**State Performance Plan / Annual Performance Report: Part B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act**

**For reporting on   
FFY 2022**

**Oregon**

U.S. Department of Education seal

**PART B DUE February 1, 2024**

**U.S. DEPARTMENT OF EDUCATION**

**WASHINGTON, DC 20202**

# Introduction

**Instructions**

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State’s systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State’s General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

## Intro - Indicator Data

**Executive Summary**

The Oregon Department of Education’s (ODE) Office of Enhancing Student Opportunities (OESO) is responsible for the State’s 197 school districts and 35 Early Intervention/Early Childhood Special Education (EI/ECSE) programs that serve students eligible for IDEA services. The State works collaboratively with districts and programs to support improved academic and functional results for students and youth experiencing disability. During FFY 2022, the State implemented IDEA Part B through a system of coordinated general supervision activities.  
  
Part B indicator data presented in this Annual Performance Report demonstrate the continued need for the State to improve outcomes for students and youth experiencing disability.   
  
The following sections present the State’s processes for ensuring IDEA Part B school age general supervision, technical assistance, professional development, stakeholder engagement, and reporting to the public.

**Additional information related to data collection and reporting**

**Number of Districts in your State/Territory during reporting year**

197

**General Supervision System:**

**The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions).**

ODE works collaboratively with 197 school districts, as well as 9 contractors that implement 35 EI/ECSE county programs on comprehensive data collection and analysis, performance reporting, improvement planning, implementation, and progress reporting.  
  
The State’s general supervision system is coordinated by the Office of Enhancing Student Opportunities (OESO). An Overview of the Special Education General Supervision is posted to the ODE website and available at https://www.oregon.gov/ode/students-and-family/SpecialEducation/GeneralSupervision/Documents/External\_Overview\_August%202022%20ODE%20GS%20Framework\_ADA.pdf .  
  
Within the Office are fiscal, monitoring, data, support, and legal components designed to improve results while identifying noncompliance. The general supervision system components are organized as follows:  
  
Fiscal Management: The State provides oversight and technical assistance on the distribution and use of funds according to federal and state requirements. The State and LEAs must have strong internal controls to ensure fiscal accountability, and the state must monitor each recipient of IDEA funds to ensure IDEA and other federal fiscal requirements are met.  
  
Integrated Monitoring Activities and Data on Processes and Results: The Oregon General Supervision Framework integrates effective monitoring strategies across programs and across components of general supervision. The State uses multiple data sources and monitoring mechanisms to monitor each LEA for both compliance and results. Monitoring mechanisms include on-site and off-site monitoring activities and examine district and school programs and staff performance, as well as the individualized educational programs (IEPs) for individual students. During this reporting period, the State continues to transition districts from using the ODE System Performance Review and Improvement (SPR&I) application of annual accountability and performance reporting to a revised cyclical, tiered monitoring structure. Data reported in this FFY 2022 SPP/APR was made available to districts through the SPR&I system. This system focuses on procedural compliance and performance indicators identified through federal and state regulation and previous state monitoring findings. Districts and programs conduct individual child file reviews annually to collect procedural compliance data. These data are collected on a specified number of child files determined by the State. Individual child procedural compliance data is collected by districts and programs and submitted to the State electronically through the SPR&I database. The SPR&I system provides the State with the mechanism for review of district/program policies, procedures, and systems, to ensure the requirements set forth in 34 CFR §§ 300.600-609.   
  
Sustaining Compliance and Improvement: Supporting improvement and ensuring correction of noncompliance are critical components of general supervision. This component includes explicit state authority to enforce regulations, policies, and procedures and to use technical assistance to ensure correction of noncompliance. Oregon’s framework includes the means for corrective action planning and follow-up tracking of the correction and improvement. The State encourages program improvement for students experiencing disabilities through improvement planning and through incentivizing the inclusion of students experiencing disabilities in broader district improvement planning.  
  
Implementation of Policies and Procedures: The State monitors to ensure local practice reflects written policies and procedures. Effective policies and procedures include interagency agreements and memoranda of understanding that clearly establish expectations and include mechanisms for determining effectiveness of the agreements.  
  
Complaints and dispute resolution: While the State oversees complaints, due process hearings, mediations, and other alternative dispute resolution activities as part of its general supervision responsibilities, only complaints and due process hearings result in findings of noncompliance. The State uses independent contractors to conduct mediations and complaint investigations, with support, coordination, and additional assistance by the State’s special education legal specialist. The State provides training and oversight for these complaint contractors. When a complaint final order identifies noncompliance and orders corrective action, State staff work with district and program staff to ensure completion of corrective action within required timelines. The State uses the same complaint resolution system and complaint contractors for Part B and Part C.  
  
The State has a one-tier due process hearing system. All special education due process hearings are conducted by Office of Administrative Hearings (OAH) administrative law judges. OAH and the State have trained OAH administrative law judges to conduct special education hearings. When a due process hearing final order identifies noncompliance and orders corrective action, State staff work with district and program staff to ensure completion of corrective action within required timelines. The State uses the same due process hearing system and complaint contractors for Part B and Part C.  
  
The State amended OAR 581-015-2015 in June 2022 following State approval procedures. These changes updated the State’s general supervision procedures, including school district requirements for compliance and Agency procedures for non-compliance and corrective action. The State has been providing technical assistance to districts on these changes with regular monthly information and system updates at the Special Education Directors monthly meetings.

**Technical Assistance System:**

**The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to LEAs.**

The State provides technical assistance (TA) to Oregon’s school districts in several ways. An assigned District Support Specialist provides technical assistance on a range of topics as requested by the district. TA to districts and programs includes the following: advice by experts; assistance in identifying and implementing professional development, instructional strategies or methods of instruction that are based on scientifically based instruction and using experienced program coordinators and specialists to provide advice, technical assistance, and support; and collaboration with institutions of higher education, educational service agencies, national centers of technical assistance, and private TA providers.  
  
During FFY 2022, the State provided boot camp training for IDEA data managers, as well as fall and spring virtual trainings. The virtual training topics included data reporting essentials and submission processes, data collection, compliance and performance issues as well as trainings for new district and program participants as part of general supervision, data collection, and monitoring activities.  
  
Most recently, in order to provide high-quality support for all the districts, the State created the position of Regional Technical Assistance Provider (RTAP) for each Education Service Districts (ESD) service area. The State and the Oregon Association of Education Service Districts (OAESD) worked collaboratively to create a partnership where each ESD provides regional professional development and targeted technical assistance to special education teachers, case managers, and directors. The first session was held August 7, 2023. The RTAPs provide in-person and/or virtual professional development and technical assistance at no cost to districts.

**Professional Development System:**

**The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities.**

The State has several systems in place to provide professional development to its 197 school districts. The State continues to work to braid multiple federal programs to improve outcomes for students who systems have historically and currently marginalized, including students experiencing disability. The State provides LEAs with a range of capacity building professional development opportunities, implemented at varying levels and through multiple means such as websites; documents; coaching; mentoring; training of trainers; local, regional, and/or statewide meetings and conferences; and direct training from state personnel and/or state or regional technical assistance providers.  
  
For example, the State allocates IDEA discretionary funds to offer targeted professional development focusing on implementation of evidence based practices for students experiencing disability. The ORTIi (Oregon Response to Instruction and Intervention) project continues to provide coaching support to district teams working to implement a multi-tiered system of supports (MTSS) for academics in elementary and middle schools.   
  
Most recently, in order to provide high-quality support for all the districts, the State created the position of Regional Technical Assistance Provider (RTAP) for each ESD service area. The State and the Oregon Association of Education Service Districts (OAESD) worked collaboratively to create a partnership where each ESD provides regional professional development and targeted technical assistance to special education teachers, case managers, and directors. The first session was held August 7, 2023. The RTAPs provide in-person and/or virtual professional development and technical assistance at no cost to districts.   
  
Additionally, the State maintains relationships with a number of partners working directly with districts, students, and families to deliver professional learning in local contexts. The State contracts with FACT Oregon (the State Parent Training and Information Center) to provide workshops each year for families in both English and Spanish. Topics include procedural safeguards, navigating the IEP or IFSP, and response to intervention practices. The Statewide Transition Technical Assistance Network (TTAN) supports districts with secondary and post-secondary students experiencing disabilities. The TTAN includes professional development, technical assistance, and provision or resources for teachers, administrators, and other educational service providers regarding transition-related curricula/instructional approaches, outcome-based transition planning approaches, and facilitating interagency teams.  
  
The State Advisory Council for Special Education (SACSE) brings together a variety of partners to provide a channel for information to be shared among programs and stakeholders. SACSE membership includes individuals experiencing disability, family members of students experiencing disability, representatives from higher education, state and local officials, administrators, and private school representatives.  
  
The State coordinates with the Coalition of Oregon School Administrators to develop and offer professional learning for district special education administrative teams on a wide variety of topics. Engagement mechanisms include conferences and virtual events. The Office of Enhancing Student Opportunities provided leadership for an annual, multi-day in-person event focusing on topics in special education leadership during October 2022. OESO staff presented sessions on topics that included data driven general supervision and cyclical monitoring activities, and recent legislative actions affecting special education services. District support specialists also provide supports embedded within the regional infrastructure by attending monthly regional special education director meetings and delivering contextually relevant professional learning during those meetings.   
  
During this reporting period, the State continues to offer monthly support calls for new special education directors, providing a foundation for standards of practice statewide. The State provided additional professional learning during the fall of 2023 on topics prioritized for cyclical monitoring. These topics include IDEA requirements for student placement in the least restrictive environment, secondary transition planning, and free appropriate public education (FAPE).   
  
As the State continues to make improvements in the installation of revised cyclical monitoring processes, SEA staff continue to provide differentiated professional learning for school districts based on monitoring data. Consistent with SEA capacity, for districts with data demonstrating a high risk of not meeting IDEA requirements, the State provides focused monitoring activities including professional learning opportunities for district staff.

**Stakeholder Engagement:**

**The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Apply stakeholder engagement from introduction to all Part B results indicators (y/n)**

YES

**Number of Parent Members:**

88

**Parent Members Engagement:**

**Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

Parent and family members engaged with the Agency to set SPP/APR targets and analyze data in the prior reporting period. These engagement efforts were reported in the FFY 2021 submission.  
During the current reporting period, the State continues to maintain an ongoing partnership with the State Advisory Panel, including parent members, to continue to develop improvement strategies. Parent members engage in analyzing data to support the development of improvement strategies and evaluate progress. These discussions with the State Advisory Panel help to inform statewide improvement strategies as reflected in the SPP/APR. Topics addressed in 2022-2023 included regular legislative session updates, parent survey improvements, updates and involvement in the general supervision system changes, and education and discussion on the recently passed Oregon Abbreviated School Day Placements under Senate Bill 819 law and its impacts on special education services.

**Activities to Improve Outcomes for Children with Disabilities:**

**The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.**

The State partnered with FACT Oregon, the State’s Parent Training and Information Center, to offer professional learning and resources throughout this reporting period. FACT staff collaborated with ODE and SACSE members on the Parent Survey Work Group. To date, the workgroup has worked to get the survey translated into 9 languages, and to make the survey more accessible to parents by implementing QR codes and text messages.  
The State also continues to share and update information about the revisions to the statewide general supervision system with the Parent Training and Information Center staff and the State Advisory Panel. The State includes and informs leaders of organizations who support parents so that they are informed and included in the changes to statewide monitoring and can better support practices. The State practice of inclusion created leaders who are better able to facilitate understanding of statewide improvement efforts and opportunities for input with parents and community members.

**Soliciting Public Input:**

**The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.**

The State partnered with FACT Oregon, the State’s Parent Training and Information Center, to offer professional learning and resources throughout this reporting period. FACT staff collaborated with ODE and SACSE members on the Parent Survey Work Group. To date, the workgroup has worked to get the survey translated into 9 languages, and to make the survey more accessible to parents by implementing QR codes and text messages.  
The State also continues to share and update information about the revisions to the statewide general supervision system with the Parent Training and Information Center staff and the State Advisory Panel. The State includes and informs leaders of organizations who support parents so that they are informed and included in the changes to statewide monitoring and can better support practices. The State practice of inclusion created leaders who are better able to facilitate understanding of statewide improvement efforts and opportunities for input with parents and community members.

**Making Results Available to the Public:**

**The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.**

The State established the SPP/APR website (found here: https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/spp2020-25.aspx) and indicator dashboards as a communication mechanism for making results available to the public. The State also reports this information to the public by posting the SPP/APR annually on this site: https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/State-Performance-Plan-and-Annual-Performance-Report-for-Special-Education.aspx.  
  
The State does not solely rely on the website to meet the requirements for making results available to the public; in addition, the State also distributed the SPP/APR News Release to the media and public agencies on October 20, 2023, as required by 34 C.F.R §§ 300.602(b)(1)(i)(B) and 303.702(b)(1)(i)(B). This News Release provided web links, an explanation of the basis for the APR, and Key Highlights of Oregon’s APR. The State intends to continue to work with the ODE Communications Office to ensure that this media release process is adhered to annually.

**Reporting to the Public**

**How and where the State reported to the public on the FFY 2021 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its FFY 2021 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State’s SPP/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2021 APR in 2023, is available.**

The State produces At-A-Glance Special Education Profiles for each of the 197 school districts and 35 Early Intervention/Early Childhood Special Education (EI/ECSE) county programs. An additional EI/ECSE profile is produced for the Confederated Tribes of Warm Springs and a combined report card for Sherman, Gilliam, and Wheeler counties. These report cards display the indicators in the Annual Performance Report that are required for public reporting.   
  
The State reports on Indicators B6, B7, B8, and B12 to the public on the EI/ECSE profiles. The State requires that districts distribute the profiles to all parents of students with IFSPs or IEPs. At-A-Glance Special Education Profiles are released to the public within 120 days of the APR submission to the Office of Special Education Programs (OSEP).   
  
The At-A-Glance Special Education Profiles are available alongside the accountability reports required through ESSA for each LEA: https://www.ode.state.or.us/data/reportcard/ReportList.aspx. Additional information about the At-A-Glance Special Education Profiles (e.g., technical assistance documents) is available at: https://www.oregon.gov/ode/schools-and-districts/reportcards/SpEdReportCards/Pages/default.aspx.  
  
  
The State’s SPP/APR including revised targets is posted at: https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/State-Performance-Plan-and-Annual-Performance-Report-for-Special-Education.aspx.

## Intro - Prior FFY Required Actions

None

## Intro - OSEP Response

## Intro - Required Actions

The State's IDEA Part B determination for both 2023 and 2024 is Needs Assistance. In the State's 2024 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2023 SPP/APR submission, due February 1, 2025, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

# Indicator 1: Graduation

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

**Data Source**

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

**Measurement**

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

**Instructions**

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

## 1 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 75.37% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 81.00% | 84.00% | 86.00% | 75.37% | 80.00% |
| Data | 58.81% | 60.57% | 63.37% | 75.37% | 79.97% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target >= | 81.00% | 82.00% | 83.00% | 84.00% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
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Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 3,921 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b) |  |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c) | 423 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d) | 138 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e) | 1,378 |

**FFY 2022 SPP/APR Data**

| **Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma** | **Number of all youth with IEPs who exited special education (ages 14-21)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 3,921 | 5,860 | 79.97% | 81.00% | 66.91% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

The State has determined that the reason for slippage is that a number of parents opted to pull their children out of school during the pandemic until in-person instruction resumed in March 2021. Since these students were in special education at the start of the school year and then were not attending an education program of any kind at the end of the school year, they are and were reported as dropouts. The number of dropouts increased significantly, which impacts the denominator and thus impacts both the graduation rate and the dropout rate. The data is valid, reliable, and accurate but was atypical.

**Graduation Conditions**

**Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.**

The State offers two different regular diplomas available to K-12 students: the regular Oregon Diploma and a modified version of the Oregon Diploma. The requirements for a student to earn either the regular or modified Oregon Diploma are the same for all students, regardless of whether they receive special education support through an IEP.  
  
