How to Read the 2019-2020 School District At-A-Glance Special Education Profiles

Students We Serve
The first item shows the total count of students with IEPs served by the district. The following items show 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). 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
District Participation by Students with IEPs
The graphs show the percentage of students with IEPs in the district who participated in the Oregon Statewide Assessments in English Language Arts (ELA) or Mathematics in 2019-2020. IEP teams consider assessment options and assign the most appropriate statewide assessment available for each individual student with an IEP.

Students with IEPs Meeting or Exceeding State Standards:
The graphs show the percentage of district students with IEPs, grades 3-8 and 11, who met or exceeded the state standards on the 2019-20 Oregon Smarter Balanced Assessment (SBAC) and Extended Assessment combined in English Language Arts (ELA) or Mathematics. The regular assessment, the SBAC, allows for standard grade level assessment at the student's enrolled grade with or without accommodations. Oregon's Extended Assessments are alternate assessments designed specifically for students with the most significant cognitive disabilities.

Timeline for Eligibility
This graph 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.

Parent Survey Results
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.

Secondary Transition
This graph 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.

Suspension / Expulsion
This item 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 truancies 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.

Students Receiving Special Education Services
These two items show 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.

Four-Year Cohort Graduation Rate
This graph shows the percentage of students with IEPs graduating with a regular or modified diploma during the 2018-2019 school year. Data are collected from each school district on the Cumulative ADM collection.

For the 2019-2020 At-A-Glance Special Education Profiles, using 2018-2019 data, the four-year special education cohort is made up of the special education students who first entered high school in 2015-2016. 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.

Five-Year Cohort Graduation Rate
For the 2019-2020 Special Education Profiles, using 2018-2019 data, the five-year special education cohort is made up of the special education students who first entered high school in 2014-2015. 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.

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 or modified diploma within five years by the total number of special education students in the adjusted cohort.

High School Dropout Rate
This graph shows the percentage of students with IEPs that dropped out of high school during the 2018-2019 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.

Outcomes
These three graphs show 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. 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.

Information Provided By District/Program

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.