How to Read the 2022-2023 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
Participation Rates for Students with IEPs (B3A)
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 IEP teams consider assessment options and assign the most appropriate statewide assessment available for each individual student with an IEP.

Proficiency Rates for Students with IEPs (B3B and B3C):
The graphs show the percentage of district students with IEPs, grades 4, 8 and 11, who met or exceeded the state standards on the Oregon Statewide Assessment System (OSAS) (formerly known as the Smarter Balanced Assessment (SBAC)) and Extended Assessment in English Language Arts (ELA) or Mathematics. The regular assessment, the OSAS, 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.

Gap in Proficiency for Students with IEPs (B3D)
The graphs show the gap in proficiency rates for students with IEPs as compared to all students on the Regular Assessment in grades 4, 8 and 11 in English Language Arts (ELA) or Mathematics. The Gap in Proficiency represents how the performance of students with IEPs compares to all students. Any gap is expected to decrease.

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 2014-2015, 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.

Graduation Rate
This graph shows the percentage of students with IEPs ages 14 through 21 graduating with a regular or modified diploma. Data are collected from each school district on June Special Education Exit Collection. The Graduation Rate is a percent of students' ages 14 through 21 reported as exiting for the following reasons: Graduation with Regular Diploma, Received Modified Diploma, Received a Certificate, Reached Maximum Age, Extended Diploma, and Dropped Out.

Dropout Rate
This graph shows the percentage of students with IEPs ages 14 through 21 that dropped out. Data are collected from each school district on the June Special Education Exit Collection.

The Dropout Rate is a percent of students' ages 14 through 21 reported as exiting for the following reasons: Graduation with Regular Diploma, Received Modified Diploma, Received a Certificate, Reached Maximum Age, Extended Diploma, and Dropped Out.

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.