

**Description of the Washoe County School District's
Special Education Services and Students with Disabilities**

Prepared by the WCSD Office of Accountability

November 10, 2016

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Description of the Washoe County School District's Special Education Services and Students with Disabilities

November 2016

This brief describes the population of students who were provided special education services in the Washoe County School District (WCSD) in school year 2015/16 and provides updated information to the descriptive report on key performance indicators completed in 2013 for the WCSD's restructuring plan¹. Descriptions of school mobility, transfer, and dropout follow the approach of a study of Utah students conducted by REL West². This brief is intended to serve as a resource for future evaluation work³. For reference, Appendix A provides the definitions for each disability as defined by the Individuals with Disabilities Education Act of 2004.

Description of Students

Fourteen percent (n=8989) of students enrolled on October 1, 2015 in the WCSD had disabilities and were eligible to receive special education services during the 2015/16 school year. The percentage of students with identified disabilities fluctuates between 11 and 16 percent in grades kindergarten through grade 12. Pre-kindergarten, ungraded, and grade 13 students have substantially higher rates of disability: 74 percent of ungraded students have an IEP, of which most (70%) have multiple impairments or an intellectual disability; 53 percent of all Pre-K students have an Individualized Education Plan (IEP)⁴, of which most (66%) is attributed to developmental delay; and 33 percent of students in grade 13 receive special education services (table C1). IDEA dictates that special education services can be provided through the age of 22, which partly explains why a large proportion of older students (i.e. grade 13 and UG) have an IEP.

Almost half (47%) of students receiving special education services in the WCSD have a specific learning disability. Compared to national estimates, students in the WCSD have substantially higher rates of specific learning disabilities (12 percentage points), and lower rates of speech and language impairments (6 percentage points), intellectual disability (3 percentage points) and emotional disturbance (2 percentage points). Table 1 describes the percentage of each disability type among the number of students with a disability in the WCSD and national estimates for children ages 3-21.

¹ Davidson, L. (2013). *Special Education Restructuring Plan: Key Performance Data. Report on the status of Special Education Services in Washoe County School District.* Reno, NV: WCSD Office of Accountability.

² Barrat, V. X., Berliner, B., Voight, A., Tran, L., Huang, C., Yu, A., & Chen-Gaddini, M. (2014). *School mobility, dropout, and graduation rates across student disability categories in Utah* (REL 2015-055). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from: <http://ies.ed.gov/ncee/edlabs>.

³ Feedback about this report was obtained from various stakeholder groups, including school psychologists and the Special Education Advisory Panel, and will be used to direct additional investigations.

⁴ Includes annual enrollment of all pre-k students, including enrollments that are not state-funded.

Table 1. Number and Percentage of Students Classified with Disabilities in the Washoe County School District and Nationally, by Disability Category, 2015/16

<i>Disability Category</i>	Washoe County School District		National IDEA estimates for children ages 3-21
	Number of students	Percentage of students	
Specific Learning Disability	4257	47.4%	35.0%
Speech/Language Impairment	1315	14.6%	20.6%
Health Impairment	1203	13.4%	12.6%
Autism Spectrum Disorder	795	8.8%	8.3%
Developmental Delay	485	5.4%	6.3%
Intellectual Disability	313	3.5%	6.6%
Emotional Disturbance	291	3.2%	5.5%
Multiple Impairments	211	2.3%	2.0%
Hearing Impaired/Deaf	46	<1%	1.2%
Traumatic Brain Injury	36	<1%	<1%
Orthopedic Impairments	20	<1%	<1%
Visual Impairment/Blind	17	<1%	<1%
Total Number	8989	100%	100%

Note: Percentage is of students who were enrolled in the WCSD on October 1, 2015 who were identified as having a disability at some point during the school year. Table reads, of all students with a disability who were enrolled in the WCSD on October 1, 2015, 47 percent of them had a specific learning disability.

SOURCE: SOURCE: U.S. Department of Education, Digest of Education Statistics 2015, retrieved August 26, 2016, from http://nces.ed.gov/programs/digest/2015menu_tables.asp; See table 204.30 and table 204.50.

Male students are over-represented among students who receive special education services: 52 percent of all students in the WCSD are male; however, they account for 66 percent of all students with a disability. In total, 18 percent of males and 10 percent of females received special education services in the WCSD in 2015-16.

The percentage distribution of students across disability types in 2015/16 differs by gender. The percentage of students with specific learning disabilities is higher among female students (54%) than male students (44%), while the percentage with autism is higher among male students (11%) than female students (4%). Additionally, female students (5%) have higher rates of intellectual disability than male students (3%), while the percentage of male students with health impairments (15%) and emotional disturbance (4%) is higher compared to female students (11% and 2%, respectively). Although the percentage distributions of male and female students vary across disability types, it should be noted that the *number* of students in each category is often larger for male students, which is consistent with their larger representation of males among students with disabilities overall. Table 2 displays the distribution of disabilities across male and female students and the overall percentage of students for each disability type.

Table 2. Distribution of Disability Types by Gender, 2015/16

<i>Disability Category</i>	Female		Male	
	Number	Percent	Number	Percent
Specific Learning Disability	1651	54.0%	2606	43.9%
Speech/Language Impairment	451	14.8%	864	14.6%
Health Impairment	341	11.2%	862	14.5%
Autism Spectrum Disorder	121	4.0%	674	11.4%
Developmental Delay	151	4.9%	334	5.6%
Intellectual Disability	142	4.6%	171	2.9%
Emotional Disturbance	66	2.2%	225	3.8%
Multiple Impairments	79	2.6%	132	2.2%
Total	3055	100%	5934	100%

Note: Disability categories with less than 1 percent of all students with a disability are excluded from this table. Excluded categories include hearing impairment/deaf, traumatic brain injury, visual impairment/blind, and orthopedic impairment.

The percentage of students who receive special education services is highest for American Indian/Alaska Native students (23%), followed by Black (22%) and Hispanic students (15%).

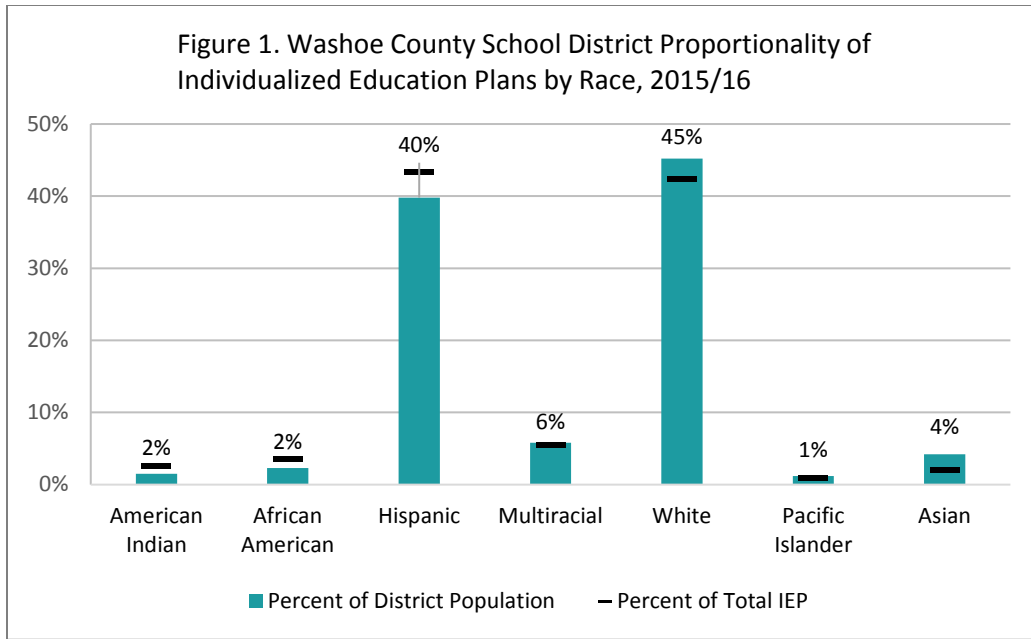
Compared to national estimates, larger percentages of American Indian, Black, and Hispanic students in the WCSD have disabilities. Table 3 describes the percentage of students with disabilities across racial groups and national estimates for children ages 3-21.

Table 3. Number and Percentage of Students Classified with Disabilities in the Washoe County School District and Nationally, by Race, 2015/16

<i>Race/Ethnicity</i>	Washoe County School District		National IDEA estimates for children ages 3-21
	Number of students	Percentage of students	
American Indian/Alaska Native	230	23.3%	16.5%
Black/African American	314	21.7%	15.3%
Hispanic	3892	15.4%	11.8%
Multi-Racial	491	13.4%	12.3%
White	3804	13.2%	13.4%
Pacific Islander	78	10.6%	11.2%
Asian	180	6.7%	6.5%
Total	8989	14.1%	12.9%

Note: Percentage is of total population of students within the WCSD on October 1, 2015. Table reads, of all American Indian students enrolled in the WCSD on October 1, 2015, 23 percent of them had a disability. SOURCE: U.S. Department of Education, Digest of Education Statistics 2015, retrieved August 26, 2016, from http://nces.ed.gov/programs/digest/2015menu_tables.asp; See table 204.30 and table 204.50.

American Indian, African American, and Hispanic students are over-represented among students who receive special education services and White and Asian students are under-represented compared to their proportions within the overall district population. For example, Hispanic students comprise 40 percent of the WCSD population yet they account for 43 percent of students with disabilities (figure 1 and table C2).



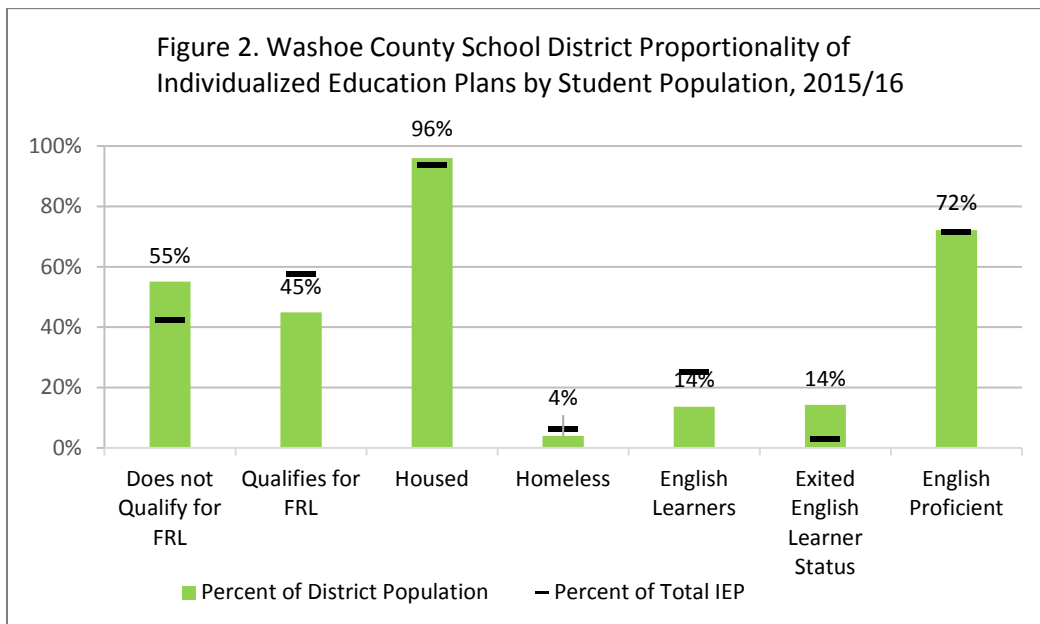
The percentage distribution of various types of disabilities among students in 2015/16 differs by race. For example, the percentage of Asian students with disabilities who receive services for specific learning disabilities is lower (36%) compared to students overall (47%). However, the percentage of Asian students with autism is higher than the percentage of students overall (34% and 9%, respectively). Of students who receive special education services, 5 percent of Black students and 5 percent of white students receive services for emotional disturbances compared to 3 percent of students overall. Table 4 displays the distribution of disabilities across racial groups and the overall percentage of students for each disability type.

