

# School District Technical Manual 2018-2019

## At-A-Glance Special Education Profiles

Reports Available May 21, 2020

Oregon Department of Education Office of  
Enhancing Student Opportunities  
255 Capitol St. NE Salem,  
OR 97310-0203  
Phone: (503) 947-5600  
Fax: (503) 378-5156  
[ODE Website](#)



## Table of Contents

Background.....	1
Public Dissemination and Reporting.....	1
Introduction.....	2
Students We Serve .....	3
Data Collection.....	4
Definitions.....	4
Calculation Details .....	5
Additional information .....	5
Academic Achievement .....	6
Performance .....	6
Data Collection .....	7
Calculation Details.....	10
Additional Information.....	10
Participation.....	12
Data Collection .....	12
Definitions .....	12
Calculation Details.....	12
Oregon Targets (Measure of Interim Progress) .....	13
Additional Information.....	13
Eligibility Timeline.....	14
Data Collection.....	14
Definitions.....	15
Calculation Details .....	16
Additional Information .....	16
Improving Services.....	17
Special Ed. Eligibility.....	17
Data Collection .....	18
ECSE Sampling Plan .....	19
Survey.....	20
Calculation Details.....	20
Standard Setting.....	20
Additional Information.....	21
Transition.....	22
Secondary Transition .....	22
Data Collection .....	23
Definitions .....	24
Calculation Details.....	24
Additional Information.....	25
District Identification .....	26
Suspension/Expulsion .....	26
Definitions .....	28

School District Technical Manual 2018-2019

Calculation Details.....30  
Additional Information.....31

Students Receiving Special Education Services.....32

    Data Collection .....33  
    Definitions .....33  
    Calculation Details.....34  
    Additional information .....34

Academic Success .....36

    Data Collection.....36  
    Definitions and Frequently Asked Questions.....37  
    Calculation Details .....38  
    Additional information .....38

High School Dropout Rates .....39

    Data Collection.....39  
    Definitions and Frequently Asked Questions.....40  
    Calculation Details .....41  
    Additional information .....41

Outcomes .....42

    Data Collection.....43  
    Definitions.....43  
    Calculation Details .....44  
    Additional Information .....44

Narrative Collection.....45

## Background

The *School District Technical Manual* provides information about how data are collected and calculated for the Oregon 2018-2019 At-A-Glance Special Education Profiles, which are the report cards for each district.

The Individuals with Disabilities Education Act (IDEA) requires that each state develop a State Performance Plan (SPP) that:

1. evaluates the state's efforts to implement the requirements and purposes of IDEA, and
2. describes how the state will improve its implementation and results for children with disabilities on thirty-four indicators.

In addition, states are required to submit an Annual Performance Report (APR) on the results of the state's activities on these respective SPP indicators as well as describe progress or slippage in meeting the measurable and rigorous targets set in the SPP. The Oregon Department of Education (ODE), in collaboration with Oregon stakeholders, set the state targets that were approved by the Office of Special Education Programs (OSEP).

ODE submits SPP and APR annually to OSEP. The SPP and APR are posted on this [ODE website](#).

### Public Dissemination and Reporting

ODE reports annually to the public on the performance of each Oregon school district and each Oregon EI/ECSE county program with its annual production of public "Special Education Report Cards".

The Oregon Special Education Report Cards were designed to meet public reporting requirements for local education agencies as specified in the 2004 Individuals with Disabilities Education Act (IDEA):

- (1) Public report. (i)...the State must—(A) Report annually to the public on the performance of each LEA located in the State on the targets in the State's performance plan..., post the plan and reports on the SEA's Web site, and distribute the plan and reports to the media and through public agencies. 34 CFR §300.602(b)(1)

For more information, please visit this [U.S. Department of Education webpage](#).

Special Education Report Cards were first issued in March 2007. The Special Education Report Cards were developed to inform parents and the community about the performance of Oregon school districts and Oregon EI/ECSE county programs on twenty-one of the thirty-four SPP indicators. To serve as a guide to performance, data provided by each school district and program are displayed with the state targets. District and EI-ECSE Special Education Report Cards are posted on the [At-A-Glance School and District Profiles webpage](#).

## Introduction

The *School District Technical Manual 2018-2019* provides descriptive information pertinent to understanding the data displayed in the Special Education Report Cards. Data displayed in the reports are for certain SPP indicators, hereafter known as elements, relative to school districts.

### **Elements included in the 2018-2019 School District Special Education Report Cards:**

- Students Graduating: Four-Year and Five-Year Cohort Rates (*SPP Indicator B1*)
- High School Dropout (*SPP Indicator B2*)
- Least Restrictive Environment (*SPP Indicator B5*)
- Academic Achievement: Percentage of Students Meeting Standards (*SPP Indicator B3c*)
- Academic Achievement: Participation by Students with IEPs (*SPP Indicator B3b*)
- Parent Survey Results (*SPP Indicator B8*)
- Students Receiving Special Education Services (*SPP Indicators B9 & B10*)
- Timeline for Eligibility (*SPP Indicator B11*)
- Secondary Transition (*SPP Indicator B13*)
- Suspension / Expulsion (*SPP Indicator B4*)
- Post-Secondary Outcomes (*SPP Indicator B14*)

### **For each element the following components are covered:**

- Table Description
- Table Display
- State Targets
- Data Collection
- Definitions and/or Frequently Asked Questions
- Calculation Details
- Additional Information

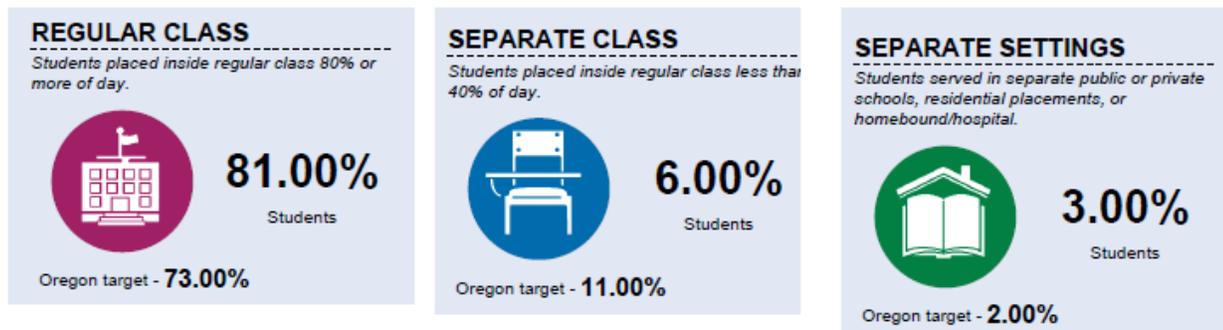
## Students We Serve

### Table Description

#### Least Restrictive Environment (LRE) 2018-2019

This table shows the district percentages for placements in the Least Restrictive Environment (LRE) compared to the state targets for placement. Students are placed in classes based on decisions by the student’s IEP team.

### Table Display



FFY	Measurable and Rigorous Target
<b>2014 (2014-2015) Revised</b>	<p>A. 72.0% of children with IEPs are included in the regular class 80% or more of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>B. 10.8% of children with IEPs are included in the regular class less than 40% of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>C. 1.8% of children with IEPs are served in public or private separate schools, residential placements, or homebound and hospital placements, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p>
<b>2015 (2015-2016) Revised</b>	<p>A. 72.0% of children with IEPs are included in the regular class 80% or more of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>B. 10.6% of children with IEPs are included in the regular class less than 40% of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>C. 1.8% of children with IEPs are served in public or private separate schools, residential placements, or homebound and hospital placements, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p>
<b>2016 (2016-2017) Revised</b>	<p>A. 73.0% of children with IEPs are included in the regular class 80% or more of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>B. 10.7% of children with IEPs are included in the regular class less than 40% of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>C. 1.8% of children with IEPs are served in public or private separate schools, residential placements, or homebound and hospital placements, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p>
<b>2017 (2017-2018) Revised</b>	<p>A. 73.0% of children with IEPs are included in the regular class 80% or more of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p> <p>B. 10.6% of children with IEPs are included in the regular class less than 40% of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.</p>

FFY	Measurable and Rigorous Target
	C. 1.8% of children with IEPs are served in public or private separate schools, residential placements, or homebound and hospital placements, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.
<b>2018 (2018-2019) Revised</b>	A. 73.0% of children with IEPs are included in the regular class 80% or more of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need. B. 10.6% of children with IEPs are included in the regular class less than 40% of the day, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need. C. 1.8% of children with IEPs are served in public or private separate schools, residential placements, or homebound and hospital placements, while ensuring a continuum of placement options is offered to students with disabilities, based on individual need.

### Data Collection

Data are collected annually from each school district through the Special Education Child Count (SECC). The SECC collects data about students eligible for special education services as of December 1.

- For this section of the Special Education Report Card, data reported for students aged 6–21 are used. Any student reported with Agency Serving Code 31(LTCT), 36 (YCEP), 37 (JDEP), 35 (ACEP) or 32 (Hospital) are excluded.

### Definitions

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 in the regular education classroom, i.e. students included in regular class 80% or more, regular class 40% to 79% or regular class less than 40%, or
- The particular setting where the student is served (public or private separate schools, residential placements, homebound or hospital).

#### Students included in the regular class 80% or more of day

These are students who are in the regular classroom for 80% or more of the school day.

#### Students included in the regular class less than 40% of day

These are students who are in the regular classroom less than 40% of the day.

