



# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Bend-LaPine Administrative SD 1



SUPERINTENDENT: Steven Cook | 520 NW Wall St, Bend 97703 | 541-355-1000  
DIRECTOR OF SPECIAL EDUCATION: Sean Reinhart | 541-355-1060

### Students We Serve



# 1,797

Total Students in the  
Special Education  
Child Count

### REGULAR CLASS

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



# 77.69%

Students

Oregon target - **75.00% or more**

### SEPARATE CLASS

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



# 10.35%

Students

Oregon target - **9.25% or less**

### SEPARATE SETTINGS

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



# 0.00%

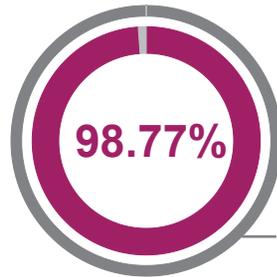
Students

Oregon target - **1.80% or less**

### Eligibility Timeline

#### B11. SPECIAL EDUCATION ELIGIBILITY

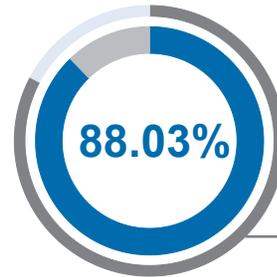
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



### Improving Services

#### B8. PARENT SURVEY RESULTS

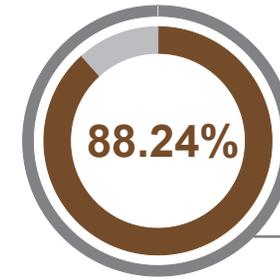
Parents who report schools facilitated parent involvement as means of improving services and results.



### 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

ODE made changes to the Graduation and Dropout Rate indicators this year. Prior special education report card Graduation and Drop-out Rates are no longer comparable to this year.

Further, there are errors in the data that feed into the district's Graduation and Dropout rates. The percentages for Graduation and Dropout rates in the infographics in this report card are NOT ACCURATE. The accurate rates are approximately:

- Graduation Rate = 66%
- Drop-out Rate = 14%

This error will be corrected and future report cards will have accurate data.



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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

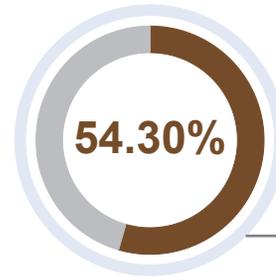


**NO DISPROPORTIONATE REPRESENTATION FOUND**

### Academic Success

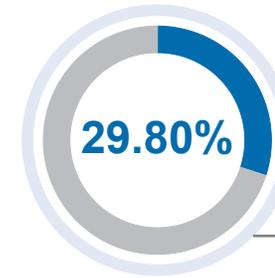
#### B1. GRADUATION RATE

Students with IEPs earning a regular or modified diploma



#### B2. DROPOUT RATE

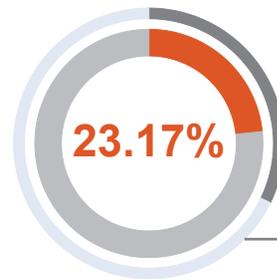
Students with IEPs who drop out.



### Outcomes

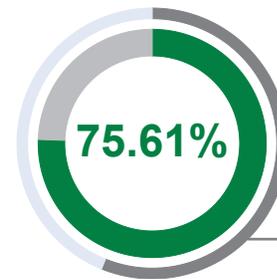
#### B14A. HIGHER ED

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



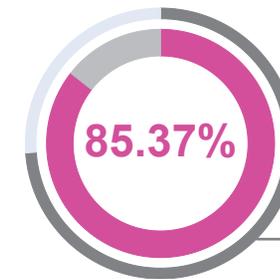
#### B14B. HIGHER ED/EMPLOYED

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.

### Academic Achievement

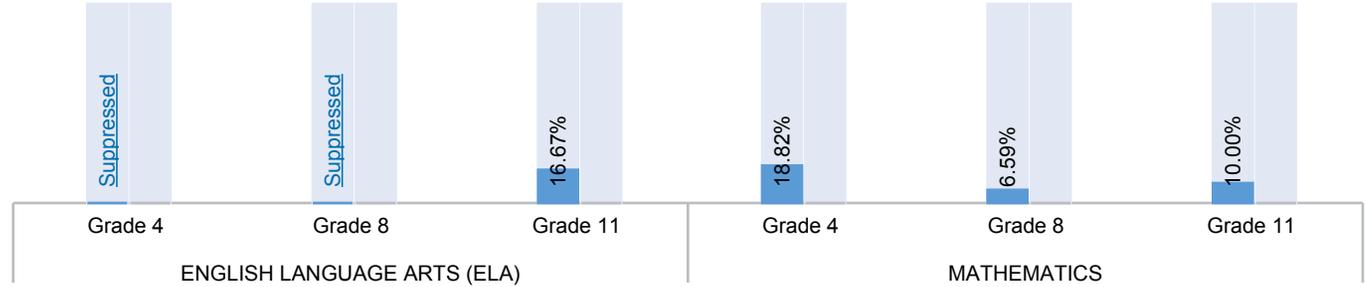
#### B3A: Participation

- Participation Rates for Students with IEPs
- Oregon target: [Baseline](#)



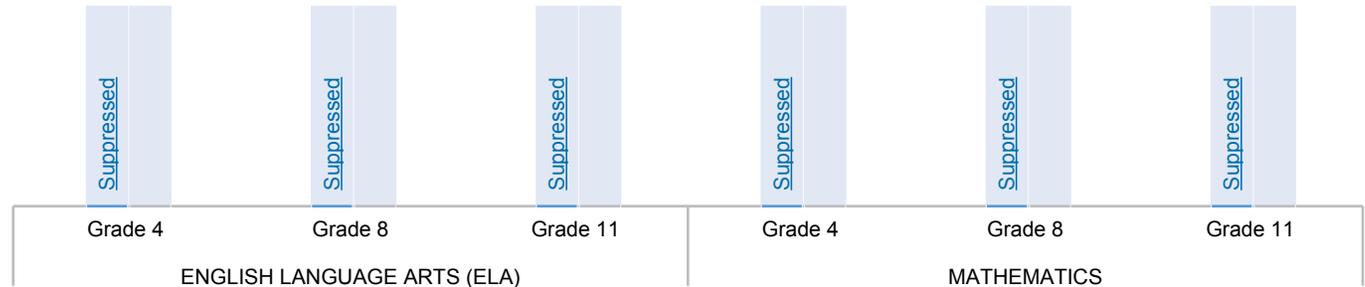
#### B3B: Regular Assessment

- 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](#)

