



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

Monroe SD 1J

2018-19

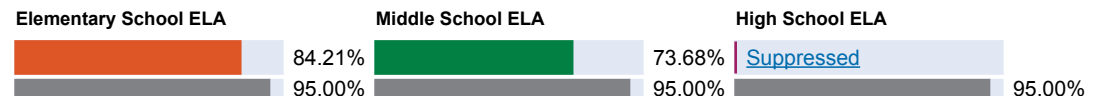
SUPERINTENDENT: Bill Crowson | 365 N Fifth St Monroe 97456 | 541-847-6292

DIRECTOR OF SPECIAL EDUCATION: Kathleen Walker | 541-979-2272

Academic Achievement

ENGLISH LANGUAGE ARTS (ELA)

District participation by students with IEPs
Oregon target

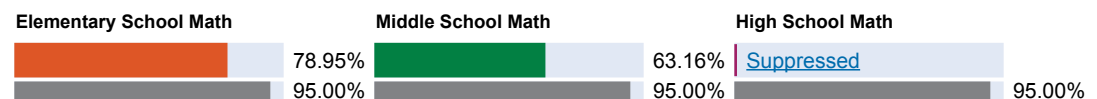


Students with IEPs meeting or exceeding standards
Oregon target



MATHEMATICS

District participation by students with IEPs
Oregon target



Students with IEPs meeting or exceeding standards
Oregon target



Eligibility Timeline

SPECIAL EDUCATION ELIGIBILITY

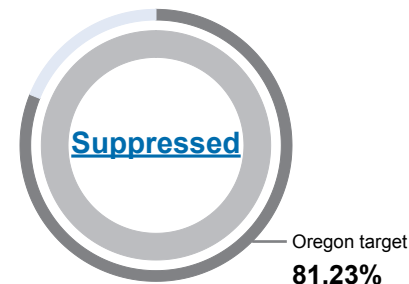
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



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.

Students We Serve



59

Total Students in the
Special Education
Child Count

REGULAR CLASS

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



71.19%

Students

Oregon target - **73.00% or more**

SEPARATE CLASS

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



3.39%

Students

Oregon target - **10.60% or less**

SEPARATE SETTINGS

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



3.39%

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

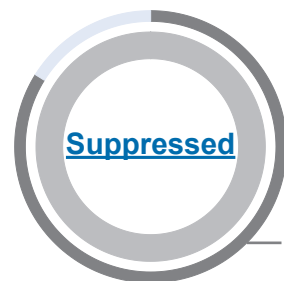


NO
DISPROPORTIONATE
REPRESENTATION
FOUND

Academic Success

FOUR-YEAR COHORT GRADUATION RATE

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



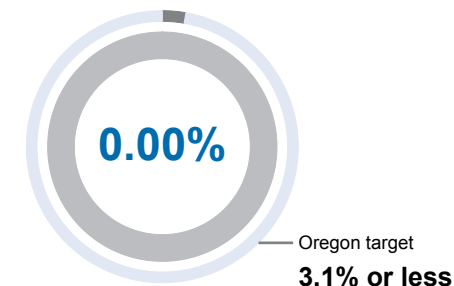
FIVE-YEAR COHORT GRADUATION RATE

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



HIGH SCHOOL DROPOUT RATE

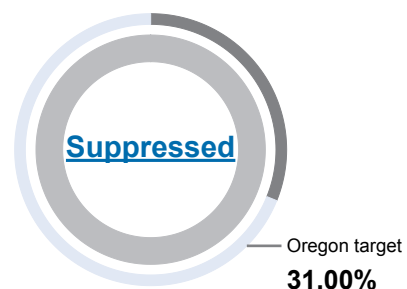
Students with IEPs who drop out.



Outcomes

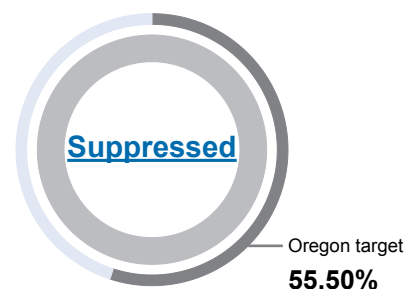
HIGHER ED

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



HIGHER ED/EMPLOYED

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



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.