OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

OREGON AT–A–GLANCE SPECIAL EDUCATION PROFILE
Pleasant Hill SD 1

SUPERINTENDENT: Scott Linenberger | 36386 Hwy 58 Pleasant Hill 97455 | 541-746-9646
DIRECTOR OF SPECIAL EDUCATION: Whitney Connolly | 541-736-0417

2018-19

Students We Serve

141
Total Students in the Special Education Child Count

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

90.07%
Students

Oregon target - **73.00% or more**

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

0.71%
Students

Oregon target - **10.60% or less**

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

7.09%
Students

Oregon target - **1.80% or less**

Academic Achievement

ENGLISH LANGUAGE ARTS (ELA)

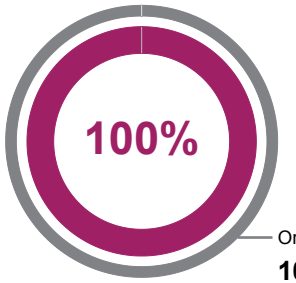
	Elementary School ELA	Middle School ELA	High School ELA
District participation by students with IEPs	71.74%	80.95%	58.33%
Oregon target	95.00%	95.00%	95.00%
Students with IEPs meeting or exceeding standards	12.12%	14.71%	57.14%
Oregon target	35.00%	35.00%	35.00%

MATHEMATICS

	Elementary School Math	Middle School Math	High School Math
District participation by students with IEPs	65.22%	76.19%	50.00%
Oregon target	95.00%	95.00%	95.00%
Students with IEPs meeting or exceeding standards	13.33%	6.25%	<5%
Oregon target	32.00%	32.00%	32.00%

Eligibility Timeline

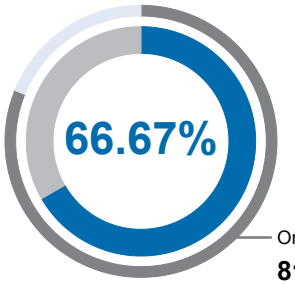
SPECIAL EDUCATION ELIGIBILITY
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



Oregon target
100.00%

Improving Services

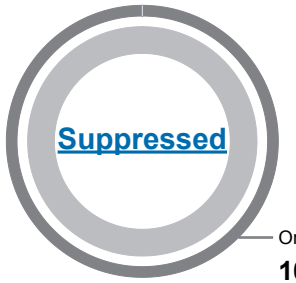
PARENT SURVEY RESULTS
Parents who report schools facilitated parent involvement as means of improving services and results.



Oregon target
81.23%

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.



Oregon target
100.00%

Information Provided by District/Program

We ensure access to high quality education for students. We provide instruction that is responsive to the needs of students. We are committed to ensuring that students meet their academic goals and are prepared for post-secondary success. We look forward to engaging our community partners to develop transition services to ensure students are on successful career pathways. We believe that families are essential partners in developing systems of support for students. We look forward to working with families to address the needs of students.

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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

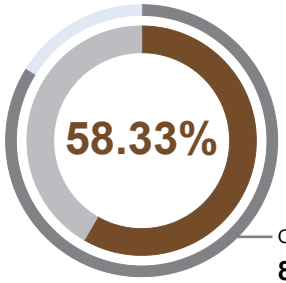
Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

NO DISPROPORTIONATE REPRESENTATION FOUND

Academic Success

FOUR-YEAR COHORT GRADUATION RATE

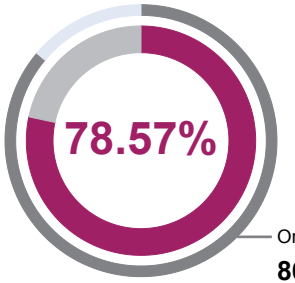
Students with IEPs earning a regular or modified diploma within four years.



Oregon target
84.0% or more

FIVE-YEAR COHORT GRADUATION RATE

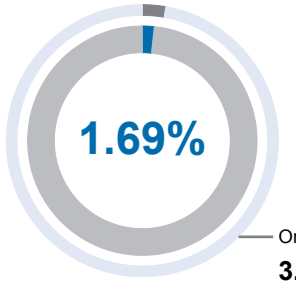
Students with IEPs earning a regular or modified diploma within five years.



Oregon target
86.0% or more

HIGH SCHOOL DROPOUT RATE

Students with IEPs who drop out.

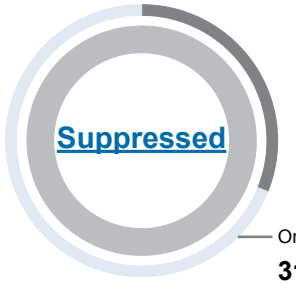


Oregon target
3.1% or less

Outcomes

HIGHER ED

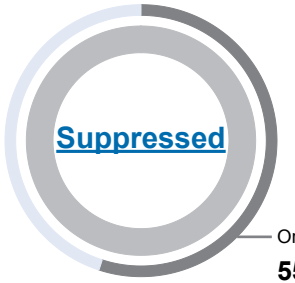
Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target
31.00%

HIGHER ED/EMPLOYED

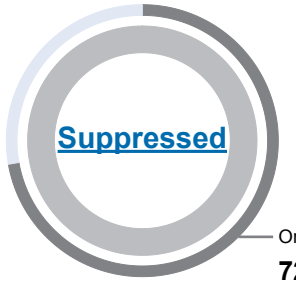
Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



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.