



OREGON  
DEPARTMENT OF  
EDUCATION

Oregon achieves... together!

# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## South Umpqua SD 19

SUPERINTENDENT: Erika Bare | 558 SW Chadwick Ln, Myrtle Creek 97457 | 541-863-3115  
DIRECTOR OF SPECIAL EDUCATION: Emily Veale | 541-863-3115

2023-24

### Students We Serve



**205**

Total Students in the  
Special Education  
Child Count

#### REGULAR CLASS

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



**77.56%**

Students

Oregon target - **77.00% or more**

#### SEPARATE CLASS

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



**10.73%**

Students

Oregon target - **8.40% or less**

#### SEPARATE SETTINGS

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



**1.46%**

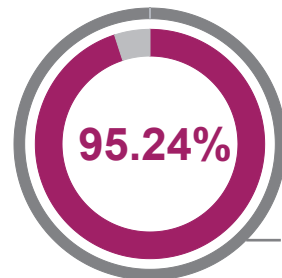
Students

Oregon target - **1.60% 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.

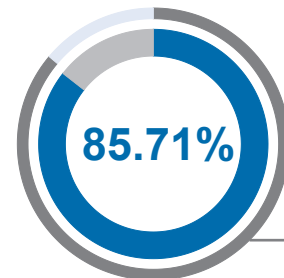


Oregon target  
**100.00%**

### Improving Services

#### B8. PARENT SURVEY RESULTS

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

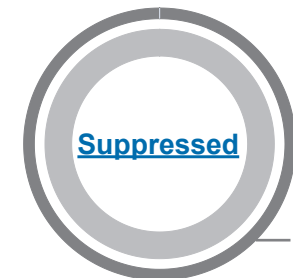


Oregon target  
**86.22%**

### 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.



Oregon target  
**100.00%**

### 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

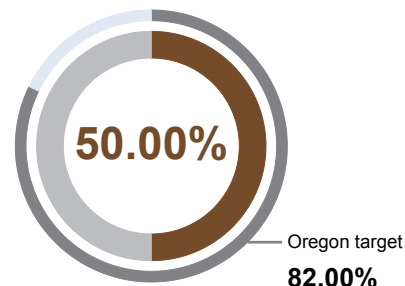


NO  
DISPROPORTIONATE  
REPRESENTATION  
FOUND

### Academic Success

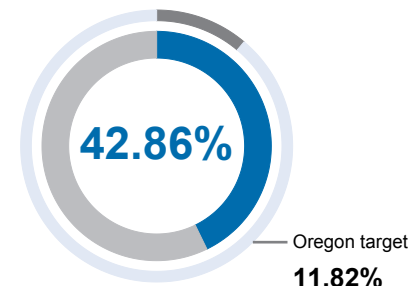
#### B1. GRADUATION RATE

Students with IEPs who exited special education by earning a regular or modified diploma



#### B2. DROPOUT RATE

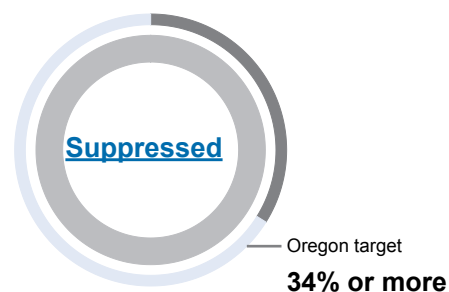
Students with IEPs who exited special education by dropping out



