

OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE Monroe SD 1J

SUPERINTENDENT: Bill Crowson | 365 N Fifth St, Monroe 97456 | 541-847-6292 DIRECTOR OF SPECIAL EDUCATION: Bill Crowson | 541-847-6292



Students We Serve



REGULAR CLASS

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



Oregon target - 76.00% or more

SEPARATE CLASS

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



Oregon target - 9.00% or less

SEPARATE SETTINGS

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



Eligibility Timeline

ELIGIBILITY

within 60 school days.

B11. SPECIAL EDUCATION

Students with parental consent to evaluate who

were evaluated and had eligibility determined

Improving Services

B8. PARENT SURVEY RESULTS

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

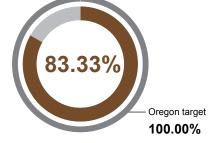
Transition

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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B1. GRADUATION RATE



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**

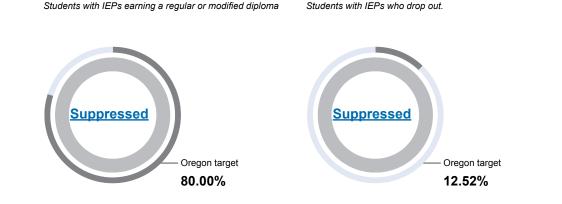
B9. Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



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



DISPROPORTIONATE



B2. DROPOUT RATE

Students with IEPs who drop out.

Outcomes

B14A. HIGHER ED

Suppressed

Academic Success

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 hiah 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)

Oregon target

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

32.00% or more

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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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 Academic 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

