



OREGON  
DEPARTMENT OF  
EDUCATION

Oregon achieves... together!

# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Pendleton SD 16

SUPERINTENDENT: Kevin Headings | 107 NW 10th St, Pendleton 97801 | 541-276-6711  
DIRECTOR OF SPECIAL EDUCATION: Julie Smith | 541-276-6711

2023-24

### Students We Serve



452

Total Students in the  
Special Education  
Child Count

#### REGULAR CLASS

B5A. Students placed inside regular class  
80% or more of day.



74.12%

Students

Oregon target - 77.00% or more

#### SEPARATE CLASS

B5B. Students placed inside regular class  
less than 40% of day.



6.64%

Students

Oregon target - 8.40% or less

#### SEPARATE SETTINGS

B5C. Students served in separate public or  
private schools, residential placements, or  
homebound/hospital settings.



0.00%

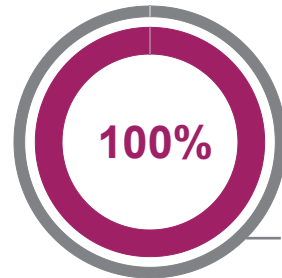
Students

Oregon target - 1.60% or less

### Eligibility Timeline

#### B11. SPECIAL EDUCATION ELIGIBILITY

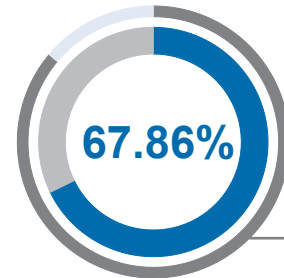
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



### Improving Services

#### B8. PARENT SURVEY RESULTS

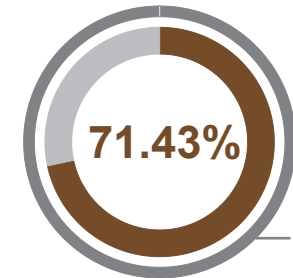
Parents who report schools facilitated parent involvement as means of improving services and results.



### Transition

#### B13. 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

Our strategic plan focuses on instructional excellence, responding to the needs of All students, innovating to serve our students, and celebrating the positives in our District. Special education staff are committed to building and maintaining positive, nurturing relationships with our students and their families. We strive to meet our students social emotional and academic needs. We believe all students deserve equitable access to a quality education and the opportunity to learn. We believe all students learn in different ways and at different rates.



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### Equity and Disproportionality

#### DISTRICT IDENTIFICATION

Target: No Significant Discrepancy or Disproportionate Representation

#### Suspension/expulsion

B4A. Significant discrepancy in rate of suspension/expulsion for more than 10 days



**SIGNIFICANT  
DISCREPANCY  
FOUND**

B4B. 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

B9. Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



**NO  
DISPROPORTIONATE  
REPRESENTATION  
FOUND**

B10. Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

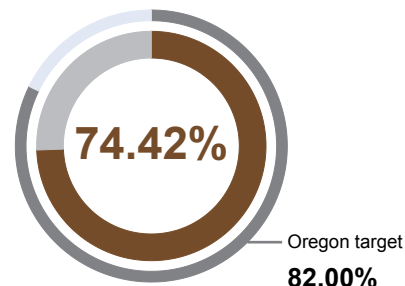


**NO  
DISPROPORTIONATE  
REPRESENTATION  
FOUND**

### Academic Success

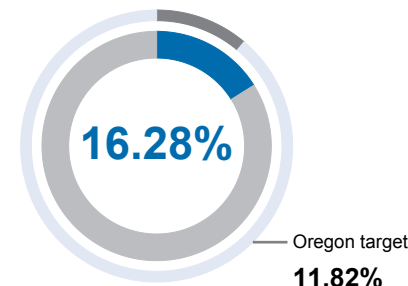
#### B1. GRADUATION RATE

Students with IEPs who exited special education by earning a regular or modified diploma



#### B2. DROPOUT RATE

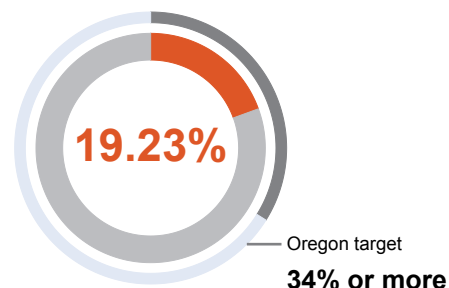
Students with IEPs who exited special education by dropping out