Table 4. Distribution of Disability Types by Race/Ethnicity, 2015/16

<i>Disability Category</i>	All Students	African American	American Indian	Asian	Hispanic	Multi-racial	Pacific Islander	White
Total Number	8989	314	230	180	3892	491	78	3804
Specific Learning Disability	47.3%	46.8%	56.5%	36.1%	59.4%	35.4%	38.5%	36.7%
Speech/ Language Impairment	14.6%	8.0%	14.8%	15.0%	11.4%	18.5%	16.7%	18.0%
Health Impairment	13.3%	16.6%	10.0%	6.7%	8.7%	16.3%	7.7%	18.0%
Autism Spectrum Disorder	8.8%	6.4%	5.7%	23.9%	5.5%	12.0%	6.4%	11.5%
Developmental Delay	5.6%	6.7%	4.8%	7.2%	6.0%	7.3%	12.8%	4.6%
Intellectual Disability	3.5%	5.4%	2.2%	5.6%	4.0%	3.9%	10.3%	2.5%
Emotional Disturbance	3.2%	5.4%	3.5%	0.6%	1.6%	3.7%	2.6%	4.7%
Multiple Impairments	2.3%	2.9%	1.7%	2.8%	2.0%	1.4%	3.8%	2.8%

Note: Disability categories with less than 1 percent of all students with a disability are excluded from this table. Excluded categories include hearing impairment/deaf, traumatic brain injury, visual impairment/blind, and orthopedic impairment.

Students who qualify for free or reduced-priced lunch (58%), homeless students (6%), and students who are English Language Learners (25%) are over-represented among students who receive special education services compared to their representation within the overall WCSD population. Conversely, students who do not qualify for free or reduced priced lunch, are housed, and have become proficient with the English language are underrepresented among students who receive special education services. English proficient students are proportionally represented (figure 2). Table C3 in appendix C describes the number and percentages of students in the overall student population and among students with disabilities by special student populations.



The percentage distribution of students across disability types in 2015/16 differs by subpopulation. Homeless students are more likely to have health impairments (20%) or be diagnosed with emotional disturbance (8%) when compared to students with disabilities overall. English Learners are more likely to be diagnosed with a specific learning disability (71%) or an intellectual disability (5%) when compared to all students with disabilities (table 5).

Table 5. Percentage of Students Classified with Disabilities Across Sub-Populations by Disability Category, 2015/16

Disability Category	All Students with Disabilities (n=8989)	Sub-Population		
		Free or Reduced Priced Lunch (n=5178)	English Learner (n=2271)	Homeless (n=572)
Specific Learning Disability	47.4%	52.4%	71.3%	41.8%
Speech/Language Impairment	14.6%	13.5%	9.3%	14.0%
Health Impairment	13.4%	12.5%	6.1%	19.9%
Autism Spectrum Disorder	8.8%	6.9%	4.5%	4.5%

Table 5. Percentage of Students Classified with Disabilities Across Sub-Populations by Disability Category, 2015/16

<i>Disability Category</i>	All Students with Disabilities (n=8989)	Sub-Population		
		Free or Reduced Priced Lunch (n=5178)	English Learner (n=2271)	Homeless (n=572)
Developmental Delay	5.4%	4.5%	0.4%	5.4%
Intellectual Disability	3.5%	3.8%	5.4%	3.7%
Emotional Disturbance	3.2%	3.2%	0.7%	7.9%
Multiple Impairments	2.3%	1.9%	0.9%	1.0%
Hearing Impaired/Deaf	0.5%	0.5%	0.7%	0.3%
Orthopedic Impairments	0.4%	0.2%	0.2%	0.3%
Traumatic Brain Injury	0.2%	0.5%	0.4%	0.9%
Visual Impairment/Blind	0.2%	0.2%	0.1%	0.2%

Note: Includes students who were enrolled on October 1, 2015. Table reads: Of students receiving special education services who are also homeless, 42 percent are diagnosed with a specific learning disability.

The percentage of students with disabilities varies across grade levels. The percentage of students with disabilities decreases from grade 9 (13%) through 12 (7%). The decrease is most pronounced among students with a specific learning disability, where the percentage of students with a disability identified as having a specific learning disability decreases from 67 percent in grade 9 to 59 percent in grade 12. The percentage of students identified as having a speech or language impairment sharply decreases from 45 percent among students in kindergarten to just 2 percent among students with disabilities in grade 8 (table C4).

Description of Special Education Programs

Each student’s IEP identifies the proportion of time they spend in regular education classrooms and the type of program setting in which they receive special education services. To the extent possible, the Individuals with Disabilities Act of 2004 (IDEA) advocates for educating students with disabilities in classes with their general education classmates because inclusion is associated with better outcomes for students with disabilities⁵. **Most students (68%) with a disability spend 80-100 percent of time in a regular classroom (table 6).** The percentage of students who spend the majority of time in regular class decreases substantially from 73 and 74 percent in elementary and middle school to 56 percent in high school, and about 20 percent of students in alternative schools⁶. Table C5 in appendix C describes the percentage of time in classroom settings by school type.

⁵ As described in Barrat, V. X., et al. (2014).

⁶ Alternative schools include Marvin Picollo, Washoe Inspire Academy, Innovations HS, Turning Point, and North Star Online.

Table 6. Percentage of WCSD Students with Disabilities by Placement, 2015/16

<i>Placement</i>	Number	Total
Regular class 80-100%	6123	68.1%
Regular class 40-79%	1116	12.4%
Regular class 0-39%	753	8.4%
SPED in Separate Class	440	4.9%
Regular Early Childhood Program >= 10hrs/wk in Regular Early Childhood	183	2.0%
Regular Early Childhood Program >= 10hrs/wk in Other Location	142	1.6%
Separate School	128	1.4%

Note: Placement is missing for 1 student and is excluded from the percentage calculations. Includes all students enrolled on October 1, 2015. Placements with less than 1 percent are excluded from the table.

There are large variations in the amount of time students spend in regular education classrooms across disability types. Most students with specific learning disabilities (84%), speech and language impairments (87%), or other health impairments (67%) spend most of their school day (at least 80%) in general education classes. In contrast, none of the students with multiple disabilities and only 9 percent of students with an intellectual disability spend most of their day in general education classrooms. The majority of these students (83% for students with multiple disabilities and 68% for students with intellectual disabilities) spend less than 40 percent of their time in general education classroom settings or are enrolled in a separate class or school.

Students who receive special education services are spending more time in general education classroom settings than they had been three years prior. The percentage of students who spend 80-100 percent of their time in regular education classroom settings increased by 4 percentage points, from 64 percent in 2012/13 to 68 percent in 2015/16.

The change in the percentage of time students spend in regular classroom varies across disability types. For example, a larger percentage of students with intellectual disabilities and autism are spending most (i.e. 80-100%) of their school days in regular classroom settings in 2015/16 than they had in 2012/13 (4 and 2 percentage point increase, respectively). Smaller percentages of students with visual impairments, emotional disturbance, and multiple disabilities are spending most of their school day in regular education classroom settings (9, 6, and 3 percentage point decrease, respectively). Tables C6-C7 in appendix C describes the percentage point change of the amount of time spent in classroom types by disability category from 2012/13 to 2015/16.

The majority of students (62%) who receive special education services in the WCSD are enrolled in a resource program and only 1 percent of students are enrolled in a social resource program. The percentage of students across other WCSD special education programs are described in table 7.

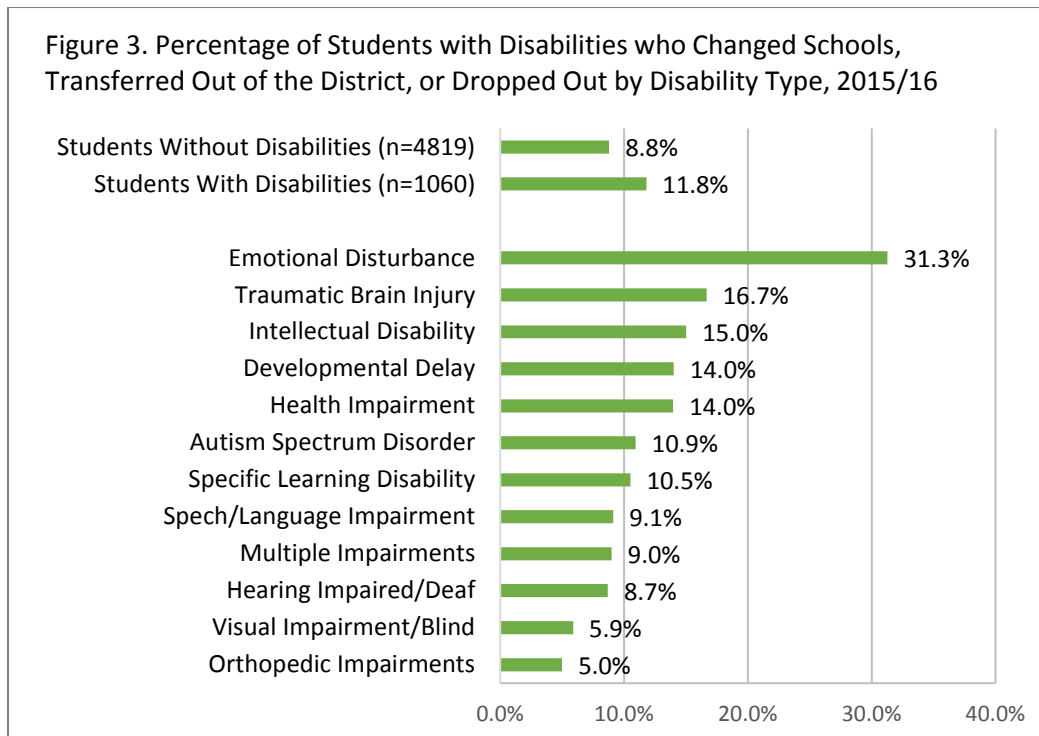
Table 7. Percentage of WCSD Students with Disabilities by Special Education Program, 2015/16.

Program	Number	Percent
Resource	5599	62.3%
Speech and Language	1341	14.9%
Comprehensive Life Skills	604	6.7%
Early Childhood	527	5.9%
Social Intervention Program	297	3.3%
Strategies	230	2.6%
Social Resource	127	1.4%

Note: Assigned program is missing for 5 students and they are excluded from the percentage calculations. Includes all students enrolled on October 1, 2015. Programs with less than 1 percent are excluded from the table.

