#### Parent Survey Results

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

#### Timeline for Eligibility

	District	State Target
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	98.8%	100.0%

#### IEP Goals and Transition Services

	District	State Target
Youth aged 16 and above with IEP goals and transition services that will reasonably enable student to meet postsecondary goals	71.4%	100.0%

#### Suspension / Expulsion

	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	Note <sup>8</sup>

## LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

The Beaverton School District provides special education services to 4,341 students as of the December 1, 2007 census count. This is approximately 11.6% of all students in the district. These students are identified as having a disability that impacts their education in one of 11 different handicapping conditions.

### Special Education Student Disabilities by Category for 2007-2008

Learning Disability	1,401	Hearing Impaired	41
Communication Disorder	1,050	Orthopedically Impaired	36
Other Health Impaired	797	Traumatic Brain Injury	14
Autism	416	Deaf/Blind	0
Emotionally Disturbed	327	Visually Impaired	18
Mental Retardation	241		

### Staff Number Statistics and Special Education Cost Per Student for 2007-2008

Special Education Cost Per Student	\$7,744.07
Special Education Certified Staff	266 APU
Special Education Classified Staff	175.5 APU
Special Education Administrative Staff	4 APU

Students receive special education services provided by special education staff in the Least Restrictive Environment for each child. To provide these services, the District utilizes a continuum of service delivery models. Special Education services to 75% of the special education students are provided in their neighborhood/home school or options program via a resource model. Students receive specially designed instruction via this model from special education staff typically in small groups in a resource room, other instructional area, or general education classroom at the elementary level. At the secondary level, students may receive instruction typically in small groups in a resource area that further supports the general education instruction they receive. These students may also take a Learning Strategies class in which they receive specially designed instruction to work on their IEP goals.

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#### Department of Education Notes

-- No data available.

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

<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>7</sup> No parents in your district were surveyed.

<sup>8</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.

## LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

Twenty-five percent of special education students receive special education services in a Specialized Program. Specialized Programs are located at various elementary schools throughout the district. Most middle and high schools have a variety of Specialized Programs. The IEP/Placement team makes the determination as to whether the student will benefit from instruction in a Specialized Program. Parents are very important members of the IEP/Placement team. These programs provide services to students with a variety of needs, such as behavioral instruction, life skills instruction, social communication instruction, and academic instruction. Students are provided opportunities to be with non-disabled peers as appropriate on an individualized basis, as determined by the IEP/Placement team. More information about these programs is available on the District website.

The data for students with IEPs graduating with a regular diploma and students with IEPs dropping out is NOT comparable to the 2006-2007 state targets, due to changes in federal requirements. The data regarding the Least Restrictive Environment is also NOT comparable to the state targets, due to changes in federal requirements. This is due to changes that occurred regarding data that ODE is required to submit to the federal government for all districts.

Although the district did not meet overall AYP for special education students, the district DID meet AYP for special education students at the elementary level for both English/Language Arts and Math, as well as in English/Language Arts at the middle school level.

The IEP Goals and Transition Services data is based on a file review of 1.2% of special education students aged 16 and above.

The District welcomes your feedback and questions. Please contact Lisa Darnold, Special Education Director at (503) 591-4365 if you would like further information.