Douglas County SD 4
1419 NW Valley View Dr
Roseburg, OR 97471-1767

LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

2012-2013 Special Education Report

DOUGLAS COUNTY
SCHOOL DISTRICT

April 2014

Dear Parents and Community Members,

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

Rob Saxton, Deputy Superintendent of Public Instruction

DISTRICT INFORMATION

Students Graduating 2011-2012	District	State Target
Students with IEPs graduating with regular diploma: four-year cohort rate	26.3%	67.0% or more
Students with IEPs graduating with regular diploma: five-year cohort rate	43.1%	72.0% or more

High School Dropout 2011-2012	District	State Target
Students with IEPs dropping out	8.9%	3.5% or less

Timeline for Eligibility	District	State Target
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	99.0%	100.0%

Least Restrictive Environment	District	State Target
Students included in regular class 80% or more of day	65.8%	70.0% or more
Students included in regular class less than 40% of day	11.9%	10.8% or less
Students served in public or private separate schools, residential placements, or homebound / hospital	0.9%	2.0% or less

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.

Special Education
§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.

LRE = Least Restrictive Environment
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.

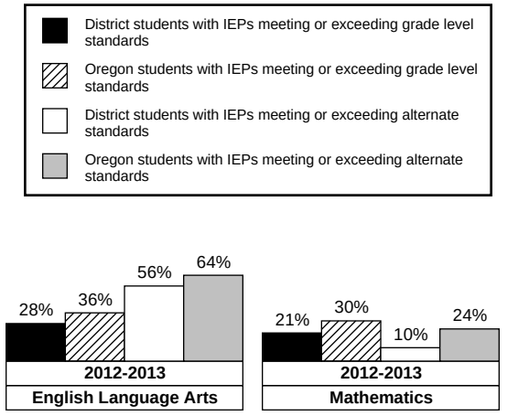
For more information, contact your local school or district.

DISTRICT INFORMATION

Academic Achievement

Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district that met or exceeded the state standards on Oregon Statewide Assessments during the last school year. In 2012-2013, Math included a knowledge and skills assessment for each student in grades 3-8 and 11; English Language Arts included a reading assessment for each student in grades 3-8 and 11.



Participation by Students with IEPs	District	State Target
Statewide assessment	99.7%	95.0%
Regular statewide assessment	88.7%	Note [3]
Regular statewide assessment with accommodations [1]	37.9%	Note [3]
Alternate statewide assessment measured against grade level standards	--	Note [3]
Alternate statewide assessment measured against alternate achievement standards [2]	11.0%	Note [3]

Annual Measurable Objective (AMO)	District	State Target
District AMO for progress / proficiency of students with IEPs	Not Met	Note [4]

Post-Secondary Outcomes Youth who are no longer in secondary school, had IEPs at the time they left school, and, within one year of leaving high school, were	District	State Target
Enrolled in higher education	7.7%	27.0%
Enrolled in higher education or competitively employed	30.8%	53.0%
Enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment	50.0%	69.0%

Suspension / Expulsion 2011-2012	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	Yes	Note [5]
District identified with a significant discrepancy, by race or ethnicity, in rate of suspension / expulsion for more than 10 days; and, policies, procedures, or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards	No	Note [5]

IEP = Individualized Education Program

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

Department of Education Notes

-- No data available.

* Not displayed because at least 6 students are needed to maintain confidentiality.

NA Too few test scores or students to determine a rating.

DISTRICT INFORMATION

Secondary Transition	District	State Target
Youth aged 16 and above with IEPs that included the following: appropriate, measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet the post-secondary goals; and annual IEP goals related to the student's transition services needs; and, the district provided evidence that, for the IEP team meeting in which transition services were discussed, the student was invited and, if appropriate, a representative of any participating agency was invited with prior consent of the parent or student who has reached the age of majority	77.8%	100.0%

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

Parent Survey Results	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results [6]	33.8% [11]	41.0%

Department of Education Notes

1 Data displayed reflect participation in regular statewide assessment (Oregon's general assessment) with one or more approved accommodations. For more information, see Oregon's approved accommodations at http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accommodations-manual-for-2012-2013.pdf.

2 Results from the alternate statewide assessment measured against alternate achievement standards (Oregon's Extended Assessment) are not comparable to results from the regular statewide assessment (Oregon's general assessment).

3 All assessments are included in the 95% target above.

4 The state target is based on an annual percentage increase in the number of districts that met the criteria.

5 The state target is based on an annual percentage reduction in the number of districts identified with a significant discrepancy. A "No" for the district is preferred.

6 All parents are not surveyed. A sampling of parents complete the Oregon Parent Survey.

11 Data displayed are Parent Survey data collected in 2009-2010 from a sampling of parents in your district.