Graduation requirements for the regular Oregon Diploma are comprised of three distinct components: (1) achieving high academic expectations by meeting credit requirements, (2) demonstrating proficiency in the Essential Skills, and (3) completing personalized learning requirements. A student can demonstrate that they have met the requirement for high academic expectations through completion of at least 24 credits, with specific requirements for different subject areas. Generally, students are also required to demonstrate proficiency in the Essential Skills of reading, writing, and math. However, Essential Skills requirements were suspended for all students receiving a high school diploma during the 2021-22, 2022-23, and 2023-24 school years due to the pandemic. In December 2023, the Oregon State Board of Education voted to continue the suspension to 2027, citing that the way that the assessments were being used were marginalizing students of color and students with disabilities. Students are expected to personalize their learning pathway through the development and implementation of an education plan and education profile. Personalized Learning requirements also include career-related learning experiences and the ability and opportunity for students to apply and extend their knowledge in skills in ways that help them pursue their post-school goals.  
  
The modified Oregon Diploma is earned by students who have demonstrated an inability to meet the full set of academic content standards required for the regular Oregon Diploma, even with reasonable accommodations. To earn a modified Oregon Diploma, students are required to earn 24 credits in courses modified per student need, complete the personalized learning requirements, and demonstrate proficiency in the required Essential Skills (suspended for all students receiving a high school diploma in Oregon through 2027). To be eligible to pursue a modified Oregon Diploma, a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented history of a medical condition that creates a barrier to achievement. These graduation requirements apply to all students, including those students with IEPs.

**Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)**

NO

**Provide additional information about this indicator (optional)**

## 1 - Prior FFY Required Actions

None

## 1 - OSEP Response

## 1 - Required Actions

# Indicator 2: Drop Out

**Instructions and Measurement**

Monitoring Priority: FAPE in the LRE

**Results indicator**: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Instructions

*Sampling is not allowed.*

Data for this indicator are “lag” data. Describe the results of the State’s examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a

state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

## 2 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 12.87% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target <= | 3.20% | 3.10% | 3.10% | 12.87% | 12.52% |
| Data | 5.00% | 4.86% | 4.70% | 12.87% | 8.16% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target <= | 12.17% | 11.82% | 11.47% | 11.12% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a) | 3,921 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b) |  |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c) | 423 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d) | 138 |
| SY 2021-22 Exiting Data Groups (EDFacts file spec FS009; Data Group 85) | 05/24/2023 | Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e) | 1,378 |

**FFY 2022 SPP/APR Data**

| **Number of youth with IEPs (ages 14-21) who exited special education due to dropping out** | **Number of all youth with IEPs who exited special education (ages 14-21)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 1,378 | 5,860 | 8.16% | 12.17% | 23.52% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

The State has determined that the reason for slippage is that a number of parents opted to pull their children out of school during the pandemic until in-person instruction resumed in March 2021. Since these students were in special education at the start of the school year and then were not attending an education program of any kind at the end of the school year, they are and were reported as dropouts. The number of dropouts increased significantly, which impacts the denominator and thus impacts both the graduation rate and the dropout rate. The data is valid, reliable, and accurate but was atypical.

**Provide a narrative that describes what counts as dropping out for all youth**

The State uses the same data as used for reporting to the Department of Education under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009. According to EDFacts (file spec FS009; Data Group 85), the definition of dropouts, which the State is using, includes students who were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This includes dropouts, runaways, GED recipients (in cases where students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and others that exit from special education.

**Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)**

NO

**If yes, explain the difference in what counts as dropping out for youth with IEPs.**

**Provide additional information about this indicator (optional)**

## 2 - Prior FFY Required Actions

None

## 2 - OSEP Response

## 2 - Required Actions

# Indicator 3A: Participation for Children with IEPs

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Data Source**

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS185 and 188.

**Measurement**

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3A - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 3.34% |
| Reading | B | Grade 8 | 2020 | 3.54% |
| Reading | C | Grade HS | 2020 | 11.11% |
| Math | A | Grade 4 | 2020 | 32.88% |
| Math | B | Grade 8 | 2020 | 23.96% |
| Math | C | Grade HS | 2020 | 10.92% |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A >= | Grade 4 | 95.00% | 95.00% | 95.00% | 95.00% |
| Reading | B >= | Grade 8 | 95.00% | 95.00% | 95.00% | 95.00% |
| Reading | C >= | Grade HS | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | A >= | Grade 4 | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | B >= | Grade 8 | 95.00% | 95.00% | 95.00% | 95.00% |
| Math | C >= | Grade HS | 95.00% | 95.00% | 95.00% | 95.00% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

**Date:**

01/10/2024

**Reading Assessment Participation Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs (2) | 7,243 | 6,805 | 5,737 |
| b. Children with IEPs in regular assessment with no accommodations (3) | 3,693 | 3,204 | 2,780 |
| c. Children with IEPs in regular assessment with accommodations (3) | 2,187 | 2,007 | 674 |
| d. Children with IEPs in alternate assessment against alternate standards | 418 | 411 | 316 |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

01/10/2024

**Math Assessment Participation Data by Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs (2) | 7,257 | 6,810 | 5,738 |
| b. Children with IEPs in regular assessment with no accommodations (3) | 4,085 | 3,262 | 2,741 |
| c. Children with IEPs in regular assessment with accommodations (3) | 1,775 | 1,825 | 494 |
| d. Children with IEPs in alternate assessment against alternate standards | 420 | 408 | 311 |

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row a for all the prefilled data in this indicator.

(3) The term “regular assessment” is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Participating** | **Number of Children with IEPs** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 6,298 | 7,243 | 85.20% | 95.00% | 86.95% | Did not meet target | No Slippage |
| **B** | Grade 8 | 5,622 | 6,805 | 81.39% | 95.00% | 82.62% | Did not meet target | No Slippage |
| **C** | Grade HS | 3,770 | 5,737 | 55.65% | 95.00% | 65.71% | Did not meet target | No Slippage |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Participating** | **Number of Children with IEPs** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 6,280 | 7,257 | 84.32% | 95.00% | 86.54% | Did not meet target | No Slippage |
| **B** | Grade 8 | 5,495 | 6,810 | 78.79% | 95.00% | 80.69% | Did not meet target | No Slippage |
| **C** | Grade HS | 3,546 | 5,738 | 51.53% | 95.00% | 61.80% | Did not meet target | No Slippage |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Public reports of assessment results are provided at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx. On this page, there are links to assessment data by subject and year.   
Statewide ELA assessment information is provided at https://www.oregon.gov/ode/educator-resources/assessment/Documents/TestResults2223/pagr\_State\_ELA\_2223.xlsx.   
Statewide math assessment information is provided at https://www.oregon.gov/ode/educator-resources/assessment/Documents/TestResults2223/pagr\_State\_MATH\_2223.xlsx.

**Provide additional information about this indicator (optional)**

Additional information relevant to the interpretation of statewide summative assessment data gathered during the 2022-23 school year is available at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx.  
  
The participation rate is likely due to the flexibility in Oregon for parents to opt students out of State assessment. Fewer families are choosing to participate in State assessment post-COVID, which is allowable under Oregon law. Continued recovery from the pandemic and the impact of standardized assessments on mental health are potential reasons why more families are making this choice.

## 3A - Prior FFY Required Actions

None

## 3A - OSEP Response

## 3A - Required Actions

# Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Data Source**

3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

**Measurement**

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3B - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 26.83% |
| Reading | B | Grade 8 | 2020 | 15.24% |
| Reading | C | Grade HS | 2020 | 23.94% |
| Math | A | Grade 4 | 2020 | 13.79% |
| Math | B | Grade 8 | 2020 | 5.84% |
| Math | C | Grade HS | 2020 | 3.41% |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A >= | Grade 4 | 26.90% | 26.93% | 26.97% | 27.00% |
| Reading | B >= | Grade 8 | 15.63% | 15.73% | 15.84% | 15.94% |
| Reading | C >= | Grade HS | 26.83% | 27.53% | 28.24% | 28.94% |
| Math | A >= | Grade 4 | 19.91% | 20.10% | 20.29% | 20.48% |
| Math | B >= | Grade 8 | 9.47% | 9.75% | 10.04% | 10.32% |
| Math | C >= | Grade HS | 5.85% | 6.12% | 6.39% | 6.65% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment | 5,880 | 5,211 | 3,454 |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 985 | 528 | 484 |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 203 | 129 | 63 |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/10/2024

**Math Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment | 5,860 | 5,087 | 3,235 |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 1,024 | 289 | 115 |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 115 | 51 | 9 |

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 1,188 | 5,880 | 20.47% | 26.90% | 20.20% | Did not meet target | No Slippage |
| **B** | Grade 8 | 657 | 5,211 | 12.62% | 15.63% | 12.61% | Did not meet target | No Slippage |
| **C** | Grade HS | 547 | 3,454 | 15.63% | 26.83% | 15.84% | Did not meet target | No Slippage |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 1,139 | 5,860 | 17.95% | 19.91% | 19.44% | Did not meet target | No Slippage |
| **B** | Grade 8 | 340 | 5,087 | 6.53% | 9.47% | 6.68% | Did not meet target | No Slippage |
| **C** | Grade HS | 124 | 3,235 | 3.53% | 5.85% | 3.83% | Did not meet target | No Slippage |

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Public reports of assessment results are provided at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx. On this page, there are links to assessment data by subject and year.   
Statewide ELA assessment information is provided at https://www.oregon.gov/ode/educator-resources/assessment/Documents/TestResults2223/pagr\_State\_ELA\_2223.xlsx.   
Statewide math assessment information is provided at https://www.oregon.gov/ode/educator-resources/assessment/Documents/TestResults2223/pagr\_State\_MATH\_2223.xlsx.

**Provide additional information about this indicator (optional)**

Additional information relevant to the interpretation of statewide summative assessment data gathered during the 2022-23 school year is available at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx.  
  
The participation rate is likely due to the flexibility in Oregon for parents to opt students out of State assessment. Fewer families are choosing to participate in State assessment post-COVID, which is allowable under Oregon law. Continued recovery from the pandemic and the impact of standardized assessments on mental health are potential reasons why more families are making this choice.

## 3B - Prior FFY Required Actions

None

## 3B - OSEP Response

## 3B - Required Actions

# Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Data Source**

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

**Measurement**

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time

of testing.

## 3C - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 22.22% |
| Reading | B | Grade 8 | 2020 | 48.48% |
| Reading | C | Grade HS | 2020 | 53.95% |
| Math | A | Grade 4 | 2020 | 22.09% |
| Math | B | Grade 8 | 2020 | 31.25% |
| Math | C | Grade HS | 2020 | 34.67% |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A >= | Grade 4 | 63.17% | 70.30% | 77.43% | 84.55% |
| Reading | B >= | Grade 8 | 54.79% | 61.42% | 68.06% | 74.70% |
| Reading | C >= | Grade HS | 60.38% | 63.65% | 66.92% | 70.19% |
| Math | A >= | Grade 4 | 44.12% | 50.89% | 57.66% | 64.43% |
| Math | B >= | Grade 8 | 44.13% | 47.37% | 50.60% | 53.84% |
| Math | C >= | Grade HS | 46.26% | 47.79% | 49.32% | 50.86% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment | 418 | 411 | 316 |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient | 150 | 144 | 114 |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/10/2024

**Math Assessment Proficiency Data by Grade**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment | 420 | 408 | 311 |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient | 85 | 135 | 99 |

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 150 | 418 | 40.96% | 63.17% | 35.89% | Did not meet target | Slippage |
| **B** | Grade 8 | 144 | 411 | 38.44% | 54.79% | 35.04% | Did not meet target | Slippage |
| **C** | Grade HS | 114 | 316 | 42.05% | 60.38% | 36.08% | Did not meet target | Slippage |

**Provide reasons for slippage for Group A, if applicable**

Slippage could be due to schools increasing the use of alternate assessment for students who should not be placed on it. If districts are overusing alternate assessment for students with lagging skills, and are not addressing the student needs, then the misuse of this assessment for this group would impact slippage. The data could indicate a need for districts to consider interventions and supports that could address student needs and thereby increase participation in State assessment.  
The total number of students taking the alternate assessment at the different grades was lower than the previous year. Changes in the number of students scoring proficient or not will have impacts on percentages.   
  
The State dropout rate increased, which could correlate to students that struggle to stay in school and to perform at or above proficient in State assessment.  
The 2022 National Center for Education Statistics’ long-term analysis of NAEP scores identifies a national trend of declining scores in state assessment scores in both reading and math, for both students with and without disabilities (https://www.nationsreportcard.gov/highlights/ltt/2022/).   
Interrupted learning during the COVID-19 pandemic may be continuing to impact student performance on state assessment.

**Provide reasons for slippage for Group B, if applicable**

Slippage could be due to schools increasing the use of alternate assessment for students who should not be placed on it. If districts are overusing alternate assessment for students with lagging skills, and are not addressing the student needs, then the misuse of this assessment for this group would impact slippage. The data could indicate a need for districts to consider interventions and supports that could address student needs and thereby increase participation in State assessment.  
The total number of students taking the alternate assessment at the different grades was very low, so changes in the number of students scoring proficient or not will have large impacts on percentages.  
  
The State dropout rate increased, which could correlate to students that struggle to stay in school and to perform at or above proficient in State assessment.  
The 2022 National Center for Education Statistics’ long-term analysis of NAEP scores identifies a national trend of declining scores in state assessment scores in both reading and math, for both students with and without disabilities (https://www.nationsreportcard.gov/highlights/ltt/2022/).   
Interrupted learning during the COVID-19 pandemic may be continuing to impact student performance on state assessment.

**Provide reasons for slippage for Group C, if applicable**

Slippage could be due to schools increasing the use of alternate assessment for students who should not be placed on it. If districts are overusing alternate assessment for students with lagging skills, and are not addressing the student needs, then the misuse of this assessment for this group would impact slippage. The data could indicate a need for districts to consider interventions and supports that could address student needs and thereby increase participation in State assessment.  
The total number of students taking the alternate assessment at the different grades was very low, so changes in the number of students scoring proficient or not will have large impacts on percentages.  
  
The State dropout rate increased, which could correlate to students that struggle to stay in school and to perform at or above proficient in State assessment.  
The 2022 National Center for Education Statistics’ long-term analysis of NAEP scores identifies a national trend of declining scores in state assessment scores in both reading and math, for both students with and without disabilities (https://www.nationsreportcard.gov/highlights/ltt/2022/).   
Interrupted learning during the COVID-19 pandemic may be continuing to impact student performance on state assessment.  
As the State analyzes the assessment data, the State will consider and examine links between drop out data and the slippage in assessment for Group C Grade HS. The State dropout rate increased, which could correlate to students that struggle to stay in school and to perform at or above proficient in State assessment.

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards** | **Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 85 | 420 | 28.65% | 44.12% | 20.24% | Did not meet target | Slippage |
| **B** | Grade 8 | 135 | 408 | 36.54% | 44.13% | 33.09% | Did not meet target | Slippage |
| **C** | Grade HS | 99 | 311 | 32.18% | 46.26% | 31.83% | Did not meet target | No Slippage |

**Provide reasons for slippage for Group A, if applicable**

Slippage could be due to schools increasing the use of alternate assessment for students who should not be placed on it. If districts are overusing alternate assessment for students with lagging skills, and are not addressing the student needs, then the misuse of this assessment for this group would impact slippage. The data could indicate a need for districts to consider interventions and supports that could address student needs and thereby increase participation in State assessment.  
The 2022 National Center for Education Statistics’ long-term analysis of NAEP scores identifies a national trend of declining scores in state assessment scores in both reading and math, for both students with and without disabilities (https://www.nationsreportcard.gov/highlights/ltt/2022/). The gaps are largest for students with the lowest scores, and lagging in skill development will compound, so the State expects that student scores in math will keep declining and the gap will continue to grow.  
Interrupted learning during the COVID-19 pandemic may be continuing to impact student performance on State assessment.

