



Reynolds School District #7
Administration Building
1204 NE 201st Avenue
Fairview, OR 97024
503-661-7200 • FAX 503-667-6932

April 14, 2015

Dear Parents of Students with Disabilities:

Annually the Oregon Department of Education creates district report cards on special education programs. These report cards are based upon data gathered from the district over the course of the previous two years. They are then made available to the public in April. Our district makes these report cards available to parents by posting them on our district website.

This letter provides you information on how to access the special education report card. Please see below on how to access the report card:

Go to the Reynolds School District website at <http://www.reynolds.k12.or.us>
Hover over "About" in the green heading
Click on Departments
Scroll down to Student Services
Click on 2013-14 Special Education Report Cards

If you do not have access to a computer or portable web-based device, a printed copy will be made available upon request. For a printed copy, feel free to drop by your child's school and ask the office staff for a copy. They will be happy to provide one for you. Or, you may call 503-661-7200 x3214, or send your name and mailing address to our office at 1204 NE 201st Ave, Fairview, Oregon 97024, attention: Candee Layton. We will be happy to mail a copy of the report card to your home address. The state translates the report card into Spanish. Please let us know if you need a Spanish version of the report card.

If at any time you have questions about special education programs in the Reynolds School District or about your child's services, you may contact your child's special education provider at your child's school or our office at 503-661-7200.

Sincerely,

A handwritten signature in blue ink that reads "Laura Bergeron". The signature is fluid and cursive.

Laura Bergeron
Interim Director of Student Services

Your Public Schools...there's no better place to learn.

Reynolds SD 7
 1204 NE 201st Ave
 Fairview, OR 97024-2499

**2013-2014
 Special Education Report**

**REYNOLDS
 SCHOOL DISTRICT**



Dear Parents and Community Members,

April 20

The Oregon Department of Education is proud to issue the ninth annual special education report. Report 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 discussion about where improvement might be needed and for celebrating successes in education for Oregon's children.

[Signature]
 Rob Saxton, Deputy Superintendent of Public Instruction

DISTRICT INFORMATION

	District	State Target	District	State Target
Students Graduating 2012-2013				
Students with IEPs graduating with regular diploma: four-year cohort rate	29.5%	67.0% or more	73.9%	70.0% or more
Students with IEPs graduating with regular diploma: five-year cohort rate	35.3%	72.0% or more	10.7%	10.8% or less
High School Dropout 2012-2013				
Students with IEPs dropping out	6.1%	3.5% or less	0.9%	2.0% or less
Least Restrictive Environment				
Students included in regular class 80% or more of day	73.9%	70.0% or more	10.7%	10.8% or less
Students included in regular class less than 40% of day	10.7%	10.8% or less	0.9%	2.0% or less
Students served in public or private separate schools, residential placements, or homebound / hospital	0.9%	2.0% or less	0.9%	2.0% 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(d)(1)&(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
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	98.7%	100.0%

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.

For more information, contact your local school or district.

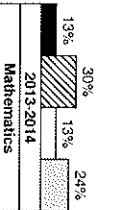
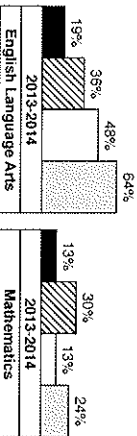
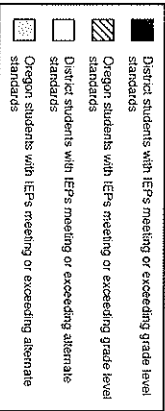
LOCAL INFORMATION PROVIDED BY YOUR DISTRICT

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DISTRICT INFORMATION

Academic Achievement

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 2013-2014, March 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

Assessment	District	State Target
Statewide assessment	98.7%	95.0%
Regular statewide assessment	86.2%	Note ³
Regular statewide assessment with accommodations ¹	22.6%	Note ³
Alternate statewide assessment measured against grade level standards	--	Note ³
Alternate statewide assessment measured against alternate achievement standards ²	12.2%	Note ³

Annual Measurable Objective (AMO)

AMO	District	State Target
District AMO for progress / proficiency of students with IEPs	Not Met	Note ⁴

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

DISTRICT INFORMATION

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

Outcome	District	State Target
Enrolled in higher education	8.7%	27.0%
Enrolled in higher education or competitively employed	43.5%	53.0%
Enrolled in higher education or in other post-secondary education or training program, or, competitively employed or in other employment	56.5%	69.0%

Suspension / Expulsion 2012-2013

Category	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	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

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.

Secondary Transition

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

Category	District	State Target
Secondary Transition	50.0%	100.0%

Students Receiving Special Education Services

District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Category	District	State Target
Students Receiving Special Education Services	No	No

Parent Survey Results

Category	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results ⁶	34.7% ¹²	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/wmrta/teacher/learn/testing/admin/2013-14-accommodations-manual.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.
- 12 Data displayed are Parent Survey data collected in 2010-2011 from a sampling of parents in your district.
- 19 2013-14 Smarter Balanced field test participant

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