

2009-2010 Special Education Report

ESTACADA
SCHOOL DISTRICT



April 2011

The data reflected is for the 2008/2009 school year. Since this time the Estacada School District has implemented a number of programs to aid students with disabilities to gain additional support in order to achieve their academic goals:

- Elementary Schools are now “School Wide” Title I programs. This means all k-6 students can be served by Title I supplemental staff rather than a targeted few. This allows Federal funding to be utilized to provide additional supplemental instruction in addition to other classroom supported activities.
- “Response to Intervention” (R.T.I) programs provide ongoing professional development for all elementary staff in the importance of effective core instructing, identification of screening, progress monitoring tools developing protocols, and decision rules for tiered instruction, and guiding PLC’s in data analysis and implementation of evidence-based interventions to enhance outcomes for all students.
- Secondary Schools now have math and reading intervention labs in addition to supporting core curricular math and language arts course work. This will help our at-risk youth to reach their personal goals and increase opportunities toward successful graduation.
- Additional “practice” testing opportunities to prepare students to understand and implement testing strategies by direct instructional support.
- Increased parental awareness by communication when testing will occur and how they can help support their students.

The intervention strategies began in late 2008-2009 school year and as a result we can see improvement in a number of areas. Our 60 day evaluation goals have jumped from 78% to 95% and this year, we expect 100% in our 09-10 report cards. Our overall testing scores for student with disabilities have increased 6% on this report, and we expect this percentage to continue to increase.

Our goal is to demonstrate ongoing continuous improvement. We encourage and welcome your feedback.

Mr. Shannon Powell, Director of Special Education.

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the fifth annual special education report. Reported indicators and targets correspond to the information in the State Performance Plan (SPP) for Special Education that is required by the United States Department of Education. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This report is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon’s children.

Susan Castillo, State Superintendent of Public Instruction

DISTRICT INFORMATION

Students Graduating 2008-2009	District	State Target	Least Restrictive Environment	District	State Target
Students with IEPs graduating with regular diploma	55.0%	68.1% or more	Students included in regular class 80% or more of day	83.5%	70.0% or more
High School Dropout 2008-2009	District	State Target	Students included in regular class less than 40% of day	13.0%	10.8% or less
Students with IEPs dropping out	5.7%	3.7% or less	Students served in public or private separate schools, residential placements, or homebound / hospital	2.3%	2.0% or less
Timeline for Eligibility	District	State Target	Special Education		
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	95.2%	100.0%	<p>§300.39(a) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.</p> <p>LRE = Least Restrictive Environment</p> <p>20 U.S.C. 1412(a)(5) and §300.114(2)(i)&(ii) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p>		
<p>IEP = Individualized Education Program A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.</p>			<p>Department of Education Notes</p> <ul style="list-style-type: none"> - No data available. • Not displayed because at least 6 students are needed to maintain confidentiality. 		

For more information, contact your local school or district.

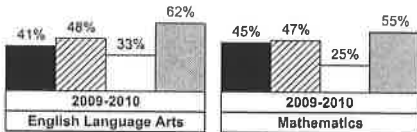
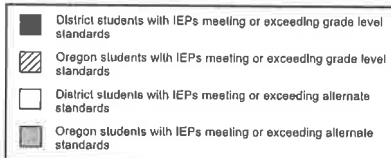
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DISTRICT INFORMATION

Academic Achievement

Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district that met or exceeded the state standards on Oregon Statewide Assessments during the last school year. In 2009-2010, Math included a knowledge and skills assessment for each student in grades 3-8 and 10; English Language Arts included a reading assessment for each student in grades 3-8 and 10.



Participation by Students with IEPs	District	State Target
Statewide assessment	99.1%	95.0%
Regular statewide assessment	92.2%	Note ³
Regular statewide assessment with accommodations ¹	89.8%	Note ³
Alternate statewide assessment measured against grade level standards	0.0%	Note ³
Alternate statewide assessment measured against alternate achievement standards ²	6.8%	Note ³

Adequate Yearly Progress (AYP)	District	State Target
District AYP for progress / proficiency of students with IEPs	NOT MET	Note ⁴

Parent Survey Results	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results ⁵	6 18.2%	41.0%

Students Receiving Special Education Services	District	State Target
District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	No	No
District identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	No	No

Suspension / Expulsion 2008-2009	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	12 Note

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

Department of Education Notes
 -- No data available.
 * Not displayed because at least 6 students are needed to maintain confidentiality.
 NA Too few test scores or students to determine a rating.

For more information, contact the Oregon Department of Education, Office of Student Learning & Partnerships at 603-947-5600

LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

See comments on following page.

Department of Education Notes

- 1 Data displayed reflect participation in regular statewide assessment (Oregon's general assessment) with one or more approved accommodation. For more information, see Oregon's approved accommodations at http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accman-update-11-1-2010-11_hc.pdf.
- 2 Results from the alternate statewide assessment measured against alternate achievement standards (Oregon's Extended Assessment) are not comparable to results from the regular statewide assessment (Oregon's general assessment).
- 3 All assessments are included in the 95% target above.
- 4 The state target is based on an annual percentage increase in the number of districts that met the criteria.
- 5 All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey.
- 6 Data displayed are Parent Survey data collected in 2005-2006 from a sampling of parents in your district.
- 12 The state target is based on an annual percentage reduction in the number of districts identified with a significant discrepancy. A "No" for the district is preferred.

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