**Provide reasons for slippage for Group B, if applicable**

Slippage could be due to schools increasing the use of alternate assessment for students who should not be placed on it. If districts are overusing alternate assessment for students with lagging skills, and are not addressing the student needs, then the misuse of this assessment for this group would impact slippage. The data could indicate a need for districts to consider interventions and supports that could address student needs and thereby increase participation in State assessment.  
The 2022 National Center for Education Statistics’ long-term analysis of NAEP scores identifies a national trend of declining scores in state assessment scores in both reading and math, for both students with and without disabilities (https://www.nationsreportcard.gov/highlights/ltt/2022/). The gaps are largest for students with the lowest scores, and lagging in skill development will compound, so the State expects that student scores in math will keep declining and the gap will continue to grow.  
Interrupted learning during the COVID-19 pandemic may be continuing to impact student performance on State assessment.

**Regulatory Information**

**The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]**

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Public reports of assessment results are provided at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx. On this page, there are links to assessment data by subject and year.   
Statewide ELA assessment information is provided at https://www.oregon.gov/ode/educator-resources/assessment/Documents/TestResults2223/pagr\_State\_ELA\_2223.xlsx.   
Statewide math assessment information is provided at https://www.oregon.gov/ode/educator-resources/assessment/Documents/TestResults2223/pagr\_State\_MATH\_2223.xlsx.

**Provide additional information about this indicator (optional)**

Additional information relevant to the interpretation of statewide summative assessment data gathered during the 2022-23 school year is available at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx.  
  
The participation rate is likely due to the flexibility in Oregon for parents to opt students out of State assessment. Fewer families are choosing to participate in State assessment post-COVID, which is allowable under Oregon law. Continued recovery from the pandemic and the impact of standardized assessments on mental health are potential reasons why more families are making this choice.

## 3C - Prior FFY Required Actions

None

## 3C - OSEP Response

## 3C - Required Actions

# Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator**: Participation and performance of children with IEPs on statewide assessments:

A. Participation rate for children with IEPs.

B. Proficiency rate for children with IEPs against grade level academic achievement standards.

C. Proficiency rate for children with IEPs against alternate academic achievement standards.

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Data Source**

3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

**Measurement**

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2022-2023 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2022-2023 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

**Instructions**

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2022-2023 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2022-2023 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

## 3D - Indicator Data

**Historical Data:**

| **Subject** | **Group** | **Group Name** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- | --- | --- |
| Reading | A | Grade 4 | 2020 | 25.91 |
| Reading | B | Grade 8 | 2020 | 34.36 |
| Reading | C | Grade HS | 2020 | 35.87 |
| Math | A | Grade 4 | 2020 | 19.18 |
| Math | B | Grade 8 | 2020 | 20.03 |
| Math | C | Grade HS | 2020 | 20.76 |

**Targets**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Group** | **Group Name** | **2022** | **2023** | **2024** | **2025** |
| Reading | A <= | Grade 4 | 23.44 | 23.11 | 22.81 | 22.50 |
| Reading | B <= | Grade 8 | 26.94 | 26.00 | 25.06 | 24.13 |
| Reading | C <= | Grade HS | 28.04 | 27.55 | 27.06 | 25.56 |
| Math | A <= | Grade 4 | 17.18 | 16.18 | 15.18 | 14.18 |
| Math | B <= | Grade 8 | 18.00 | 17.00 | 16.00 | 15.00 |
| Math | C <= | Grade HS | 18.76 | 17.76 | 16.76 | 15.76 |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**FFY 2022 Data Disaggregation from ED*Facts***

**Data Source:**

SY 2022-23 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

01/10/2024

**Reading Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment | 37,922 | 37,947 | 30,024 |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment | 5,880 | 5,211 | 3,454 |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level | 15,930 | 15,895 | 13,912 |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level | 290 | 185 | 91 |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 985 | 528 | 484 |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 203 | 129 | 63 |

**Data Source:**

SY 2022-23 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

01/10/2024

**Math Assessment Proficiency Data by Grade (1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment | 38,120 | 37,552 | 28,960 |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment | 5,860 | 5,087 | 3,235 |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level | 14,222 | 9,565 | 5,936 |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level | 196 | 75 | 12 |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 1,024 | 289 | 115 |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 115 | 51 | 9 |

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

**FFY 2022 SPP/APR Data: Reading Assessment**

| **Group** | **Group Name** | **Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards** | **Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 20.20% | 42.77% | 22.42 | 23.44 | 22.57 | Met target | No Slippage |
| **B** | Grade 8 | 12.61% | 42.37% | 31.72 | 26.94 | 29.77 | Did not meet target | No Slippage |
| **C** | Grade HS | 15.84% | 46.64% | 31.72 | 28.04 | 30.80 | Did not meet target | No Slippage |

**FFY 2022 SPP/APR Data: Math Assessment**

| **Group** | **Group Name** | **Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards** | **Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 19.44% | 37.82% | 18.29 | 17.18 | 18.39 | Did not meet target | No Slippage |
| **B** | Grade 8 | 6.68% | 25.67% | 19.55 | 18.00 | 18.99 | Did not meet target | No Slippage |
| **C** | Grade HS | 3.83% | 20.54% | 17.00 | 18.76 | 16.71 | Met target | No Slippage |

**Provide additional information about this indicator (optional)**

Additional information relevant to the interpretation of statewide summative assessment data gathered during the 2022-23 school year is available at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx.  
  
The participation rate is likely due to the flexibility in Oregon for parents to opt students out of State assessment. Fewer families are choosing to participate in State assessment post-COVID, which is allowable under Oregon law. Continued recovery from the pandemic and the impact of standardized assessments on mental health are potential reasons why more families are making this choice.

## 3D - Prior FFY Required Actions

None

## 3D - OSEP Response

## 3D - Required Actions

# Indicator 4A: Suspension/Expulsion

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results Indicator:** Rates of suspension and expulsion:

A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Data Source**

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

**Measurement**

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.

Include State’s definition of “significant discrepancy.”

**Instructions**

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

--The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

--The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Because the measurement table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2021-2022 school year, those 100 LEAs would have reported section 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2022-2023, suspension/expulsion data from those 15 new LEAs would not be in the 2021-2022 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2021-2022 (which can be found in the FFY 2021 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP QA 23-01, dated July 24, 2023.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 4A - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2016 | 62.96% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target <= | 68.15% | 67.65% | 62.00% | 62.00% | 62.00% |
| Data | 66.67% | 53.13% | 67.74% | 80.00% |  |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target <= | 61.50% | 61.25% | 61.00% | 60.50% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n/cell-size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. Report the number of LEAs excluded from the calculation as a result of the requirement.**

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|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of LEAs that have a significant discrepancy** | **Number of LEAs that met the State's minimum n/cell-size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 14 | 25 |  | 61.50% | 56.00% | Met target | N/A |

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

**State’s definition of “significant discrepancy” and methodology**

The State defines significant discrepancy as a rate of suspension/expulsion for greater than 10 days based on a rate ratio greater than 2.0 and more than 3 IDEA-eligible students with greater than 10 days suspension/expulsion. Only LEAs that meet both of these criteria are flagged for significant discrepancy. Of Oregon’s 197 LEAs, 25 met the minimum n-size to be included in this calculation, as defined by the State.  
The State compared the rates of suspensions and expulsions for children with IEPs to children without IEPs within the LEA. The State collected data from all LEAs through the discipline incidents collection.  
  
The standard operating procedures for this indicator include:  
• Preparing and disseminating to all districts a discipline report using the district reported data for students with and without disabilities.  
• Identifying districts that exceed the threshold with a significant discrepancy, as defined by the State.

**Provide additional information about this indicator (optional)**

**Review of Policies, Procedures, and Practices (completed in FFY 2022 using 2021-2022 data)**

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

The State engaged in interviews with the 14 LEAs identified with significant discrepancy as defined by the State based on 2021-22 data. Of the State’s 197 LEAs, 25 met the minimum n-size to be included in this calculation, as defined by the State. Interviews included a review of each LEA’s policies, procedures, and practices related to 3 main areas:  
1. The development and implementation of IEPs;  
2. The use of positive behavioral interventions and supports;  
3. The established procedural safeguards, including the manifestation determination review process, within each LEA.  
The State flagged 14 LEAs for this indicator for FFY 2022 using 2021-22 data, which required review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. Consistent with OSEP QA 23-01, dated July 24, 2023, the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements. Part of the State’s process involves conducting these interviews to ascertain compliance status. Specifically, the State conducted follow-up interviews with the 14 LEAs identified with significant discrepancies as defined by the State in Indicators 4A to determine compliance status and, where necessary, to verify the correction of noncompliance.  
  
Based on these interviews with the 14 LEAs, encompassing discussions on data, policies, procedures, and practices, the State has determined that they are compliant with the Act and are effectively implementing the regulatory requirements. The State concluded that the flags raised for this indicator did not signify noncompliance for the 14 identified LEAs.  
  
In accordance with 34 CFR §300.170(b), the State completed the required review for each district identified with a significant discrepancy. Following these reviews, the State found no instances of noncompliance with Part B requirements in any of the 14 districts identified.  
  
The 14 LEAs flagged for Indicator B4 also reviewed student files within the state’s Cohort Cyclical Monitoring Process, specifically using a protocol targeted for file reviews concerning students with discipline incidents. The 14 LEAs were obligated to rectify individual cases of noncompliance. Furthermore, they were required to review subsequent data to demonstrate the correction of any instances of non-compliance found in individual files and ensure compliance with the regulatory requirements, pursuant to OSEP QA 23-01, dated July 24, 2023.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 4A - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must explain how its methodology is reasonably designed to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the State’s LEAs are being examined for significant discrepancy under the State’s chosen methodology.

**Response to actions required in FFY 2021 SPP/APR**

The State’s methodology is reasonably designed to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the States’s LEAs are being examined for significant discrepancy under the State’s chosen methodology. Across the State of Oregon, districts present significant variance in their respective population demographics. The State uses a rate ratio (described below) that compares the rates in the same district, rather than among districts, as a means of equitable practice.  
  
State’s Definition of “Significant Discrepancy” and Methodology: The State uses a Rate Ratio to compare a District-Level Suspension/ Expulsion Rate for students with disabilities to the same District’s Suspension/Expulsion Rate for students without disabilities. The significant discrepancy for indicator B4A is defined as a rate ratio of greater than 2.0 when comparing students with disabilities to students without disabilities within the local educational agency.   
  
Methodology: The minimum cell size is four. LEAs are excluded from the calculation when fewer than four students with disabilities are suspended/expelled for more than ten days.   
  
Numerator (district rate for students with disabilities of being suspended/expelled for more than ten days) = students with disabilities who were suspended/expelled for more than ten cumulative days in the LEA divided by all students with disabilities in the LEA) x 100.   
  
Denominator (LEA rate for students without disabilities of being suspended/expelled for more than ten days) = students without disabilities who were suspended/expelled for more than ten cumulative days in the LEA divided by all students without disabilities in the LEA) x 100.

## 4A - OSEP Response

## 4A - Required Actions

# Indicator 4B: Suspension/Expulsion

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Compliance Indicator:** Rates of suspension and expulsion:

A. Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, 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.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Data Source**

State discipline data, including State’s analysis of State’s Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

**Measurement**

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, 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) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “significant discrepancy.”

**Instructions**

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2022 SPP/APR, use data from 2021-2022), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State’s examination must include one of the following comparisons:

--The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

--The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

Because the measurement table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2021-2022 school year, those 100 LEAs would have reported section 618 data in 2021-2022 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2022-2023, suspension/expulsion data from those 15 new LEAs would not be in the 2021-2022 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2021-2022 (which can be found in the FFY 2021 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, 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.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP QA 23-01, dated July 24, 2023.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Targets must be 0% for 4B.

## 4B - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2016 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | Not Valid and Reliable | Not Valid and Reliable | 0.00% | 0.00% | Not Valid and Reliable |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 0% | 0% | 0% | 0% |

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n/cell-size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. Report the number of LEAs excluded from the calculation as a result of the requirement.**

181

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of LEAs that have a significant discrepancy, by race or ethnicity** | **Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements** | **Number of LEAs that met the State's minimum n/cell-size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 6 | 0 | 16 | Not Valid and Reliable | 0% | 0.00% | Met target | N/A |

**Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a))**

The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

**Were all races and ethnicities included in the review?**

YES

**State’s definition of “significant discrepancy” and methodology**

The State defines significant discrepancy as the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for all children without IEPs in the same LEA and flags LEAs where:  
• The rate ratio analysis shows a value greater than 2.0 in the same race/ethnic category  
• At least 5 IDEA eligible students received long-term suspension/expulsions in a specific race/ethnic category.  
  
Only LEAs that meet both of these criteria are flagged by the State for significant discrepancy. Of Oregon’s 197 LEAs, 16 met the minimum n-size to be included in this calculation, as defined by the State.   
  
The State does not use different thresholds for different racial and ethnic groups, as this would be a non-standard practice. The State’s data are valid and reliable. The threshold used for each race/ethnicity group is 2.0.  
  
Race/Ethnic Group B4B Threshold  
American Indian or Alaska Native 2.0  
Asian 2.0  
Black or African American 2.0  
Hispanic/ Latino 2.0  
Native Hawaiian or Other Pacific Islander 2.0  
White 2.0  
Two or More Races 2.0  
  
The State calculates the district-level suspension/expulsion rates for children with disabilities for each racial/ethnic group and then calculates the rate ratios. The State then compares each rate ratio to the state threshold (2.0). Any district where the rate ratio for one or more racial/ethnic groups is equal to or above the threshold of 2.0 is identified with a significant discrepancy.   
The rate ratio is calculated as follows for each of the seven race/ethnicity groups for each LEA in Oregon (see list below): Rate Ratio = District-level suspension/expulsion rate for children with disabilities from a racial/ethnic group / (divided by) District-level suspension/expulsion rate for children without disabilities.   
The rate ratio is calculated for each of the race/ethnic groups:  
1. American Indian or Alaska Native,   
2. Asian,   
3. Black or African American,   
4. Hispanic/ Latino,   
5. Native Hawaiian or Other Pacific Islander,   
6. White and   
7. Two or More Races.

**Provide additional information about this indicator (optional)**

**Review of Policies, Procedures, and Practices (completed in FFY 2022 using 2021-2022 data)**

**Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.**

The State identified 6 LEAs with a significant discrepancy under this indicator for FFY 2022 using 2021-22 data, prompting the required review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The State engaged in interviews with the 6 LEAs that were identified with significant discrepancy as defined by the State based on 2021-2022 data. Of the State's 197 LEAs, 181 were excluded from the calculation because they did not meet the State's minimum n-size.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
|  |  |  |  |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 4B - Prior FFY Required Actions

The State did not provide valid and reliable data for FFY 2021. The State must provide valid and reliable data for FFY 2022 in the FFY 2022 SPP/APR using a methodology that considers significant discrepancy by race and ethnicity, as required by 34 C.F.R. § 300.170(a) and the Measurement Table.

**Response to actions required in FFY 2021 SPP/APR**

The State’s methodology is reasonably designed to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs, including how the States’s LEAs are being examined for significant discrepancy under the State’s chosen methodology. Across the State of Oregon, districts present with significant variance in their respective population demographics. The State uses a rate ratio (described below) that compares the rates in the same district, rather than among districts, as a means of equitable practice.  
  
State’s definition of “significant discrepancy” and methodology: The State uses a rate ratio to compare a district-level suspension/expulsion rate for students with disabilities to the same district’s suspension/expulsion rate for students without disabilities. The significant discrepancy for Indicator B4bis defined as a rate ratio of greater than 2.0 in the same race/ethnic category.   
  
Methodology: The minimum cell size is four. LEAs are excluded from the calculation when fewer than four students with disabilities are suspended/expelled for more than ten days.   
  
Numerator (district rate for students with disabilities of being suspended/expelled for more than ten days) = Students with disabilities who were suspended/expelled for more than ten cumulative days in the LEA divided by all students with disabilities in the LEA) x 100.   
  
Denominator (LEA rate for students without disabilities of being suspended/expelled for more than ten days) = Students without disabilities who were suspended/expelled for more than ten cumulative days in the LEA divided by all students without disabilities in the LEA) x 100.

