

Notes for the 2016-2017 Special Education Report Cards Early Intervention Early Childhood Special Education (EI ECSE)

Timely EI Services

This table shows the percentage of infants and toddlers who receive early intervention services in a timely manner. Data are collected from each program through the System Performance Review & Improvement (SPR&I) process.

Timeline for EI IFSP

This table shows the percentage of eligible infants and toddlers for whom an evaluation, assessment, and initial Individualized Family Service Plan (IFSP) meeting was completed or was justified within 45 days. Data are collected from each program through the monthly EI/ECSE count.

Improved Outcomes in Positive Social-Emotional Skills

This table shows the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in positive social-emotional skills. Positive Social Emotional Skills are skills that are expected at a specific age in social and emotional development, including social relationships.

Data are collected through the University of Oregon, on behalf of the Oregon Department of Education (ODE). 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.

Improved Acquisition and Use of Knowledge and Skills

This table shows the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in the use of knowledge and skills. Knowledge and Skills are skills that are expected at a specific age in cognitive and communication development, including language, pre-math, and pre-literacy skills.

Data are collected through the University of Oregon, on behalf of the Oregon Department of Education (ODE). 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.

Improved Use of Appropriate Behaviors to Meet Needs

This table shows the percentages of infants and toddlers and preschool children that increased their rate of growth or met age expectations in the use of appropriate behaviors to meet needs. Appropriate Behaviors to Meet Needs are behaviors that are expected at a specific age in adaptive and motor development, including self-help skills.

Data are collected through the University of Oregon, on behalf of the Oregon Department of Education (ODE). 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.

Timeline for ECSE Eligibility

This table shows the percentage of children with parental consent to evaluate who were evaluated and eligibility determined within 60 school days. Data are collected from each program through the Child Find Indicator 11 collection.

Timely Transition

This table shows the percentages of children for whom the program met the Early Intervention (EI) to Early Childhood Special Education (ECSE) transition timeline components. Data are collected from each program through the System Performance Review & Improvement (SPR&I) process.

Individual Family Service Plan (IFSP)

This table shows the percentage of infants and toddlers aged birth to 1 and aged birth to 3 who have Individual Family Service Plans (IFSPs). These percentages are percentages of the total county population, based on census data. Data are collected from each program through the annual Special Education Child Count (SECC) and compared to US Census data.

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.

Services in Natural Environments

This table shows the percentage of infants and toddlers who primarily receive early intervention services in home or programs for typically developing children. Data are collected from each program through the Special Education Child Count (SECC) and reported through the System Performance Review & Improvement (SPR&I) process.

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.

Placement

This table shows the percentage of preschool children who receive the majority of their early childhood special education services in a regular early childhood program. This table also shows the percentage of children who receive their early childhood special education services in a separate special education class, separate school, or residential facility. Data are collected from each program through the Special Education Child Count (SECC) and reported through the System Performance Review & Improvement (SPR&I) process.

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.

Family and Parent Survey Results

Starting in 2005, a six-year cycling plan was used to ensure that each program was selected once every six years to collect parent survey results through a random sampling of parents of students with IEPs. In 2012, the six-year cycling plan began again. 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 programs was chosen every two years for EI/ECSE. 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.