Corbett, OR 97019-9629 Corbett SD 39 35800 E Hist Columbia River Hwy

# LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

#### **Special Education Report** 2013-2014



April 2015

Dear Parents and Community Members,

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. that is required by the United States Department of Education. As Oregon schools and districts continue to face indicators and targets correspond to the information in the State Performance Plan (SPP) for Special Education The Oregon Department of Education is proud to issue the ninth annual special education report. Reported



Rob Saxton, Deputy Superintendent of Public Instruction

### DISTRICT INFORMATION

		Special Education	State	District State	Timeline for Eligibility
or less	ć ć	residential placements, or homebound / hospital	3.5% or less	4.2%	Students with IEPs dropping out
2.0%	0 0%	Students served in public or private separate schools,	State Target	District	High School Dropout 2012-2013 District
10.8% or less	0.0%	Students included in regular class less than 40% of day	72.0% or more	*	Students with IEPs graduating with regular diploma: five-year cohort rate
70.0% or more	87.5%	Students included in regular class 80% or more of day	67.0% or more	50.0%	Students with IEPs graduating with regular diploma: four-year cohort rate
State Target	District	Least Restrictive Environment District	State Target	District	Students Graduating 2012-2013 District

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

and eligibility determined within 60 school days to evaluate who were evaluated

100.0%

100.0%

Students with parental consent

Timeline for Eligibility

District Target

#### No data available. **Department of Education Notes**

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

## the unique needs of a child with a disability.

§300.39(a) Special education means specially designed instruction, at no cost to the parents, to meet

LRE = Least Restrictive Environment

supplementary aids and services cannot be achieved from the regular educational environment occurs only if the nature or severity of the disability is such that are nondisabled; and special classes, separate other care facilities, are educated with children who 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 education in regular classes with the use of schooling, or other removal of children with disabilities

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 2013-2014, Math included a knowledge and skills assessment for each student in grades 3-8 and 11; English Language Arts included a reading assessment for each student in grades 3-8 and 11.

District students with IEPs meeting or exceeding grade level standards  Oregon students with IEPs meeting or exceeding grade level standards  District students with IEPs meeting or exceeding alternate standards  Oregon students with IEPs meeting or exceeding alternate

nglish Language Arts	2013-2014	36%
Mathematics	2013-2014	31% 30% 24%

102-0107		2010-2014	
English Language Arts	×	Mathematics	S
Participation by Students with IEPs	is i	District	State Target
Statewide assessment		98.6%	95.0%
Regular statewide assessment	ment	94.9%	Note <sup>3</sup>
Regular statewide assessment with accommodations 1	ment	51.9%	Note <sup>3</sup>
Alternate statewide assessment measured against grade level standards	sment evel	I	Note <sup>3</sup>
Alternate statewide assessment measured against alternate achievement standards <sup>2</sup>	sment !e	3.6%	Note <sup>3</sup>

Note 4	Not Met	District AMO for progress / proficiency of students with IEPs
State Target	District	Annual Measurable Objective (AMO) District

Note	8	District identified with a significant discrepancy, by race or ethnicity, in rate of suspension / expulsion for more than 10 days; and, policies, procedures, or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards
Note	No	District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days
State Target	District	Suspension / Expulsion 2012-2013
69.0%	*	Enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment
53.0%	*	Enrolled in higher education or competitively employed
27.0%	*	Enrolled in higher education
State Target	District	Post-Secondary Outcomes Youth who are no longer in secondary school, had IEPs at the time they left school, and, within one year of leaving high school, were

## 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

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

## DISTRICT INFORMATION

which transition services were discussed, the student was invited and, if appropriate, a representative of any participating agency was invited with prior consent of the parent or student who has reached the age of majority	including courses of study, that will reasonably enable the student to meet the post-secondary goals; and annual IEP goals related to the student's transition services needs; and, the district provided evidence that, for the IEP team meeting in	Youth aged 16 and above with IEPs that included the following: appropriate, measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment: transition assessment:	Secondary Transition
	*		District
	100.0%		State Target
Parent Survey Results  Parents who report schools facilitated parent involvement as means of improving services and results 6	District identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Students Receiving Special Education Services
District * 13	Z	N <sub>o</sub>	District
State Target 41.0%	N <sub>O</sub>	N <sub>O</sub>	State Target

#### **Department of Education Notes**

- Data displayed reflect participation in regular statewide assessment (Oregon's general assessment) with one or more approved accommodations. For more information, see Oregon's approved accommodations at http://www.ode.state.or.us/wma/leachlearn/lesting/admin/2013-14-accommodations-manual.pdf.
- <sup>2</sup> 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).
- <sup>3</sup> All assessments are included in the 95% target above.
- <sup>4</sup> The state target is based on an annual percentage increase in the number of districts that met the criteria.
- 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.
- <sup>6</sup> All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey
- 13 Data displayed are Parent Survey data collected in 2011-2012 from a sampling of parents in your district.

For more information, please view documents at www.ode.state.or.us

Corbett SD 39 (2186)