

# 2009-2010 Special Education Report



April 2011

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the fifth 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

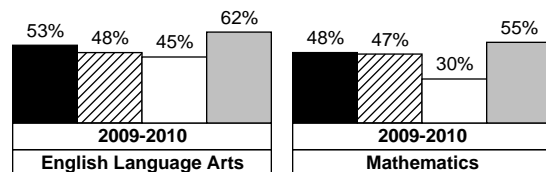
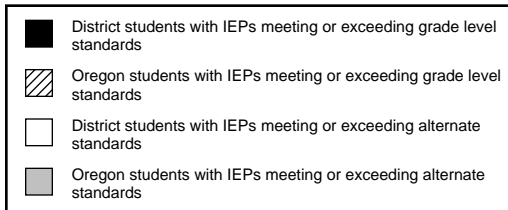
DISTRICT INFORMATION					
<b>Students Graduating 2008-2009</b>	<b>District</b>	<b>State Target</b>	<b>Least Restrictive Environment</b>	<b>District</b>	<b>State Target</b>
Students with IEPs graduating with regular diploma	88.4%	68.1% or more	Students included in regular class 80% or more of day	72.4%	70.0% or more
<b>High School Dropout 2008-2009</b>	<b>District</b>	<b>State Target</b>	Students included in regular class less than 40% of day	10.1%	10.8% or less
Students with IEPs dropping out	1.9%	3.7% or less	Students served in public or private separate schools, residential placements, or homebound / hospital	0.4%	2.0% or less
<b>Timeline for Eligibility</b>	<b>District</b>	<b>State Target</b>	<b>Special Education</b>		
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	81.4%	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><b>LRE = Least Restrictive Environment</b></p> <p>20 U.S.C. 1412(a)(5) and §300.114(2)(i)&amp;(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><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>					

## 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 2009-2010, 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	99.7%	95.0%
Regular statewide assessment	89.3%	Note <sup>3</sup>
Regular statewide assessment with accommodations <sup>1</sup>	17.7%	Note <sup>3</sup>
Alternate statewide assessment measured against grade level standards	0.0%	Note <sup>3</sup>
Alternate statewide assessment measured against alternate achievement standards <sup>2</sup>	10.3%	Note <sup>3</sup>

#### Adequate Yearly Progress (AYP)

	District	State Target
District AYP for progress / proficiency of students with IEPs	NOT MET	Note <sup>4</sup>

#### Parent Survey Results

	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results <sup>5</sup>	-- <sup>11</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

#### Suspension / Expulsion 2008-2009

	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	Yes	Note <sup>12</sup>

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

## LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

#### Improvements Made

- Students with IEPs graduating with regular diplomas **increased by 19.6%** from 2008-09.
- Students with IEPs dropping out of school **decreased by 1.7%** from 2008-09.
- Students with parental consent to evaluate who were evaluated and eligibility was determined within 60 school days, **increased by 4%** from 2008-09. It is important to note that correction is required for any district not meeting the target of 100%. Corvallis SD has provided ODE with the required evidence to establish compliance with this indicator and completed an improvement plan.
- More students were included in regular classes 80% or more of their day in 2009-10 to meet Least Restrictive Environment requirements.
- 99.7% of students with IEPs participated in statewide assessments (increase of 1.6% from 2008-09) and 2% more were participating in regular assessments.
- In 2009-10, 9.3% more students are using one or more approved accommodation on the OAKS than in the previous year.

#### Areas in Need of Improvement

- The District did not meet Adequately Yearly Progress (AYP) for progress/proficiency for the subgroup Students with Disabilities in 2009-10. An improvement plan has been submitted to ODE.
- The District was identified with a discrepancy in rate of suspension/expulsion for more than 10 days for IEP students. We were not required to submit a corrective action plan to ODE for 2010-11.

#### Department of Education Notes

- 1 Data displayed reflect participation in regular statewide assessment (Oregon's general assessment) with one or more approved accommodation. For more information, see Oregon's approved accommodations at [http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accomman-update-11-1-2010-11\\_hc.pdf](http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accomman-update-11-1-2010-11_hc.pdf).
- 2 Results from the alternate statewide assessment measured against alternate achievement standards (Oregon's Extended Assessment) are not comparable to results from the regular statewide assessment (Oregon's general assessment).
- 3 All assessments are included in the 95% target above.
- 4 The state target is based on an annual percentage increase in the number of districts that met the criteria.
- 5 All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey.
- 11 No parents in your district were surveyed by the state.
- 12 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.