## 4B - OSEP Response

OSEP’s Required Actions in response to the State’s FFY 2021 SPP/APR required the State to explain, in its FFY 2022 SPP/APR, how its methodology is reasonably designed to determine if significant discrepancies, by race or ethnicity, are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. OSEP appreciates the State reported it reviewed its methodology to determine if it is reasonably designed. However, OSEP notes that the State’s revised methodology included a very low percentage of the State’s LEAs in its analysis of rates of suspension and expulsion of greater than 10 days in a school year for children with IEPs. Additionally, the State reported, "At least 5 IDEA eligible students received long-term suspension/expulsions in a specific race/ethnic category." The State also reported, "The minimum cell size is four." Therefore, OSEP could not determine the State's n and/or cell size.

## 4B- Required Actions

In the FFY 2023 SPP/APR, the State must provide its n and/or cell size used in its methodology to determine if significant discrepancies are occurring in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

# Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS002.

**Measurement**

A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)]times 100.

**Instructions**

*Sampling from the State’s 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA, explain.

## 5 - Indicator Data

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| A | 2019 | Target >= | 73.00% | 73.00% | 75.00% | 75.00% | 76.00% |
| A | 70.60% | Data | 73.66% | 73.93% | 74.59% | 75.31% | 77.06% |
| B | 2019 | Target <= | 10.60% | 10.60% | 10.60% | 9.25% | 9.00% |
| B | 11.30% | Data | 9.84% | 9.64% | 9.56% | 9.27% | 8.89% |
| C | 2019 | Target <= | 1.80% | 1.80% | 1.80% | 1.80% | 1.70% |
| C | 2.20% | Data | 1.44% | 1.73% | 1.79% | 1.55% | 1.48% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 77.00% | 77.00% | 78.00% | 79.00% |
| Target B <= | 8.70% | 8.40% | 8.00% | 7.80% |
| Target C <= | 1.60% | 1.60% | 1.50% | 1.40% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | Total number of children with IEPs aged 5 (kindergarten) through 21 | 79,998 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day | 61,590 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day | 7,260 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools | 850 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities | 66 |
| SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74) | 08/30/2023 | c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements | 201 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**FFY 2022 SPP/APR Data**

| **Education Environments** | **Number of children with IEPs aged 5 (kindergarten) through 21 served** | **Total number of children with IEPs aged 5 (kindergarten) through 21** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day | 61,590 | 79,998 | 77.06% | 77.00% | 76.99% | Did not meet target | No Slippage |
| B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day | 7,260 | 79,998 | 8.89% | 8.70% | 9.08% | Did not meet target | Slippage |
| C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3] | 1,117 | 79,998 | 1.48% | 1.60% | 1.40% | Met target | No Slippage |

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **B** | This is the first year in over 5 years that the State has had slippage in this indicator. The State analyzed the data and determined that a large school district (Beaverton School District) had slippage that caused the slippage in the State data. As a result of this and since the district’s LRE numbers are above thresholds, the State will further investigate the reasons for slippage in the district and will conduct a focused monitoring with the Beaverton School District. |

**Provide additional information about this indicator (optional)**

## 5 - Prior FFY Required Actions

None

## 5 - OSEP Response

## 5 - Required Actions

# Indicator 6: Preschool Environments

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

**Data Source**

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification FS089.

**Measurement**

A. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

**Instructions**

*Sampling from the State’s 618 data is not allowed.*

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (*e.g.*, 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State’s data reported under IDEA section 618, explain.

## 6 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data (Inclusive) – 6A, 6B, 6C**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| **A** | Target >= | 36.00% | 36.00% | 36.00% | 48.16% | 48.16% |
| **A** | Data | 45.05% | 44.57% | 48.16% | 38.04% | 46.82% |
| **B** | Target <= | 23.50% | 23.50% | 23.50% | 24.52% | 23.50% |
| **B** | Data | 19.03% | 19.17% | 24.52% | 27.98% | 18.77% |
| **C** | Target <= |  |  |  | 19.95% | 19.95% |
| **C** | Data |  |  |  | 19.95% | 20.06% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

Ongoing engagement included regular reports from the director and Agency staff to the State Interagency Coordinating Council, Regional Inclusive Services, and State Advisory Council on Special Education. Targeted engagement on personnel standards, the state systemic improvement plan and activities, strategies for improving access to inclusive early learning environments for children with disabilities, and updated guidance on discipline occurred throughout the reporting period. This included presentations during conferences, meetings, and advisory groups, updates to the Agency web pages, leveraging newsletters for Oregon Early Childhood Inclusion, webinars, and memorandums to district leadership and superintendents.   
  
The State engaged with various stakeholder groups to gather feedback on the revision of the EI/ECSE personnel standards. Multiple stakeholder engagement sessions were held with EI/ECSE practitioners, community partners, and families. The State partnered with a parent information and training center, Family and Community Together (FACT) Oregon, to host a feedback session with families of children receiving EI/ECSE services. Materials were made available in Spanish and Spanish translation was provided at the family feedback session.

**Targets**

**Please select if the State wants to set baseline and targets based on individual age ranges (i.e. separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.**

Inclusive Targets

**Please select if the State wants to use target ranges for 6C.**

Target Range not used

Baselines for Inclusive Targets option (A, B, C)

| **Part** | **Baseline Year** | **Baseline Data** |
| --- | --- | --- |
| **A** | 2019 | 48.16% |
| **B** | 2019 | 24.52% |
| **C** | 2020 | 19.95% |

**Inclusive Targets – 6A, 6B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 48.30% | 48.30% | 49.00% | 50.00% |
| Target B <= | 23.00% | 23.00% | 22.00% | 21.00% |

**Inclusive Targets – 6C**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target C <= | 19.70% | 19.70% | 19.20% | 18.70% |

**Prepopulated Data**

**Data Source:**

SY 2022-23 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

**Date:**

08/30/2023

| **Description** | **3** | **4** | **5** | **3 through 5 - Total** |
| --- | --- | --- | --- | --- |
| Total number of children with IEPs | 2,981 | 3,719 | 950 | 7,650 |
| a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 1,223 | 2,232 | 595 | 4,050 |
| b1. Number of children attending separate special education class | 558 | 574 | 164 | 1,296 |
| b2. Number of children attending separate school | 5 | 5 | 1 | 11 |
| b3. Number of children attending residential facility | 0 | 0 | 0 | 0 |
| c1**.** Numberof children receiving special education and related services in the home | 774 | 374 | 62 | 1,210 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**FFY 2022 SPP/APR Data - Aged 3 through 5**

| **Preschool Environments** | **Number of children with IEPs aged 3 through 5 served** | **Total number of children with IEPs aged 3 through 5** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program | 4,050 | 7,650 | 46.82% | 48.30% | 52.94% | Met target | No Slippage |
| B. Separate special education class, separate school or residential facility | 1,307 | 7,650 | 18.77% | 23.00% | 17.08% | Met target | No Slippage |
| C. Home | 1,210 | 7,650 | 20.06% | 19.70% | 15.82% | Met target | No Slippage |

**Provide additional information about this indicator (optional)**

## 6 - Prior FFY Required Actions

None

## 6 - OSEP Response

## 6 - Required Actions

# Indicator 7: Preschool Outcomes

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Data Source**

State selected data source.

**Measurement**

Outcomes:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.

b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.

d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1**: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2**: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

**Instructions**

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining “comparable to same-aged peers.” If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining “comparable to same-aged peers” has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

## 7 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| A1 | 2015 | Target >= | 76.10% | 76.10% | 76.10% | 76.10% | 76.30% |
| A1 | 75.62% | Data | 79.61% | 77.90% | 77.10% | 76.41% | 77.90% |
| A2 | 2015 | Target >= | 60.50% | 60.50% | 60.50% | 60.50% | 60.70% |
| A2 | 60.20% | Data | 56.21% | 54.69% | 52.12% | 50.46% | 50.76% |
| B1 | 2015 | Target >= | 74.20% | 74.20% | 74.20% | 74.20% | 74.40% |
| B1 | 73.66% | Data | 74.18% | 74.06% | 71.99% | 70.70% | 72.33% |
| B2 | 2015 | Target >= | 58.10% | 58.10% | 58.10% | 58.10% | 58.30% |
| B2 | 57.84% | Data | 54.46% | 52.61% | 49.67% | 49.96% | 48.98% |
| C1 | 2015 | Target >= | 74.10% | 74.10% | 74.10% | 74.10% | 74.30% |
| C1 | 73.63% | Data | 76.35% | 75.15% | 75.70% | 74.55% | 75.33% |
| C2 | 2015 | Target >= | 61.50% | 61.50% | 61.50% | 61.50% | 61.70% |
| C2 | 61.21% | Data | 57.30% | 54.54% | 52.15% | 50.49% | 49.35% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A1 >= | 76.50% | 76.70% | 76.90% | 77.10% |
| Target A2 >= | 60.90% | 61.10% | 61.30% | 62.50% |
| Target B1 >= | 74.60% | 74.80% | 75.00% | 75.20% |
| Target B2 >= | 58.30% | 58.50% | 58.70% | 58.90% |
| Target C1 >= | 74.50% | 74.70% | 74.90% | 75.10% |
| Target C2 >= | 61.90% | 62.10% | 62.30% | 62.50% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
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Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

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The State engaged with various stakeholder groups to gather feedback on the revision of the EI/ECSE personnel standards. Multiple stakeholder engagement sessions were held with EI/ECSE practitioners, community partners, and families. The State partnered with a parent information and training center, Family and Community Together (FACT) Oregon, to host a feedback session with families of children receiving EI/ECSE services. Materials were made available in Spanish and Spanish translation was provided at the family feedback session.

**FFY 2022 SPP/APR Data**

**Number of preschool children aged 3 through 5 with IEPs assessed**

4,193

**Outcome A: Positive social-emotional skills (including social relationships)**

| **Outcome A Progress Category** | **Number of children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 76 | 1.81% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 529 | 12.62% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 1,430 | 34.10% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 703 | 16.77% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 1,455 | 34.70% |

| **Outcome A** | **Numerator** | **Denominator** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation:(c+d)/(a+b+c+d)* | 2,133 | 2,738 | 77.90% | 76.50% | 77.90% | Met target | No Slippage |
| A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 2,158 | 4,193 | 50.76% | 60.90% | 51.47% | Did not meet target | No Slippage |

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

| **Outcome B Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 74 | 1.76% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 674 | 16.07% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 1,307 | 31.17% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 436 | 10.40% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 1,702 | 40.59% |

| **Outcome B** | **Numerator** | **Denominator** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation: (c+d)/(a+b+c+d)* | 1,743 | 2,491 | 72.33% | 74.60% | 69.97% | Did not meet target | Slippage |
| B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)* | 2,138 | 4,193 | 48.98% | 58.30% | 50.99% | Did not meet target | No Slippage |

**Outcome C: Use of appropriate behaviors to meet their needs**

| **Outcome C Progress Category** | **Number of Children** | **Percentage of Children** |
| --- | --- | --- |
| a. Preschool children who did not improve functioning | 66 | 1.57% |
| b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 665 | 15.86% |
| c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it | 1,389 | 33.13% |
| d. Preschool children who improved functioning to reach a level comparable to same-aged peers | 553 | 13.19% |
| e. Preschool children who maintained functioning at a level comparable to same-aged peers | 1,520 | 36.25% |

| **Outcome C** | **Numerator** | **Denominator** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.  *Calculation:(c+d)/(a+b+c+d)* | 1,942 | 2,673 | 75.33% | 74.50% | 72.65% | Did not meet target | Slippage |
| C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.  *Calculation: (d+e)/(a+b+c+d+e)* | 2,073 | 4,193 | 49.35% | 61.90% | 49.44% | Did not meet target | No Slippage |

| **Part** | **Reasons for slippage, if applicable** |
| --- | --- |
| **B1** | The State uses the AEPS I and II as its one statewide tool for determining the B7 child outcome data. The AEPS is administered at eligibility or the initial IFSP, at least at the annual IFSP, and at the time of exiting from ECSE. Following engagement with service providing agencies and administrators, it was determined that the impact of staffing shortages and turnover persists. This has led to difficulty in determining predictable schedules for professional development, routines for assessment, and assurances for interrater reliability using the assessment Additionally, children have been impacted developmentally by closures in education settings and limitations during home visits, impacting sufficient frequency opportunity for social interactions with peers and in social environments required for observation using this measure. |
| **C1** | The State uses the AEPS I and II as its one statewide tool for determining the B7 child outcome data. The AEPS is administered at eligibility or the initial IFSP, at least at the annual IFSP, and at the time of exiting from ECSE. Following engagement with service providing agencies and administrators, it was determined that the impact of staffing shortages and turnover persists. This has led to difficulty in determining predictable schedules for professional development, routines for assessment, and assurances for interrater reliability using the assessment for this Indicator. Additionally, children have been impacted developmentally by closures in education settings and limitations during home visits, impacting sufficient frequency of opportunity for social interactions with peers and in social environments required for observation using this measure. |

**Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)**

YES

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)**

NO

**If no, provide the criteria for defining “comparable to same-aged peers.”**

Beginning in 2008 for all children qualifying for early childhood special education services, all State EI/ECSE programs are required to enter the child Assessment, Evaluation, and Programming System (AEPS) data into the Early Childhood Web (ecWeb) system, starting with all children qualifying for early childhood special education services in May of 2008.   
  
Criteria for defining “comparable to same-aged peers":   
In 2015, using a national AEPS data set from typically developing children, a review team considered 90%, 85%, and 80% percentile cut offs against the national data results to decide the cut off level that best reflected the State’s children in ECSE programs. The review team, State staff, EI/ECSE Contractors and EI/ECSE stakeholder groups were all asked to analyze the percentile cut offs and determine the cut off level that the State should use for reporting to the ECSE child outcomes. The consensus was to use the 80% cut off level. This most closely represents the children who are eligible for Early Childhood Special Education programs and receive services in Oregon.   
  
Child progress is measured using the following rubric:   
If a child enters with a score below the normal range and stays the same or regresses at the next test administration, the child is categorized as: (a) does not improve functioning. If the child makes progress and the ratio of how far below the normal level of development increases between test administrations, the child is categorized as: (b) improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers. If the child makes progress but the ratio of how far below the normal level of development decreases between test administrations, the child is categorized as: (c) improved functioning to a level nearer to the functioning of same-aged peers but did not reach it. If a child enters with a score below the normal range and increases to reach or exceed the normal range at the next test administration, the child is categorized as: (d) improved functioning sufficient to reach a level comparable to same-aged peers. If a child enters with a score at or above the normal range and maintains their score at or above the normal range at the next test administration, the child is categorized as: (e) maintains functioning at or above same age peers.

**List the instruments and procedures used to gather data for this indicator.**

As of 2008, all EI/ECSE programs in the State are required to enter individual child assessment results from the Assessment, Evaluation, and Programming System (AEPS) into the Early Childhood Web (ecWeb). The aggregate results are utilized for reporting on this indicator.

**Provide additional information about this indicator (optional)**

Regarding the use of the term "IFSP" for early childhood special education, ORS 343.521 and OAR 581-015-2700 (13) delineate the use of an IFSP for children birth to school age with disabilities in Oregon. The data collected were specifically for B7. Additionally, in ODE’s Part B application for federal funds in 2002-2003 ODE explained how it amended OAR 581-015-0970(3) (IFSP content) to include specific Part B requirements. ODE explained that ODE IFSP forms combine the content requirements for IEPs under Part B of IDEA, IFSP’s under Part C of IDEA and IFSP’s under ORS 343.521. This document was approved by OSEP and signed by Gregg Corr. Oregon produced this document during the monitoring visit and it was reviewed by the OSEP monitoring team during their 2010 monitoring visit. Marion Crayton of OSEP is aware of this document and can confirm that OSEP did approve.

## 7 - Prior FFY Required Actions

None

## 7 - OSEP Response

## 7 - Required Actions

# Indicator 8: Parent involvement

**Instructions and Measurement**

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Data Source**

State selected data source.