#### Students served in public or private separate schools, residential placements, or homebound/hospital

*Public Separate School:* Students receive special education and related services more than 50% of the school day in separate public schools.

*Private Separate School:* Students receive their educational programs, at public expense, in a private separate school more than 50% of the school day.

*Public Residential Facility:* Students receive their educational programs in public residential facilities more than 50% of the school day and are residents of the facility during the school week.

*Private Residential Facility:* Students receive their educational programs in private residential facilities more than 50% of the school day and are residents of the facility during the school week.

*Homebound:* Students receive education programs in a homebound environment, includes students with disabilities placed in and receiving special education and related services in homebound programs.

*Hospital:* Students receive education programs in a hospital environment, including students with disabilities placed in and receiving special education and related services in hospital programs.

Public or Private Separate Schools and Public or Private Residential Facilities only include students who are served in programs that exclusively serve students with disabilities.

It should be noted that students in corrections, in home school, or parentally placed in private schools are not included in either regular class placement category or in the combined Public/Private/Homebound/Hospital placement category.

### Calculation Details

The formula used to calculate the percentage of students in a particular placement category is the number of students with IEPs in the placement category divided by the total number of students on IEPs.

The formula for calculating the percentage of *Students Included in the Regular Class 80% or More of the Day* is shown below.

$$\frac{\text{Number of Students on IEPs Included } > 80\%}{\text{Total Number of Students in district on IEPs}} \times 100$$

The formula for calculating the percentage of *Students Included in Regular Class Less than 40% of Day* is shown below.

$$\frac{\text{Number of Students on IEPs Included } < 40\%}{\text{Total Number of Students in district on IEPs}} \times 100$$

Public Separate School, Private Separate School, Public Residential Facility, Private Residential Facility, Homebound, and Hospital are combined into one Placement Category. The formula for calculating the percentage of *Students Served in Public/Private/Homebound/Hospital* is shown below.

$$\frac{\text{Number of Students on IEPs Served in Public/Private/Homebound/Hospital}}{\text{Total Number of Students in district on IEPs}} \times 100$$

### Additional information

[Special Education Child Count](#)

**Contact:** Jackie McKim (503) 947-5629 or [jackie.mckim@state.or.us](mailto:jackie.mckim@state.or.us)

## Academic Achievement

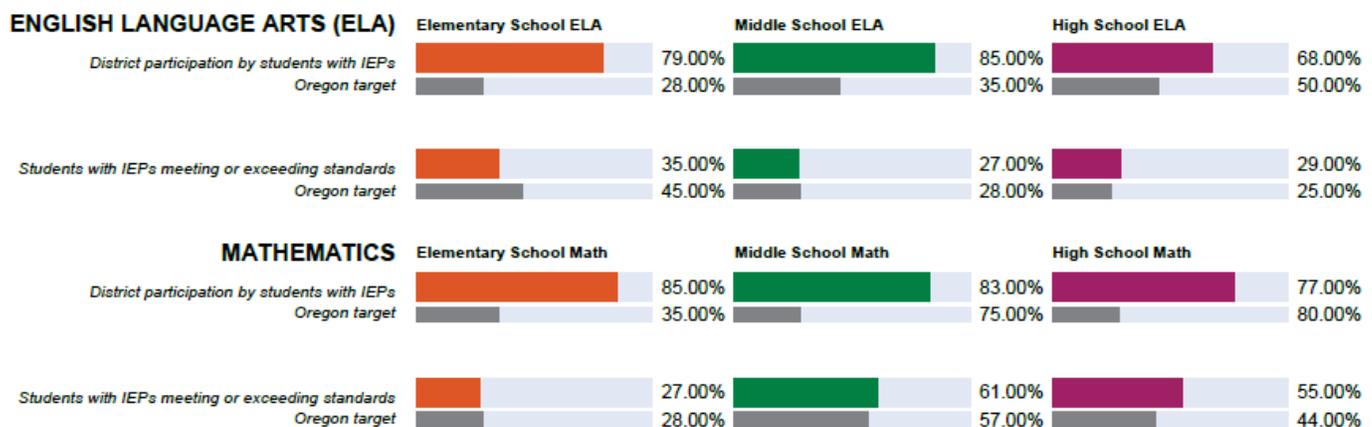
### Performance

#### Table Description

**Academic Achievement 2018-2019: Percentage of Students Meeting Standards** The graphs show the percentage of district students with IEPs grades 3-8 and 11 who met or exceeded the state targets on the Oregon Statewide Assessments during the last school year in English Language Arts (ELA) or Mathematics.

#### Table Display

##### Academic Achievement



### State Targets

FFY	Measurable and Rigorous Target
<b>2014 (2014-2015)</b>	<b>Performance (SBAC):</b> 40.0% of elementary, middle school and high school students with IEPs will meet AMO performance standards for math. 54.4% elementary, middle school and high school students with IEPs will meet AMO performance standards for ELA.
<b>2015 (2015-2016)</b>	<b>Performance (SBAC)</b> 40.0% of elementary, middle school and high school students with IEPs will meet AMO performance standards for math. 54.5% elementary, middle school and high school students with IEPs will meet AMO performance standards for ELA.
<b>2016 (2016-2017)*</b>	<b>Performance (SBAC):</b> 25.0% of elementary, middle school and high school students with IEPs will meet Measures of Interim Progress (MIP) targets for math. 28.0% elementary, middle school and high school students with IEPs will meet Measures of Interim Progress (MIP) targets for ELA.

FFY	Measurable and Rigorous Target
<p><b>2017 (2017-2018)*</b></p>	<p><b>Performance (SBAC):</b>                      32.0% of elementary, middle school and high school students with IEPs will meet Measures of Interim Progress (MIP) targets for math.                      35.0% elementary, middle school and high school students with IEPs will meet Measures of Interim Progress (MIP) targets for ELA.</p>
<p><b>2018 (2018-2019)*</b></p>	<p><b>Performance (SBAC and Alternate):</b>                      39.0% of elementary, middle school and high school students with IEPs will meet Measures of Interim Progress (MIP) targets for math.                      41.0% elementary, middle school and high school students with IEPs will meet Measures of Interim Progress (MIP) targets for ELA.</p>

\*Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by the Every Student Succeeds Act (ESSA). The MIP for English language arts (ELA) and mathematics achievement are available [online](#).

### Data Collection

The data displayed for Academic Achievement represents students with IEPs assessed with Statewide Assessments in grades 3-8 and 11 in Mathematics and in English Language Arts. Three grade spans are depicted as follows:

- Elementary includes grades 3 through 5
- Middle includes grades 6 through 8, and
- High is grade 11

In 2014-2015, the Smarter Balanced Assessments Consortium (SBAC) replaced the previous state tests (the Oregon Assessment of Knowledge and Skills (OAKS) Regular Assessment) in assessing Mathematics and English Language Arts. These new assessments were developed to align to Oregon’s Common Core State Standards. Delivered online, these tests include questions that adapt to each individual’s performance and feature new “Performance Tasks” that mimic real world application of students’ knowledge and skills.

### Definitions

Oregon’s Statewide Assessment System provides two types of assessments for students with disabilities:

1. the *Regular Assessment* which assesses students against grade level standards, and
2. the *Alternate Assessment* which assesses students with the most significant cognitive disabilities against alternate achievement standards. The alternate assessment is known as the Extended Assessment.

**Regular Assessment:** The regular assessment, the SBAC, allows for standard grade level assessment at the student’s enrolled grade with or without accommodations.

Accommodations are changes in procedures or materials that increase equitable access during statewide assessments. Assessment accommodations generate valid assessment results for students who need them. Accommodations for the SBAC are available only to students with documented Individualized Education Programs (IEPs) or Section 504 Plans.

Accommodations do not compromise the learning expectations, construct, grade-level standard or intended outcome of the SBAC assessment. For information regarding testing accommodations, refer to the [Oregon Accessibility Manual](#).

Modifications, on the other hand, are any practices or procedures that compromise the intent of the assessment through a change in the learning expectations, construct, or content that is to be measured, grade-level standard, or measured outcome of the assessment that is not an allowable accommodation. Any change from the standard administration that is not listed in the Oregon Accommodation Manual is considered a modification. Assessments taken under any modified condition are counted as non-participants in all state and federal accountability measures and reports, including Annual Measurable Objectives (for further information, see Section VII, Annual Measurable Objective).

For students with disabilities, assessment decisions, including the use of accommodations or modifications with the regular assessment, are made by the student's IEP team. For performance calculations, records for the regular assessment with modifications are considered invalid and are identified with CalcAdminCd = 3 or 5. These records were not included in the assessment data; therefore, there are no records in the performance calculations for students who were assessed using a modified assessment.

**Alternate (Extended) Assessment:** Oregon's Extended Assessments are alternate assessments designed specifically for students with the most significant cognitive disabilities. The decision to administer Oregon's Extended Assessment (the alternate assessment) can only be made by the student's IEP team. Extended Assessments are based on alternate achievement standards with content that is reduced in depth, breadth, and complexity.

Both administration options are linked to grade-level content that has been reduced in depth, breadth, and complexity. However, the scaffold administration option has been adjusted to provide additional supports for students with a demonstrated need (e.g., additional graphics or information presented prior to each item to facilitate student access).

In 2014-2015, students in grades 3 - 5 participated in the Elementary level Alternate Assessment, students in grades 6 - 8 participated in the Middle level Alternate Assessment, and students in grade 11 participated in the High level Alternate Assessment. For 2015-2016, the alternate assessment was redesigned to make necessary improvements.