School Mobility, Transfer Out of District, and Dropout

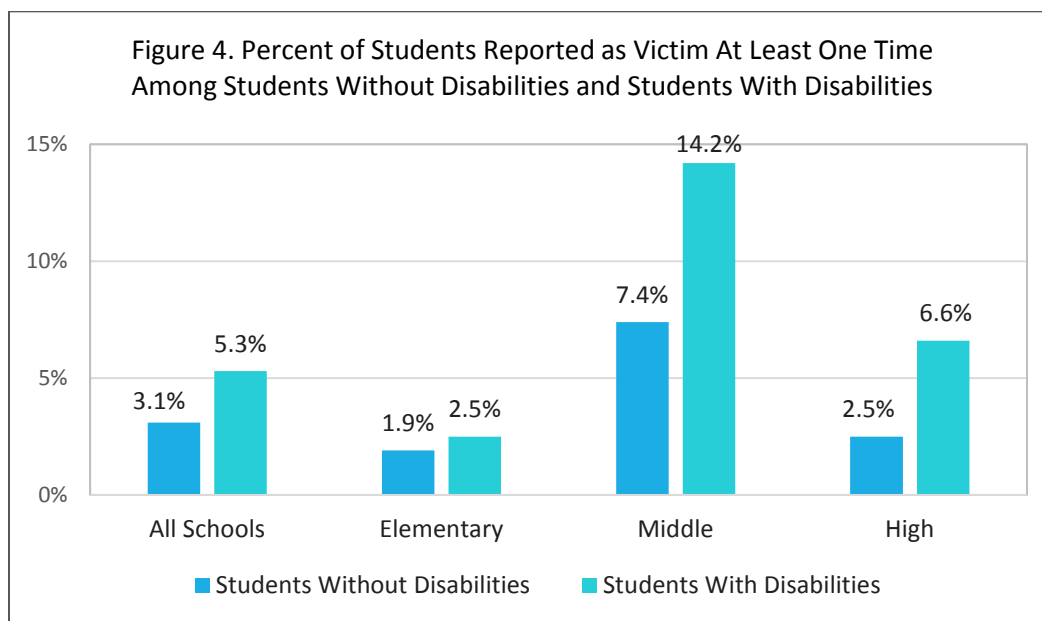
Students may leave school by changing to a different school within the district, transferring out of the school district (for example, moving to another state or country), or dropping out. Among all students in the WCSD in 2015/16, 5 percent (3053) changed schools at least one time during the year, 4 percent (2782) transferred out of the district, and less than 1 percent (364) dropped out. **Students with disabilities changed schools, left the school district, and dropped out at higher rates than general education students.** Twelve percent of students with disabilities and 9 percent of general education students left their school by one of the three exit types during the school year. Students with emotional disturbance had the highest school exit rate (31%) while students with orthopedic impairments had the lowest rate of school exit (5%). Figure 3 describes the percentage of students who exited school at least once during the year across disability types.



The percentage of students who exited school varies by school level, disability status, and type of disability. Larger percentages of students with disabilities exited their schools than students without disabilities, and the difference between these student groups increases from elementary, middle, to high school by 2, 3, and 4 percentage points. Students in alternative school settings⁷ have the highest rates at exit among students with and without disabilities, and rates are highest among students without disabilities in alternative schools. Tables C8-C14 in appendix C describe the number and percent of students who exited by exit type, school level, and disability category.

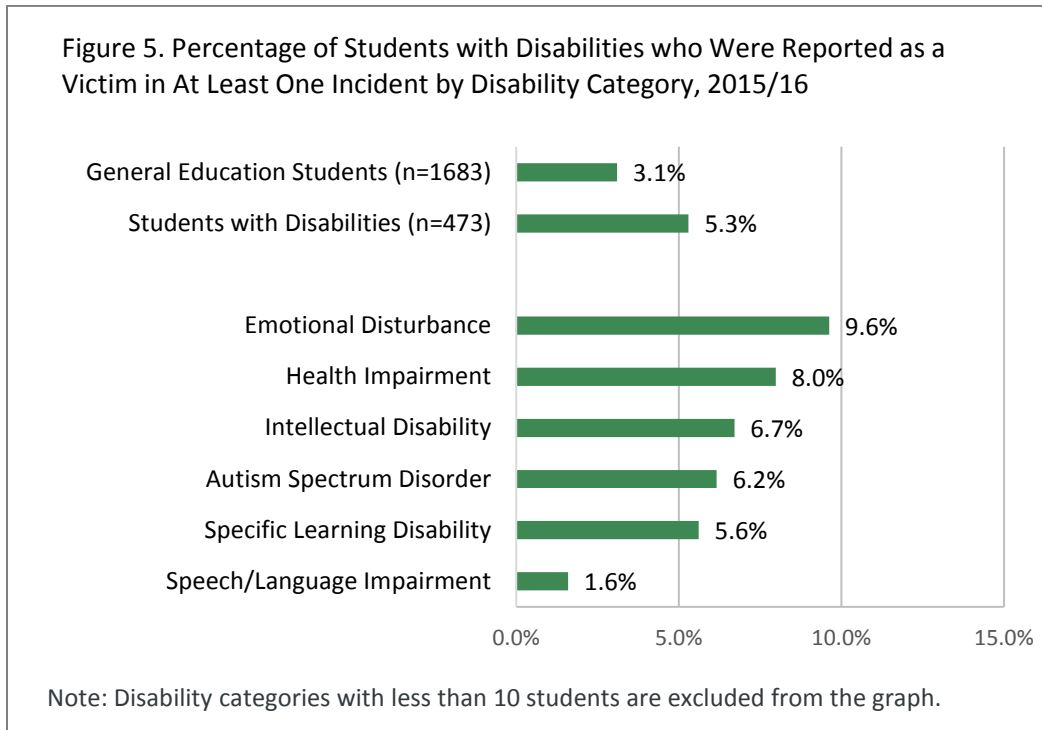
Victimization

In 2015/16, 5 percent (473) of all students with disabilities, were reported as a victim in at least one incident that led to a suspension. **Students with disabilities are more likely to be victimized than students who do not receive special education services in elementary, middle and high school.** The largest differences in the rate of victimization occurs in high school, where students are more than twice as likely to be victimized than their non-disabled peers. Students with disabilities at alternative schools are less likely to be victimized; however, this is likely influenced by the specific purpose and populations of these schools. Figure 4 displays the percentage of students who were victimized across school levels and table C15 in appendix C describes the number, percent, and percentage point differences in victimization across school levels.



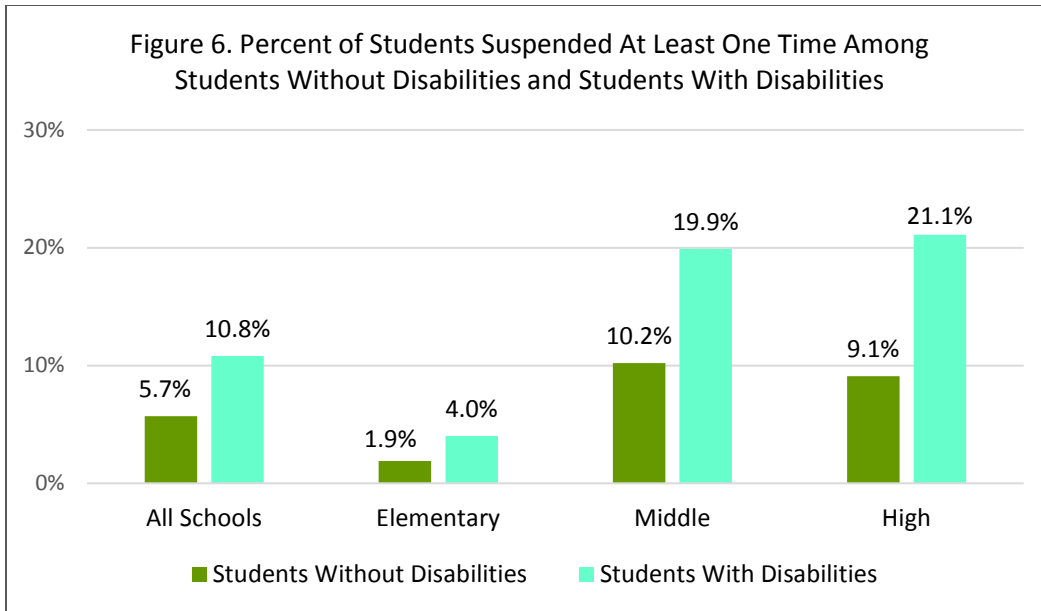
⁷ Alternative schools include Washoe Inspire Academy, Innovations High School, Marvin Picollo School, and Turning Point.

Victimization status varies by disability type. **Ten percent of students with emotional disturbance were reported to have been victimized in at least one incident during the school year, while only 2 percent of students with speech/language impairments were reported as a victim in at least one incident.** Figure 5 displays the percentage of students who were victimized in 2015/16 across disability types (see also table C16).

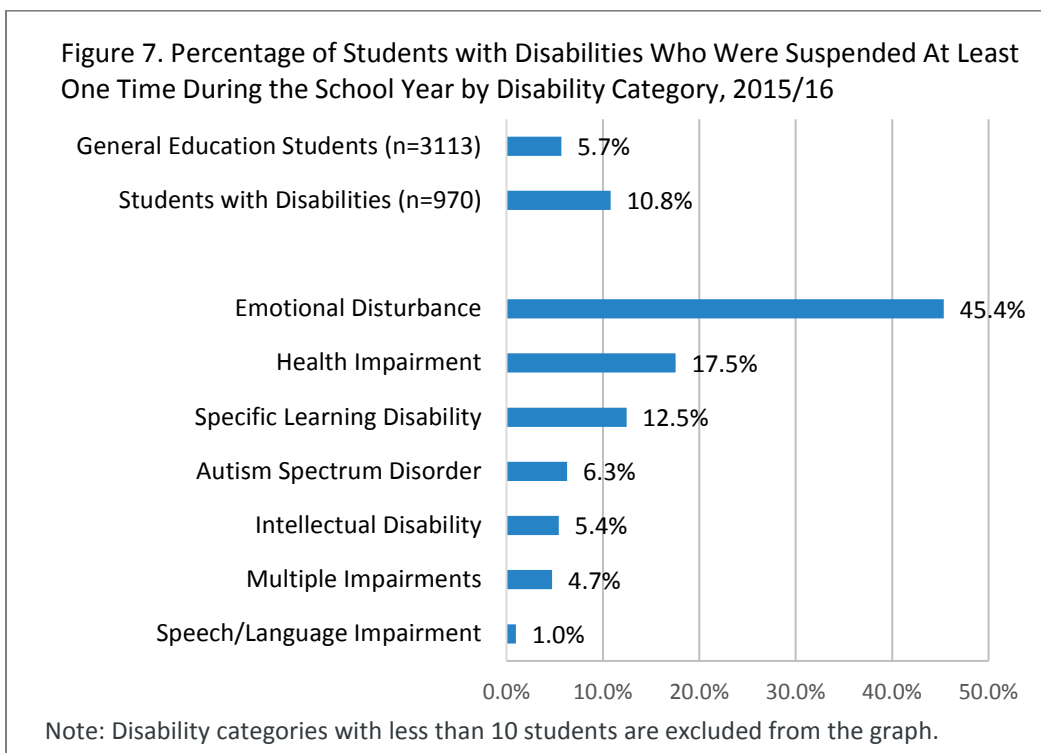


Suspension

In 2015/16, 11 percent (970) of all students with disabilities, were suspended at least one time. **Students with disabilities are suspended at approximately twice the rate of students who do not receive special education services in elementary, middle and high school.** Interestingly, students with disabilities at alternative schools are less likely to be suspended; however, this is likely influenced by the specific purpose and populations of these schools. Figure 6 displays the percentage of students who were suspended across school levels and table C17 in appendix C describes the number, percent, and percentage point differences in suspensions across school levels.



