OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OREGON AT–A–GLANCE SPECIAL EDUCATION PROFILE

Pleasant Hill SD 1

2020-21

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

Students We Serve

155

Total Students in the Special Education Child Count

REGULAR CLASS

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

85.81%

Students

Oregon target - **75.00% or more**

SEPARATE CLASS

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

3.23%

Students

Oregon target - **9.25% or less**

SEPARATE SETTINGS

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

5.81%

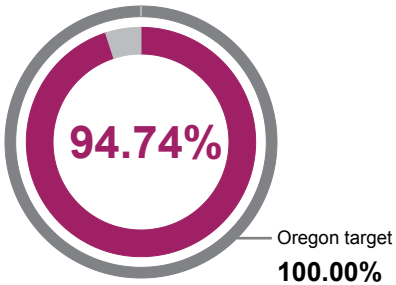
Students

Oregon target - **1.80% or less**

Eligibility Timeline

B11. SPECIAL EDUCATION ELIGIBILITY

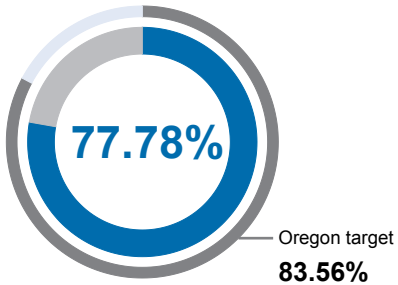
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



Improving Services

B8. PARENT SURVEY RESULTS

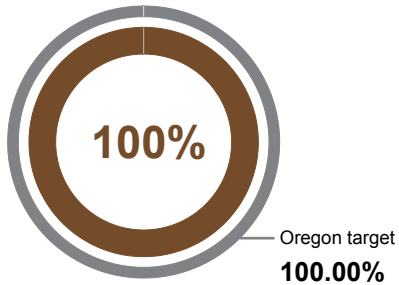
Parents who report schools facilitated parent involvement as means of improving services and results.



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

*Information was not submitted for this section.

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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

NO 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

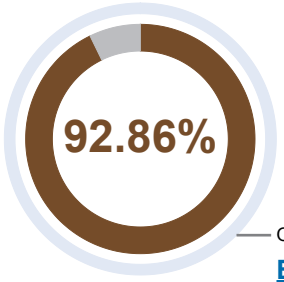
B10. Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

NO DISPROPORTIONATE REPRESENTATION FOUND

Academic Success

B1. GRADUATION RATE

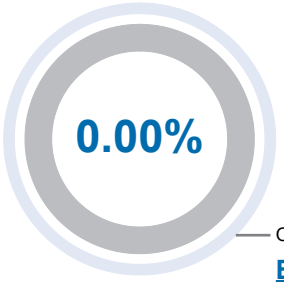
Students with IEPs earning a regular or modified diploma



Oregon target
Baseline

B2. DROPOUT RATE

Students with IEPs who drop out.

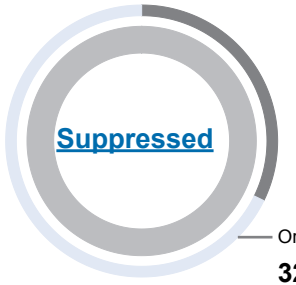


Oregon target
Baseline

Outcomes

B14A. HIGHER ED

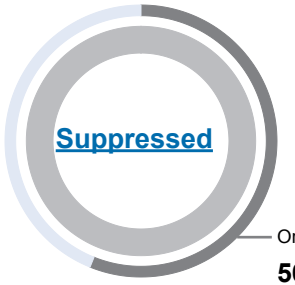
Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target
32.00% or more

B14B. HIGHER ED/EMPLOYED

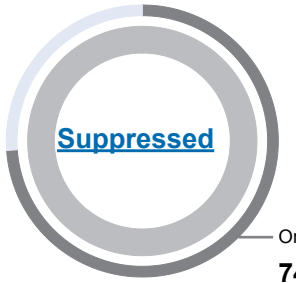
Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



Oregon target
56.00% or more

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.