- The most important was providing growth information just as the Smarter Balanced Assessment will provide for the regular assessment
- The English Language Arts assessment combines Reading and Writing.
- Separate grade level assessments will be administered to grades 3-8 and 11 for both Mathematics and English Language Arts. In addition only one version of the assessment will be available.

For the performance calculations, records for the alternate assessment can be identified with SrtTstTypCd = X and/or TstBnchCd = XE, XJ, or XH.

### Cut Scores

Cut scores used to determine if a student *met, exceeded, or did not meet* the standard can be found at the following [Achievement/Performance Standards Link](#).

### Assessment Data Fields

The assessment data fields used for the special education performance and participation calculations are listed below. Only the values listed are used for the calculations. For a list of all fields and valid values, refer to [Assessment Inclusion Rules for Accountability Reports](#) under Supporting Documents.

The Special Education Report Card/Profile includes test records of students enrolled on the first day in May as submitted by the district on the Third Period ADM Collection.

### Subjects/Grades:

- ELA (CE) -Grades 03, 04, 05, 06, 07, 08, 11
- Math (CM) -Grades 03, 04, 05, 06, 07, 08, 11

### Determining the SSID Best Score:

The Highest Resolved Score is the highest passing score from the current year assessments. The Highest Resolved Score for students enrolled in grade 11 on the first school day in May (as reported in the Third Period Cumulative ADM 2017-18collection) is the highest passing score from current year high school assessments and passing scores from prior year high school assessments.

### District Participation and Performance:

#### I. District Participation

##### A. Denominator (RCDistPartic = Y) where

- 1) SSIDBestScore = Y and
- 2) Included in Third Period Cumulative ADM Collection and enrolled on the first school day in May and
- 3) CalcAdmnCd = blank, 0, 1, 3, 5, 7, or X and
- 4) TstValidFg = V (virtual record)  
OR  
TstValidFg = Y (valid test)
- 5) SpEdFg = Special Education Flag = Y

##### B. Numerator Calculated where

- 1) (See Participation Denominator for District) and
- 2) CalcAdmnCd = blank or 0 and
- 3) TstValidFg = Y (valid test)  
OR  
(TstValidFg = V or N and LEPFg = B and TestSubj = CE)
- 4) SpEdFg = Special Education Flag = Y

##### C. Note: CalcAdmnCd = 1, 3, 5, 7, or X or TstValidFg = V will adversely affect Participation rating; CalcAdmnCd = 6, 8, or 9 omitted from denominator and numerator.

## II. District Performance

- A. Denominator (RCDistPrfrm = Y) where
- 1) (See Participation Numerator for District) and
  - 2) Exclude LEPFg = B or A(first year LEP with or without ELPA) and
  - 3) StayInDist<> N  
(Include only if enrolled for a Full Academic Year)
  - 4) SpEdFg = Special Education Flag = Y
  - 5) SrtTstTypCd = P, T, or X
- B. Numerator Calculated
- Use Performance Denominator and
- 1) PLGScore = 3 or 4 (Smarter Balanced)
  - 2) PLBScore = 3 or 4 (OAKS Extended)
  - 3) SpEdFg = Special Education Flag = Y
  - 4) SrtTstTypCd = P, T, or X

### **Calculation Details**

Student assessment records are attributed to the district that is listed in the ParticDistInstID field. The district listed in this field is accountable for the student's assessment performance and participation.

Percent in Grade Span =

Number of students with IEPs in Grade Span meeting or exceeding grade level or alternate standards / Number of students with IEPs in Grade Span who participated in the regular or alternate assessment and received a valid score X 100

### **Oregon Targets (Measure of Interim Progress)**

As part of Oregon's Every Student Succeeds Act (ESSA) plan the state submitted long term goals and Measures of Interim Progress (MIPs) for English language arts, mathematics, and graduation. The MIP are the annual targets for the Academic Achievement areas displayed on the At-A-Glance Profile. The MIP for English language arts (ELA) and mathematics from the approved Oregon ESSA Plan are available [online](#).

In order for a district to receive a determination of "Met," the following four areas are considered for each grade span displayed:

1. Mathematics Participation
2. English/Language Arts Participation
3. Math Performance
4. English

### **Additional Information**

[Assessment Information](#)

[Achievement/Performance Standards](#)

[Assessment Results](#)

[Test Administration](#)

[Alternate \(Extended\) Assessments](#)

[Spring Membership Information \(Third Period Cumulative ADM\)](#)

**Contacts:**

Alternate Assessments: Brad Lenhardt (503) 947-5755 or [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us)

Assessment: Jonathan Wiens (503) 947-5764 or [jon.wiens@state.or.us](mailto:jon.wiens@state.or.us)

Spring Membership: Robin Stalcup (503) 947-0849 or [robin.stalcup@state.or.us](mailto:robin.stalcup@state.or.us)

## Participation

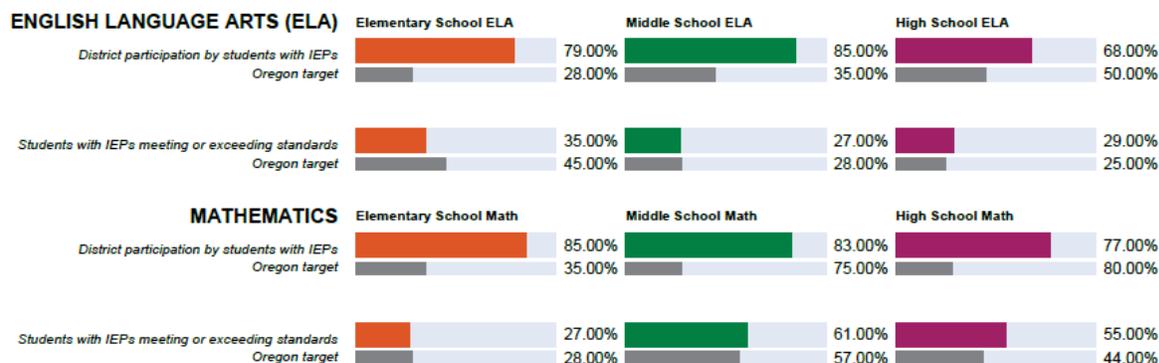
### Table Description

#### Academic Achievement 2018-2019: 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.

### Table Display

#### Academic Achievement



The participation rate of 95% was established for all Oregon students and matches the standard set for compliance with the Every Student Succeeds Act (ESSA) requirements.

FFY	Measurable and Rigorous Target
2014 (2014-2015)	<b>Participation:</b> 95% of students with IEPs will participate in the statewide assessments.
2015 (2015-2016)	<b>Participation:</b> 95% of students with IEPs will participate in the statewide assessments.
2016 (2016-2017)	<b>Participation:</b> 95% of students with IEPs will participate in the statewide assessments.
2017 (2017-2018)	<b>Participation:</b> 95% of students with IEPs will participate in the statewide assessments.
2018 (2018-2019)	<b>Participation:</b> 95% of students with IEPs will participate in the statewide assessments.

### Data Collection

The data for the Academic Achievement displays are collected through the Oregon Statewide Assessment process for students in the appropriate grades. Data are validated by school district personnel. For further descriptive information, see Section V. Academic Achievement: Data Collection.

### Definitions

Assessment Data Fields

See Section V. Academic Achievement: Assessment Data Fields

### Calculation Details

Student assessment records are attributed to the district that is listed in the

ParticDistInstID field. The district listed in this field is accountable for the student's assessment performance and participation.

Percent in Grade Span =

Number of students with IEPs in Grade Span participating in the regular, alternate or ELPA assessment / Number of students with IEPs in Grade Span who were counted as participants (See Section V. Academic Achievement: Assessment Details – District Participation and Performance) X 100

### **Oregon Targets (Measure of Interim Progress)**

See Section V. Academic Achievement: Oregon Targets (Measure of Interim Progress)

### **Additional Information**

[Assessment Information](#)

[Achievement/Performance Standards](#)

[Assessment Results](#)

[Test Administration](#)

[Alternate \(Extended\) Assessments](#)

[Spring Membership Information \(Third Period Cumulative ADM\)](#)

### **Contacts:**

Alternate Assessments: Brad Lenhardt (503) 947-5755 or [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us)

Assessment: Jonathan Wiens (503) 947-5764 or [jon.wiens@state.or.us](mailto:jon.wiens@state.or.us)

Spring Membership: Robin Stalcup (503) 947-0849 or [robin.stalcup@state.or.us](mailto:robin.stalcup@state.or.us)

# Eligibility Timeline

## Table Description

### Timeline for Eligibility 2018-2019

This table shows the percentage of students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days from July 1, 2018 to June 30, 2019.

## Table Display



## State Targets

	Measurable and Rigorous Target
<b>2014 (2014-2015)</b>	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
<b>2015 (2015-2016)</b>	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
<b>2016 (2016-2017)</b>	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
<b>2017 (2017-2018)</b>	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.
<b>2018 (2018-2019)</b>	100% of students with parental consent to evaluate will be evaluated and eligibility determined within 60 school days.

## Data Collection

Data are collected annually from each school district through the Child Find Indicator 11 Collection. The collection includes the number of children with parental consent to evaluate, whose initial evaluations for eligibility under IDEA were completed and the meeting to consider eligibility was conducted within the 60 school-day timeline,

regardless of the final eligibility determination. For any initial evaluations that exceed the 60 school-day timeline, the collection includes the range of days that evaluations were delayed beyond the timeline and the reasons for the delays.

