

# 2017-2018 Special Education Report

WASHINGTON  
EI/ECSE PROGRAM



April 2019

Dear Parents, Families and Community Members,

The Oregon Department of Education is proud to issue the thirteenth 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. Oregon has a seamless system of services for children with disabilities from birth through age five that is operated by the Oregon Department of Education (ODE). ODE contracts with eight Education Service Districts (ESDs) and one school district across the state to provide early intervention/early childhood special education (EI/ECSE) services in 35 local programs.

This system includes Part C early intervention (EI) for children birth to age three and Part B early childhood special education (ECSE) for children age three to kindergarten age, which is age five in Oregon. Children who are age five by September 1st are eligible for public school with special education services provided by the local school district. 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 EI/ECSE program, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for all of Oregon's children.

Sincerely,

Colt Gill, Director, Oregon Department of Education

EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION COUNTY PROGRAM INFORMATION					
Timely EI Services	Program	State Target	Timeline for EI IFSP	Program	State Target
Infants and toddlers who receive early intervention services in a timely manner	90.0%	100.0%	Eligible infants and toddlers for whom an evaluation, assessment, and initial IFSP were completed or were justified within 45 days	99.1%	100.0%
<p><b>Special Education</b> §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><b>Timely EI Services</b> = Initiation date on the IFSP or 10 days from when the parent provides consent for IFSP Services.</p> <p><b>IFSP = Individualized Family Service Plan</b></p>			<p><b>Department of Education Notes</b> * Not displayed because at least 6 students are needed to maintain confidentiality.</p>		

For more information, contact your local program or district

**EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION  
COUNTY PROGRAM INFORMATION**

<b>Improved Outcomes in Positive Social-Emotional Skills</b>	<b>Program</b>	<b>State Target</b>	<b>Improved Use of Appropriate Behaviors to Meet Needs</b>	<b>Program</b>	<b>State Target</b>
Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program	88.2%	85.4%	Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program	78.7%	77.8%
Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program	46.5%	42.3%	Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program	38.8%	40.6%
Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program	82.9%	76.1%	Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program	83.3%	74.1%
Preschool children who were functioning within age expectations by age 6 or when they exited the program	60.9%	60.5%	Preschool children who were functioning within age expectations by age 6 or when they exited the program	61.6%	61.5%

<b>Improved Acquisition and Use of Knowledge and Skills</b>	<b>Program</b>	<b>State Target</b>	<b>Timely Transition</b>	<b>Program</b>	<b>State Target</b>
Infants and toddlers who entered or exited early intervention below age expectations and substantially increased their rate of growth by age 3 or when they exited the program	71.4%	66.7%	Children exiting Early Intervention with IFSP transition steps	100.0%	100.0%
Infants and toddlers who were functioning within age expectations by age 3 or when they exited the program	37.8%	36.0%	Children exiting Early Intervention and potentially eligible for Early Childhood Special Education that had a transition conference	100.0%	100.0%
Preschool children who entered the preschool program below age expectations and substantially increased their rate of growth by age 6 or when they exited the program	79.8%	74.2%	Children referred by Early Intervention prior to age 3, found eligible for Early Childhood Special Education, with IFSP developed and implemented by third birthday	100.0%	100.0%
Preschool children who were functioning within age expectations by age 6 or when they exited the program	56.6%	58.1%	<b>IFSP = Individualized Family Service Plan</b> <b>EI Transition Conference = IFSP meeting to discuss and plan child's transition to ECSE or other community services.</b>		

**EARLY INTERVENTION / EARLY CHILDHOOD SPECIAL EDUCATION  
COUNTY PROGRAM INFORMATION**

<b>Individual Family Service Plan (IFSP)</b>	<b>Program</b>	<b>State Target</b>	<b>Family and Parent Survey Results</b>	<b>Program</b>	<b>State Target</b>
Infants and toddlers birth to 1 with IFSPs <sup>1</sup>	0.94%	0.80%	Families who report that early intervention services helped the family know rights <sup>3</sup>	93.0% <sup>6</sup>	90.0%
Infants and toddlers birth to 3 with IFSPs <sup>2</sup>	2.75%	2.40%	Families who report that early intervention services helped family effectively communicate child's needs <sup>3</sup>	93.0% <sup>6</sup>	90.0%
<b>Services in Natural Environments</b>			Families who report that early intervention services helped them help their child to develop and learn <sup>3</sup>	90.7% <sup>6</sup>	92.59%
Infants and toddlers who primarily receive early intervention services in home or programs for typically developing children	98.6%	96.5%	Parents who report that the early childhood special education program facilitated parent involvement as means of improving services and results <sup>3</sup>	84.9% <sup>6</sup>	83.68%
<b>Placement</b>			<b>Timeline for ECSE Eligibility</b>		
Children receiving majority of ECSE services in regular childhood program	28.3%	36.0%	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	99.9%	100.0%
Children in separate special education class, separate school, or residential facility	32.9%	23.5%			

**Department of Education Notes**

- \* Not displayed because at least 6 students are needed to maintain confidentiality.
- <sup>1</sup> Percentage of total population birth to age 1 receiving EI services.
- <sup>2</sup> Percentage of total population birth to age 3 receiving EI services.
- <sup>3</sup> All families and parents are not surveyed. A sampling of families and parents complete the Oregon Family and Parent Survey.
- <sup>6</sup> Data displayed are Family and Parent Survey data collected in 2017-2018 from a sampling of families and parents in your county.