

2012-2013 Special Education Report



April 2014

LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

The Eugene School District maintains a strong commitment to increasing achievement for all students, to closing the achievement gap and to increasing our graduation rates. We continue our work to ensure that all students have access to the general education curriculum, meet or exceed grade level standards and develop the skills necessary to ensure success in post-secondary education, in a chosen career, and as actively participating citizens.

Least Restrictive Environment

The Eugene School District provides a continuum of services to meet the needs of our students with IEPs. Over the last three years, we have made gains in providing opportunities for students with IEPs to receive instruction with their general education peers. We have continued to decrease the numbers of students being provided instruction in separate special education classrooms. We remain committed to providing access to general education in the least restrictive environment according to each student's IEP.

Academic Achievement

The district is committed to improving participation and performance on Oregon State Assessments. While there continues to be a large gap in the percentage of students with IEPs who meet or exceed standards, our students are making gains. The district continues to address closing this gap through initiatives such as access to the general education curriculum, targeted instructional interventions, and progress monitoring for student success.

High School Graduation, Dropout and Post-Secondary Outcomes

Increasing the graduation rate for students with IEPs (Individualized Educational Plans) is a high priority for the district. Our high schools provide specially designed instruction and supports to assist students on IEPs. The district also offers alternative education options for high school completion, transition specialists who provide vocational support, and independent living opportunities for students with IEPs (age 18–21) who finish high school without a regular diploma. We are showing good growth in the number of students accessing our Transitions training programs post high school.

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the eighth 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.

Rob Saxton, Deputy Superintendent of Public Instruction

DISTRICT INFORMATION

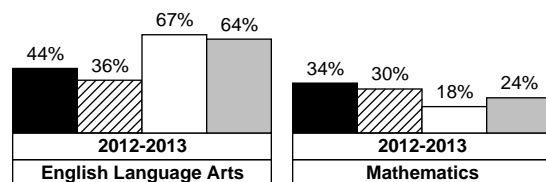
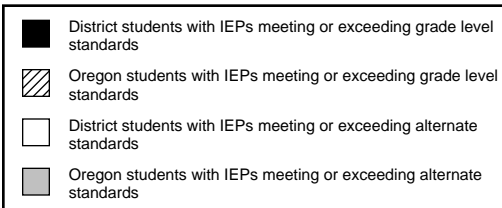
Students Graduating 2011-2012	District	State Target	Least Restrictive Environment	District	State Target
Students with IEPs graduating with regular diploma: four-year cohort rate	39.4%	67.0% or more	Students included in regular class 80% or more of day	67.6%	70.0% or more
Students with IEPs graduating with regular diploma: five-year cohort rate	52.1%	72.0% or more	Students included in regular class less than 40% of day	10.7%	10.8% or less
High School Dropout 2011-2012	District	State Target	Students served in public or private separate schools, residential placements, or homebound / hospital	1.0%	2.0% or less
Students with IEPs dropping out	5.5%	3.5% or less	Special Education		
Timeline for Eligibility	District	State Target	§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.		
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	98.4%	100.0%	LRE = Least Restrictive Environment		
IEP = Individualized Education Program A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.			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.		
Department of Education Notes -- No data available. * Not displayed because at least 6 students are needed to maintain confidentiality.					

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 2012-2013, 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.



Participation by Students with IEPs

	District	State Target
Statewide assessment	97.3%	95.0%
Regular statewide assessment	86.6%	Note ³
Regular statewide assessment with accommodations ¹	42.7%	Note ³
Alternate statewide assessment measured against grade level standards	--	Note ³
Alternate statewide assessment measured against alternate achievement standards ²	10.7%	Note ³

Annual Measurable Objective (AMO)

	District	State Target
District AMO for progress / proficiency of students with IEPs	Not Met	Note ⁴

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

	District	State Target
Enrolled in higher education	37.2%	27.0%
Enrolled in higher education or competitively employed	61.6%	53.0%
Enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment	74.4%	69.0%

Suspension / Expulsion 2011-2012

	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	Note ⁵
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	No	Note ⁵

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.

DISTRICT INFORMATION

Secondary Transition

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 services, 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 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

District	State Target
64.3%	100.0%

Students Receiving Special Education Services

District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

District identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

District	State Target
No	No
No	No

Parent Survey Results

Parents who report schools facilitated parent involvement as means of improving services and results⁶

District	State Target
32.9% ¹³	41.0%

Department of Education Notes

- ¹ 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/teachlearn/testing/admin/alt/ea/accommodations-manual-for-2012-2013.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 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.
- ⁶ 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.