This data collection relates to the IDEA Part B Child Find requirements. Districts collect and report data for the following:

- Children ages 3 – 21 whose parents have given written consent for evaluation to consider eligibility for *initial* special education and related services (including Early Childhood Special Education);
- Children approaching age three and currently receiving Early Intervention (EI) services who are being evaluated to determine eligibility for Early Childhood Special Education services;
- Students who have been referred, evaluated, and determined eligible or ineligible and whose prior Oregon eligibility was terminated by eligibility determination, relocation outside of the state, or revocation of parental consent;
- Children currently eligible for special education services in another state who are transferring to a new school district/program within Oregon and for whom parental consent is required an evaluation is necessary to establish initial Oregon eligibility.

For this collection, districts all students meeting the reporting criteria listed above for whom eligibility/non-eligibility were *completed* between July 1<sup>st</sup> and June 30<sup>th</sup> of each year. The data are collected annually at the end of each school year.

Note this collection does not include data for the following:

- Children ages birth through two years of age, receiving early intervention services (EI);
- Children ages 3-21 currently eligible under one special education category who are being evaluated for another or different special education category;
- Children currently eligible for special education services in Oregon who are transferring to a new school district/program within Oregon;
- Children currently receiving Early Childhood Special Education services in a disability category under OAR 581-015-2130 through 581-015-2180 who are transitioning to kindergarten.

## **Definitions**

*Timeline:* ODE defines the timeline as “within 60 school days” (state established timeline). The “60 school days” timeline begins on the date the parent signs consent. The IDEA Regulations established “school day means any day, including a partial day that children are in attendance at school for instructional purposes.”

*Initial Evaluation Consent Date:* The date of written parent/guardian consent for initial evaluation.

*Initial Eligibility Determination Date:* The date that eligibility (or ineligibility) was determined.

*Special Education Eligibility Flag:* This indicates whether or not a child was found eligible for

special education. Y = Yes, N = No.

*Timeline School Days:* The number of elapsed school days from initial evaluation consent date to special education eligibility determination date.

*Reason Timeline Not Met Type Code:* The code indicating the reason the 60-school day timeline was not met. If the 60-school day timeline was not met, one of the reasons must be selected:

2. Parent/guardian did not present child/student for testing (Comment Required)
3. Parent/guardian did not attend eligibility meeting
4. Initial testing results indicated need for additional testing not identified through initial evaluation planning
5. Delay by doctor/medical personnel (Comment Required)
6. Delay by district/program evaluation staff
7. Within extended timeline by written agreement for a transfer student
8. Within extended timeline by written agreement to determine if a student has a specific learning disability

Note: Records with 2 and 7 are excluded from the calculation. These records are not included in the numerator or denominator. Code 8 is included as met.

### **Calculation Details**

The formula used to calculate the percentage of students with parental consent to evaluate who were evaluated within 60 school days is shown below.

Numerator: Number of School Age children whose evaluations were completed within 60 school days = the total number of school-age children reported on the Child Find Indicator 11 collection with 0 for the Reason Timeline Not Met Type Code or Code 8.

Denominator: Number of School Age children for whom parental consent to evaluate was received = the total number of school-age children that were reported on the Child Find Indicator 11 collection that did not have 2 or 7 for the Reason Timeline Not Met Type Code.

Percent = [(Number of School Age children whose evaluations were completed within 60 school days) divided by (Number of School Age children for whom parental consent to evaluate was received)] \*100

### **Additional Information**

[Special Education Child Find](#)

**Contact:** Linda Brown (503) 947-5825 or [linda.brown@state.or.us](mailto:linda.brown@state.or.us)

# Improving Services

## Table Description

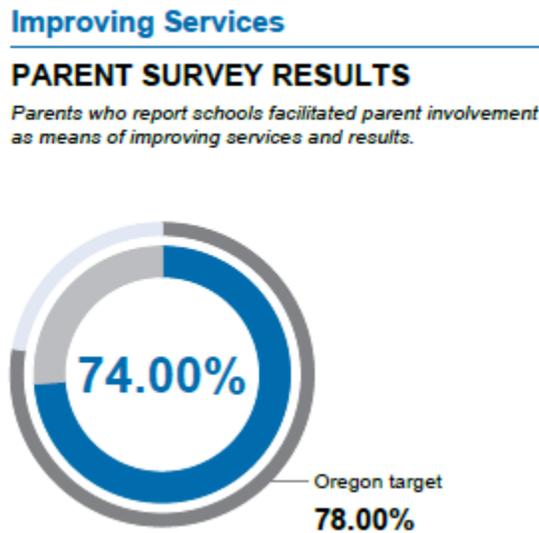
### Parent Survey Results 2018-2019

This table shows the percentage of parents who report schools facilitated parent involvement as a means of improving services and results.

The most recent parent survey results are displayed for each district.

## Special Ed. Eligibility

## Table Display



## State Targets

FFY	Measurable and Rigorous Target for the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
2015 (2015-2016)	Part B (619): 82.48% Part B (school age): 76.73%
2016 (2016-2017)	Part B (619): 82.68% Part B (school age): 77.73%
2017 (2017-2018)	Part B (619): 83.68% Part B (school age): 78.73%
2018 (2018-2019)	Part B (619): 85.68% Part B (school age): 81.23%
2019 (2019-2020)	Part B (619): 85.68% Part B (school age): 81.23%

## Data Collection

In 2015-16, a 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.

For the purposes of the parent survey, the December Special Education Child Count (SECC) is used to create a list of student addresses for the sampling frame. The contractor administering the parent survey mails a survey—along with a self-addressed, stamped return envelope—to each selected parent. Parents are also given the option to go online and complete the survey electronically. The contractor then analyzes data from the completed surveys and produces statistical reports showing the overall results for the state and each district, as well as showing the extent to which the population served is represented by the sample.

This plan allows for each district to receive results in a timely manner and better determine if their improvement activities are impacting parent involvement. It also ensures the state results represent the state as a whole. No district in Oregon has an enrollment of more than 50,000 students.

A representative group of districts was chosen for each of the three survey years. 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.

Each year, a sample of approximately 21,000 parents will be chosen. This large sample and the resulting response rate will allow for a very small margin of error at the state level. For each district, a stratified, representative group of parents will be selected to receive the parent survey. The number of parents chosen depends on the number of students with disabilities in the district, as indicated in the table below. The sample sizes selected ensure roughly similar margins of error across the different district sizes.

### Part B School-Age

Special Ed Enrollment	Sample Size
<1,000	All
1,000-1499	1000
1500-1999	1250
2000-3499	1750
3500-4999	2500
5000+	3500

For those districts with more than 1,000 students, and thus for which a sample was chosen, the population was stratified by district, school, grade, race/ethnicity, primary disability, and gender in order to ensure representativeness of the sample.

When calculating the state-level results, responses will be weighted by the student population

size (e.g., a district that has four times the number of students with disabilities as another district will receive four times the weight when computing overall state results).

### **ECSE Sampling Plan**

This plan allows for each county to receive results in a timely manner and better determine how the improvement activities they implement are impacting parent involvement. It also ensures that state results are representative of the state as a whole. No county in Oregon has an enrollment of more than 50,000 students.

A representative group of counties was chosen for each of the two survey years. When assigning counties to the survey year, counties were stratified by special education enrollment, race/ethnicity demographics, and socioeconomic level. Counties were then randomly assigned to one of the two survey years. Note: the same counties will be sampled for Part ECSE (B 619) and EI (Part C).

Each year, a sample of approximately 2,300 parents will be chosen. This large sample and the resulting response rate will allow for a very small margin of error at the state level. For each county, a stratified, representative group of parents will be selected to receive the parent survey. The number of parents chosen depends on the number of students with disabilities in the county, as indicated in the table below. The sample sizes selected ensure roughly similar margins of error across the different county sizes.

#### **Part B Preschool**

<b>Special Ed Enrollment</b>	<b>Sample Size</b>
<129	All
130-	110
170-	140
200-	160
230-	180
250-	200
401-	300
700-	380
900-	400
1,000+	600

For those counties that have more than 130 students, and thus for which a sample was chosen, the population was stratified by program, age, race/ethnicity, primary disability, and gender in order to ensure representativeness of the sample.

When calculating the state-level results, responses will be weighted by the student population size (e.g., a county that has four times the number of students with disabilities as another county will receive four times the weight when computing overall state results).

## Survey

The Oregon K-12 School District Survey and the Oregon ECSE (B 619) Preschool Survey were developed by a group of stakeholders in January 2015. These two surveys measure the extent to which the district/program facilitated parent involvement as a means of improving services and results for students with disabilities. The K-12 survey has 9 items; the ECSE (B 619) survey has 12 items.

For more information about the survey, contact Brad Lenhardt (503) 947-5755 or [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us).

## Calculation Details

The scores are based on a "percent of max" score. A percent of max score indicates the percentage of points the parent "awarded" to the district/program on certain items. For example, a parent who rated the district/program a "4" (Strongly Agree) on each of the selected items would receive a 100% score. This parent awarded the district/program the highest number of possible points. A parent who rated the district/program a "1" (Strongly Disagree) on each of the selected items would receive a 0% score. This parent rated the district/program the lowest number of possible points. A parent who rated the district/program a "3" (Agree) on each of the selected items would receive a 67% score. This parent awarded the district/program 67% of the total possible points. A parent who rated the district/program a "2" (Disagree) on each of the selected items would receive a 33% score. Note that there is more than one way of arriving at a particular score. For example, to get a 67% score, a parent might have circled response "3" (Agree) on each of the selected items, or that parent could have rated the district/program a "4" (Strongly Agree) on half the items and a "2" (Disagree) on half the items.