**Measurement**

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Instructions**

*Sampling****of parents from whom response is requested****is allowed.* *When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 3 for additional instructions on sampling.)*

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State’s analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

## 8 - Indicator Data

| **Question** | **Yes / No** |
| --- | --- |
| Do you use a separate data collection methodology for preschool children? | YES |
| If yes, will you be providing the data for preschool children separately? | YES |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Preschool | 2014 | Target >= | 83.68% | 85.68% | 85.68% | 88.99% | 89.31% |
| Preschool | 82.18% | Data | 79.37% | 84.59% | 88.79% | 89.34% | 83.90% |
| School age | 2014 | Target >= | 78.73% | 81.23% | 81.23% | 83.56% | 84.45% |
| School age | 76.23% | Data | 79.43% | 78.98% | 83.54% | 78.49% | 76.80% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 89.79% | 90.20% | 90.60% | 91.00% |
| Target B >= | 85.34% | 86.22% | 87.11% | 88.00% |

**FFY 2022 SPP/APR Data: Preschool Children Reported Separately**

| **Group** | **Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities** | **Total number of respondent parents of children with disabilities** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Preschool | 413 | 485 | 83.90% | 89.79% | 85.15% | Did not meet target | No Slippage |
| School age | 2,223 | 3,052 | 76.80% | 85.34% | 72.84% | Did not meet target | Slippage |

**Provide reasons for School Age slippage, if applicable**

Reasons for Part B/School Age slippage: Slippage could be due to the configuration of districts that were selected this year as part of the sampling plan. The State does not survey each district every year. For School Age students, one-third are surveyed annually. The State determined that the difference in the parent involvement rate this year compared to last year could be due to different districts surveyed in the sampling plan. While each year’s sample is representative of the State in terms of demographics, one group of districts may be less involved than another group. The 2022-23 response rate was 14.59%, representing an increase from a response rate of 9.43% the last time this cohort was surveyed in FFY 2019. In the FFY 2019 survey, the rate of respondent parents who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities was 79.02%; this year, their rate is 72.85%. Thus, the State examined whether the decrease was specific to particular districts. A spreadsheet showing which districts had the largest/smallest difference in their parent involvement rates has been created to determine if any follow-up is warranted. In addition, each district gets a report of their results over time so is able to quickly see if their parent involvement rate has decreased/increased/stayed the same. Additionally, the response rate is higher this year than it has been in the last 8 years. This increase may have had an impact on the parent involvement rate.

**The number of parents to whom the surveys were distributed.**

23,358

**Percentage of respondent parents**

15.14%

**Response Rate**

|  |  |  |
| --- | --- | --- |
| **FFY** | **2021** | **2022** |
| Response Rate | 6.43% | 15.14% |

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

+/- 3% discrepancy in the proportion of responders compared to target group

**Include the State’s analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State’s analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

The State compared the representation by race/ethnicity and grade group in the population to the representation in the respondents using a +/- 3% criteria to identify over-or under-representativeness.   
Using this methodology for Part B 619 Preschool Age, the State found no differences by race/ethnicity or age. Furthermore, parents from a wide range of counties from across the state responded to the survey. Thus, the State has determined that the overall results for Part B 619 are representative.   
Using this methodology for Part B School Age, the State found no differences were by grade group. However, the State found differences by race/ethnicity. The students with disabilities (SWD) population consists of 61% of white students and 25% of Hispanic students; the respondents consist of 66% of white students and 21% of Hispanic students. All other racial/ethnic groups were within 3% of their population. Note that last year parents of white students were over-represented, and parents of Hispanic students were under-represented – however, the degree of over- and under-representativeness has decreased. This year, the over-/under-representation is 4.5 percentage points; last year it was around 10-12 percentage points. ODE attributes this to its new methodology which has increased the overall response rate but in particular has helped to increase the response rate of parents of Hispanic students.   
Although there are a few significant differences in Part B School Age response rates between groups of parents by race/ethnicity, the State found no significant differences in the parent involvement percentage itself between these groups of parents. For example, parents of White students and Hispanic students had similar parent involvement percentages to the other racial/ethnic groups. Furthermore, parents from a wide range of districts from across the state responded to the survey. Despite this, the overall results for Part B School Age are not representative of the State due to the differences in the racial/ethnic representations between the population and respondents.

The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)

NO

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics**

The State added two additional strategies to ensure that the response data are representative of demographics. The strategies positively and directly impacted demographic data. The State added a QR Code to all surveys, giving families direct access to their surveys via their personal devices. Also, the State sent a pre-survey text message to all participating families. The text messages provided another reminder and access point for parents to complete the survey. The State found that people respond quickly to text message invitations. The messages also provide the opportunity for multiple follow-ups, if necessary, while a paper-based mailing is only one prompt to complete the survey. Using a single paper-based written communication may privilege those parents who reside in one residence consistently, or parents who are fluent in English. Additionally, mailing addresses may be invalid or parents may have moved since the school collected the information. Communication through text and cell phones may be more approachable for some parents than paper-based forms due to prior experiences being underserved in contexts also involving school related documents or government forms. Cell phone numbers are a more dependable and culturally relevant source of communication and will reach more potential respondents.  
  
The State will continue to collaborate with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC) to ensure that all diverse groups of parents will have equal access to the parent survey. The following specific strategies will be implemented to increase the response rate yearly, specifically for those underrepresented groups, as required by the Measurement Table.   
   
Strategies: 1. Expanding the survey to the top 13 spoken languages. 2. Collaborating with local districts that will be surveyed to ensure the highest level of access to resources. 3.Rolling out the following supports in collaboration with the PTI to reach out to the diverse communities of the State (i) Activate Your Advocacy cohort trainings for families, intended to grow capacity for families to interrupt ableism; (ii) Trainings virtually synchronous and on demand on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability; (iii) Trainings offered with interpretation in other languages on request. 4. Partnering with the Central Oregon Disability Support Network (CODSN) to increase outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson,   
Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

The State will be implementing the recently added two additional strategies which are expected to continue to increase the response rate over the year, particularly for those groups that are underrepresented. The strategies positively and directly impacted demographic data, and the State expects that response to continue. The State added a QR Code to all surveys, giving families direct access to their surveys via their personal devices. Also, the State sent a pre-survey text message to all participating families. The text messages provided another reminder and access point for parents to complete the survey. The State found that people respond quickly to text message invitations. The messages also provide the opportunity for multiple follow-ups, if necessary, while a paper-based mailing is only one prompt to complete the survey. Using a single paper-based written communication may privilege those parents who reside in one residence consistently, or parents who are fluent in English. Additionally, mailing addresses may be invalid or parents may have moved since the school collected the information. Communication through text and cell phones may be more approachable for some parents than paper-based forms due to prior experiences being underserved in contexts also involving school related documents or government forms. Cell phone numbers are a more dependable and culturally relevant source of communication and will reach more potential respondents.

**Describe the analysis** **of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.**

Nonresponse bias measures the differences in opinions between respondents and non-respondents in meaningful ways, such as the positivity of responses. A few areas can be examined to determine nonresponse bias. One is the overall response rate. The higher the response rate, the less likely nonresponse bias will occur. The Part B School Age response rate is 15%, which 9% percentage points higher than last year’s response rate of 6%. Additionally, the Part B 619 Preschool Age response rate is 20%, which is 13 percentage points higher than last year’s response rate of 7%. Possibly, those parents who did not respond are different in some meaningful way in their level of positivity from those who did respond. Thus, the State proceeded with the next two ways for examining nonresponse bias.  
Second, the representativeness of the responses can be examined. The State found no significant differences in Part B 619 Preschool Age response rates by key demographics; however, differences were found in the Part B School Age response rates by race/ethnicity. While the actual survey item responses of these different groups of parents showed very few or no significant differences in the overall parent involvement percentage, the State proceeded with the next examination.   
Third, the State can compare the responses of parents who responded early in the process to those who responded later in the process. The idea being that perhaps those who do not immediately respond are different in some meaningful way than those who respond immediately. When controlling for survey methodology type and for district, these results showed no statistically significant differences between parents who responded earlier and parents who responded later in Part B School Age data and in Part B 619 Preschool Age data. Therefore, the State concludes that nonresponse bias is not present.

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | YES |
| If yes, has your previously approved sampling plan changed? | NO |

**Describe the sampling methodology outlining how the design will yield valid and reliable estimates.**

The current sampling methodology was designed to yield valid and reliable estimates through the use of a stratified random sampling in survey design. Within each group of districts sampled, the demographic make-up of parents selected to receive the survey matches the demographic make-up of children in selected districts. Weighting response data further promotes the validity of drawing conclusions from these data. The sampling design also supports drawing valid and reliable conclusions from data gathered, because the same survey is used with the different groups of families across time and locations.

| **Survey Question** | **Yes / No** |
| --- | --- |
| Was a survey used? | YES |
| If yes, is it a new or revised survey? | NO |
| If yes, provide a copy of the survey. |  |

**Provide additional information about this indicator (optional)**

## 8 - Prior FFY Required Actions

In the FFY 2022 SPP/APR, the State must report whether the FFY 2022 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.   
  
The State did not describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented, as required by the Measurement Table. The State must provide the required information in the FFY 2022 SPP/APR.

**Response to actions required in FFY 2021 SPP/APR**

OSEP’s response to the State’s initial FFY 2021 SPP/APR submission required the State to submit revised sampling plans for this indicator by June 1, 2023. The State has submitted revised plans and OSEP’s evaluation of the plans indicates that they are approvable.  
The strategies that the State will be implementing include the recently added two additional strategies which are expected to continue to increase the response rate over the year, particularly for those groups that are underrepresented. The strategies have already positively and directly impacted demographic data, and the State expects that response to continue. The State added a QR Code to all surveys, giving families direct access to their surveys via their personal devices. Also, the State sent a pre-survey text message to all participating families. The text messages provided another reminder and access point for parents to complete the survey. The State found that people respond quickly to text message invitations. The messages also provide the opportunity for multiple follow-ups, if necessary, while a paper-based mailing is only one prompt to complete the survey. Using a single paper-based written communication may privilege those parents who reside in one residence consistently, or parents who are fluent in English. Additionally, mailing addresses may be invalid or parents may have moved since the school collected the information. Communication through text and cell phones may be more approachable for some parents than paper-based forms due to prior experiences being underserved in contexts also involving school related documents or government forms. Cell phone numbers are a more dependable and culturally relevant source of communication and will reach more potential respondents.

## 8 - OSEP Response

## 8 - Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

# Indicator 9: Disproportionate Representation

**Instructions and Measurement**

**Monitoring Priority:** Disproportionality

**Compliance indicator**: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Data Source**

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

**Measurement**

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2022 reporting period (i.e., after June 30, 2023).

**Instructions**

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken. If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 9 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | Not Valid and Reliable | 0.00% | 0.00% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 0% | 0% | 0% | 0% |

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

27

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts with disproportionate representation of racial/ethnic groups in special education and related services** | **Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification** | **Number of districts that met the State's minimum n and/or cell size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 10 | 0 | 170 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

The State’s definition of Disproportionate Representation of racial and ethnic groups in special education and related services:   
1. Calculation method: the State uses a weighted risk ratio analysis that shows a value of >2.0 in the same race/ethnicity category.   
2. The percentage of IDEA eligible students disaggregated by race/ethnicity differs by +/- 20% from the percentage of all students within the district disaggregated by race/ethnicity in at least one race/ethnicity category.   
3. the State uses one year of data in the calculation.   
4. The minimum cell size is at least 10 IDEA eligible students in the same race/ethnicity category in special education.

**Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.**

The State used district-provided data collected from the State’s December 1, 2021 Special Education Child Count (SECC) (Data Year 2022) to identify Disproportionate Representation in Special Education. Disproportionate Representation in Special Education was identified in 10 districts (5.88%). The State conducted follow-up interviews with each of the 10 districts where disproportionate representation was identified. The State conducted these interviews to review the district’s data and root causes of the disproportionate representation; to review district policies, procedures, and practices which could have contributed to the significant discrepancy; and to determine whether the disproportionate representation was the result of inappropriate identification.   
  
Based on these interviews with the identified districts, the State determined that there were no districts for which inappropriate identification of students was the cause for disproportionate representation of racial and ethnic groups in special education. The State determined that the identification of disproportionate representation was not indicative of noncompliance for any of the identified districts and was able to finalize identification and verification of correction of noncompliance.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
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## 9 - Prior FFY Required Actions

None

## 9 - OSEP Response

## 9 - Required Actions

# Indicator 10: Disproportionate Representation in Specific Disability Categories

**Instructions and Measurement**

**Monitoring Priority:** Disproportionality

**Compliance indicator**: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Data Source**

State’s analysis, based on State’s Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

**Measurement**

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State’s definition of “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2022 reporting period (i.e., after June 30, 2023).

**Instructions**

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 10 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2020 | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 0% | 0% | 0% | 0% | 0% |
| Data | 0.00% | 0.00% | Not Valid and Reliable | 0.00% | 0.00% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 0% | 0% | 0% | 0% |

**FFY 2022 SPP/APR Data**

**Has the state established a minimum n and/or cell size requirement? (yes/no)**

YES

**If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.**

35

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories** | **Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification** | **Number of districts that met the State's minimum n and/or cell size** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| 35 | 0 | 162 | 0.00% | 0% | 0.00% | Met target | No Slippage |

**Were all races and ethnicities included in the review?**

YES

**Define “disproportionate representation.” Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).**

The State’s definition of Disproportionate Representation of racial and ethnic groups in special education and related services:   
1. Calculation method: the State uses a weighted risk ratio analysis that shows a value of >2.0 in the same race/ethnicity category.   
2. The percentage of IDEA eligible students disaggregated by race/ethnicity differs by +/- 20% from the percentage of all students within the district disaggregated by race/ethnicity in at least one race/ethnicity category.   
3. The State used one year of data in the calculation.   
4. The minimum cell size is at least 10 IDEA eligible students in the same race/ethnicity category in special education.

**Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.**

The State used district-provided data collected from the State’s December 1, 2021 Special Education Child Count (SECC) (Data Year 2021-2022) to identify disproportionate representation of racial/ethnic groups in specific disability categories. The State prepared and disseminated a Disproportionate Representation in Special Education Report to all districts with the following information:   
1. The percentage of IDEA eligible students disaggregated by race/ethnicity compared to all students within district disaggregated.   
2. A weighted risk ratio analysis for each race/ethnicity category.   
3. The number of IDEA eligible students in each race/ethnicity category.  
  
The State conducted follow-up interviews with each of the 35 districts where disproportionate representation was identified. The State conducted these interviews to review the district’s data and root causes of the disproportionate representation; to review policies, procedures, and practices which could have contributed to the disproportionate representation; and to determine whether the disproportionate representation was the result of inappropriate identification. The State provided the identified districts with resources about conducting root-cause analyses and policy to practice reviews in advance of the interviews.   
  
Based on these interviews with the identified districts, the State determined that there were no districts for which inappropriate identification of students was the cause for disproportionate representation of racial and ethnic groups in specific disability categories. The State determined that the identification of disproportionate representation was not indicative of noncompliance for any of the identified districts and was able to finalize identification and verification of correction of noncompliance.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 0 | 0 | 0 | 0 |

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
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## 10 - Prior FFY Required Actions

None

## 10 - OSEP Response

## 10 - Required Actions

# Indicator 11: Child Find

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / Child Find

**Compliance indicator**: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.

**Measurement**

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

**Instructions**

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 11 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 94.30% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 98.09% | 98.61% | 98.53% | 98.71% | 97.53% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 100% | 100% | 100% | 100% |

**FFY 2022 SPP/APR Data**

| **(a) Number of children for whom parental consent to evaluate was received** | **(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 19,909 | 19,425 | 97.53% | 100% | 97.57% | Did not meet target | No Slippage |

**Number of children included in (a) but not included in (b)**

484

**Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.**

The following data accounts for children included in (a) but not included in (b). The range of days beyond the timeline when the evaluation was completed and any reasons for the delays are indicated below:  
  
61 to 70 Days (1 to 10 days over) 39.88% (247/484)  
71 to 80 Days (11 to 20 days over) 27.75% (87/484)  
81 to 90 Days (21 to 30 days over) 17.34% (45/484)  
Over 90 Days (more than 30 days over) 15.03% (105/484)  
  
Reasons for delays:  
Code 3 (Parent/guardian did not attend eligibility meeting) 10.33% (50/484)  
Code 4 (Initial testing results indicated need for additional testing not identified through initial evaluation planning) 6.20% (30/484)  
Code 5 (Delay by doctor/medical personnel) 11.16% (54/484)  
Code 6 (Delay by district/program evaluation staff) 72.31% )350/484)

**Indicate the evaluation timeline used:**

The State established a timeline within which the evaluation must be conducted

**What is the State’s timeline for initial evaluations? If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in (b).**

The State used 60 school days for the evaluation time frame.