### Outcomes

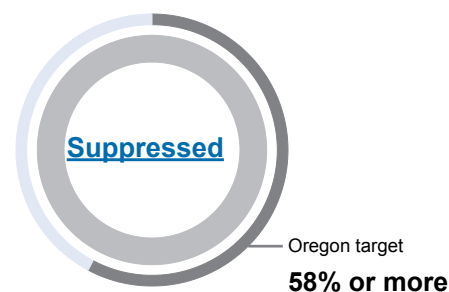
#### B14A. HIGHER ED

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



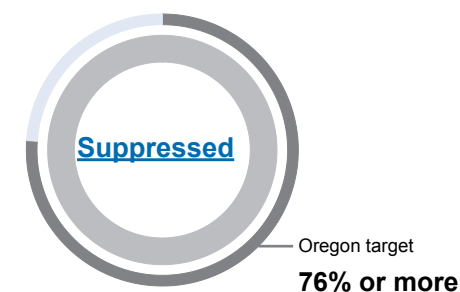
#### B14B. HIGHER ED/EMPLOYED

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

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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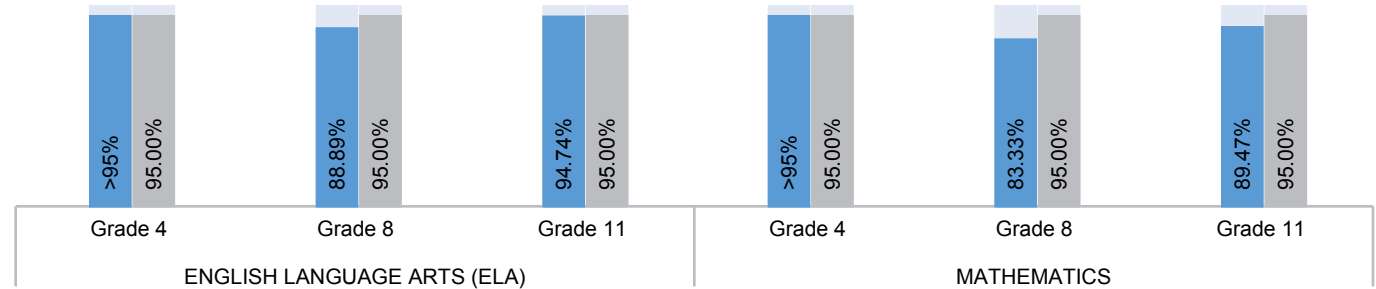
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### Academic Achievement

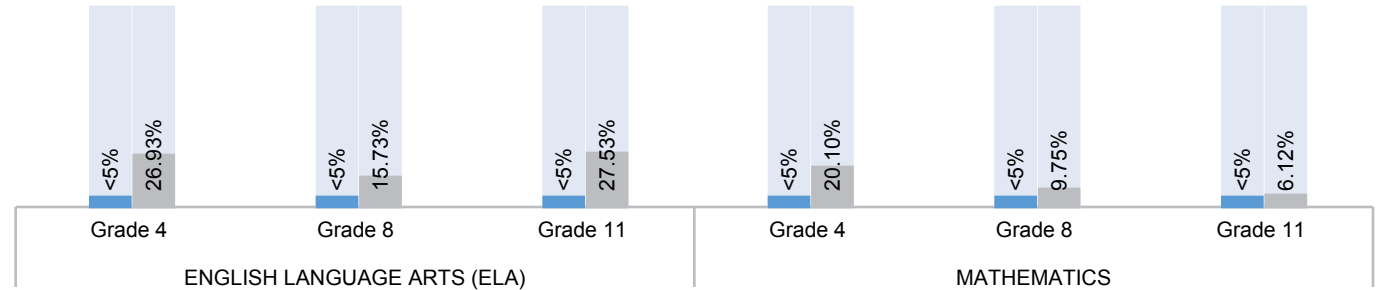
#### B3A: Participation

- Participation Rates for Students with IEPs
- Oregon target



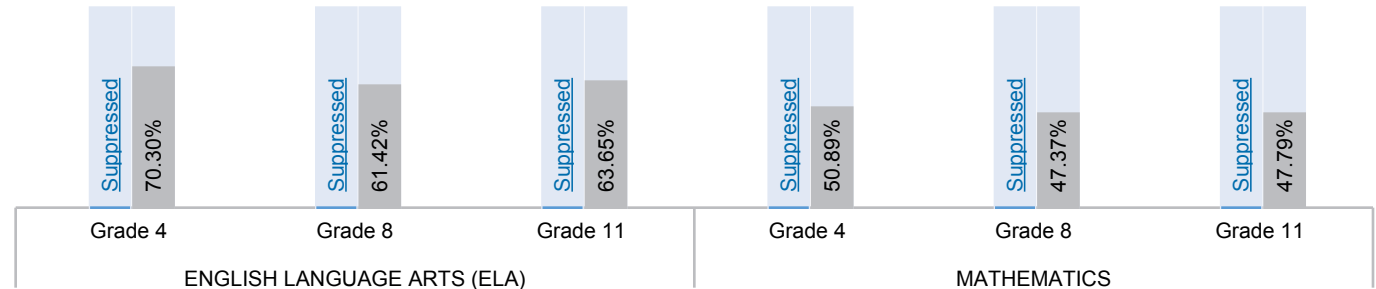
#### B3B: Regular Assessment

- 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 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