## Standard Setting

In November 2015, a group of stakeholders met to determine what score a parent would need to assign to the district/program on the parent survey in order for the district/program to meet the indicator on that particular survey. The group decided that a percent of max score of 67% would represent the minimum score that could be assigned for the district/program to meet the indicator. This represents a score where, on average, the parent agreed to each item on the survey. In addition, a parent can answer "Strongly Disagree" on any single item for the district/program to be classified as meeting the indicator on that particular survey.

Thus, to determine the state's overall Parental Involvement Percentage for the K-12 school district survey, the percentage of parents with a percent of max score of 67% or above AND with no "Strongly Disagree" ratings was calculated. This is based on all items on the survey (9 items for the K-12 survey and 12 items for the ECSE (B 619) survey).

The formula used to calculate the percentage of parents with a child receiving special education services who report that districts/programs facilitated parent involvement as a means of improving services and results for children with disabilities is shown below.

Percent = [(Number of respondent parents who report that districts/programs facilitated parent involvement as a

means of improving services and results for children with disabilities) divided by (Total number of respondent parents of children with disabilities participating in Part B section 619 or Part B)] times 100.

### **Additional Information**

**Contact:** Brad Lenhardt (503) 947-5755 or [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us)

# Transition

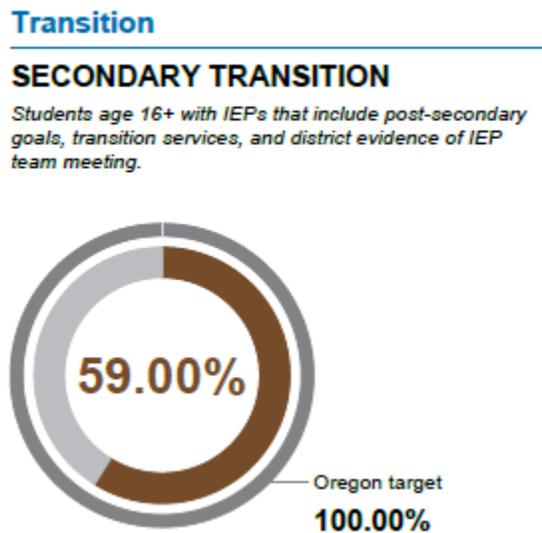
## Secondary Transition

### Table Description

#### Secondary Transition 2018-2019

This table shows the percentage of youth aged 16 and above with IEPs that included the following information: 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.

### Table Display



### State Targets

FFY	Measurable and Rigorous Target
2014 (2014-2015)	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary 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 those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

FFY	Measurable and Rigorous Target
<b>2015 (2015-2016)</b>	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary 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 those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
<b>2016 (2016-2017)</b>	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary 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 those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
<b>2017 (2017-2018)</b>	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary 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 those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
<b>2018 (2018-2019)</b>	100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary 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 those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

## Data Collection

Data are collected through the System Performance Review & Improvement (SPR&I) application. Districts report data for a predetermined number of student files selected for review. The number of files reviewed is based on district size. All districts in Oregon receiving IDEA funds are required to participate in this file review process annually.

Districts report compliance on each of eight transition standards. All files must be compliant in all eight standards to be counted as meeting secondary transition compliance. Beginning with the first IEP in effect when the student turns 16, student files must meet the following transition standards:

1. The IEP includes appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills.
2. The IEP contains Present Levels of Academic Achievement and Functional Performance including:
  - The student's preferences, needs, and interests.

- The results of age-appropriate transition assessments.
3. The IEP includes transition services needed to assist the student in reaching the post-secondary goals.
  4. The IEP includes courses of study needed to assist the student in reaching the post-secondary goals.
  5. The IEP contains a statement of measurable annual goals including academic & functional goals.
  6. IEP Team Meeting Notices must:
    - Invite the student.
    - Inform the parent and student that consideration of the postsecondary goals and transition services would be addressed.
    - Identify any other agency that would be invited to send a representative if appropriate.
  7. The student attended the IEP meeting, or if the student did not attend there is documentation that other steps were taken to ensure that the student's preferences, interests, and needs were considered as part of the IEP development.
  8. The district has documentation that the most recent IEP meeting included, to the extent appropriate and with the consent of the parent or adult student, a representative of any participating agency that was likely to be responsible for providing, or paying for transition services.

## Definitions

*Appropriate Measurable Postsecondary Goals:* Measurable goals that are based on age-appropriate transition assessment data, identify an outcome and not a process, include a timeline for completion, and are written to address the areas of education, training, employment, and independent living skills when appropriate. These goals focus on the years after high school.

*Annual Transition Goals:* Measurable, one-year goals that are based on the student's needs and are written to address the areas of academic and functional need, and reasonably enable the student to meet the post-secondary goals. These goals focus on the high school years.

*Transition Services:* Transition services needed to assist the student in reaching the post-secondary goals that must be in the areas of instruction, related service, community experience, development of employment, post-school adult living objectives, acquisition of daily living skills, and provision of a functional vocational evaluation.

*Courses of Study:* A multi-year description of coursework to achieve the student's desired post-secondary goals, from the student's current to anticipated exit year. The course of study should identify the courses that the student will take, whether special education or general education, that relate directly to helping the student meet his/her specific post-secondary goals.

## Calculation Details

Percent = [(Number of youth with IEPs aged 16 and above with an IEP that includes appropriate

measurable postsecondary 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 those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (Number of youth with an IEP age 16 and above)] times 100.

The target for compliance is 100%.

### **Additional Information**

[Secondary Transition webpage](#)

[Oregon Standard IEP information](#)

[Systems Performance Review & Improvement \(SPR&I\)](#)

**Contact:** Sally Simich (503) 947-5639 or [sally.simich@state.or.us](mailto:sally.simich@state.or.us)

# District Identification

## Suspension/Expulsion

### Table Description

#### Suspension / Expulsion (Reporting Year 2018-2019 using 2017-2018 data)

This table shows:

- whether the district was identified with a significant discrepancy in the rate of suspension/expulsion for more than 10 days by students with IEPs as compared to students without IEPs (SPP Indicator B4A). As a result of the Consolidated Plan review by ODE, districts with a significant discrepancy were required to complete a Consolidated Plan that includes a section dedicated to suspension and expulsion. Districts with policies, procedures, or practices contributing to the significant discrepancy, and/or districts that have identified noncompliance as a result of the Consolidated Plan review were required to submit an action plan within each district’s Consolidated Plan that identifies at least one goal, one activity, and one policy revision to address significant discrepancies in the areas of suspension and expulsion; and
- whether the district was identified with a significant discrepancy, by race or ethnicity, in rate of suspension/expulsion for more than 10 days; and had policies, procedures or practices that 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 (SPP Indicator B4B). As a result of the Consolidated Plan review by ODE, districts with a significant discrepancy to complete a Consolidated Plan that includes a section dedicated to suspension and expulsion. Districts with policies, procedures, or practices contributing to the significant discrepancy, and/or districts that have identified noncompliance as a result of the Consolidated Plan review were required to submit an action plan within each district’s Consolidated Plan that identifies at least one goal, one activity, and one policy revision to address significant discrepancies in the areas of suspension and expulsion

### Table Display



## State Targets

### B4A

FFY	Measurable and Rigorous Target
2016 (Reporting year 2016-2017) using 2015-2016 data	68.65% or fewer districts have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
2017 (Reporting year 2018-2019) using 2016-2017 data	68.15% or fewer districts have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
2018 (Reporting year 2017-2018) using 2017-2018 data	67.65% or fewer districts have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

### B4B

FFY	Measurable and Rigorous Target
2014 (Reporting year 2014-2015) using 2013-2014 data	0% of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that 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.
2015 (Reporting year 2015-2016) using 2014-2015 data	0% of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that 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.
2016 (Reporting year 2016-2017) using 2015-2016 data	0% of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that 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.
2017 (Reporting year 2017-2018) using 2016-2017 data	0% of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that 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.
2018 (Reporting year 2018-2019) using 2017-2018 data	0% of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that 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.

## **Data Collection**

Data are collected annually from each school district on the Discipline Incidents Collection and the December Special Education Child Count (SECC). Data from Fall Membership and SPR& I are also used. Fall Membership data are compiled from first period Cumulative ADM collection. SPR&I collects Consolidated Plan review data for SPP Indicator B4B.

Discipline Incidents: The Discipline Incidents Collection gathers data on suspensions, expulsions, and removals of 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 Report Cards, only out-of-school suspension and expulsion data for students ages 5-21 are used to determine significant discrepancy.

SECC: The SECC is a count of students eligible for special education services on December 1 of each year. For purposes of the Special Education Report Cards, only data for students ages 5-21 are used.

Fall Membership (from first period Cumulative ADM collection): All students enrolled on the first day in October are counted in Fall Membership. For the purposes of the Special Education Report Cards, only data for students ages 5-21 are used.

SPP Indicator B4B is established in two parts. The first part is indicated by data from Discipline Incidents, SECC and Fall Membership to establish significant discrepancy. For the second part, ODE requires each district identified as significantly discrepant to complete a formal Consolidated Plan. Based on the outcome of the Consolidated Plan, a district with significant discrepancy is then required to complete an action plan within their Consolidated Plan that addresses findings made by ODE.