**What is the source of the data provided for this indicator?**

State database that includes data for the entire reporting year

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

Districts/programs submit data about all initial evaluations they complete as part of the Consolidated Collection Child Find Report required by the State.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 416 | 364 | 52 | 0 |

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

The State requested and received subsequent data submissions from each of the identified districts, demonstrating their proper implementation of the specific regulatory requirements. The State used a Microsoft forms survey to gather the follow up information from districts if they were flagged in the 2022-23 SY. For a time period proportionate to the level of noncompliance initially identified, each district will be required to report the number of evaluations expected within that time period and the number of those completed in a timely manner. This information was reported via survey form. Any districts with less than 100% compliance with Indicator B11 were required to submit additional validation evidence as determined by the District Support Specialist in order to verify correction of noncompliance.  
  
As required by OSEP QA 23-01, the State required any district with less than 100% compliance to submit additional validation evidence to demonstrate correct implementation of child find requirements. Electronic evidence submitted confirmed correction for all districts with noncompliance except for two districts. For these two districts, the State confirmed subsequent compliance with regulatory requirements based on information collected during monitoring visits.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

Following the submission of the APR in February 2023, the State continued to collaborate with the 2 identified districts that had been unable to confirm their correct implementation of specific regulatory requirements. The State’s confirmation was based on a review of updated district data, such as data subsequently collected through on-site monitoring of the 2 districts and through the State data system. The State verified the correction of noncompliance for the 416 individual instances of noncompliance, 52 of which were identified in those 2 districts and had not been corrected on time but are now complete.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| FFY 2020 | 145 | 145 | 0 |
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**FFY 2020**

**Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

The State verified that each district with noncompliance in the Child Find collection data completed the evaluation and is correctly implementing the regulatory requirements, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the district/program, consistent with OSEP Memorandum 23-01.  
  
The State continued to review subsequent data and provide support to district leadership in the area of Child Find. Most recently, subsequent to the finding of noncompliance, districts identified with noncompliance for Indicator B11 Child Find are required to report evidence to the State that they are subsequently completing these evaluations in a timely manner. The State used a Microsoft forms survey to gather the follow up information from districts if they were flagged in the 2022-23 SY. For a time period proportionate to the level of noncompliance initially identified, each district was required to report the number of evaluations expected within that time period and the number of those completed in a timely manner. This information was reported via survey form. Any districts with less than 95% compliance with Indicator B11 were required to submit additional validation evidence as determined by the District Support Specialist in order to verify correction of noncompliance.  
  
How the State has verified that each individual case of noncompliance is corrected (previously referred to as B11 Prong 1 correction) is done by confirming that each case of individual noncompliance reported has a timeline for completion of the evaluation.   
  
How the State has verified that the LEA found with noncompliance is correctly implementing the regulatory requirements (previously referred to as B11 Prong 2 correction) is verified by State staff reviewing data from the Special Education Child Find Consolidated Collection for a period of time relative to the level of noncompliance.   
  
Analysis began by comparing districts with findings for non-compliance for 2021-22 to districts with findings for non-compliance in 2022-23. To verify corrections for these districts, the State reviewed additional data from the Special Education Child Find Consolidated Collection. Initially, the State reviewed data to determine if districts completed all evaluations from that time-period within the 60-day timeline.   
  
Following this analysis, the State continued to verify corrections for the 2 districts (Salem-Keizer Public Schools and Portland Public Schools). The State examined Child Find evaluation and eligibilities for the time-period of 10/1/2022 to 10/30/2023. All evaluations were completed within the 60-day timeline, demonstrating correct implementation of regulations.   
  
Of the 145 instances of non-compliance documented in FFY 2021, all 145 have been corrected based on a State review of subsequent evaluation data in 2023.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

The State verified each individual case of noncompliance was corrected. The State verified that in 100% (145/145) of instances of district noncompliance in the Child Find collection data, each district has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the district/program, consistent with OSEP Memorandum 23-01.   
  
How the State has verified that each individual case of noncompliance is corrected (previously referred to as B11 Prong 1 correction) is done by confirming that each case of individual noncompliance reported has a timeline for completion of the evaluation.   
  
How the State has verified that the LEA found with noncompliance is correctly implementing the regulatory requirements (previously referred to as B11 Prong 2 correction) is verified by State staff reviewing data from the Special Education Child Find Consolidated Collection for a period of time relative to the level of noncompliance.   
  
In 2022-23 (2021-22 School Year Data), 93 school districts were flagged for B11 due to 416 instances of evaluations not being completed within the established 60 day timeline.   
  
The State required each district submit information on all initial evaluations conducted within their jurisdiction through the Special Education Child Find Consolidated Collection. The State reviewed the data collected related to this indicator to confirm that each student for whom a district did not complete their initial evaluation in the required number of days had a subsequent eligibility determination made.   
  
Additionally, the State identified 52/145 instances of noncompliance from 2020 as being from 2 districts that were previously out of compliance and have since submitted data showing compliance. Salem-Keizer School District submitted data completed in January 2023, all of which were completed on time. Portland Public School District submitted data completed in February 2023, all of which were also completed on time. As a result of this additional work, the State has verified the correction of noncompliance for all local educational agencies.

## 11 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. In addition, the State must demonstrate, in the FFY 2022 SPP/APR, that the remaining 145 identified in FFY 2020 were corrected. Specifically, the State is reporting findings by individual instances, and correction data is being reported at the district level. Identification and correction of noncompliance may be reported at the individual or district level, but the State must choose a specific method, either individual noncompliance or district level to report and correct noncompliance and not a combination of both reporting methods within one indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2021 and each LEA with remaining noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
  
If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

The State verified that each LEA with remaining noncompliance:   
(1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and,   
(2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 23-01.   
  
The State verified that each LEA with remaining noncompliance identified in FFY 2021 each LEA with findings of noncompliance identified in FFY 2022:   
(1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and,   
(2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 23-01.   
  
The State took specific actions to verify the individual cases of noncompliance and the corrections and to verify that the district is implementing the specific regulatory requirements. Following the submission of the APR in February 2023, the State continued to work with the 2 identified districts that had been unable to confirm their correct implementation of specific regulatory requirements. The State based this confirmation on a review of updated data, such as data subsequently collected through on-site monitoring and the State data system. The State verified the correction of noncompliance for each individual instance of noncompliance identified in those 2 districts. The State worked with the 2 school districts who had not yet been able to demonstrate correction of non-compliance, and those issues are now resolved, and the districts are in compliance.   
  
The State continues to review subsequent data and is providing direct support to district leadership in the area of Child Find. Most recently, subsequent to the finding of noncompliance, districts identified with noncompliance for Indicator B11 Child Find are required to report evidence to the State that they are subsequently completing these evaluations in a timely manner. The State used a Microsoft forms survey to gather the follow up information from districts if they were flagged in the 2022-23 SY. For a time period proportionate to the level of noncompliance initially identified, each district will be required to report the number of evaluations expected within that time period and the number of those completed in a timely manner. This information was reported via survey form. Any districts with less than 95% compliance with Indicator B11 will be required to submit additional validation evidence as determined by the District Support Specialist in order to verify correction of noncompliance.

## 11 - OSEP Response

The State did not demonstrate that each LEA corrected the findings of noncompliance identified in FFY 2020 because it did not report that it verified correction of those findings, consistent with OSEP QA 23-01. Specifically, the State did not report that it verified that each LEA with noncompliance identified in FFY 2020 is is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system.

## 11 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. In addition, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining 145 uncorrected findings of noncompliance identified in FFY 2020 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2022 and each LEA with remaining noncompliance identified in FFY 2020: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

# Indicator 12: Early Childhood Transition

**Instructions and Measurement**

**Monitoring Priorit**y: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data to be taken from State monitoring or State data system.

**Measurement**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.

b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.

c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.

e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

f. # of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

**Instructions**

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child’s third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 12 - Indicator Data

**Not Applicable**

**Select yes if this indicator is not applicable.**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 97.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 99.31% | 99.33% | 100.00% | 99.34% | 97.10% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 100% | 100% | 100% | 100% |

**FFY 2022 SPP/APR Data**

|  |  |
| --- | --- |
| a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination. | 149 |
| b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday. | 0 |
| c. Number of those found eligible who have an IEP developed and implemented by their third birthdays. | 143 |
| d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied. | 2 |
| e. Number of children who were referred to Part C less than 90 days before their third birthdays. | 0 |
| f. Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option. | 0 |

| **Measure** | **Numerator (c)** | **Denominator (a-b-d-e-f)** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. | 143 | 147 | 97.10% | 100% | 97.28% | Did not meet target | No Slippage |

**Number of children who served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f**

4

**Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.**

The reason(s) for the four findings are listed below:   
1. One eligibility/IEP was completed 7 days after the child’s 3rd birthday. The delay in IEP development and implementation was due to staff scheduling.   
2. One eligibility/IEP was completed 20 days after the child’s 3rd birthday. The delay in IEP development and implementation was due to staff scheduling.   
3. One eligibility/IEP was completed 135 days after the child’s 3rd birthday. No documentation was available from the program to explain the delay.   
4. One eligibility/IEP was completed 19 days after the child’s 3rd birthday. The delay in IEP development and implementation was due to the program not receiving medical information in a timely manner from the medical provider.

**Attach PDF table (optional)**

**What is the source of the data provided for this indicator?**

State monitoring

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

All Early Intervention (EI) programs in Oregon receiving IDEA funds are required to participate in the Oregon Department of Education (ODE) System Performance Review & Improvement (SPR&I) system of annual accountability and performance reporting. This system focuses on procedural compliance and performance indicators identified through federal and state regulation and previous state monitoring findings. Programs conduct individual child file reviews annually to collect procedural compliance data. These data are collected on a specified number of child files determined by the State and are evenly split between EI, EI Transition, and Early Childhood Special Education (ECSE). Files are selected to match the individual race/ethnicity, disability, and gender distribution for each EI/ECSE program based on the December child count. Individual child procedural compliance data is collected by programs and submitted to the State electronically through the SPR&I system. The State works collaboratively with programs on comprehensive data collection, analyses, performance reporting, improvement planning, implementation, and reporting of progress. The SPR&I system provides the State with the mechanism for review of district/program policies, procedures, and systems to ensure the requirements set forth in 34 CFR §300.600-609 are met.

**Provide additional information about this indicator (optional)**

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 4 | 4 | 0 | 0 |

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

In FFY 2021, 97.10% (134/138) of child files that the State reviewed for transition from Part C to Part B demonstrated eligibility determination and IEP implementation by the third birthdays.   
  
The State verified that 100% (4/4) of findings of noncompliance in FFY 2021 were corrected within one year and that the program with noncompliance demonstrated correction of practices that contributed to the noncompliance, as well as current compliance with 34 CFR §300.124; (20 U.S.C. 1416(a)(3)(B))  
As per OSEP QA 23-01 the State reviewed and verified corrective action data submitted to the State in SPR&I by EI/ECSE programs with noncompliance and the State reviewed the individual child files in ecWeb (the statewide EI/ECSE special education file database) confirming 100% (4/4) of incidents of noncompliance in FFY 2021 were corrected within one year.  
  
The State verified through additional file reviews (of files created after the correction of individual noncompliance) submitted to the State in SPR&I and reviewed and approved by the State, that programs with noncompliance demonstrated current compliance and correct implementation of regulatory requirements [34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B)].  
  
The following steps were completed for the verification process for each individual noncompliance:  
• The EI program provided the reason for each individual noncompliance through online submission into SPR&I, Oregon’s monitoring system.   
• The State reviewed the reason for noncompliance and indicated corrective action needed.   
• The EI program submitted the corrective action on the individual noncompliance in SPR&I.   
• The State reviewed the submitted corrective action and individual child files in ecWeb (the statewide EI/ECSE special education database) and approved the same.   
  
Demonstration of correction of practices that contributed to the noncompliance, as well as current compliance with 34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B), was obtained through the following:  
  
• For the identified area of noncompliance, the EI programs with noncompliance completed additional reviews of files that were developed after the original noncompliance in the area of the identified noncompliance and submitted these to the State in SPR&I.   
The State used ecWeb (the statewide EI/ECSE special education file database) to review the additional file reviews and individual child files for each EI Program to verify as per OSEP QA 23-01 that each EI program with corrected noncompliance. was in compliance and correctly implementing 34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B).

**Describe how the State verified that each *individual case* of noncompliance was corrected**

The State verified through data submission to SPR&I and review of those files in ecWeb, that 100% (4/4) of incidents of noncompliance in FFY 2021 were corrected within one year and that the program with noncompliance developed an IEP for each child, unless the child was no longer within the jurisdiction of the Local Education Agency.   
  
As per OSEP QA 23-01 the State reviewed and verified corrective action data submitted to the State in SPR&I by EI/ECSE programs with noncompliance and the State reviewed the individual child files in ecWeb (the statewide EI/ECSE special education file database) confirming 100% (4/4) of incidents of noncompliance in FFY 2021 were corrected within one year.  
  
The State verified through additional file reviews (of files created after the correction of individual noncompliance) submitted to the State in SPR&I and reviewed and approved by the State, that programs with noncompliance demonstrated current compliance and correct implementation of regulatory requirements [34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B)]

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 12 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements:  
  
In FFY 2021, 97.10% (134/138) of child files that the State reviewed for transition from Part C to Part B demonstrated eligibility determination and IEP implementation by the third birthdays.   
  
The State verified that 100% (4/4) of findings of noncompliance in FFY 2021 were corrected within one year and that the program with noncompliance demonstrated correction of practices that contributed to the noncompliance, as well as current compliance with 34 CFR §300.124; (20 U.S.C. 1416(a)(3)(B)).  
  
As per OSEP QA 23-01 the State reviewed and verified corrective action data submitted to the State in SPR&I by EI/ECSE programs with noncompliance and the State reviewed the individual child files in ecWeb (the statewide EI/ECSE special education file database) confirming 100% (4/4) of incidents of noncompliance in FFY 2021 were corrected within one year.  
  
The State verified through additional file reviews (of files created after the correction of individual noncompliance) submitted to the State in SPR&I and reviewed and approved by the State, that programs with noncompliance demonstrated current compliance and correct implementation of regulatory requirements [34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B)].  
  
The following steps were completed for the verification process for each individual noncompliance:  
• The EI program provided the reason for each individual noncompliance through online submission into SPR&I, Oregon’s monitoring system.   
• The State reviewed the reason for noncompliance and indicated corrective action needed.   
• The EI program submitted the corrective action on the individual noncompliance in SPR&I.   
• The State reviewed the submitted corrective action and individual child files in ecWeb (the statewide EI/ECSE special education database) and approved the same.   
  
Demonstration of correction of practices that contributed to the noncompliance, as well as current compliance with 34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B), was obtained through the following:  
  
• For the identified area of noncompliance, the EI programs with noncompliance completed additional reviews of files that were developed after the original noncompliance in the area of the identified noncompliance and submitted these to the State in SPR&I.   
  
The State used ecWeb (the statewide EI/ECSE special education file database) to review the additional file reviews and individual child files for each EI Program to verify as per OSEP QA 23-01 that each EI program with corrected noncompliance was in compliance and correctly implementing 34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B). The State verified correction through review and approval of additional file reviews (of files created after the correction of individual noncompliance) submitted to the State in SPR&I and reviewed and approved by the State, that programs with noncompliance demonstrated current compliance and correct implementation of regulatory requirements [34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B)]. Files were reviewed in ecWeb, the statewide EI/ECSE statewide special education file database. All additional files reviewed were in compliance.  
  
