



# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE Eugene SD 4J



SUPERINTENDENT: Cydney Vandercar | 200 N Monroe St Eugene 97402 | 541-790-7700  
DIRECTOR OF SPECIAL EDUCATION: Kat Lange | 541-790-7828

## Students We Serve



# 2,290

Total Students in the Special Education Child Count

## REGULAR CLASS

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



# 66.46%

Students

Oregon target - **75.00% or more**

## SEPARATE CLASS

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



# 7.16%

Students

Oregon target - **10.60% or less**

## SEPARATE SETTINGS

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



# 3.76%

Students

Oregon target - **1.80% or less**

## Academic Achievement

### ENGLISH LANGUAGE ARTS (ELA)

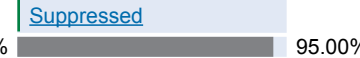
District participation by students with IEPs  
Oregon target

#### Elementary School ELA



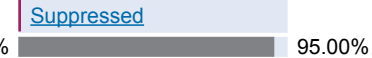
95.00%

#### Middle School ELA



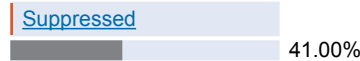
95.00%

#### High School ELA

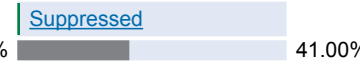


95.00%

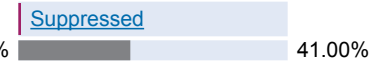
Students with IEPs meeting or exceeding standards  
Oregon target



41.00%



41.00%



41.00%

### MATHEMATICS

District participation by students with IEPs  
Oregon target

#### Elementary School Math



95.00%

#### Middle School Math



95.00%

#### High School Math



95.00%

Students with IEPs meeting or exceeding standards  
Oregon target



39.00%



39.00%

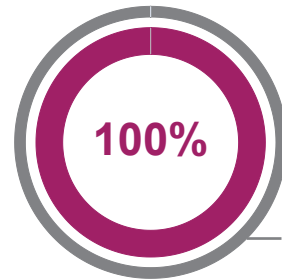


39.00%

## Eligibility Timeline

### SPECIAL EDUCATION ELIGIBILITY

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

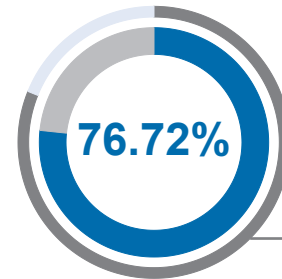


Oregon target  
**100.00%**

## Improving Services

### PARENT SURVEY RESULTS

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

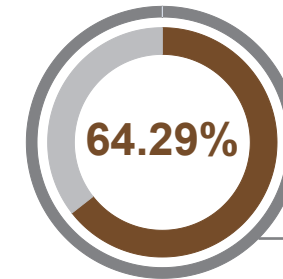


Oregon target  
**81.23%**

## 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.



Oregon target  
**100.00%**

## Information Provided by District/Program

\*Information was not submitted for this section.



# OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

## Eugene SD 4J



SUPERINTENDENT: Cydney Vandercar | 200 N Monroe St Eugene 97402 | 541-790-7700  
DIRECTOR OF SPECIAL EDUCATION: Kat Lange | 541-790-7828

### Equity and Disproportionality

#### DISTRICT IDENTIFICATION

##### Suspension/expulsion

Significant discrepancy in rate of suspension/expulsion for more than 10 days



**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

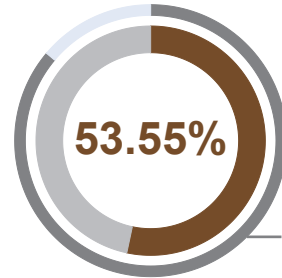


**NO DISPROPORTIONATE REPRESENTATION FOUND**

### Academic Success

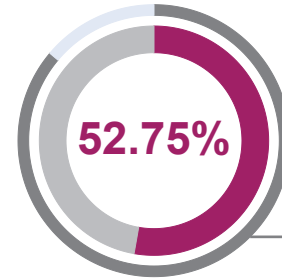
#### FOUR-YEAR COHORT GRADUATION RATE

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



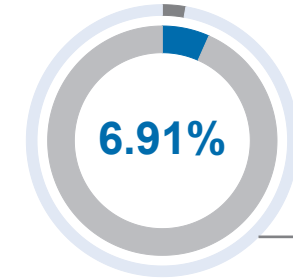
#### FIVE-YEAR COHORT GRADUATION RATE

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.