## **Definitions**

### Special Education Report Card Values

*Yes* = the district has been identified as having a significant discrepancy.

*No* = the district has not been identified as having a significant discrepancy.

### Significant Discrepancy Definition

*B4A*: The agency is flagged (identified with significant discrepancy) if there are 4 or more IDEA-eligible students with greater than 10 days suspension/expulsion and a rate ratio >2.0 exists for IDEA-eligible students. As a result of the Policy-to-Practice review by ODE the district is required to complete a Corrective Action Plan (CAP) addressing findings made by ODE.

*B4B*: The agency is flagged (identified with significant discrepancy) if 1) there are 5 or more IDEA- eligible students with greater than 10 days suspension/expulsion and a rate ratio >2.0 exists for IDEA-eligible students, *and* 2) as a result of the Policy-to-Practice review by ODE the district is required to complete a Corrective Action Plan (CAP) addressing findings made by ODE.

## Discipline Incidents Collection Definitions

### *Special Education Flag:*

*Yes* = the student did have an active IEP and was receiving special education services at the time of the disciplinary action.

*No* = the student did not have an active IEP and/or was not receiving special education services at the time of the disciplinary action.

Note: Only the records with a *Yes* for the Special Education Flag are included in the count of Discipline Days for each student.

*Primary Offense Type Code:* Code describing the primary offense perpetrated by the student during the incident.

*Primary Weapons Offense Type Code:* Code describing the primary weapon in the student's possession during the incident.

*Discipline Days:* The number of school days associated with the disciplinary action taken. Suspensions up to a ½ day are counted as .5 and suspensions more than ½ day are counted as 1. Note: If a suspension/expulsion extends past June 30, it will be counted only in the school year that the incident occurred.

*Discipline Action Type Code:* Code describing the disciplinary action taken against the student as a result of the incident.

1 = Expulsion

3 = Out-of-School Suspension

5 = Removal to an Alternative Educational Setting

These are the only discipline action type codes that are included in the count of Discipline Days for each student. Note: All information included in this Technical Manual is explained in further detail in the [Discipline Incidents Manual](#).

**Expulsion:** An action taken by the local educational agency that removes a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer, in accordance with local educational agency policy. Removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days are included.

Note: All records reported with a *Discipline Action Type of Expulsion Code = 1* are included in the count of Discipline Days for each student.

**Out-of-School Suspension:** Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.

Note: All records reported with a *Discipline Action Type of Out-of-School Suspension Code = 3* are included in the count of Discipline Days for each student.

**Removal to an Alternative Educational Setting:** Instances in which school personnel (not the IEP team) order the removal of a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting.

Unilateral removals do not include decisions by the IEP team to change a student's placement.

Any records reported as *Removals to an Alternative Educational Setting Code = 5* are included with the out-of-school suspension/expulsion records if they were reported with the following Primary Offense Type codes:

(PrimOffnsTypCd = '3700' & PrimWpnTypCd <> '0021')

OR

(PrimOffnsTypCd = '1000', '1100', '1200', '1400', '1500', '1700', '1800', '1900', '2100', '2200', '2300', '2400', '2500', '2600', '2700', '2900', '3000', '3100', '3200', '3300', '3400', '3500', '3600', '8000', or '9000')

Note: All information included in this Technical Manual is explained in further detail in the [Discipline Incidents Manual](#).

## Calculation Details

### Suspensions and Expulsions Exceeding 10 Days

The count of discipline days for out-of-school suspensions, expulsions, and removals is cumulative for each student. Single or multiple instances throughout the school year for the same student attending the same school district are counted together.

Records Used for Calculating the Cumulative Number of Days for Each Student:

(SpEdFg = 'Y' & DsplnActnTypCd = '1' or '3')

OR

(SpEdFg = 'Y' & DsplnActnTypCd = '5' & PrimOffnsTypCd = '3700' & PrimWpnTypCd ≠ '0021')

OR

(SpEdFg = 'Y' & DsplnActnTypCd = '5' & PrimOffnsTypCd = '1000', '1100', '1200', '1400', '1500', '1700', '1800', '1900', '2100', '2200', '2300', '2400', '2500', '2600', '2700', '2900', '3000', '3100', '3200', '3300', '3400', '3500', '3600', '8000', or '9000')

If the discipline days for the instances add up to more than 10 discipline days, the student is counted as a student with suspensions/expulsions exceeding 10 days. The count of students with suspensions/expulsions exceeding 10 days for each district is used in the calculation below.

### **B4A:**

The agency is identified with significant discrepancy if the following two conditions apply:

1. There are 4 or more IDEA-eligible students with greater than 10 days suspension/expulsion and
2. A rate ratio >2.0 exists for IDEA-eligible students

Agencies identified with significant discrepancy have a Yes displayed on the Special Education Report Cards.

### Rate Ratio Calculation

For a detailed description of the rate ratio calculation, see [Measuring Significant Discrepancy: An Indicator B4 Technical Assistance Guide](#) published by the IDEA Data Center.

### **B4B:**

The agency is identified with significant discrepancy by race/ethnicity, if the following three conditions apply:

1. There are 5 or more IDEA-eligible students, in a specific race/ethnicity, with greater than 10 days suspension/expulsion,
2. a rate ratio  $>2.0$  exists for IDEA-eligible students and
3. policies, procedures or practices contribute to the significant discrepancy and do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Agencies identified with significant discrepancy have a Yes displayed on the Special Education Report Cards.

### Rate Ratios Calculation

For a detailed description of the rate ratio calculation, see [Measuring Significant Discrepancy: An Indicator B4 Technical Assistance Guide](#) published by the IDEA Data Center.

### **Additional Information**

[School Discipline, Bullying, Restraint and Seclusion](#)

**Contact:** Lisa Bateman (503) 947-5655 or [lisa.bateman@ode.state.or.us](mailto:lisa.bateman@ode.state.or.us)

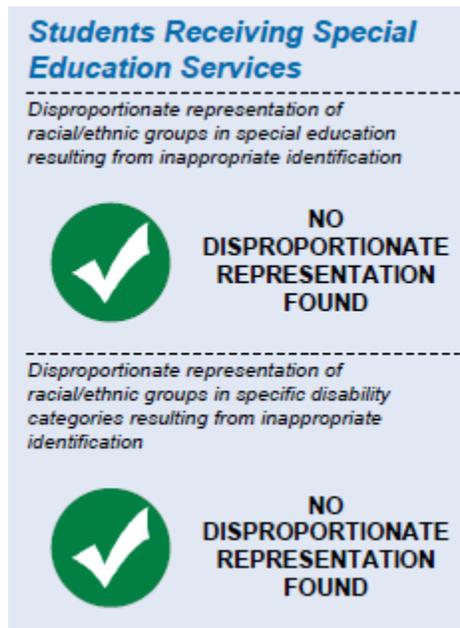
## Students Receiving Special Education Services Table Description

### Students Receiving Special Education Services 2018-2019

This table shows whether the district was identified with disproportionate representation of

- students with IEPs in racial/ethnicity categories are compared to students without IEPs in racial/ethnicity categories.
- students with IEPs in racial/ethnicity and specific disability categories are compared to students without IEPs in racial/ethnicity categories.

### Table Display



### State Targets

Disproportionate representation of racial and ethnic groups in special education and related services:

FFY	Measurable and Rigorous Target
<b>2014 (2014-2015)</b>	0 percent of districts in Oregon are identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2015 (2015-2016)</b>	0 percent of districts in Oregon are identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2016 (2016-2017)</b>	0 percent of districts in Oregon are identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2017 (2017-2018)</b>	0 percent of districts in Oregon are identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2018 (2018-2019)</b>	0 percent of districts in Oregon are identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

## Data Collection

Data are collected annually from First Period Cumulative ADM Collection, Special Education Child Count (SECC), and the System Performance Review & Improvement (SPR&I) process.

- The First Period Cumulative ADM Collection is used to create the Fall Membership Report. All students, regular and special education, who were enrolled on the first school day in October, are counted in the Fall Membership Report. Ultimately, it is the data from the Fall Membership Report that is used.
- The SECC is a count of students eligible and receiving for special education services on December 1 of each year.
- The SPR&I process collects data annually from each district. Based on the data provided for the SECC and Fall Membership Report, percentages and weighted risk ratios are calculated by ODE. Through the SPR&I process, a district is required to analyze the Ethnicity and Disability by Ethnicity data, if the district does not meet the state targets for the categories outlined. The information provided by the district in the analysis worksheet is evaluated by ODE to determine if the district has provided sufficient analysis and to ensure that the district is appropriately identifying students eligible for special education services. If a district is identified by ODE as inappropriately identifying students, the district is required to review its policies, procedures, and practices.

## Definitions

### Special Education Report Card Values

*Yes* = The district has been identified as having a disproportionate representation of racial and ethnic groups in special education and related services or specific disability categories that is the result of inappropriate identification.

*No* = The district has not been identified as having a disproportionate representation of racial and ethnic groups in special education and related services or specific disability categories that is the result of inappropriate identification.

### Race/Ethnicity Definitions

*Ethnicity Categories (Data collections include only one ethnicity category):*

*Hispanic/ Latino Ethnicity:* A student of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, *Spanish origin*, can be used in addition to *Hispanic* or *Latino*.

*Race Categories (Data collections include six race categories):*

*American Indian/Alaskan Native Race:* A student having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

*Asian Race:* A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

*African American Race:* A student having origins in any of the black racial groups of Africa.