The percentage distribution of students who were suspended varies by disability types. **Almost half (45%) of students identified as having an emotional disturbance, 18 percent with health impairments, and 13 percent with specific learning disabilities (13%) were suspended at least one time during the school year.** None of the 20 students with orthopedic impairments were suspended (figure 7 and table C18).



Grade Point Average

The grade point average (GPA) among all high school students with disabilities in 2015/16 was 2.16, which is slightly lower than the average in 2012/13. Although the overall GPA decreased from three years prior, GPA substantially increased among several disability categories including intellectual disabilities (+.65), multiple disabilities (+.61), and traumatic brain injuries (+.50). In 2015/16, students with intellectual disabilities had the highest GPA of all of the disability types and students with emotional disturbance had the lowest (table 8).

Table 8. Average Un-weighted Grade Point Average (GPA) of High School Students Who Receive Special Education Services by Disability in 2012/13 and 2015/16.

Disability Category	2012/13			2015/16		
	Number of Students	Average GPA	Standard Deviation	Number of Students	Average GPA	Standard Deviation
Hearing impairment	16	2.90	0.40	11	2.61	0.87
Autism	100	2.69	0.72	156	2.77	0.82
Visual Impairments	10	2.66	0.74	--	--	--
Intellectual disability	101	2.53	0.70	127	3.18	0.80
Multiple disabilities	33	2.48	0.34	56	3.09	0.94
Traumatic brain injury	11	2.23	0.68	13	2.73	0.93
Specific learning disabilities	1320	2.17	0.63	1377	2.02	0.82
Other health impairments	288	2.15	0.65	299	1.94	0.87
Emotional disturbance	100	1.94	0.89	106	1.69	0.86
Average GPA	1991	2.22	0.68	2154	2.16	0.91

Note: GPA is unweighted. Disability categories with less than 10 students are excluded from the table.

Credit Attainment

Credit attainment in grades 9 and 10 are strong predictors of academic success and graduation. **Students with disabilities earn credits in grades 9 and 10 at lower rates compared to the overall student population; however, promising gains have been made in credit earning over the past three years.** The percentage of students who earned a full biology credit in grade 9 increased by 6 percentage points, all core credits in grades 9 and 10 increased by 5 percentage points, and a full geometry credit by grade 10 increased by 4 percentage points (table 9).

Table 9. Credit Attainment of Students Receiving Special Education Services by Grade Level, 2013/14 Through 2015/16

Credits Earned	District 2016	School Year IEP		
		2014	2015	2016
Grade 9 - 5 or More Credits in Grade 9	88%	74%	82%	78%
Grade 9 - Core Credit Attainment	70%	46%	49%	46%
Grade 9 - Full Biology Credit	81%	52%	52%	58%
Grade 10 - Core Credit Attainment	69%	41%	49%	47%
Grade 10 - Combined Core Credit Attainment	64%	33%	33%	38%
Grade 10 - Full Geometry Credit	82%	32%	27%	36%

Source: 2016 District Data Profile. Includes students enrolled on October 1, 2015 who remained enrolled through to the end of the school year.

Credit earning varies across disability categories. Of the four disability categories where examination of credit earning is applicable, **students with autism earn core credits at higher rates in grades 9 and 10 than do students within other disability categories.** Fewer than half of students with specific learning disabilities, health impairments, or emotional disturbance are earning all of their core credits in grades 9 and 10 (table 10).

Table 10. Percent of Students Attaining Core Credits in Grades 9 and 10 among Students Who Receive Special Education Services, 2015/16

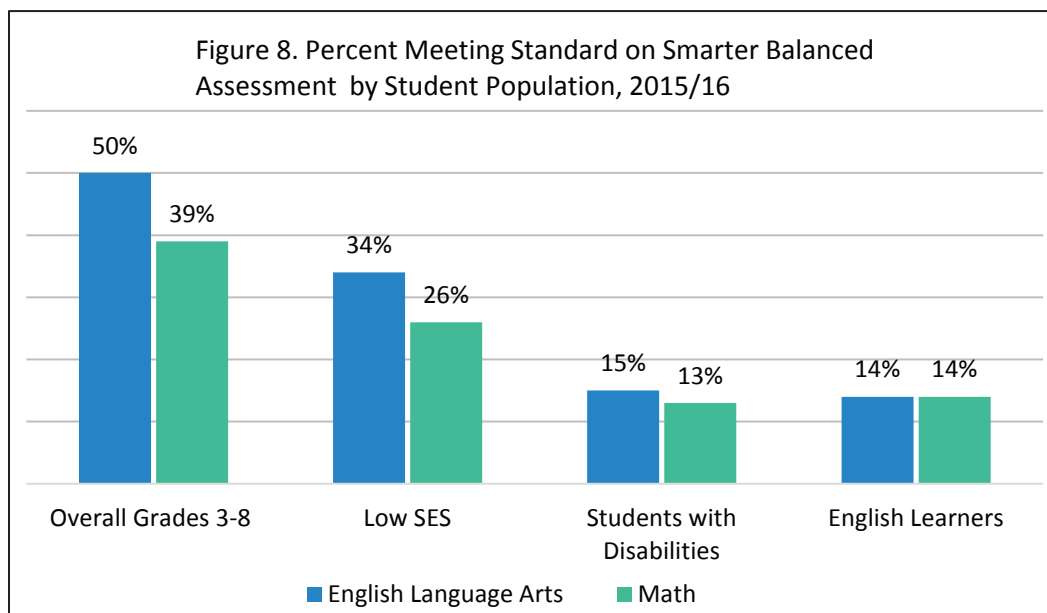
Disability Category	Grade 9		Grade 10		Grades 9 and 10 Combined	
	total number	percent of total	total number	percent of total	total number	percent of total
Autism Spectrum Disorder	35	65.7%	31	71.0%	31	58.1%
Specific Learning Disability	390	46.2%	354	46.3%	354	37.6%
Health Impairment	76	36.8%	59	39.0%	59	30.5%
Emotional Disturbance	19	42.1%	17	23.5%	17	23.5%
Total	526	46.2%	470	46.6%	470	38.1%

Note: Disability categories with less than 10 students are excluded from this table. Excluded categories include hearing impairment/deaf, traumatic brain injury, visual impairment/blind, orthopedic impairment, intellectual disability, multiple impairments, and speech/language impairments.

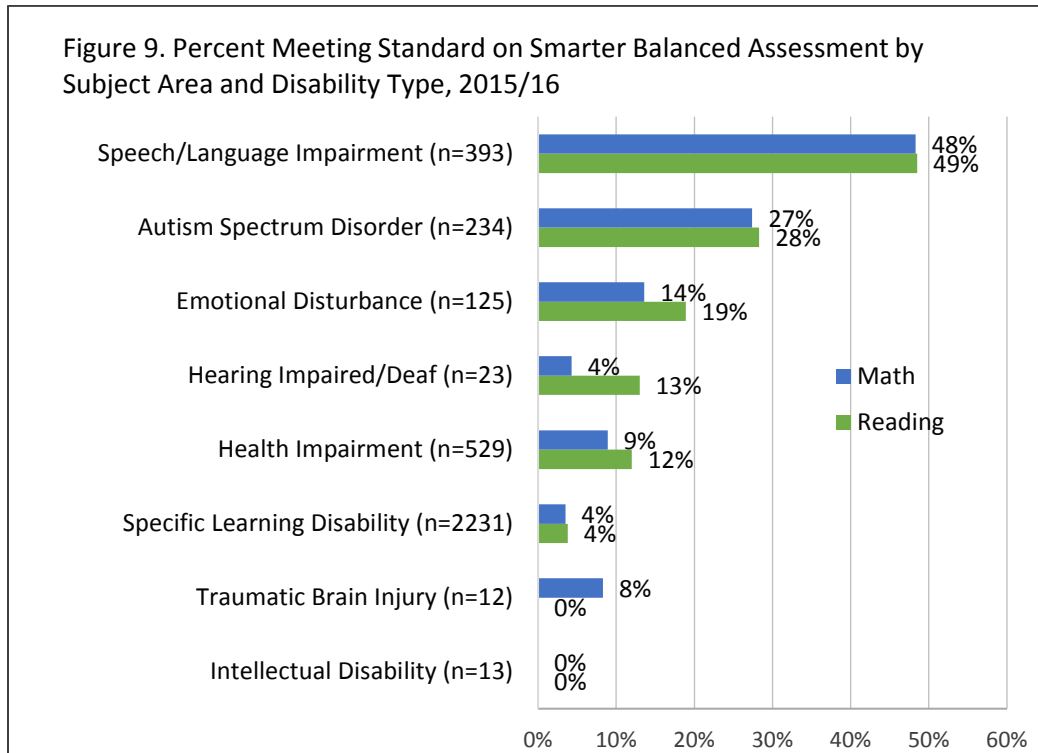
Includes students enrolled on October 1, 2015 who remained enrolled through to the end of the school year.

Smarter Balanced Assessment

Substantially smaller percentages of students with disabilities meet standards in mathematics and reading on the Smarter Balanced Assessment compared to the overall population. In comparison to other student populations, students with disabilities are outperformed by students who qualify for free or reduced price lunch, but perform similarly to English Learners (figure 8).

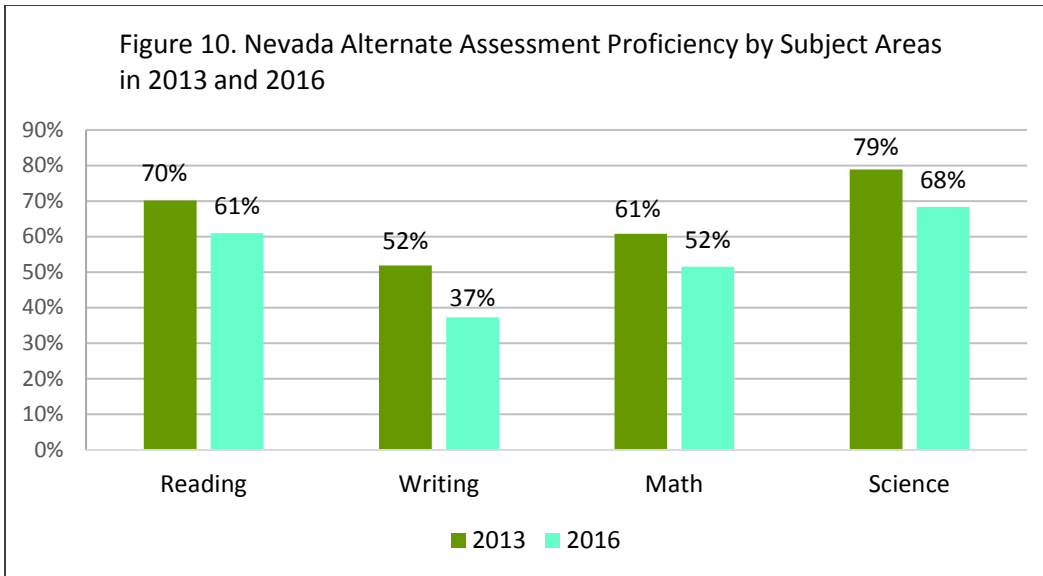


Almost half of students with speech and language impairments met the standard for reading and math, while students diagnosed with specific learning disability, who have traumatic brain injuries, or intellectual disabilities have the lowest rates of meeting standards in reading and math (figure 9, see also tables C19-C22 for number and percent of students by disability type and proficiency level).

