



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

*Oregon achieves... together!*

# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Pendleton SD 16

2018-19

SUPERINTENDENT: Chris Fritsch | 107 NW 10th St Pendleton 97801 | 541-276-6711

DIRECTOR OF SPECIAL EDUCATION: Julie Smith | 541-276-6711

### Academic Achievement

#### ENGLISH LANGUAGE ARTS (ELA)

District participation by students with IEPs  
Oregon target

##### Elementary School ELA



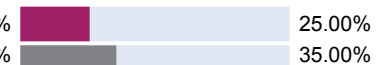
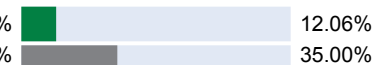
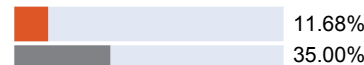
##### Middle School ELA



##### High School ELA



Students with IEPs meeting or exceeding standards  
Oregon target



#### MATHEMATICS

District participation by students with IEPs  
Oregon target

##### Elementary School Math



##### Middle School Math



##### High School Math



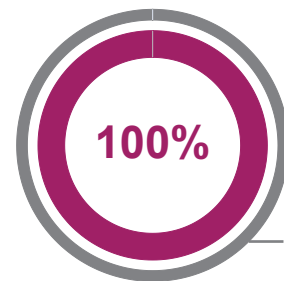
Students with IEPs meeting or exceeding standards  
Oregon target



### Eligibility Timeline

#### SPECIAL EDUCATION ELIGIBILITY

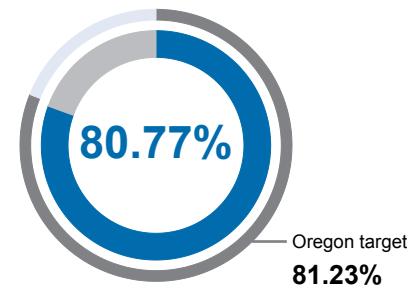
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



### 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.

### Students We Serve



**434**

Total Students in the  
Special Education  
Child Count

### REGULAR CLASS

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



**64.75%**

Students

Oregon target - **73.00% or more**

### SEPARATE CLASS

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



**10.37%**

Students

Oregon target - **10.60% or less**

### SEPARATE SETTINGS

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



**0.00%**

Students

Oregon target - **1.80% or less**



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### Equity and Disproportionality

#### DISTRICT IDENTIFICATION

##### Suspension/expulsion

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



NO  
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

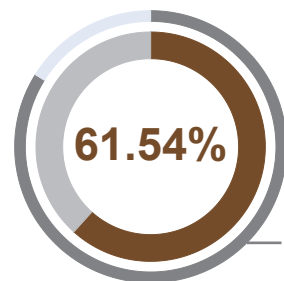


NO  
DISPROPORTIONATE  
REPRESENTATION  
FOUND

### Academic Success

#### FOUR-YEAR COHORT GRADUATION RATE

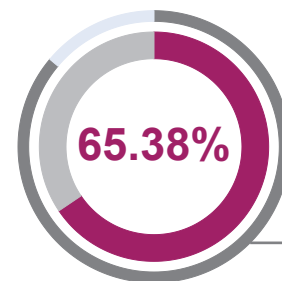
Students with IEPs earning a regular or modified diploma within four years.



Oregon target  
84.0% or more

#### FIVE-YEAR COHORT GRADUATION RATE

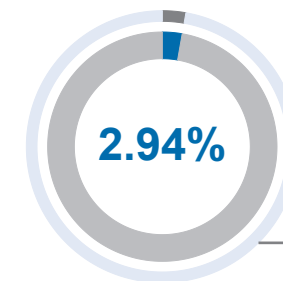
Students with IEPs earning a regular or modified diploma within five years.



Oregon target  
86.0% or more

#### HIGH SCHOOL DROPOUT RATE

Students with IEPs who drop out.

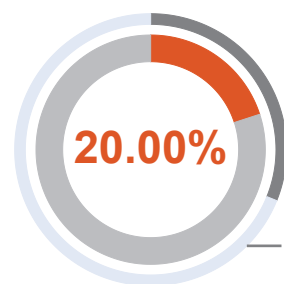


Oregon target  
3.1% or less

### Outcomes

#### HIGHER ED

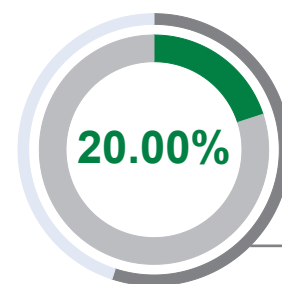
Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target  
31.00%

#### HIGHER ED/EMPLOYED

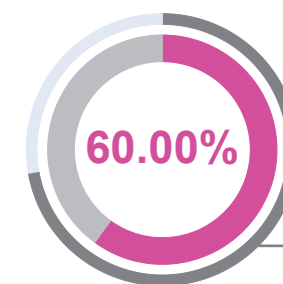
Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



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.