White *Race*: A student having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Native Hawaiian/Other Pacific Islander *Race*: A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Note that each student is associated with one of seven aggregate race/ethnicity categories as follows:

- 1) Hispanic/Latino of any race = Hispanic
- 2) American Indian or Alaskan Native, Non-Hispanic = Native American
- 3) Asian, Non-Hispanic = Asian
- 4) Black or African American, Non-Hispanic = Black
- 5) Native Hawaiian or Other Pacific Islander, Non-Hispanic = Pacific Islander
- 6) White, Non-Hispanic = Caucasian
- 7) Multi-Racial, Non-Hispanic - Two or more races = Multi-Racial

### **Calculation Details**

Data for students aged 6-21 are used in order to comply with OSEP reporting requirements.

#### Special Education Child Count (SECC)

- *Ages*: 6-21
- *Exclusions*: Students served by Long-Term Care and Treatment facilities, Youth Corrections Education Programs, Juvenile Detention Education Programs, Adult Correction Education Programs, and Hospitals are excluded from the percentage and weighted risk ratio calculations.

#### Fall Membership:

- *Ages*: 6-21
- *Exclusions*: Student counts for institutions not considered actual school districts (e.g. ESDs, ODE) are not included in district totals. However, these counts are included in the total state count.

#### Risk Ratio Calculation

For a detailed description of the risk ratio calculation, see [Significant Disproportionality](#).

Districts that are flagged in SPR&I for either disproportionality indicator are required to complete a guided self-analysis and, if necessary, a formal policy-to-practice review. Districts may be justified due to unique characteristics through either the guided self-analysis worksheet or policy-to-practice review. If a district is flagged, but then is justified due to unique characteristics, the district display is *No* on the Special Education Report Card for the corresponding disproportionality indicator. If a district is flagged and is not justified due to unique characteristics, the district display is *Yes* on the Special Education Report Card for the corresponding disproportionality indicator.

### **Additional information**

#### [Special Education Child Count \(SECC\)](#)

[Student Enrollment Reports \(Fall Membership\)](#)  
[Systems Performance Review & Improvement \(SPR&I\)](#)

**Contacts:**

Significant Disproportionality:

Eric Wells, 503-947-5978 or [Eric.Wells@state.or.us](mailto:Eric.Wells@state.or.us)

James Foutch, 503-947-5776 or [James.Foutch@state.or.us](mailto:James.Foutch@state.or.us)

SECC: Jackie McKim (503) 947-5629 or [jackie.mckim@state.or.us](mailto:jackie.mckim@state.or.us)

Fall Membership: Robin Stalcup (503) 947-0849 or [robin.stalcup@state.or.us](mailto:robin.stalcup@state.or.us)

# Academic Success

## Table Description

### Students Graduating 2017-2018

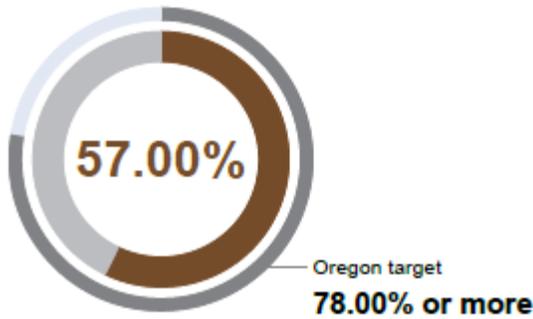
This table shows the percentage of students with IEPs graduating with a regular diploma during the 2017-2018 school year. Both the four-year and five-year cohort graduation rates are displayed.

## Table Display

### Academic Success

#### ON-TIME GRADUATION

*Students with IEPs earning a regular or modified diploma within four years.*



## State Targets

FFY	Measurable and Rigorous Target
2014 (2014-2015 Reporting Year) using 2013-2014 data	The ESEA 4-year cohort graduation rate for students with disabilities is 67% or greater. The ESEA 5-year cohort graduation rate for students with disabilities is 72% or greater
2015 (2015-2016 Reporting Year) using 2014-2015 data	The ESEA 4-year cohort graduation rate for students with disabilities is 75% or greater. The ESEA 5-year cohort graduation rate for students with disabilities is 80% or greater
2016 (2016-2017 Reporting Year) using 2015-2016 data	The ESEA 4-year cohort graduation rate for students with disabilities is 78% or greater. The ESEA 5-year cohort graduation rate for students with disabilities is 82% or greater
2017(2017-2018 Reporting Year) using 2016-2017 data	The ESEA 4-year cohort graduation rate for students with disabilities is 81% or greater. The ESEA 5-year cohort graduation rate for students with disabilities is 84% or greater
2018(2018-2019 Reporting Year) using 2017-2018 data	The ESEA 4-year cohort graduation rate for students with disabilities is 84% or greater. The ESEA 5-year cohort graduation rate for students with disabilities is 86% or greater

## Data Collection

Data for high school completers and early leavers are collected annually from each school district through the Cumulative ADM collection. All enrollment, high school completer, and early leaver events are reported. Cumulative ADM records are used to help determine the last

enrolled, diploma-granting institution and the student's outcome.

- The Cohort graduation rate is the percent of students with disabilities who receive a regular or modified diploma within four or five years of entering high school.
- Students identified as special education at any time during their four or five years in the cohort are considered as special education students for the graduation rate calculations.

## **Definitions and Frequently Asked Questions**

### **Four-Year Special Education Cohort Graduation Rate**

For the 2017-2018 At-A-Glance Special Education Report Cards, using 2016-2017 data, the four-year special education cohort is made up of the special education students who first entered high school in 2013-2014. 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 four-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 within four years by the total number of special education students in the adjusted cohort.

### **Five-Year At-A-Glance Special Education Cohort Graduation Rate**

For the 2017-2018 At-A-Glance Special Education Report Cards, using 2016-2017 data, the five-year special education cohort is made up of the special education students who first entered high school in 2012-2013. 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, moved 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 within five years by the total number of special education students in the adjusted cohort.

**What graduation rates are calculated for the 2017-2018 At-A-Glance Special Education Report Cards?** ODE calculates both the 4-year and 5-year cohort graduation rates. Schools and districts meet if they meet or exceed the graduation target for the 4-year rate or the 5-year rate.

**How are special education students identified in the four-year and five-year cohort rates?** All students who have been identified as students with disabilities at any time during the four years for the four-year cohort rate or five years for the five-year cohort rate are reported as special education in the cohort graduation rate. Student with Disabilities: As described in ORS 581-015-2000, a student who requires special education because of autism; communication disorders; deaf-blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness. Students with disabilities must have an Individualized Education Program (IEP).

### **How are the cohort rates different from previously reported graduation rates?**

Beginning with the 2015-16 rates, ODE made two major changes to the calculation of graduation rates. The rates displayed are not comparable to rates published for prior years.

Oregon law requires school districts to offer two standard diplomas: the Oregon diploma (“Regular High School Diploma” in data collections) and the modified diploma. Based on the determination that a modified diploma meets the requirements for financial aid eligibility – i.e. that it is the recognized equivalent of a high school diploma – ODE includes the modified diploma along with other standard diplomas when calculating the four and five year cohort graduation rates, beginning with the 2015-16 rates. Extended Diplomas, Adult High School Diplomas, and GEDs will continue to be included as completers, but not as graduates.

School Boards may establish additional diploma requirements beyond the minimum laid out in OAR 581-022-1130, including the establishment of multiple “tiers” of regular diplomas. Eligible students may be claimed for state school funding after meeting the requirements to receive a regular diploma as long as a) the diploma has not been awarded, and b) they are pursuing (and have not yet satisfied requirements for) at least one of the diploma tiers approved by the district’s school board. Beginning with the 2014-15 rates, students who have satisfied requirements for at least one type of standard diploma recognized by their district are included as graduates irrespective of whether or not a diploma has been awarded. See Guidance for additional information.

### Calculation Details

*The Special Education Four-Year Cohort Graduation Rate formula is shown below.*

$$\frac{\text{Number of Special Education Students in Adjusted Cohort that Earned Regular + Modified Diplomas by August 2015}}{\text{Number of Special Education First-Time 9}^{\text{th}} \text{ Graders in 2013-2014, Adjusted for Transfers In and Out}} \times 100$$

Number of Special Education First-Time 9<sup>th</sup> Graders in 2013-2014, Adjusted for Transfers In and Out

*The Special Education Five-Year Cohort Graduation Rate formula is shown below.*

$$\frac{\text{Number of Special Education Students in Adjusted Cohort that Earned Regular + Modified Diplomas by August 2015}}{\text{Number of Special Education First-Time 9}^{\text{th}} \text{ Graders in 2012-2013, Adjusted for Transfers In and Out}} \times 100$$

Number of Special Education First-Time 9<sup>th</sup> Graders in 2012-2013, Adjusted for Transfers In and Out

### Additional information

[Student Enrollment Reports](#)

[Cohort Graduation Rate](#) (Includes summary reports and policy and technical manuals)

[Dropout Rates in Oregon High Schools](#)

### Contacts:

Sally Simich (503) 947-5639 or [sally.simich@state.or.us](mailto:sally.simich@state.or.us)

Robin Stalcup (503) 947-0849 or [robin.stalcup@state.or.us](mailto:robin.stalcup@state.or.us)

# High School Dropout Rates

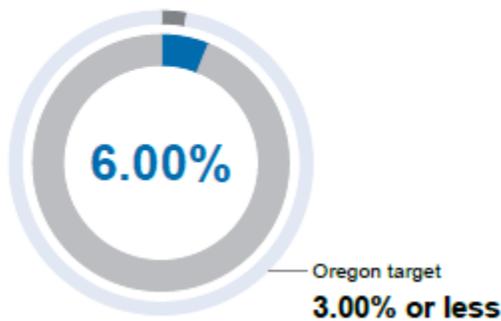
## Table Description

### High School Dropout 2017-2018

This table shows the percentage of students in Grades 9-12 that dropped out of school during the 2017-2018 school year. Table Display

### HIGH SCHOOL DROPOUT RATE

*Students with IEPs dropping out of high school.*



## State Targets

FFY	Measurable and Rigorous Target
2014 (2014-2015 Reporting Year) using 2013-2014 data	The dropout rate for students with disabilities will decrease to 3.4%.
2015 (2015-2016 Reporting Year) using 2014-2015 data	The dropout rate for students with disabilities will decrease to 3.4%.
2016 (2016-2017 Reporting Year) using 2015-2016 data	The dropout rate for students with disabilities will decrease to 3.2%.
2017 (2017-2018 Reporting Year) using 2016-2017 data	The dropout rate for students with disabilities will decrease to 3.2%
2018 (2018-2019 Reporting Year) using 2017-2018 data	The dropout rate for students with disabilities will decrease to 3.1%

## Data Collection

Data are collected annually from each school district on the Cumulative ADM collection. Data from Fall Membership are also used in calculating the dropout rates.