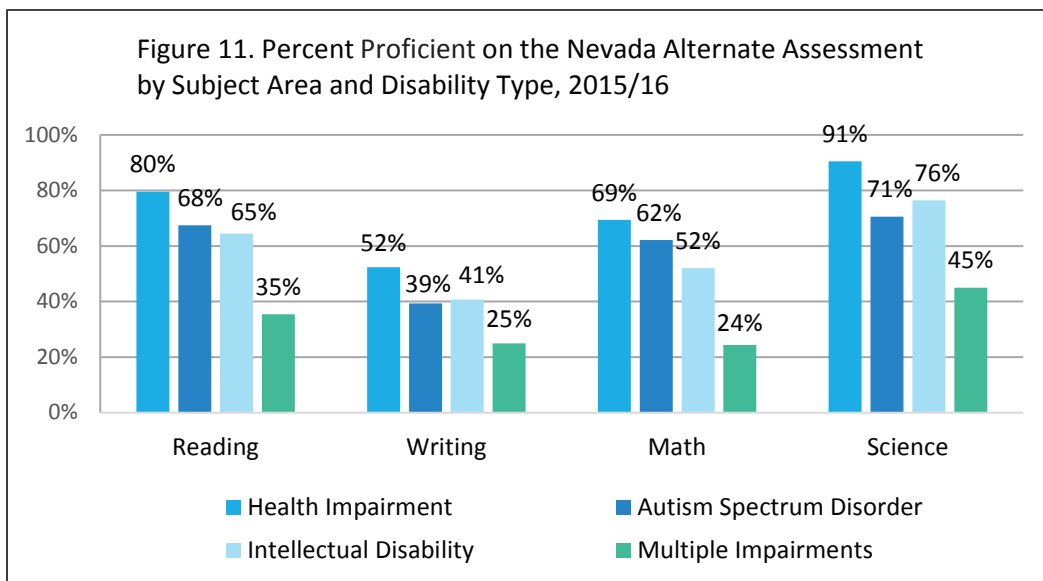


Nevada Alternate Assessment

Of the students with disabilities who were enrolled on October 1, 2015, 375 students completed the Nevada Alternate Assessment (NAA) in at least one subject area (see table C23 Appendix C for full detail). **Overall, 68 percent of students were proficient in science, 61 percent were proficient in reading, 52 percent were proficient in math, and 37 percent were proficient in writing.** Proficiency rates decreased across each of the four subject areas in 2016 compared to 2013 (figure 10).



Larger percentages of students with health impairments were proficient on the NAA compared to other students with disabilities. Students with multiple impairments had the lowest proficiency rates across all four subject areas (figure 11).

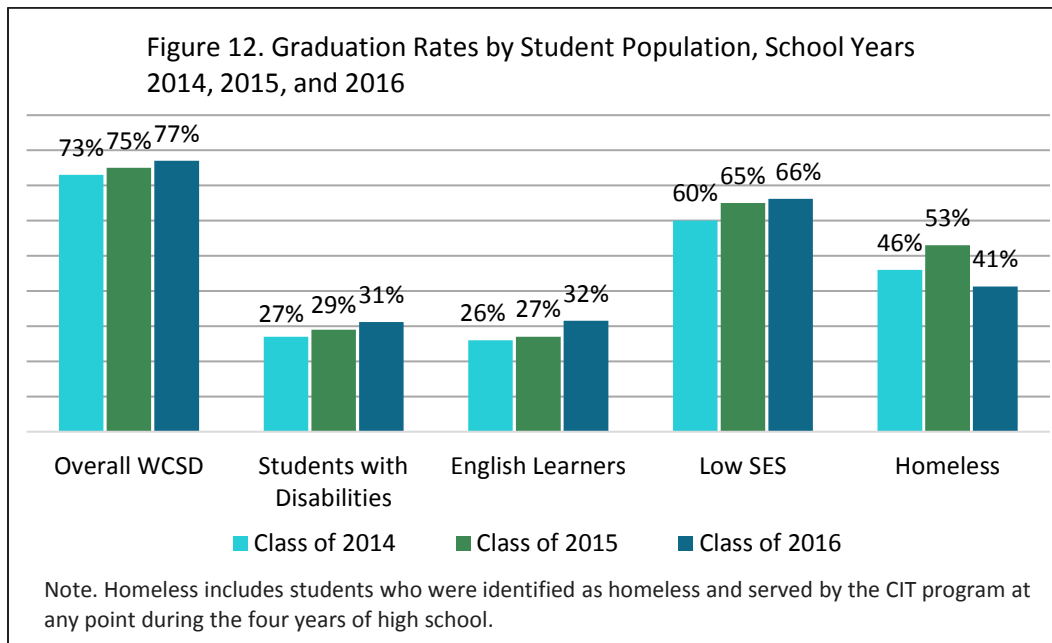


Graduation Rates

The 2016 WCSD graduation rate is 77 percent, yet only 31 percent (171 of 549) of students with disabilities graduated with a standard, honors, or advanced diploma. An additional 34 percent of students with disabilities earned adjusted diplomas; however, this type of diploma does not meet the same standards for graduation as those for students without disabilities. Among the remaining students with disabilities in the class of 2016, 18 percent did not graduate but were still active in the educational system (i.e. non-grads), 15 percent dropped out or

vanished from the system, and 2 percent withdrew to pursue adult school or to earn a high school equivalency certificate.

Graduation rates of students with disabilities increased by 4 percentage points from 2013, which is consistent with the trend experienced in the overall population graduation rate. The graduation rates of students with disabilities are comparable to English Learner graduation rates and are substantially lower than students who qualify for free or reduced price lunch and homeless students (figure 12).



There are variations in graduation outcomes among students with disabilities across racial groups. White students graduated with the highest percentage of honors, advanced, or standard diplomas (39%), while substantial percentages of Asian (69%), multiracial (40%), and Hispanic students (39%) completed high school with adjusted diplomas (table C24 in appendix C).

Graduation rates vary across disability types. The percentage of students who graduated was highest among students with autism (46%), health impairments (39%), and specific learning disabilities (32%). None of the students with intellectual disabilities or multiple impairments graduated with standard, advanced, or honors diplomas. The majority of students with intellectual disabilities (81%) earned adjusted diplomas. Substantial percentages of students with health impairments (16%) and specific learning disabilities (14%) dropped out of school and did not graduate (table 11).

Table 11. Four-Year Graduation Outcomes among Students with Disabilities in the 2016 Cohort by Disability Type.

<i>Disability Category</i>	All Students	Graduation Outcome				
		Grads	Adjusted	Non-Grad	Dropout/ Vanished	Adult - HSE/GED
Specific Learning Disability	313	32.3%	34.8%	16.0%	14.4%	2.6%
Health Impairment	83	38.6%	27.7%	16.9%	15.7%	1.2%
Autism Spectrum Disorder	39	46.2%	43.6%	10.3%	0.0%	0.0%
Intellectual Disability	32	0.0%	81.3%	15.6%	3.1%	0.0%
Emotional Disturbance	30	26.7%	13.3%	26.7%	30.0%	3.3%
Multiple Impairments	15	0.0%	26.7%	66.7%	6.7%	0.0%
Unknown Disability	26	0.0%	0.0%	28.6%	61.9%	9.5%
Total	549	30.1%	34.3%	18.0%	15.1%	2.2%

Note. Caution should be taken when considering percentages with small n sizes. Changes in counts can lead to wide fluctuations in percentages.

Disability categories with less than 10 students are excluded from the table. Excluded categories include hearing impairment/deaf, orthopedic impairment, speech/language impairment, traumatic brain injury, and visual impairment/blind.

Appendix A

Disability Categories

The Individuals with Disabilities Education Act of 2004 defines the following 13 categories of student disability:

1. *Autism* means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
2. *Deaf-blindness* means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
3. *Deafness* means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.
4. *Emotional disturbance* means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. C) Inappropriate types of behavior or feelings under normal circumstances. D) A general pervasive mood of unhappiness or depression. E) A tendency to develop physical symptoms or fears associated with personal or school problems.
5. *Hearing impairment* means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.
6. *Mental retardation/intellectual disability* means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
7. *Multiple disabilities* means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
8. *Orthopedic impairment* means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital

anomaly, impairments caused by disease (for example, poliomyelitis and bone tuberculosis), and impairments from other causes (for example, cerebral palsy, amputations, and fractures or burns that cause contractures).

9. *Other health impairment* means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.
10. *Specific learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
11. *Speech or language impairment* means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
12. *Traumatic brain injury* means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
13. *Visual impairment* means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Note: This brief combines the categories deafness and hearing impairment, as hearing impairment/deafness is how these categories are reported in Nevada. Source: U.S. Department of Education, 2011.

WCSD Special Program Descriptions

Strategies Program is where students require a different type of presentation of curriculum. The student will likely have a special education eligibility of Autism and will require unique forms of communication. Under most circumstances, at least one paraprofessional is assigned to this program. The program foci include:

- Expressive language
- Receptive language
- Spontaneous language

- Functional routines
- Pre-academic skills
- Play concepts
- Direct social skills instruction
- Fine and gross motor skills
- Replacement behavior skills

Social Resource Program Students in this program are typically eligible to receive special education services with a disability related to an impairment in social communication/pragmatic language development. Students in this program also have social/communication deficits. The program foci include:

- Social communication
- Pragmatic language development
- Social communication deficits
- General education curriculum for academics with the potential need for adapted curriculum for abstract concepts.
- Specially designed social skills curriculum emphasizing development of social thinking and social coping skills through systematic, coordinated lessons that comprise easy to follow steps, modeling, role-playing practice and a generalization component.
- Curriculum to specifically address behavioral targets that interfere with participation in general education.

Comprehensive Life Skills program is typically a self-contained classroom for students who have been identified as requiring a functional curriculum. Most students in this program are eligible to receive special education services under the category of an intellectual disability. Under most circumstances, at least one paraprofessional has been assigned to this program. The program foci include:

- Alternative/adaptive curriculum for Connectors to the NV Academic Content Standards and Pre-Academic Skills
- Language rich environment with specialized instruction for social, expressive, and receptive language
- Behavioral targets that interfere with participation in general education
- Vocational skill development
- Direct social skills instruction
- Community safety and awareness
- Functional routines
- Fine and gross motor skills
- Recreation and leisure skills

Social Intervention Program (SIP) is typically a self-contained classroom that works on social skill training for children with behavior disorders. The majority of students in this program have behavior plans and behavioral goals as part of their educational program. Under most circumstances, at least one paraprofessional has been assigned to this program.

