Dear Parents, Families and Community Members,

The Oregon Department of Education is proud to issue the thirteenth annual special education report. Reported indicators and targets correspond to the information in the State Performance Plan (SPP) for Special Education that is required by the United States Department of Education.

As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This report is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for all of Oregon’s children.

Sincerely,

Colt Gill, Director, Oregon Department of Education

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**DISTRICT INFORMATION**

<table>
<thead>
<tr>
<th>Students Graduating 2016-2017</th>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs graduating with regular diploma: four-year cohort rate</td>
<td>46.6%</td>
<td>81.0% or more</td>
</tr>
<tr>
<td>Students with IEPs graduating with regular diploma: five-year cohort rate</td>
<td>50.0%</td>
<td>84.0% or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School Dropout 2016-2017</th>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEPs dropping out</td>
<td>5.3%</td>
<td>3.2% or less</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline for Eligibility</th>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days</td>
<td>98.6%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment**

<table>
<thead>
<tr>
<th>District</th>
<th>State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students included in regular class 80% or more of day</td>
<td>68.0%</td>
</tr>
<tr>
<td>Students included in regular class less than 40% of day</td>
<td>11.3%</td>
</tr>
<tr>
<td>Students served in public or private separate schools, residential placements, or homebound / hospital</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**Special Education**

§300.39(a) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

20 U.S.C. 1412(a)(5) and §300.114(2)(i)&(ii) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

**Department of Education Notes**

* Not displayed because at least 6 students are needed to maintain confidentiality.

For more information, contact your local school or district.
### Post-Secondary Outcomes

Youth who are no longer in secondary school, had IEPs at the time they left school, and, within one year of leaving high school, were:

- **Enrolled in higher education:**
  - District: 15.8%
  - State: 31.0%
- **Enrolled in higher education or competitively employed:**
  - District: 57.9%
  - State: 55.5%
- **Enrolled in higher education or in other post-secondary education or training program; or, competitively employed or in other employment:**
  - District: 68.4%
  - State: 72.0%

### Suspension / Expulsion 2016-2017

- **District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days:**
  - No
  - 7 Note
- **District identified with a significant discrepancy, by race or ethnicity, in rate of suspension / expulsion for more than 10 days; and, policies, procedures, or practices contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards:**
  - No
  - 7 Note

### Department of Education Notes

- **IEP = Individualized Education Program**
  - A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

- **Department of Education Notes**
  - Not displayed because at least 6 students are needed to maintain confidentiality.
  - Too few test scores or students to determine a rating.

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For more information, contact the Oregon Department of Education, Office of Student Services at 503-947-5600

For more information, please view documents at: [www.oregon.gov/ode/schools-and-districts/reportcards/SpEdReportCards/Pages/default.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/SpEdReportCards/Pages/default.aspx)