

2008-2009 Special Education Report



April 2010

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the fourth 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

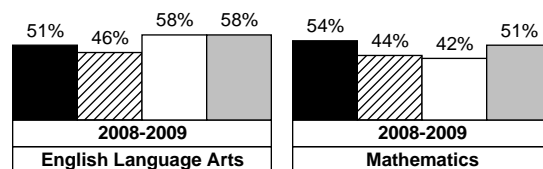
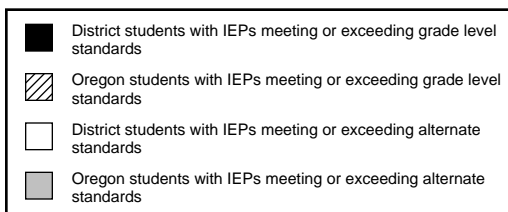
DISTRICT INFORMATION					
Students Graduating 2007-2008	District	State Target	Least Restrictive Environment	District	State Target
Students with IEPs graduating with regular diploma	81.6%	68.1% or more	Students included in regular class 80% or more of day	68.4%	69.5% or more
High School Dropout 2007-2008	District	State Target	Students included in regular class less than 40% of day	15.2%	10.9% or less
Students with IEPs dropping out	3.0% ¹	6.0% or less	Students served in public or private separate schools, residential placements, or homebound / hospital	2.2%	2.1% or less
Timeline for Eligibility	District	State Target	Special Education		
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	96.3%	100.0%	<p>§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.</p> <p>LRE = Least Restrictive Environment</p> <p>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.</p>		
<p>IEP = Individualized Education Program</p> <p>A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.</p>					
<p>Department of Education Notes</p> <p>-- No data available.</p> <p>* Not displayed because at least 6 students are needed to maintain confidentiality.</p> <p>¹ Due to changes in federal requirements, the 2007-2008 district data are not comparable to the 2007-2008 state targets.</p>					

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 2008-2009, 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	98.6%	95.0%
Regular statewide assessment	87.9%	Note ²
Regular statewide assessment with accommodations ¹	4.6%	Note ²
Alternate statewide assessment measured against grade level standards	0.0%	Note ²
Alternate statewide assessment measured against alternate achievement standards	10.7%	Note ²

Adequate Yearly Progress (AYP)

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

Parent Survey Results

	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results ⁴	8 33.6%	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

Suspension / Expulsion

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

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.

LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

Department of Education Notes

- ¹ 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
- ² All assessments are included in the 95% target above.
- ³ The state target is based on an annual percentage increase in the number of districts that met the criteria.
- ⁴ All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey.
- ⁸ Data displayed are Parent Survey data collected in 2008-2009 from a sampling of parents in your district.
- ¹⁰ 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.

Due to revised federal requirements, data for Post-School Outcomes and IEP Goals and Transition Services have been excluded from the 2008-2009 special education report card. Data for 2010-2011 will be displayed on the report card to be released in April 2012.

IEP = Individualized Education Program

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