The Childfind Project is a federally mandated program that serves 3-5 year-old children. The purpose of Childfind is to conduct student special education evaluations and determine if students are eligible for services. If a child is eligible the Childfind staff works with school sites to place students in one of the over 70 Early Childhood programs in WCSD. Children are referred to Childfind by Early-Intervention services, other outside agencies and parents.

Marvin Picollo School is the Washoe County School District's only regional, Special Education Center that specializes in the education of students, ages three (preschool) to twenty-two years old, that have significant physical and intellectual disabilities. Located in South Reno, Picollo School offers students and families an alternative to the traditional mainstream campus setting by providing a wide variety of opportunities that are specially adapted to each student's needs and Individualized Education Program. Through the coordination of a variety of resources not found on the mainstream campus or in the community at large, Picollo School is dedicated to customizing the education programs of students with special needs so that each student served receives a unique, least restrictive and most appropriate educational experience.

Turning Point is a self-contained program on an alternative campus in the WCSD. The Turning Point program helps students who have demonstrated significant behavioral regression in the least restrictive environment on a middle school or high school campus even with supplemental aides, services, modifications, and individual behavior plans. Wrap around mental health services are provided in the community through University of Nevada, Reno School of Medicine and the Children's Cabinet. The Glenn Hare Center also provides office space for community agencies allowing easier access to services for Turning Point students and families.

Appendix B – Exit Code Groupings

Table B1. Original and grouped exit codes

WCSD exit code	Grouped exit codes
W1a1 = Completed School Year	Not considered and exit in this report
W1a = Different Grade/Track Same School & Year	Not considered and exit in this report
W1b = Different School in District, not Charter	School change within the WCSD
W1c = District Sponsored Charter School	Transfer out of the WCSD
W2a = Different District in Nevada	Transfer out of the WCSD
W2b = Private K-12 School in Nevada	Transfer out of the WCSD
W2c = Rec Equivalent Instr/Home School	Transfer out of the WCSD
W2d = Out of State	Transfer out of the WCSD
W2e = Out of Country	Transfer out of the WCSD
W2f = State Sponsored Charter School	Transfer out of the WCSD
W3a1 = By Student/Parent – Credit Deficient	Dropout/withdrawal/unknown
W3a2 = By Student/Parent – Pregnancy	Dropout/withdrawal/unknown
W3a4 = By Student/Parent – Employment	Dropout/withdrawal/unknown
W3a5 = By Student/Parent – Mental/Physical Condition	Dropout/withdrawal/unknown
W3a6 = By Student/Parent – Per Juvenile Division	Dropout/withdrawal/unknown
W3a7 = By Student/Parent – Self/Parent Support	Dropout/withdrawal/unknown
W3a9 = Other reason not in W3a1-W3a6	Dropout/withdrawal/unknown
W3b = Age Exceeds Restrictions	Dropout/withdrawal/unknown
W3c1 = Permanent Expulsion	Dropout/withdrawal/unknown
W3c2 = Discipline or Eligible Reason	Dropout/withdrawal/unknown
W3c3 = Incarceration	Dropout/withdrawal/unknown
W3d1 = HSE Program	Transfer to adult education/HSE
W3d2 = Adult or Voc/Tech Program	Transfer to adult education/HSE
W3d3 = WCSD Adult School	Transfer to adult education/HSE
W3e1 = Absent 10 days whereabouts unknown	Dropout/withdrawal/unknown
W3e2 = Absent 20 consecutive days, no expected return date	Dropout/withdrawal/unknown
W3e3 = Did not return on expected date – not out of country	Dropout/withdrawal/unknown
W3e4 = Runaway/10 Days Unknown	Dropout/withdrawal/unknown
W3e5 = Didn't return for next school year – reason unknown	Dropout/withdrawal/unknown
W3f = 12 Grades completed (Grads, early grads, or non-Grads)	Not considered and exit in this report
W4a = Deceased	Other
W4b = Under Compulsory Age	Other
W4c = Re-Enrollment from Previous W3D1 or W3D2	Not considered and exit in this report

Appendix C

Table C1. Distribution of Students With an Individual Education Plan across Grade Levels

<i>Grade Level</i>	Total Number District	Percent of District Population	Total Number IEP	Percent of Total IEP in Grade Level	Percent of Total IEP Population
Pre-Kindergarten	713	1.1%	692	7.7%	97.1%
Kindergarten	4724	7.4%	643	7.2%	13.6%
Grade 1	4720	7.4%	624	6.9%	13.2%
Grade 2	5115	8.0%	734	8.2%	14.3%
Grade 3	5217	8.2%	740	8.2%	14.2%
Grade 4	5040	7.9%	728	8.1%	14.4%
Grade 5	4891	7.7%	725	8.1%	14.8%
Grade 6	4737	7.4%	659	7.3%	13.9%
Grade 7	4818	7.6%	588	6.5%	12.2%
Grade 8	4926	7.7%	667	7.4%	13.5%
Grade 9	4884	7.7%	639	7.1%	13.1%
Grade 10	4764	7.5%	609	6.8%	12.8%
Grade 11	4592	7.2%	512	5.7%	11.1%
Grade 12	4326	6.8%	321	3.6%	7.4%
Grade 13	78	0.1%	26	0.3%	33.3%
Ungraded	111	0.2%	82	0.9%	73.9%
Total	63656	100.00%	8989	100.0%	14.1%

Note: Includes all students enrolled on October 1, 2015. Pre-Kindergarten counts do not include students whose enrollments are not state-funded.

Table C2. Distribution of Students With an Individual Education Plan by Race, 2015/16

<i>Race/Ethnicity</i>	Total Number District	Percent of District Population	Total Number IEP	Percent of Total IEP	Percent IEP of District
American Indian	986	1.5%	230	2.6%	23.3%
African American	1448	2.3%	314	3.5%	21.7%
Hispanic	25327	39.8%	3892	43.3%	15.4%
Multiracial	3662	5.8%	491	5.5%	13.4%
White	28795	45.2%	3804	42.3%	13.2%
Pacific Islander	733	1.2%	78	0.9%	10.6%
Asian	2705	4.2%	180	2.0%	6.7%
Total	63656	100%	8989	100%	14.1%

Table C3. Distribution of Students With an Individualized Education Plan by Special Populations, 2015/16

<i>Sub-Populations</i>	Total Number District	Percent of District Population	Total Number of IEPs	Percent of Total IEP	Percent IEP and Sub-Pop of Total District
Does not qualify for free or reduced priced lunch	35080	55.1%	3811	42.4%	6.0%
Qualifies for free or reduced priced lunch	28576	44.9%	5178	57.6%	8.1%
Housed/Not Homeless	61099	96.0%	8417	93.6%	13.2%
Homeless	2557	4.0%	572	6.4%	0.9%
English Learners	8649	13.6%	2271	25.3%	3.6%
Exited Limited English Proficiency status	9107	14.3%	291	3.2%	0.5%
English Proficient	45900	72.1%	6427	71.5%	10.1%
Total	63656	100.0%	8989	100.0%	14.1%

Table C4. Distribution of Students in the Washoe County School District with Individualized Education Plans by Grade Level and Disability Category, 2015/16

Grade Level	Total Number	Autism Spectrum Disorder	Developmental Delay	Emotional Disturbance	Health Impairment	Hearing Impaired/ Deaf	Intellectual Disability	Multiple Impairments	Orthopedic Impairments	Specific Learning Disability	Speech/ Language Impairment	Traumatic Brain Injury	Visual Impairment /Blind
Pre-Kindergarten*	1119	11.4%	63.7%	0.1%	6.3%	0.7%	0.7%	0.4%	0.2%	0.4%	15.4%	0.4%	0.2%
Kindergarten	643	9.8%	5.0%	2.0%	10.6%	0.2%	2.3%	1.7%	0.5%	22.2%	45.6%	0.2%	0.0%
Grade 1	624	9.8%	0.0%	2.4%	10.9%	0.3%	1.9%	2.2%	0.3%	28.4%	43.4%	0.3%	0.0%
Grade 2	734	8.4%	0.0%	2.9%	12.4%	0.4%	2.7%	1.2%	0.0%	36.8%	34.5%	0.3%	0.4%
Grade 3	740	9.5%	0.0%	2.6%	13.6%	0.4%	2.6%	1.5%	0.3%	44.5%	24.6%	0.3%	0.3%
Grade 4	728	7.1%	0.0%	2.5%	12.4%	1.0%	2.5%	1.1%	0.1%	57.6%	15.0%	0.4%	0.4%
Grade 5	725	7.0%	0.0%	2.9%	16.6%	0.6%	2.6%	1.7%	0.3%	58.2%	9.9%	0.1%	0.1%
Grade 6	659	10.5%	0.0%	3.3%	16.5%	0.8%	4.1%	2.1%	0.3%	58.7%	3.3%	0.3%	0.0%
Grade 7	588	8.8%	0.0%	5.6%	15.5%	0.3%	3.7%	1.9%	0.3%	60.7%	2.6%	0.3%	0.2%
Grade 8	667	10.3%	0.0%	3.4%	17.4%	0.4%	3.1%	2.8%	0.3%	59.7%	1.5%	0.7%	0.1%
Grade 9	639	7.0%	0.0%	4.4%	13.9%	0.5%	3.6%	2.5%	0.0%	67.3%	0.3%	0.3%	0.2%
Grade 10	609	7.2%	0.0%	4.4%	13.6%	0.5%	4.9%	2.0%	0.2%	66.2%	0.0%	0.8%	0.2%
Grade 11	512	7.8%	0.0%	6.1%	14.3%	0.6%	4.1%	3.7%	0.2%	62.5%	0.0%	0.4%	0.4%
Grade 12	321	6.5%	0.0%	5.0%	13.4%	0.6%	9.7%	4.4%	0.0%	59.2%	0.0%	1.2%	0.0%
Grade 13	26	7.7%	0.0%	7.7%	23.1%	0.0%	15.4%	15.4%	0.0%	30.8%	0.0%	0.0%	0.0%
Ungraded	82	19.5%	0.0%	2.4%	3.7%	0.0%	29.3%	40.2%	1.2%	3.7%	0.0%	0.0%	0.0%
Total	8989	8.8%	5.4%	3.2%	13.4%	0.5%	3.5%	2.3%	0.2%	47.4%	14.6%	0.4%	0.2%

Note. Student information obtained from Infinite Campus, including disability category, was available for 8,989 students as of October 1, 2015.

*Pre-K student counts include annual enrollments, including enrollments that are not state-funded.

