

DISTRICT INFORMATION

Secondary Transition		Students Receiving Special Education Services		Parent Survey Results	
District	State Target	District	State Target	District	State Target
	100.0%	No	No	54.5% ¹⁷	76.73%
<p>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; 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</p>		<p>District identified with disproportionate representation of racial and ethnic groups in that is the result of inappropriate identification</p>		<p>Parents who report schools facilitated parent involvement as means of improving services and results⁶</p>	

Department of Education Notes

1 Data displayed reflect participation in regular statewide assessment (Oregon's general assessment) with and without one or more approved accommodations.

2 Results from the alternate statewide assessment measured against alternate achievement standards (Oregon's Extended Assessment) are not comparable to results from Oregon's Smarter Balanced Assessment. Oregon does not measure the alternate statewide assessment against grade level standards.

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

4 Due to passage of Every Student Succeeds Act (ESSA), 2015 MAO progress is not measured.

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

6 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.

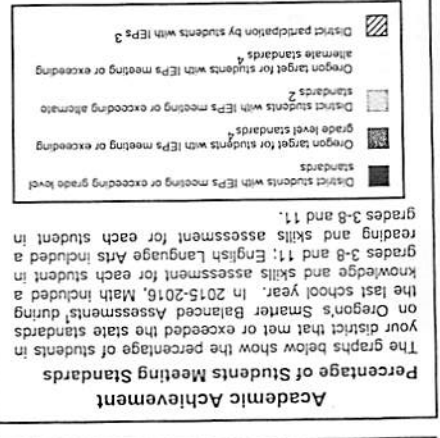
7 Data displayed are Parent Survey data collected in 2010-2011 from a sampling of parents in your district.

For more information, please view documents at www.oregon.gov/ode/schools-and-districts/reports/cards/SPEdReportCards/Pages/default.aspx Hamsburg SD 7J (2099)

DISTRICT INFORMATION

Post-Secondary Outcomes		Suspension / Expulsion 2014-2015		IEP = Individualized Education Program	
District	State Target	District	State Target	District	State Target
	29.0%	No	Note 7	No	Note 7
<p>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</p>		<p>District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days</p>		<p>IEP = Individualized Education Program developed, reviewed, and revised by an IEP Team.</p>	
<p>Enrolled in higher education or competitively employed</p>		<p>District identified with 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</p>		<p>A written statement for a child with a disability that is Department of Education Notes</p>	
<p>Enrolled in higher education or in other post-secondary education or training program, or competitively employed or in other employment</p>		<p>71.4%</p>		<p>54.5%</p>	
<p>Enrolled in higher education or competitively employed</p>		<p>85.7%</p>		<p>54.5%</p>	
<p>Enrolled in higher education or competitively employed</p>		<p>72.0%</p>		<p>54.5%</p>	

For more information, contact the Oregon Department of Education, Office of Student Services at 503-947-5600



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.

Harrisburg SD 7J
 PO Box 208
 Harrisburg, OR 97446-0208

2015-2016 Special Education Report

HARRISBURG
 SCHOOL DISTRICT



April 2017

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the eleventh 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.

Salam A Noor, Ph.D., Deputy Superintendent of Public Instruction

LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

Our special education report card has some interesting data points to consider as we look to improve year after year. First of all, I will draw your attention to the Academic participation, we were within the 95% state target. We continue struggling in the areas of Language arts and Math with our students with disabilities. We will work hard building the skills necessary for improvement in Language Arts and Math. Our dedicated staff in the Harrisburg School District, will continue providing support and create life-long learners who grow academically, physically, emotionally and socially. Another bright spot, with the data in this report we were well above the state average in the post-secondary outcomes. As you look over the data, keep in mind that 1 student equals 2.3%. If you have any questions, please contact Bryan Starr at Harrisburg School District Office.

DISTRICT INFORMATION

Students Graduating 2014-2015	District	State Target	Least Restrictive Environment	District	State Target
Students with IEPs graduating with regular diploma: four-year cohort rate	100.0%	75.0% or more	Students included in regular class 80% or more of day	60.5%	72.0% or more
Students with IEPs graduating with regular diploma: five-year cohort rate	75.0%	80.0% or more	Students included in regular class less than 40% of day	10.5%	10.7% or less
High School Dropout 2014-2015	District	State Target	Students served in public or private separate schools, residential placements, or homebound / hospital	0.0%	1.8% or less
Students with IEPs dropping out	2.3%	3.4% or less	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.	
Timeline for Eligibility	District	State Target	IEP = Individualized Education Program A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.		
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	78.6%	100.0%	Department of Education Notes - No data available. * Not displayed because at least 6 students are needed to maintain confidentiality.		

For more information, contact your local school or district.