- The dropout calculation uses dropout data for students who dropped out of grades 9-12 between July 1, 2017, and June 30, 2018.
- Fall Membership is a count of the number of students enrolled in Oregon school districts

as of October 1. Fall Membership data come from first period Cumulative ADM. All students in public schools and programs are included.

## **Definitions and Frequently Asked Questions**

### **Dropout**

Dropouts are early leavers who left school before earning an Oregon diploma and meet the criteria for “dropout leaver.” A dropout leaver:

- Has withdrawn from school. and
- Has not received a regular, modified, extended, or adult high school diploma;
- Has not received a GED certificate

As defined in ORS 339.505, dropout does not include a student who has transferred to another educational system or institution that leads to graduation; a student who is deceased; a student who is participating in home school, private school, approved public or private education program, alternative education program, or hospital education program; a student who is residing in a Department of Human Services facility, a shelter care program, or in a juvenile detention facility; a student who is enrolled in a foreign exchange program; a student who is temporarily absent from school because of suspension, a family emergency, or severe health or medical problems; or a student who has received a GED certificate.

### **Fall Membership**

The count of students enrolled as of October 1. This count includes 5th-year seniors (shown as 12th graders) and students placed in an alternative program, regardless of where the student attends.

### **One-Year Statewide Dropout Rate**

The one-year statewide dropout rate is based on the National Center for Education Statistics (NCES) formula. The federally approved NCES formula for the dropout rate is calculated by dividing the number of dropouts (for grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12. The decimal that results from this calculation is multiplied by 100 to get the dropout rate.

### **Is the NCES dropout rate related to the 4-year or 5-year cohort graduation rate?**

No. The federal government requires states to use the NCES one-year dropout calculation for accountability purposes. The federally approved NCES formula for the dropout rate is calculated by dividing the number of dropouts (for grades 9-12) by the number of students reported on Fall Membership for grades 9-12. A dropout is defined as a student who withdrew from school and did not graduate or transfer to another diploma-granting school. The NCES dropout rate is not comparable to the non-completer definition in the cohort rate, and the single-year dropout rate is not the inverse of the cohort graduation rate. To be excluded from the dropout rate, a student can be enrolled after four years, can receive a GED, or can finish high school with an adult high school diploma or alternative certificate. None of these conditions are allowed in the cohort graduation rate.

All information provided in the *Definitions* section of this manual is explained in further detail in

the [Cohort Graduation Rate Policy and Technical Manual](#) and [Dropout Rate and Exit Adjustment Policy and Technical Manual](#).

### **Calculation Details**

The calculation for the one-year special education dropout rate is the same as the calculation for all students. However, the numerator is the number of students identified as special education during the year they became dropouts (for grades 9-12) and the denominator is the number of special education students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12. The decimal that results from this calculation is multiplied by 100 for the dropoutrate.

*The 2017-2018 Special Education Dropout Rate formula is shown below.*

$$\frac{\text{Number of Special Education Dropouts for Grades 9-12}}{\text{October 1 Enrollment of Special Education Students for Grades 9-12}} \times 100$$

### **Additional information**

[Student Enrollment Reports](#)

[Cohort Graduation Rate](#) (Includes summary reports and policy and technical manuals)

[Dropout Rates in Oregon High Schools](#)

### **Contacts:**

Sally Simich (503) 947-5639 or [sally.simich@state.or.us](mailto:sally.simich@state.or.us)

Robin Stalcup (503) 947-0849 or [robin.stalcup@state.or.us](mailto:robin.stalcup@state.or.us)

# Outcomes

## Table Description

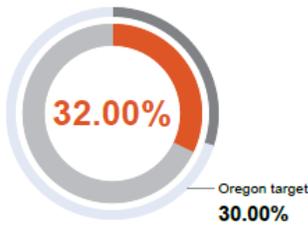
### Post-Secondary Outcomes 2018-2019

This table shows the percentage of 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 enrolled in higher education, enrolled in higher education or competitively employed, or were enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment

## Table Display

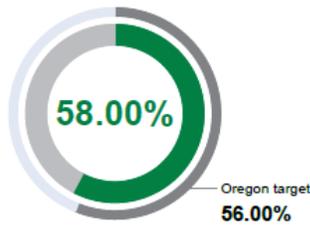
### COLLEGE GOING

*Students who had an IEP enrolled in higher education within one year of leaving high school.*



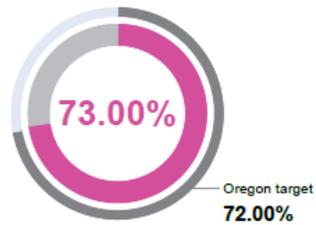
### COLLEGE GOING OR EMPLOYED

*Students who had an IEP enrolled in higher education or competitively employed within one year of leaving high school.*



### COLLEGE, TRAINING, OR EMPLOYED

*Students who had an IEP enrolled in higher education, post secondary education/training or competitively employed or other employment within one year of leaving high school.*



FFY	Measurable and Rigorous Target
<b>2014 (2014-2015)</b>	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A = 27% enrolled in higher education B = 53% enrolled in higher education or competitively employed C = 69% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
<b>2015 (2015-2016)</b>	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A = 28% enrolled in higher education B = 55% enrolled in higher education or competitively employed C = 70% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment
<b>2016 (2016-2017)</b>	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A = 29% enrolled in higher education B = 55% enrolled in higher education or competitively employed C = 72% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment

FFY	Measurable and Rigorous Target
<p><b>2017 (2017-2018)</b></p>	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:  A = 30% enrolled in higher education  B = 55.5% enrolled in higher education or competitively employed  C = 72% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment</p>
<p><b>2018 (2018-2019)</b></p>	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:  A = 31% enrolled in higher education  B = 55.5% enrolled in higher education or competitively employed  C = 72% enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment</p>

## Data Collection

Data are collected annually from each school district through the Special Education Post School Outcomes (PSO) Application. All districts reporting exiting students ages 14 to 21 collect post school follow-up data between June and September each year by interviewing selected students ages 14 to 21 who exited special education services the prior year. Data regarding students who exited special education services are collected annually from each school district through the Cumulative ADM collection. All students reported as exiting are included in the post-school follow-up collection, including those school leavers who graduated with a regular, modified, or extended diploma, alternate certificate, aged-out or dropped out.

ODE provides instructions and a script to complete the follow-up post school outcome interview with each participating student or a family member of the student. The interview includes questions about the student’s education and employment activities after leaving high school.

Districts are required to interview all students that exited the prior year (census).

## Definitions

*Census Method:* Collection of data from the entire target population.

*Stratified Sampling Method:* Stratified sampling is a method of collecting information from a sample that is representative of entire target population. It is a sampling technique in which the entire target population is divided into different subgroups and then randomly selecting the final individuals proportionally from the different subgroups.

*Higher Education:* Enrolled on a full- or part-time basis in a community college (two-year program), or college/university (four- or more-year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment:* Worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week at or above minimum wage for at least 90 days at any time in the year since leaving high school. This includes military

employment.

*Other post-secondary education or training:* Enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a two-year program).

*Some Other Employment:* Worked for pay or been self-employed for at least 90 cumulative days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

*Respondents:* Youth or their designated family member who answers the required interview questions.

*Leavers:* Youth ages 14 – 21 who were on an IEP when they left school by graduating with a regular diploma, modified diploma, extended diploma, alternate certificate, aged out, or dropped out.

## Calculation Details

For each category displayed on the Special Education Report Cards, see the formula below:

- A. Percentage enrolled in higher education = [(Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percentage enrolled in higher education or competitively employed within one year of leaving high school = [(Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percentage enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(Number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

## Additional Information

[Post School Outcomes](#)

[Transition Community Network](#)

**Contact:** Sally Simich (503) 947-5639 or [sally.simich@state.or.us](mailto:sally.simich@state.or.us)

## Narrative Collection

The ‘Information Provided by District/Program’ section is submitted by the district to ODE in the Narrative Collection. For more information on this collection, please refer to the [Narrative Collection Manual: At-A-Glance Special Education Profile](#).

Information Provided by District/Program