Table C5. Percentage of WCSD Students with Disabilities by Placement and School Level, 2015/16

Placement	All Levels	School Level			
		Elementary (n=5289)	Middle (n=1413)	High (n=2066)	Alternative (n=221)
Regular class 80-100%	68.1%	73.3%	73.7%	56.3%	17.6%
Regular class 40-79%	12.4%	3.4%	17.9%	32.5%	5.4%
Regular class 0-39%	8.4%	7.5%	8.2%	10.7%	9.5%
SPED in Separate Class	4.9%	8.3%	0.0%	0.0%	0.0%
Reg EC Prog>= 10hrs/wk in Reg EC	2.0%	3.5%	n/a	n/a	n/a
Reg EC Prog>= 10hrs/wk other Loc	1.6%	2.7%	n/a	n/a	n/a
Separate School	1.5%	0.0%	0.1%	0.1%	55.7%

Note: Includes all students enrolled on October 1, 2015. Placements with less than 1 percent are excluded from the table. Excluded placements include home, homebound/hospital, correctional facilities, Reg EC Prog<10hrs wk other Loc, Reg EC Prog<10hrs wk in Reg EC, and service provider location.

Alternative schools include Marvin Picollo, Washoe Inspire Academy, Innovations High School, and Turning Point.

Table C6. Program Placement by Disability in 2012/13 and 2015/16, in Number and Percent.

Placement	2012/13		2015/16		Percentage Point Change
	number	percent	number	percent	
Specific Learning Disability					
Regular Ed 80-100%	3066	76.7%	3559	83.6%	6.9
Regular Ed 40-79%	858	21.5%	636	14.9%	-6.6
Regular Ed 0-39%	50	1.3%	36	0.8%	-0.5
Other Programs	25	0.6%	25	0.6%	0.0
Total	3999	100.0%	4256	100.0%	0.0
Speech / Language Impairment					
Regular Ed 80-100%	1185	86.4%	1139	86.6%	0.2
ECE: Majority of services in Regular ECE	53	3.9%	38	2.9%	-1.0
ECE: Majority of services in Other Location	64	4.7%	82	6.2%	1.5
Service Provider Location	50	3.6%	38	2.9%	-0.7
Other Programs	20	1.5%	18	1.4%	-0.1
Total	1372	100.0%	1315	100.0%	0.0
Health Impairment					
Regular Ed 80-100%	612	63.9%	806	67.0%	3.1
Regular Ed 40-79%	172	18.0%	184	15.3%	-2.7
Regular Ed 0-39%	114	11.9%	137	11.4%	-0.5
Special Ed Separate Class	33	3.4%	30	2.5%	-0.9
Other Programs	26	2.7%	46	3.8%	1.1
Total	957	100.0%	1203	100.0%	0.0
Developmental Delay					
Regular Ed 80-100%	24	4.2%	17	3.5%	-0.7
ECE: Majority of services in Regular ECE	118	20.5%	104	21.4%	0.9
ECE: Majority of services in Other Location	55	9.6%	39	8.0%	-1.6
ECE < 10 hrs/week – Majority of service in Other Location	11	1.9%	9	1.9%	0.0
Special Ed in Separate Class	356	61.9%	310	63.9%	2.0
Other Programs	11	1.9%	6	1.3%	-0.6
Total	575	100.0%	485	100.0%	0.0

Table C6. Program Placement by Disability in 2012/13 and 2015/16, in Number and Percent.

Placement	2012/13		2015/16		Percentage Point Change
	number	percent	number	percent	
Autism					
Regular Ed 80-100%	235	42.5%	357	44.9%	2.4
Regular Ed 40-79%	98	17.7%	133	16.7%	1.0
Regular Ed 0-39%	145	26.2%	201	25.3%	0.9
Special Ed in Separate Class	50	9.0%	68	8.6%	0.4
Separate School	12	2.2%	9	1.1%	-1.1
ECE: Majority of services in Regular ECE	0	0%	14	1.8%	1.8
ECE: Majority of services in Other Location	0	0%	9	1.1%	1.1
Other Programs	13	2.0%	4	0.5%	-1.5
Total	553	100.0%	795	100%	0.0
Intellectual Disability					
Regular Ed 80-100%	17	5.1%	29	9.3%	4.2
Regular Ed 40-79%	79	23.9%	59	18.8%	-5.1
Regular Ed 0-39%	214	64.7%	205	65.5%	0.8
Other Programs	21	6.3%	20	6.4%	0.1
Total	331	100.0%	313	100.0%	0.0
Emotional Disturbance					
Regular Ed 80-100%	159	56.6%	147	50.5%	-6.1
Regular Ed 40-79%	59	21.0%	51	17.5%	-3.5
Regular Ed 0-39%	51	18.1%	70	24.1%	6.0
Separate School	0	0%	18	6.2%	6.2
Other Programs	12	4.3%	5	1.7%	-2.6
Total	281	100.0%	291	100.0%	0.0
Multiple Disabilities					
Regular Ed 40-79%	26	15.2%	25	11.8%	-3.4
Regular Ed 0-39%	71	41.5%	92	43.6%	2.1
Separate School	60	35.1%	83	39.3%	4.2
Other Programs	14	8.2%	11	5.3%	-2.9
Total	171	100.0%	211	100.0%	0.0

Table C6. Program Placement by Disability in 2012/13 and 2015/16, in Number and Percent.

<i>Placement</i>	2012/13		2015/16		Percentage Point Change
	number	percent	number	percent	
Hearing Impairment					
Regular Ed 80-100%	26	46.4%	21	45.7%	-0.8
Regular Ed 40-79%	21	37.5%	14	30.4%	-7.1
Other Programs	9	16.1%	11	23.9%	7.8
Total	56	100.0%	46	100.0%	0.0
Traumatic Brain Injury					
Regular Ed 80-100%	20	55.6%	21	61.1%	5.5
Other Programs	16	44.4%	15	38.9%	-5.5
Total	36	100.0%	36	100.0%	0.0
Orthopedic Impairment					
Regular Ed 80-100%	15	62.5%	15	75.0%	12.5
Other Programs	9	37.5%	5	25.0%	-12.5
Total	24	100.0%	20	100.0%	0.0
Visual Impairment					
Regular Ed 80-100%	14	73.7%	11	64.7%	-9.0
Other Programs	5	26.3%	6	35.3%	9.0
Total	19	100.0%	17	100.0%	0.0
Note. Includes students who were enrolled on October 1, 2015.					
-- Data are masked because the number of students on which the calculation is based is less than 10.					

Table C7. Percentage of WCSD Students with Disabilities by Placement Type and Percentage Point Change, 2015/16 and 2012/13

<i>Placement</i>	2012-13		2015-16		Percentage Point Change
	Number	Total	Number	Total	
Regular class 80-100%	5375	64.2%	6123	68.1%	4
Regular class 40-79%	1330	15.9%	1116	12.4%	-3
Regular class 0-39%	661	7.9%	753	8.4%	<1
SPED in Separate Class	471	5.6%	440	4.9%	<1
Reg EC Prog>= 10hrs/wk in Reg EC	195	2.3%	183	2.0%	<1
Reg EC Prog>= 10hrs/wk other Loc	133	1.6%	142	1.6%	<1
Separate School	100	1.2%	128	1.4%	<1
Service Provider Location	53	0.6%	39	0.4%	<1
Reg EC Prog<= 10hrs/wk other Loc	15	0.2%	16	0.2%	<1
Homebound/Hospital	12	0.1%	14	0.2%	<1
SPED in Separate School	19	0.2%	12	0.1%	<1
Reg EC Prog<= 10hrs/wk in Reg EC	7	0.08%	9	0.1%	<1
Correctional Facilities	0	0.0%	6	0.1%	<1
Parentally Placed in Private School	1	0.01%	3	0.0%	<1
Home	2	0.02%	2	0.0%	<1
Residential Facility	1	0.01%	2	0.0%	<1
Total Number of Students	8375	100%	8988	100%	<1
Note: Includes all students enrolled on October 1, 2015. Program placement is missing for one students and is excluded from the calculations.					

Students with At Least One Exit Type

Table C8. Number and Percentage of Students who had at Least One Type of Exit from the WCSD by School Level, 2015/16

<i>School Level</i>	Total Students Without Disabilities	Students Without Disabilities		Total Students with Disabilities	Students With Disabilities		Total All Students	All Students	
		number	percent		number	percent		number	percent
All Students	54667	4819	8.8%	8989	1060	11.8%	63656	5879	9.2%
Elementary School	28343	2584	9.1%	5289	575	10.9%	33632	3159	9.4%
Middle School	9645	754	7.8%	1413	153	10.8%	11058	907	8.2%
High School	16360	1265	7.7%	2066	249	12.1%	18426	1514	8.2%
Alternative School	319	216	67.7%	221	83	37.6%	540	299	55.4%

Note: Alternative Schools include Washoe Inspire Academy, Innovations High School, Picollo, and Turning Point.

Changed Schools Within the WCSD

Table C9. Number and Percentage of Students who Changed Schools Within the WCSD by School Level, 2015/16

<i>School Level</i>	Students Without Disabilities		Students With Disabilities		All Students	
	number	percent	number	percent	number	percent
All Students	2463	4.5%	590	6.6%	3053	4.8%
Elementary School	1435	5.1%	348	6.6%	1783	5.3%
Middle School	331	3.4%	75	5.3%	406	3.7%
High School	529	3.2%	107	5.2%	636	3.5%
Alternative School	168	52.7%	60	27.1%	228	42.2%

Note: Alternative Schools include Washoe Inspire Academy, Innovations High School, Picollo, and Turning Point.

Table C10. Number and Percentage of Students With a Disability Who Transferred to Another School Within the WCSD by Disability Type, 2015/16

<i>Disability Category</i>	Total Students With Disabilities	Changed Schools	
		number	percent
Emotional Disturbance	291	58	19.9%
Intellectual Disability	313	27	8.6%
Traumatic Brain Injury	36	3	8.3%
Health Impairment	1203	91	7.6%
Autism Spectrum Disorder	795	55	6.9%
Developmental Delay	485	31	6.4%
Speech/Language Impairment	1315	77	5.9%
Visual Impairment/Blind	17	1	5.9%
Specific Learning Disability	4257	239	5.6%
Hearing Impairment/Deaf	46	2	4.3%
Multiple Impairments	211	6	2.8%
Orthopedic Impairment	20	0	0.0%
All Students	8989	590	6.6%

Note. Disability based on last enrollment in school year. Counts may differ from October 1, 2015 counts.

Transferred Out of District

Table C11. Number of Percentage of Students Who Transferred Out of the WCSD by School Level, 2015/16

<i>School Level</i>	Students Without Disabilities		Students With Disabilities		All Students	
	number	percent	number	percent	number	percent
All Students	2333	4.3%	449	5.0%	2782	4.4%
Elementary School	1198	4.2%	223	4.2%	1421	4.2%
Middle School	426	4.4%	77	5.4%	503	4.5%
High School	645	3.9%	108	5.2%	753	4.1%
Alternative School	64	20.1%	41	18.6%	105	19.4%

Note: Alternative Schools include Washoe Inspire Academy, Innovations High School, Picollo, and Turning Point.

