

Students We Serve



REGULAR CLASS

Students placed inside regular class 80% or more of day.



Oregon target - **73.00% or more**

SEPARATE CLASS

Students placed inside regular class less than 40% of day.



Oregon target - **10.60% or less**

SEPARATE SETTINGS

Students served in separate public or private schools, residential placements, or homebound/hospital settings.



Oregon target - **1.80% or less**

Academic Achievement

ENGLISH LANGUAGE ARTS (ELA)

District participation by students with IEPs
Oregon target



Students with IEPs meeting or exceeding standards
Oregon target



MATHEMATICS

District participation by students with IEPs
Oregon target



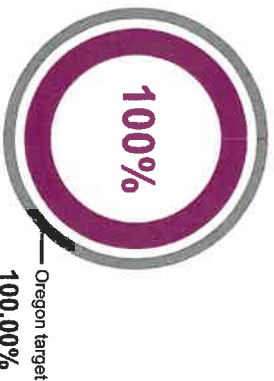
Students with IEPs meeting or exceeding standards
Oregon target



Eligibility Timeline

SPECIAL EDUCATION ELIGIBILITY

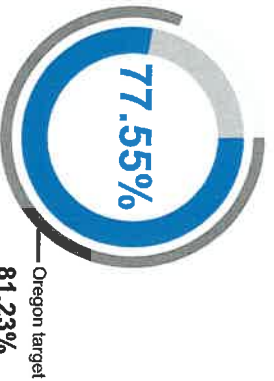
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



Improving Services

PARENT SURVEY RESULTS

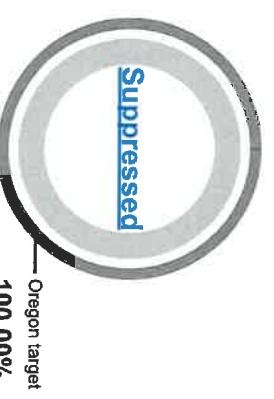
Parents who report schools facilitated parent involvement as means of improving services and results.



Transition

SECONDARY TRANSITION

IEPs in effect when a student turns 16 that include post-secondary goals, transition services, and district evidence of IEP team meeting.



Information Provided by District/Program

*Information was not submitted for this section.

OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

SUPERINTENDENT: Andy Bellando | 111 SW Ash St Dallas 97338 | 503-623-5594
DIRECTOR OF SPECIAL EDUCATION: Aulymn Galbraith | 503-623-5594

Equity and Disproportionality

DISTRICT IDENTIFICATION

Suspension/expulsion

Significant discrepancy in rate of suspension/expulsion for more than 10 days



**SIGNIFICANT
DISCREPANCY
FOUND**

Significant discrepancy, by race or ethnicity, for more than 10 days; and, policies, procedures, or practices contributed and do not comply with requirements relating to IEP development and implementation.



**NO
SIGNIFICANT
DISCREPANCY
FOUND**

Students Receiving Special Education Services

Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



**NO
DISPROPORTIONATE
REPRESENTATION
FOUND**

Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

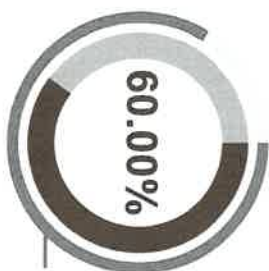


**NO
DISPROPORTIONATE
REPRESENTATION
FOUND**

Academic Success

FOUR-YEAR COHORT GRADUATION RATE

Students with IEPs earning a regular or modified diploma within four years.



Oregon target
84.0% or more

FIVE-YEAR COHORT GRADUATION RATE

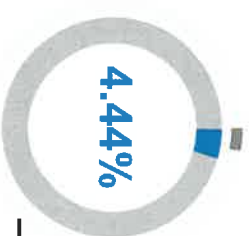
Students with IEPs earning a regular or modified diploma within five years.



Oregon target
86.0% or more

HIGH SCHOOL DROPOUT RATE

Students with IEPs who drop out.

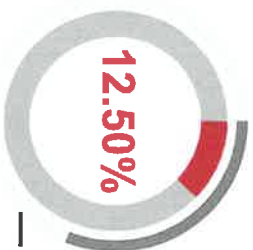


Oregon target
3.1% or less

Outcomes

HIGHER ED

Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target
31.00%

HIGHER ED/EMPLOYED

Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



Oregon target
55.50%

HIGHER ED/TRAINING/EMPLOYED

Students with an IEP who enrolled in higher education, enrolled in post secondary education/training or were competitively employed or had other employment within one year of leaving high school.



Oregon target
72.00%

Individualized Education Program (IEP)

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

Special Education (SE)

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.