Oregon target
74.00% or more

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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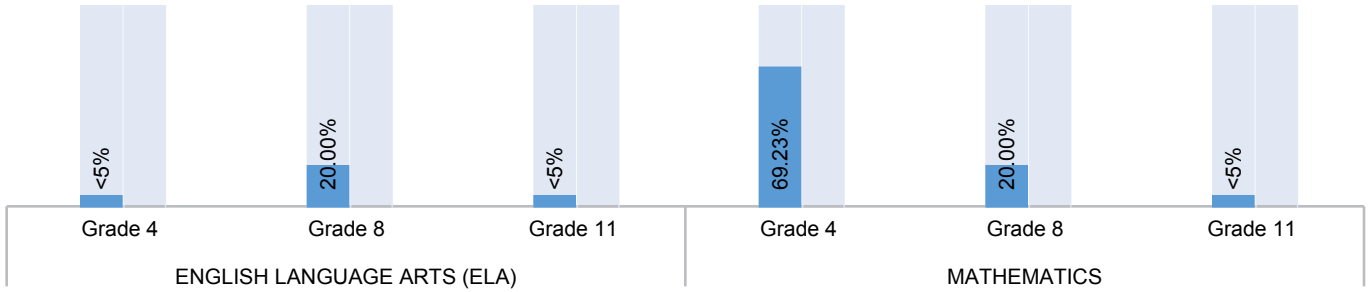
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Academic Achievement

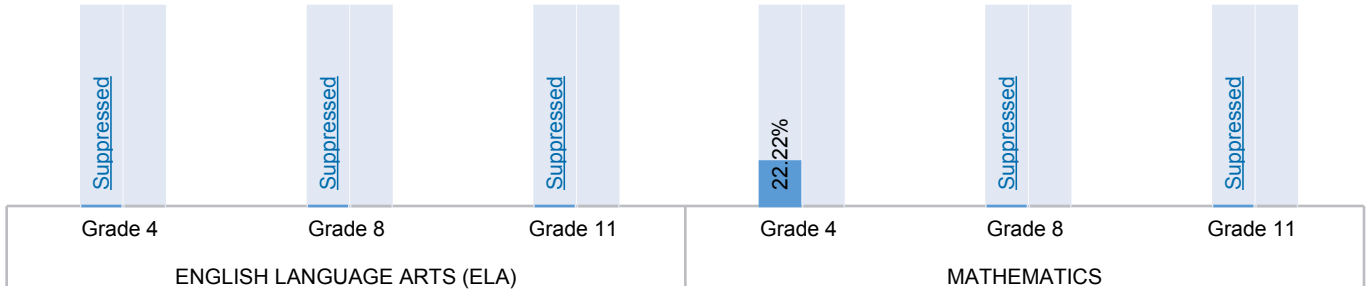
B3A: Participation

- Participation Rates for Students with IEPs
- Oregon target: Baseline



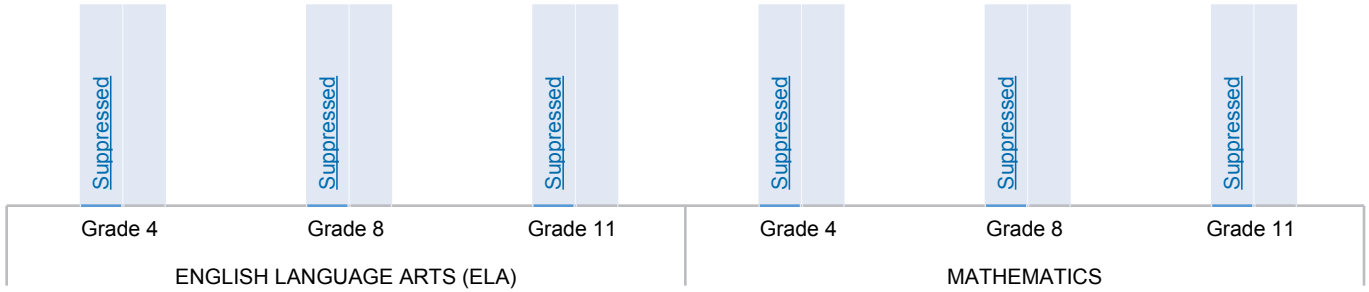
B3B: Regular Assessment

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



B3C: Alternate Assessment

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



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: Baseline