### Outcomes

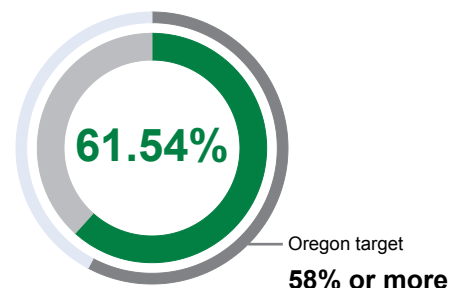
#### B14A. HIGHER ED

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



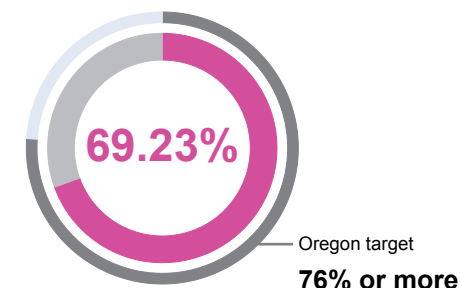
#### B14B. HIGHER ED/EMPLOYED

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



#### B14C. 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.



### 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.

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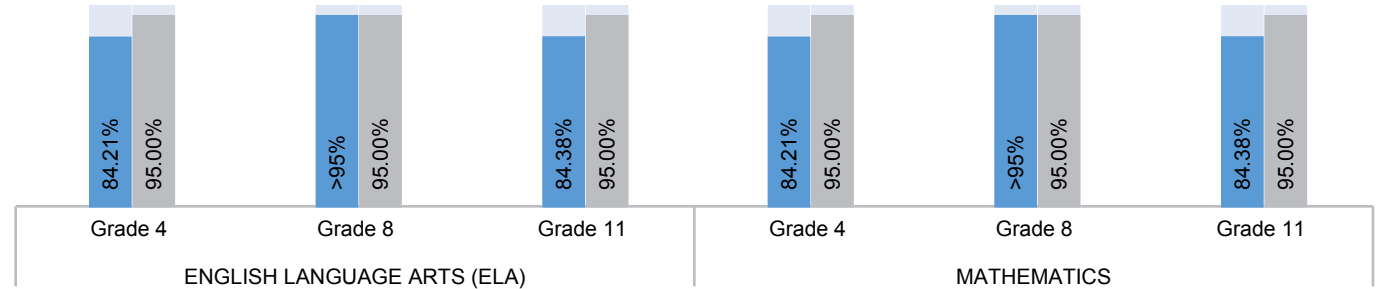
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### Academic Achievement

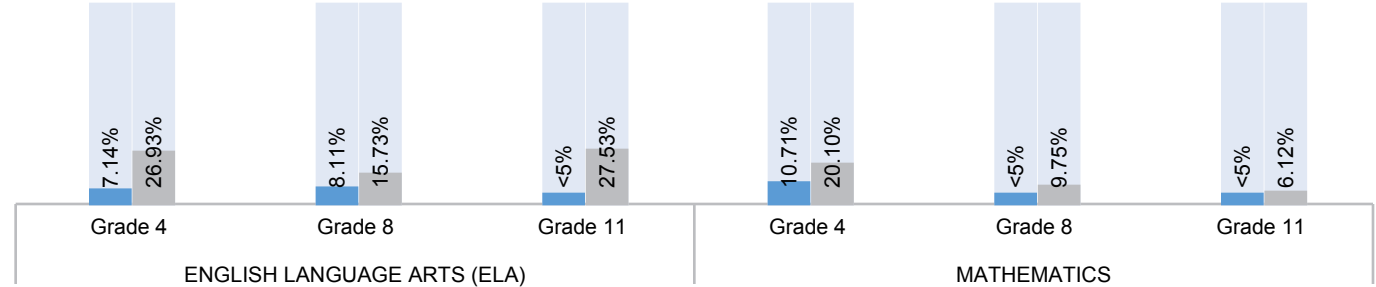
#### B3A: Participation

- Participation Rates for Students with IEPs
- Oregon target



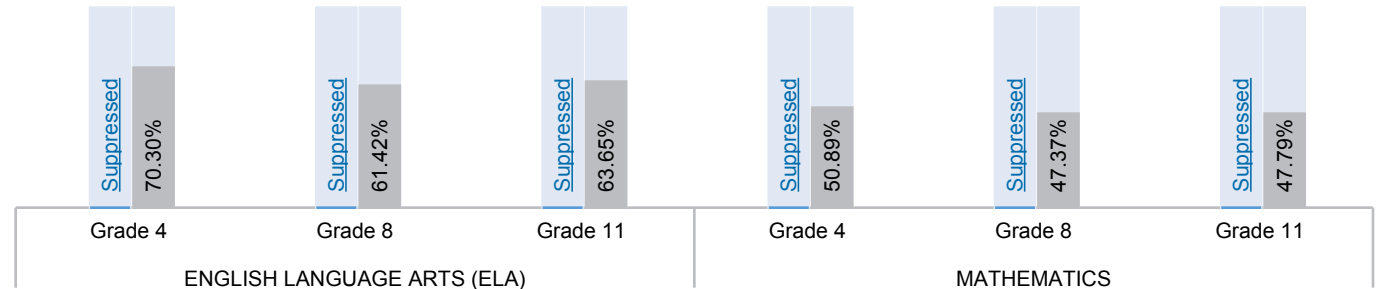
#### B3B: Regular Assessment

- Proficiency Rates for Students with IEPs Meeting or Exceeding Grade Level Academic Achievement Standards
- Oregon target



#### B3C: Alternate Assessment

- Proficiency Rates for Students with IEPs Meeting or Exceeding Alternate Achievement Standards
- Oregon target



#### B3D: Gap in Proficiency

- Gap in Proficiency for Students with IEPs and All Students Against Grade Level Academic Achievement Standards (Goal is to be less than or equal to Oregon target)
- Oregon target