Table C12. Number and Percentage of Students With a Disability Who Transferred Out of the WCSD by Disability Type, 2015/16

<i>Disability Category</i>	Total Students With Disabilities	Transferred out of the WCSD	
		number	percent
Emotional Disturbance	291	36	12.4%
Traumatic Brain Injury	36	3	8.3%
Health Impairment	1203	80	6.7%
Intellectual Disability	313	20	6.4%
Developmental Delay	485	30	6.2%
Specific Learning Disability	4257	191	4.5%
Hearing Impairment/Deaf	46	2	4.3%
Multiple Impairments	211	9	4.3%
Autism Spectrum Disorder	795	32	4.0%
Speech/Language Impairment	1315	46	3.5%
Orthopedic Impairment	20	0	0.0%
Visual Impairment/Blind	17	0	0.0%

Dropped Out of the WCSD

Table C13. Number and Percentage of Students Who Dropped Out of the WCSD by School Level, 2015/16

<i>School Level</i>	Students Without Disabilities		Students With Disabilities		All Students	
	number	percent	number	percent	number	percent
All Students	272	0.5%	92	1.0%	364	0.6%
Elementary School	40	0.1%	21	0.4%	61	0.2%
Middle School	23	0.2%	7	0.5%	30	0.3%
High School	160	1.0%	52	2.5%	212	1.2%
Alternative School	49	15.4%	12	5.4%	61	11.3%

Note: Alternative Schools include Washoe Inspire Academy, Innovations High School, Picollo, and Turning Point.

Table C14. Number and Percentage of Students With a Disability Who Dropped Out of the WCSD by Disability Type, 2015/16

<i>Disability Category</i>	Total Students With Disabilities	Dropped Out	
		number	percent
Orthopedic Impairment	20	1	5.0%
Emotional Disturbance	291	9	3.1%
Multiple Impairments	211	4	1.9%
Developmental Delay	485	8	1.6%
Specific Learning Disability	4257	56	1.3%
Health Impairment	1203	9	0.7%
Intellectual Disability	313	2	0.6%
Autism Spectrum Disorder	795	2	0.3%
Speech/Language Impairment	1315	1	0.1%
Hearing Impairment/Deaf	46	0	0.0%
Traumatic Brain Injury	36	0	0.0%
Visual Impairment/Blind	17	0	0.0%
All Students	8989	92	1.0%

Victimization

Table C15. Number and Percent of Students Reported as Victim in At Least One Incident Among Students With and Without a Disability, 2015/16

<i>School Level</i>	Total Students Without Disabilities	Students Without Disabilities		Total Students With Disabilities	Student With Disabilities		Percentage Point Difference
		Number	Percent		Number	Percent	
All Schools	54667	1683	3.1%	8989	473	5.3%	2
Elementary	28343	543	1.9%	5289	130	2.5%	2
Middle	9645	716	7.4%	1413	200	14.2%	7
High	16360	408	2.5%	2066	136	6.6%	4
Alternative	319	16	5.0%	221	7	3.2%	2

Note: Includes students who were reported as a victim in Infinite Campus in at least one incident during the school year where the resolution included an in-school or out of school suspension.
Alternative Schools include Washoe Inspire Academy, Innovations High School, Picollo, and Turning Point.

Table C16. Number and Percent of Students Reported as a Victim in At Least One Incident During the School Year by Disability Type, 2015/16.

<i>Disability Type</i>	All Students With Disabilities	Not Victimized		Reported Victim	
		number	percent	number	percent
Autism Spectrum Disorder	795	746	93.8%	49	6.2%
Developmental Delay	485	484	99.8%	1	0.2%
Emotional Disturbance	291	263	90.4%	28	9.6%
Health Impairment	1203	1107	92.0%	96	8.0%
Hearing Impaired/Deaf	46	43	93.5%	3	6.5%
Intellectual Disability	313	292	93.3%	21	6.7%
Multiple Impairments	211	206	97.6%	5	2.4%
Orthopedic Impairments	20	18	90.0%	2	10.0%
Specific Learning Disability	4257	4018	94.4%	239	5.6%
Speech/Language Impairment	1315	1294	98.4%	21	1.6%
Traumatic Brain Injury	36	29	80.6%	7	19.4%
Visual Impairment/Blind	17	16	94.1%	1	5.9%
All Students	8989	8516	94.7%	473	5.3%

Suspension

Table C17. Number and Percent of Students Suspended At Least One Time Among Students With and Without a Disability, 2015/16.

<i>School Level</i>	Total Students Without Disabilities	Students Without Disabilities		Total Students With Disabilities	Student With Disabilities		Percentage Point Difference
		Number	Percent		Number	Percent	
All Schools	54667	3113	5.7%	8989	970	10.8%	5
Elementary	28343	537	1.9%	5289	211	4.0%	2
Middle	9645	985	10.2%	1413	281	19.9%	10
High	16360	1486	9.1%	2066	436	21.1%	12
Alternative	319	105	32.9%	221	42	19.0%	14

Note: Includes students who received at least one in-school or out of school suspension during the school year.
Alternative Schools include Washoe Inspire Academy, Innovations High School, Picollo, and Turning Point.

Table C18. Number and Percent of Students Suspended At Least One Time During the School Year by Disability Type, 2015/16.

<i>Disability Type</i>	All Students With Disabilities	Not suspended		Suspended	
		number	percent	number	percent
Autism Spectrum Disorder	795	745	93.7%	50	6.3%
Developmental Delay	485	484	99.8%	1	0.2%
Emotional Disturbance	291	159	54.6%	132	45.4%
Health Impairment	1203	992	82.5%	211	17.5%
Hearing Impaired/Deaf	46	43	93.5%	3	6.5%
Intellectual Disability	313	296	94.6%	17	5.4%
Multiple Impairments	211	201	95.3%	10	4.7%
Orthopedic Impairments	20	20	100.0%	0	0.0%
Specific Learning Disability	4257	3727	87.5%	530	12.5%
Speech/Language Impairment	1315	1302	99.0%	13	1.0%
Traumatic Brain Injury	36	34	94.4%	2	5.6%
Visual Impairment/Blind	17	16	94.1%	1	5.9%
All Students	8989	8019	89.2%	970	10.8%

Smarter Balanced Assessment

Table C19. Smarter Balanced English Language Arts Achievement Levels of Students Receiving Special Education Services by Grade Level, 2015/16

<i>Grade Level</i>	Number of Students	Achievement Levels			
		Level 1	Level 2	Level 3	Level 4
Grade 3	627	55%	21%	12%	12%
Grade 4	623	64%	19%	11%	6%
Grade 5	596	64%	20%	13%	3%
Grade 6 (ES)	418	63%	25%	9%	2%
Grade 6 (MS)	155	73%	19%	6%	2%
Grade 7	511	65%	25%	9%	1%
Grade 8	557	64%	27%	8%	1%

Source: 2016 District Data Profile. Includes all test takers.
 Note: Level 1 = novice, level 2 = partially proficient, level 3 = proficient, and level 4 = advanced.

Table C20. Smarter Balanced Math Achievement Levels of Students Receiving Special Education Services by Grade Level, 2015/16

<i>Grade Level</i>	Number of Students	Achievement Levels			
		Level 1	Level 2	Level 3	Level 4
Grade 3	624	53%	21%	17%	10%
Grade 4	632	55%	29%	11%	5%
Grade 5	591	69%	18%	7%	6%
Grade 6 (ES)	418	70%	20%	6%	5%
Grade 6 (MS)	154	75%	17%	4%	5%
Grade 7	510	76%	17%	5%	2%
Grade 8	548	84%	12%	3%	1%

Note: Source: 2016 District Data Profile. Includes all test takers.
 Note: Level 1 = novice, level 2 = partially proficient, level 3 = proficient, and level 4 = advanced.

Table C21. Smarter Balanced English Language Arts Achievement Levels by Disability, 2015/16

<i>Disability Category</i>	Number of Students	Proficiency Level			
		Level 1	Level 2	Level 3	Level 4
Speech/Language Impairment	396	25%	27%	27%	22%
Autism Spectrum Disorder	240	46%	26%	22%	7%
Emotional Disturbance	127	59%	22%	15%	4%
Health Impairment	532	63%	25%	11%	2%
Specific Learning Disability	2237	77%	20%	4%	<1%
Hearing/Deaf	23	78%	9%	13%	0%
Traumatic Brain Injury	12	75%	25%	0%	0%
Intellectual Disability	14	100%	0%	0%	0%
Total	3599	66%	22%	9%	3%

Note: Disability categories with less than 10 students are excluded from this table. Data taken from students enrolled on October 1, 2015 who took the Smarter Balanced Assessment.
 Level 1 = novice, level 2 = partially proficient, level 3 = proficient, and level 4 = advanced.

Table C22. Smarter Balanced Math Achievement Levels by Disability, 2015/16

<i>Disability Category</i>	Number of Students	Proficiency Level			
		Level 1	Level 2	Level 3	Level 4
Speech/Language Impairment	393	22%	30%	27%	21%
Autism Spectrum Disorder	234	55%	18%	15%	13%
Emotional Disturbance	125	60%	26%	6%	7%
Health Impairment	529	73%	18%	7%	2%
Specific Learning Disability	2231	81%	16%	3%	1%
Traumatic Brain Injury	12	75%	17%	8%	0%
Hearing/Deaf	23	65%	30%	4%	0%
Intellectual Disability	13	100%	0%	0%	0%
Total	3578	71%	18%	7%	4%
Note: Disability categories with less than 10 students are excluded from this table. Data taken from students enrolled on October 1, 2015 who took the Smarter Balanced Assessment.					
Note: Level 1 = novice, level 2 = partially proficient, level 3 = proficient, and level 4 = advanced.					

Nevada Alternate Assessment

Table C23. Percentage of Students with Disabilities Who Were Proficient on the Nevada Alternate Assessment, 2015/16

<i>Subject Area</i>	Number of Students	Proficiency Level			
		Emergent/Developing	Approaching Standards	Meeting Standards	Exceeding Standards
Reading	375	16.0%	22.9%	39.7%	21.3%
Math	373	8.8%	39.7%	41.8%	9.7%
Science	152	7.9%	23.7%	43.4%	25.0%
Writing	150	40.7%	22.0%	24.0%	13.3%
Note: Subject areas math and reading are administered in grades 3-8 & 11, and writing and science in grades 5, 8, & 11.					

Graduation Outcomes

Table C24. Graduation Outcomes among Students with Disabilities in the Class of 2016 by Race.

<i>Race/Ethnicity</i>	Total students	Graduation Outcome				
		Grads	Adjusted*	Non-Grad	Dropout/ Vanished	Adult - HSE/GED
African American	21	9.5%	28.6%	19.0%	38.1%	4.8%
Asian	16	25.0%	68.8%	0.0%	0.0%	6.3%
Hispanic	209	23.4%	38.8%	22.5%	13.9%	1.4%
Multiracial	25	36.0%	40.0%	16.0%	8.0%	0.0%
White	260	38.5%	26.9%	15.8%	16.2%	2.7%
Total	543	30.4%	34.3%	18.0%	15.1%	2.2%

Note. Preliminary graduation rates as of August 29, 2016. Caution should be taken when considering percentages with small n sizes. Changes in counts can lead to wide fluctuations in percentages. Because these numbers are preliminary, they should be considered only for general patterns seen across groups.

Race/ethnicity categories with less than 10 students are excluded from the table. Excluded categories include American Indian and Pacific Islander.

*Adjusted diplomas are no longer awarded beginning SY 2015/16. They are included here to show the percentage who in the past would have been awarded this type of high school completion. Adjusted diplomas are now included in the non-grad category.