Describe how the State verified that each individual case of noncompliance was corrected:  
  
The State verified through data submission to SPR&I and review of those files in ecWeb, that 100% (4/4) of incidents of noncompliance in FFY 2021 were corrected within one year and that the program with noncompliance developed an IEP for each child, unless the child was no longer within the jurisdiction of the Local Education Agency.   
  
As per OSEP QA 23-01 the State reviewed and verified corrective action data submitted to the State in SPR&I by EI/ECSE programs with noncompliance and the State reviewed the individual child files in ecWeb (the statewide EI/ECSE special education file database) confirming 100% (4/4) of incidents of noncompliance in FFY 2021 were corrected within one year.  
  
The State verified correction through review and approval of additional file reviews (of files created after the correction of individual noncompliance) submitted to the State in SPR&I and reviewed and approved by the State, that programs with noncompliance demonstrated current compliance and correct implementation of regulatory requirements [34 CFR §300.124; 20 U.S.C. 1416(a)(3)(B)]. Files were reviewed in ecWeb, the statewide EI/ECSE statewide special education file database. All additional files reviewed were in compliance.

## 12 - OSEP Response

## 12 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

# Indicator 13: Secondary Transition

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / Effective Transition

**Compliance indicator**: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data to be taken from State monitoring or State data system.

**Measurement**

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

If a State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

**Instructions**

*If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.*

Describe the results of the calculations and compare the results to the target. Describe the method used to collect these data and if data are from the State’s monitoring, describe the procedures used to collect these data. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP’s response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2022 SPP/APR, the data for FFY 2021), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

## 13 - Indicator Data

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2009 | 77.20% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target | 100% | 100% | 100% | 100% | 100% |
| Data | 83.94% | 80.83% | 82.35% | 81.47% | 78.98% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target | 100% | 100% | 100% | 100% |

**FFY 2022 SPP/APR Data**

| **Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition** | **Number of youth with IEPs aged 16 and above** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 223 | 359 | 78.98% | 100% | 62.12% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

The State analyzed monitoring data, including focused monitoring district data in the analysis of reasons for the 16.99% of slippage. Focused monitoring districts are those districts that are most at risk for lack of compliance with implementation of IDEA. Under the new general supervision system, the State reviewed district samples more closely, and this contributed to slippage. The State believes that the large number of new staff in districts is another reason for slippage. The State also made calls to districts to support new staff and verify the data they submitted.

**What is the source of the data provided for this indicator?**

State monitoring

**Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.**

The State measures compliance with Indicator B13 Secondary Transition through a file review process called Procedural Compliance Reviews. In this process, each school district must review selected files for transition-aged students to ensure the required transition components of the IEP process are evident in the IEP. Reviewed files are determined to be compliant or noncompliant. A compliant file meets criteria on all eight transition related components, referred to as standards in Oregon. A file that does not meet criteria on one or more transition related standards is noncompliant. If any standard for any reviewed file is found to be noncompliant, the district does not meet requirements in the area of Secondary Transition. Thus, compliance for the district means criteria were met on 8 out of 8 standards on all reviewed IEPs.  
  
Districts must report on whether the student file meets the following standards:   
1. The IEP Team Meeting Notices must: (a) invite the student, (b) inform the parent and student that consideration of the post-secondary goals and transition services would be addressed, and (c) identify any other agency that would be invited to send a representative, if appropriate.  
2. If the student attended the IEP meeting or if the student did not attend there is documentation that other steps were taken to ensure that the student’s preferences, interests, and needs were considered as part of the IEP development;  
3. The district has documentation that the most recent IEP meeting included, to the extent appropriate and with the consent of the parent or adult student, a representative of any participating agency that was likely to be responsible for providing or paying for transition services.   
4. The IEP contains Present Levels of Academic Achievement and Functional Performance including: (a) the student’s preferences, needs, and interests, and (b) the results of age-appropriate transition assessments.   
5. The IEP contains a statement of measurable annual goals including academic and functional goals.   
6. The IEP includes appropriate, measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills.   
7. The IEP includes transition services needed to assist the student to reach the post-secondary goals.   
8. The IEP includes courses of study needed to assist the student to reach the post-secondary goals.  
The standard operating procedures that the State uses for this indicator include:   
• Requiring districts to engage in self-assessment through data collection, review, and analysis to inform meaningful improvement.   
• Requiring districts to report on secondary transition services for a predetermined number of student files selected for review.   
• Requiring districts to address noncompliance with transition services through corrective action documented in SPR&I that includes verifying that services were provided to students, an explanation for the cause of the noncompliance, correction of practices that contributed to the noncompliance, and demonstration of current compliance through subsequent data collection.   
• Providing training to districts on the relationship among Indicators 1, 2, 13, and 14.

| **Question** | **Yes / No** |
| --- | --- |
| Do the State’s policies and procedures provide that public agencies must meet these requirements at an age younger than 16? | NO |

**Provide additional information about this indicator (optional)**

COVID-19 could potentially have had an effect on the transition services the students were receiving and/or not receiving, both inside school and out in the community. For example, many retail stores and restaurants as well as other potential vocational opportunities were not available or closed permanently, limiting student opportunities in community employment. With 85% of Oregon districts being very small or rural, the pandemic is still having economic impacts on those smaller communities. Many outside agencies also limited their services during this time.   
  
In Oregon, transition services begin no later than the first IEP to be in effect the year the student turns 16, or as early as age 14 or younger, if determined appropriate by the IEP team.

**Correction of Findings of Noncompliance Identified in FFY 2021**

| **Findings of Noncompliance Identified** | **Findings of Noncompliance Verified as Corrected Within One Year** | **Findings of Noncompliance Subsequently Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
| 5 | 4 | 1 | 0 |

**FFY 2021 Findings of Noncompliance Verified as Corrected**

**Describe how the State verified that the source of noncompliance is correctly implementing the *regulatory requirements***

Through data submission to the State SPR&I system in FFY 2021, the State reviewed and verified district data and file submissions to confirm incidents of noncompliance in FFY 2021 were corrected within one year. Additionally, the State called for the district to address noncompliance with transition services through corrective action that is documented and includes verifying the services were provided to students, an explanation of the cause of noncompliance, and correction of practices contributing to the noncompliance and demonstration of current compliance through subsequent data collection.

**Describe how the State verified that each *individual case* of noncompliance was corrected**

In FFY 2021, the State reviewed and verified district data and file submissions to confirm that 100% of incidents of noncompliance in FFY 2021 (5/5) were corrected within one year. The State required districts to provide the cause of the noncompliance for each transition standard and demonstrate correction of practices that contributed to the noncompliance through subsequent data submission to the State.  
  
The State has reviewed and verified that each LEA with noncompliance identified in FFY 2021 is correctly implementing the specific regulatory requirements based on a subsequent review of updated and verified data. Subsequent data collected through the State data system was reviewed, and the State verified that all districts with previously identified noncompliance demonstrated 100% compliance.

**Correction of Findings of Noncompliance Identified Prior to FFY 2021**

| **Year Findings of Noncompliance Were Identified** | **Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2021 APR** | **Findings of Noncompliance Verified as Corrected** | **Findings Not Yet Verified as Corrected** |
| --- | --- | --- | --- |
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## 13 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2021, the State must report on the status of correction of noncompliance identified in FFY 2021 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2022 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2022 SPP/APR, the State must describe the specific actions that were taken to verify the correction.  
If the State did not identify any findings of noncompliance in FFY 2021, although its FFY 2021 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2021.

**Response to actions required in FFY 2021 SPP/APR**

The State has verified that each LEA with noncompliance identified in FFY 2021 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 23-01. The specific actions that were taken to verify the correction include making secondary transition services a monitoring priority for all districts during cyclical monitoring in the general supervision framework. The State then prioritized districts that were out of compliance during the focused monitoring process in the general supervision framework. Finally, State District Support Specialists will continue to work with assigned districts to support their success with this priority area.

## 13 - OSEP Response

## 13 - Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

# Indicator 14: Post-School Outcomes

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / Effective Transition

**Results indicator:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

State selected data source.

**Measurement**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Instructions**

*Sampling****of youth who had IEPs and are no longer in secondary school****is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See General Instructions on page 3 for additional instructions on sampling.)*

Collect data by September 2023 on students who left school during 2021-2022, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2021-2022 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

**I. *Definitions***

*Enrolled in higher education* as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

*Competitive employment* as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

*Enrolled in other postsecondary education or training* as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

*Some other employment* as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services).

**II. *Data Reporting***

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;

2. Competitively employed within one year of leaving high school (but not enrolled in higher education);

3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed);

4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2022 SPP/APR, compare the FFY 2022 response rate to the FFY 2021 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

**III. *Reporting on the Measures/Indicators***

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

## 14 - Indicator Data

**Historical Data**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Baseline** | **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| A | 2009 | Target >= | 31.00% | 32.00% | 32.00% | 32.00% | 32.00% |
| A | 24.18% | Data | 22.82% | 25.13% | 24.84% | 17.15% | 19.12% |
| B | 2009 | Target >= | 55.50% | 56.00% | 56.00% | 56.00% | 56.00% |
| B | 50.60% | Data | 61.99% | 46.46% | 60.61% | 56.32% | 64.39% |
| C | 2009 | Target >= | 72.00% | 74.00% | 74.00% | 74.00% | 74.00% |
| C | 66.04% | Data | 74.20% | 81.56% | 77.16% | 72.11% | 75.46% |

**FFY 2021 Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target A >= | 34.00% | 34.00% | 36.00% | 36.00% |
| Target B >= | 58.00% | 58.00% | 60.00% | 60.00% |
| Target C >= | 76.00% | 76.00% | 78.00% | 78.00% |

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**FFY 2022 SPP/APR Data**

|  |  |
| --- | --- |
| Total number of targeted youth in the sample or census | 5,435 |
| Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school | 2,866 |
| Response Rate | 52.73% |
| 1. Number of respondent youth who enrolled in higher education within one year of leaving high school | 561 |
| 2. Number of respondent youth who competitively employed within one year of leaving high school | 1,280 |
| 3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed) | 112 |
| 4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed). | 182 |

| **Measure** | **Number of respondent youth** | **Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A. Enrolled in higher education (1) | 561 | 2,866 | 19.12% | 34.00% | 19.57% | Did not meet target | No Slippage |
| B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2) | 1,841 | 2,866 | 64.39% | 58.00% | 64.24% | Met target | No Slippage |
| C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4) | 2,135 | 2,866 | 75.46% | 76.00% | 74.49% | Did not meet target | No Slippage |

**Please select the reporting option your State is using:**

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Response Rate**

|  |  |  |
| --- | --- | --- |
| **FFY** | **2021** | **2022** |
| Response Rate | 60.49% | 52.73% |

**Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).**

+/- 3% discrepancy in the proportion of responders compared to target group

**Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.**

Response rates were analyzed to determine representativeness using a +/-3% discrepancy between the proportion of responders compared to target leaver group, based on the OSEP approved Response Calculator created by the National Post-School Outcomes Center/National Technical Assistance Center: the Collaborative. The following six demographic categories were examined: (a) race/ethnicity, as required, (b) disability, (c) gender, (d) exit method, (e) geographic location, and (f) language.   
As seen in the disaggregation below, only the Exit Method category exceeded the +/-3% difference between respondents total target leavers (noted by \*asterisk). Specifically, two sub-categories exceed the +/-3% difference. Leavers who exited with a regular diploma are slightly over-represented in respondents in FFY22 (48.78%) compared to total target leavers (45.72%); resulting in a 3.06% difference. Leavers who exited by dropping out are under-represented in respondents (13.85%) compared to total target leavers (19.43%); resulting in a difference of -5.58%.  
RACE/ETHNICITY  
Race/Ethnicity: Asian  
Population Percentage: 1.69  
Respondent Percentage: 1.78  
Difference Percentage: .09  
  
Race/Ethnicity: Black  
Population Percentage: 3.18  
Respondent Percentage: 2.97  
Difference Percentage: -0.22  
  
Race/Ethnicity: Hispanic  
Population Percentage: 26.33  
Respondent Percentage: 25.58  
Difference Percentage: -0.75  
  
Race/Ethnicity: Indian  
Population Percentage: 2.12  
Respondent Percentage: 1.85  
Difference Percentage: -0.27  
  
Race/Ethnicity: Multiple  
Population Percentage: 6.70  
Respondent Percentage: 7.33  
Difference Percentage: .63  
  
Race/Ethnicity: Pacific  
Population Percentage: 0.64  
Respondent Percentage: 0.77  
Difference Percentage: 0.12  
  
Race/Ethnicity: White  
Population Percentage: 59.34  
Respondent Percentage: 59.73  
Difference Percentage: 0.4  
   
PRIMARY DISABILITY   
Primary Disability: Intellectual Disability  
Population Percentage: 6.55  
Respondent Percentage: 7.05  
Difference Percentage: 0.5  
  
Primary Disability: Deaf or Hard of Hearing  
Population Percentage: 0.7  
Respondent Percentage: 0.73  
Difference Percentage: 0.03  
  
Primary Disability: Visual Impairment, Including Blindness  
Population Percentage: 0.26  
Respondent Percentage: 0.28  
Difference Percentage: 0.02  
  
Primary Disability: Deafblind  
Population Percentage: 0.06  
Respondent Percentage: 0.07  
Difference Percentage: 0.01  
  
Primary Disability: Speech or Language Impairment  
Population Percentage: 3.57  
Respondent Percentage: 2.62  
Difference Percentage: -0.95  
  
Primary Disability: Emotional Behavior Disability  
Population Percentage: 10.01  
Respondent Percentage: 9.11  
Difference Percentage: -0.90  
  
Primary Disability: Orthopedic Impairment  
Population Percentage: 0.64  
Respondent Percentage: 0.8  
Difference Percentage: 0.16  
  
Primary Disability: Traumatic Brain Injury  
Population Percentage: 0.46  
Respondent Percentage: 0.56  
Difference Percentage: 0.1  
  
Primary Disability: Other Health Impairment  
Population Percentage: 22.94  
Respondent Percentage: 23.03  
Difference Percentage: 0.08  
  
Primary Disability: Autism Spectrum Disorder  
Population Percentage: 12.14  
Respondent Percentage: 13.96  
Difference Percentage: 1.81  
  
Primary Disability: Specific Learning Disability  
Population Percentage: 42.97  
Respondent Percentage: 41.8  
Difference Percentage: -0.87  
  
GENDER   
Gender: Female  
Population Percentage: 35.03  
Respondent Percentage: 33.6  
Difference Percentage: -1.43  
  
Gender: Male  
Population Percentage: 64.49  
Respondent Percentage: 66.02  
Difference Percentage: 1.53  
  
Gender: Other  
Population Percentage: 0.48  
Respondent Percentage: 0.38  
Difference Percentage: -0.09  
  
EXIT METHOD   
Exit Method: Regular Diploma \*over-represented  
Population Percentage: 45.72  
Respondent Percentage: 48.78  
Difference Percentage: 3.06   
  
Exit Method: Modified Diploma  
Population Percentage: 25.45  
Respondent Percentage: 26.8  
Difference Percentage: 1.35  
  
Exit Method: Certificate  
Population Percentage: 5.19  
Respondent Percentage: 5.41  
Difference Percentage: 0.22  
  
Exit Method: Reached Maximum Age  
Population Percentage: 2.47  
Respondent Percentage: 2.97  
Difference Percentage: 0.5  
  
Exit Method: Extended Diploma  
Population Percentage: 1.75  
Respondent Percentage: 2.20  
Difference Percentage: 0.45  
  
Exit Method: Dropped Out \*under-represented  
Population Percentage: 19.43  
Respondent Percentage: 13.85  
Difference Percentage: -5.85  
  
GEOGRAPHIC LOCATION   
Geographic Location: City  
Population Percentage: 42.21  
Respondent Percentage: 44.14  
Difference Percentage: 1.93  
  
Geographic Location: Rural  
Population Percentage: 12.29  
Respondent Percentage: 10.22  
Difference Percentage: -2.07  
  
Geographic Location: Suburb  
Population Percentage: 20.88  
Respondent Percentage: 20.48  
Difference Percentage: -0.4  
  
Geographic Location: Town  
Population Percentage: 24.40  
Respondent Percentage: 25.09  
Difference Percentage: 0.69  
  
Geographic Location: Blank  
Population Percentage: 0.22  
Respondent Percentage: 0.07  
Difference Percentage: -0.15  
  
LANGUAGE   
Language: Mandarin  
Population Percentage: 0.15  
Respondent Percentage: 0.17  
Difference Percentage: 0.03  
Language: English  
Population Percentage: 81.77  
Respondent Percentage: 82.34  
Difference Percentage: 0.58  
  
Language: Russian  
Population Percentage: 0.37   
Respondent Percentage: 0.49  
Difference Percentage: 0.12  
  
Language: Sign Language  
Population Percentage: 0.02  
Respondent Percentage: 0.03  
Difference Percentage: 0.02  
  
Language: Spanish  
Population Percentage: 14.09  
Respondent Percentage: 12.98  
Difference Percentage: -1.11  
  
Language: Vietnamese  
Population Percentage: 0.31  
Respondent Percentage: 0.35  
Difference Percentage: 0.04  
  
Language: Other Language  
Population Percentage: 1.64  
Respondent Percentage: 1.47  
Difference Percentage: -0.17  
  
Language: Blank  
Population Percentage: 1.66  
Respondent Percentage: 2.16  
Difference Percentage: 0.51

**The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)**

NO

**If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.**

The State will continue to make improvements to the PSO data collection platform and training materials as one method of increasing representativeness among students. Improvements will include, but not be limited to updating the survey questions and piloting the mobile application of the survey to improve accessibility.

**Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.**

To increase response rates, the State will continue online trainings with LEA’s to (a) encourage them to conduct exit interviews with students before they leave high school to ensure the LEA has future contact information for all exiting students experiencing disability, and (b) use strategies for maintaining contact with students who drop out, as recommended from the NTACT:C resource on how to locate youth who are hard to find.

**Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.**

For school year 2021-22, 5,435 former students were eligible for the PSO interview. Of these, 2,866 students completed PSO interviews, resulting in a response rate of 52.73% in FFY22 and reflecting a 7.77 percentage point decrease over the FFY21 response rate of 60.5%. In FFY22, one demographic category, Exit Method, exceeded the +/-3% discrepancy between respondents and the target population in the sub-categories of graduates with a regular diploma (3.06%) and students who drop out (-5.58).  
  
The State analyzed the response rate to identify potential nonresponse bias and the steps taken to reduce any identified bias to promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school, as required by the Measurement Table.   
The State examined representation across various demographic categories, such as race, ethnicity, gender, and disability type, to determine if specific groups were underrepresented in the survey responses.  
The State determined that nonresponse bias was not detected within the demographic categories examined for representation.

| **Sampling Question** | **Yes / No** |
| --- | --- |
| Was sampling used? | NO |
| **Survey Question** | **Yes / No** |
| Was a survey used? | YES |
| If yes, is it a new or revised survey? | NO |

**Provide additional information about this indicator (optional)**

Post-school outcomes (PSO) data were collected between June 3 and September 29, 2022. Local Education Agency personnel conducted in-person or phone interviews with former students, or their designees, based on a census of all former students who had an IEP in effect when they exited school. The census included those students who had been out of school for at least 1 year and exited school by (a) graduating with a regular, modified, extended diploma, or certificate; (b) reaching maximum age; or (c) dropping out of school; and included those who were expected to return to school and did not. Data collectors entered data into an online data collection system, PSO App 2.0 and downloaded the data for analysis. This system is not publicly available.   
  
In the past, the State paid an incentive to school districts for each survey that was submitted online and on time, and encouraged districts to continue to provide incentives for students who complete PSO interviews. The discontinuation of State incentives may have contributed to the lower response rate.

## 14 - Prior FFY Required Actions

None

## 14 - OSEP Response

## 14 - Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

# Indicator 15: Resolution Sessions

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / General Supervision

**Results Indicator:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED*Facts* Metadata and Process System (E*MAPS*)).

**Measurement**

Percent = (3.1(a) divided by 3.1) times 100.

**Instructions**

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 15 - Indicator Data

Select yes to use target ranges

Target Range not used

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/15/2023 | 3.1 Number of resolution sessions | 0 |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints | 11/15/2023 | 3.1(a) Number resolution sessions resolved through settlement agreements | 0 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 11.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 29.50% | 29.50% |  |  |  |
| Data | 0.00% |  | 0.00% |  |  |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target >= |  |  |  |  |

**FFY 2022 SPP/APR Data**

| **3.1(a) Number resolutions sessions resolved through settlement agreements** | **3.1 Number of resolutions sessions** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- |
| 0 | 0 |  |  |  | N/A | N/A |

**Provide additional information about this indicator (optional)**

## 15 - Prior FFY Required Actions

None

## 15 - OSEP Response

The State reported fewer than ten resolution sessions held in FFY 2022. The State is not required to provide targets until any fiscal year in which ten or more resolution sessions were held.

## 15 - Required Actions

# Indicator 16: Mediation

**Instructions and Measurement**

**Monitoring Priority**: Effective General Supervision Part B / General Supervision

**Results indicator:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3(B))

**Data Source**

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED*Facts* Metadata and Process System (E*MAPS*)).

**Measurement**

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by 2.1) times 100.

**Instructions**

*Sampling is not allowed.*

Describe the results of the calculations and compare the results to the target.

States are not required to establish baseline or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State’s data under IDEA section 618, explain.

States are not required to report data at the LEA level.

## 16 - Indicator Data

**Select yes to use target ranges**

Target Range not used

**Prepopulated Data**

| **Source** | **Date** | **Description** | **Data** |
| --- | --- | --- | --- |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/15/2023 | 2.1 Mediations held | 26 |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/15/2023 | 2.1.a.i Mediations agreements related to due process complaints | 2 |
| SY 2022-23 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests | 11/15/2023 | 2.1.b.i Mediations agreements not related to due process complaints | 17 |

**Select yes if the data reported in this indicator are not the same as the State’s data reported under section 618 of the IDEA.**

NO

**Targets: Description of Stakeholder Input**

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2005 | 86.36% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **2017** | **2018** | **2019** | **2020** | **2021** |
| Target >= | 90.00% | 90.00% | 90.00% |  | 90.00% |
| Data | 72.97% | 64.71% | 44.00% | 50.00% | 78.26% |

**Targets**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FFY** | **2022** | **2023** | **2024** | **2025** |
| Target >= | 90.00% | 90.00% | 90.00% | 90.00% |

**FFY 2022 SPP/APR Data**

| **2.1.a.i Mediation agreements related to due process complaints** | **2.1.b.i Mediation agreements not related to due process complaints** | **2.1 Number of mediations held** | **FFY 2021 Data** | **FFY 2022 Target** | **FFY 2022 Data** | **Status** | **Slippage** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2 | 17 | 26 | 78.26% | 90.00% | 73.08% | Did not meet target | Slippage |

**Provide reasons for slippage, if applicable**

The State considered the reasons for slippage, and has determined that slippage may be the result of more mediations held and more complex disagreements between parents and school districts. The complexity is due to the increasingly diverse needs of students, factual and legal complexities, and the erosion of trust between parents and school districts. The slippage is not the result of any changes of specific policy or law within this time. The State added three mediators in 2020 and have lost two very experienced mediators. The State sufficiently trained the new mediators, who will need more time to become experts in practice.

**Provide additional information about this indicator (optional)**

## 16 - Prior FFY Required Actions

None

## 16 - OSEP Response

## 16 - Required Actions

# Indicator 17: State Systemic Improvement Plan

**Instructions and Measurement**

**Monitoring Priority:** General Supervision

The State’s SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

**Measurement**

The State’s SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

**Instructions**

**Baseline Data*:*** The State must provide baseline data that must be expressed as a percentage and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

**Targets*:*** In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State’s FFY 2025 target must demonstrate improvement over the State’s baseline data.

**Updated Data:** In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State’s targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

*Phase I: Analysis:*

- Data Analysis;

- Analysis of State Infrastructure to Support Improvement and Build Capacity;

- State-identified Measurable Result(s) for Children with Disabilities;

- Selection of Coherent Improvement Strategies; and

- Theory of Action.

*Phase II: Plan* (which, is in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;

- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and

- Evaluation.

*Phase III: Implementation and Evaluation* (which, is in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

**Specific Content of Each Phase of the SSIP**

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

***Phase III: Implementation and Evaluation***

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State’s last SSIP submission (i.e., February 1, 2023). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2022 APR, report on anticipated outcomes to be obtained during FFY 2023, i.e., July 1, 2023-June 30, 2024).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2022 APR, report on activities it intends to implement in FFY 2023, i.e., July 1, 2023-June 30, 2024) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

## 17 - Indicator Data

**Section A: Data Analysis**

**What is the State-identified Measurable Result (SiMR)?**

To increase the percentage of third grade students with disabilities reading at grade level, as measured by State assessment.

**Has the SiMR changed since the last SSIP submission? (yes/no)**

NO

**Is the State using a subset of the population from the indicator (*e.g.*, a sample, cohort model)? (yes/no)**

NO

**Is the State’s theory of action new or revised since the previous submission? (yes/no)**

NO

**Please provide a link to the current theory of action.**

https://www.oregon.gov/ode/reports-and-data/SpEdReports/Documents/2020%20APR-SPP/SSIP%20Theory%20of%20Action%20part%20b.pdf

**Progress toward the SiMR**

**Please provide the data for the specific FFY listed below (expressed as actual number and percentages)*.***

**Select yes if the State uses two targets for measurement. (yes/no)**

NO

**Historical Data**

| **Baseline Year** | **Baseline Data** |
| --- | --- |
| 2018 | 24.40% |

**Targets**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FFY** | **Current Relationship** | **2022** | **2023** | **2024** | **2025** |
| Target | Data must be greater than or equal to the target | 31.00% | 33.00% | 35.00% | 37.00% |

**FFY 2022 SPP/APR Data**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Number of grade three students experiencing disability and performing at or above proficiency on ELA Smarter Balanced Assessment** | **Total number of grade three students experiencing disability who participated in ELA Smarter Balanced Assessment** | FFY 2021 Data | FFY 2022 Target | FFY 2022 Data | **Status** | **Slippage** |
| 1,346 | 6,258 | 21.52% | 31.00% | 21.51% | Did not meet target | No Slippage |

**Provide the data source for the FFY 2022 data.**

Grade three Smarter Balanced ELA assessment.

**Please describe how data are collected and analyzed for the SiMR**.

The State Educational Agency (SEA) annually collects Smarter Balanced student assessment data from school districts. Data is collected at the close of the testing window in June and analyzed by the Assessment and Accountability teams over the subsequent months. The School Age Special Education Team analyzes data for the specific SiMR population of students. The SiMR population is 100% of the grade three students with IEPs in the State, for the given assessment year. For the SSIP, students who participated in the regular assessment and the alternate assessment are included in data collection. The alternate assessment is taken by a very small percentage of students, representing the population of students with the most complex needs in the State. The performance rate of the SiMR population is compared to the targets set. Student participation rates in State assessments vary across the State, contributing to the concerns about conclusions drawn from relying on summative assessment data alone to evaluate student progress.

**Optional: Has the State collected additional data *(i.e., benchmark, CQI, survey)* that demonstrates progress toward the SiMR? (yes/no)**

NO

**Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)**

NO

**Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)**

NO

**Section B: Implementation, Analysis and Evaluation**

**Please provide a link to the State’s current evaluation plan.**

https://www.oregon.gov/ode/reports-and-data/SpEdReports/Documents/2020%20APR-SPP/SSIP%20partb%20indicator%2017%20evaluation%20plan.pdf

**Is the State’s evaluation plan new or revised since the previous submission? (yes/no)**

NO

**Provide a summary of each infrastructure improvement strategy implemented in the reporting period:**

During this reporting period, the State continued implementation of working across general and special education programs at the SEA to scale up MTSS across districts in Oregon. The State continued leveraging internal SEA teaming structures and allocated resources towards the outcome of improving early literacy outcomes statewide. Statewide legislation related to improving early literacy outcomes provided additional policy and financial support for early literacy improvement activities.

**Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.**

During this reporting period, the Agency published the new K-5 literacy framework and associated K-2 implementation playbook. This is an intermediate term outcome from work begun in prior reporting periods. The new literacy framework positions high quality core instruction within a frame of culturally responsive practices and social and emotional learning. This framework represents a milestone in scaling up evidence-based multi-tiered literacy practices statewide. Through this framework, the State set the expectation for districts to implement standards-based literacy instruction and interventions. The State communicated the release of this new framework through multiple mechanisms, including new legislation, described below. Additionally, the State contracted with a team from WestEd on statewide implementation activities and will continue this work into subsequent reporting periods. The State shared this framework statewide on a revised website, and specialists from the State are offering technical assistance to districts with implementation. Implementing the K-5 literacy framework across schools in Oregon is necessary to achieve the SiMR because improving core instruction and intervention practices for all students is necessary to increase achievement for students experiencing disability.   
During this reporting period in June 2023, the Oregon state legislature passed House Bill 3198, Oregon’s Early Literacy Success Initiative. A priority of the Governor and intermediate term outcome of ongoing conversations about literacy achievement, this bill established a governance framework for new and existing statewide efforts aimed at increasing literacy from birth to grade three and at reducing associated academic disparities for students, including students experiencing disabilities. This bill prioritized tribal, family, and community involvement through culturally responsive early literacy practices. This bill required Oregon to establish four distinct statewide programs, scaling up promising practices in Oregon through policy and finance levers: Early Literacy Tribal Success Grants, Early Literacy Success Community Grants, School District Grants, and Birth through Five funded Literacy plans. Taken together, these programs were launched to provide multi-pronged support for children and families starting from birth and extending into school years. Including culturally relevant and birth to five supports will support achievement of the SiMR because more students, including students with identified disabilities, will enter kindergarten with literacy skills at grade level. These programs are expected to also have the long-term impact of reducing disproportionate special education referrals and eligibilities for students in the eligibility area of a specific learning disability, especially for students of color and students who are English Learners. A reduction in inappropriate referrals is one output of more equitable core instruction. In particular, the School District Grants are necessary for the achievement of the SiMR because districts will be required to develop comprehensive literacy plans rooted in the K-5 Oregon literacy framework, and students experiencing disability are one of the focal student groups.   
During this reporting period, the State made internal personnel infrastructure changes related to supporting early literacy achievement and in response to HB 3198. One internal change was the addition of a literacy team with the focus of implementing the new K-5 literacy framework and HB 3198. This short-term outcome is also a structure that will promote the sustainability of efforts to provide technical assistance and professional learning to districts in early literacy. By dedicating staff resources at the SEA to implementation in LEAs, predictable pathways for support to schools for implementing evidence-based practices can be created.

**Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)**

NO

**Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.**

Over the next reporting period, the Agency will continue partnership with WestEd begun in this reporting period to support school districts in implementing the K-5 literacy framework and K-2 implementation playbook. Two expected short-term outcomes of this engagement and roll out are (a) that districts will refine one or more aspects of their tiered support systems in schools, and (b) more staff receive professional learning about foundational literacy skills.   
  
Over the next reporting period, next steps related to the Early Literacy Initiative HB 3198 include rulemaking to define terms present in the legislation. Two key terms requiring definition through rulemaking before entities can create comprehensive literacy plans and apply for associated grants under HB 3198 include “student growth assessment” and “high dosage tutoring.” Once the State defines these terms through the rule making process, the State will release guidance on bill implementation. This official guidance will be paired with instructions and funding requirements for potential grantees. The State will offer direct technical assistance and support to district grantees and commence with the grant cycles during the next reporting period. The State is making $90 million available over the 2023-2025 biennium through these grants for Oregon districts and early childhood programs to use for professional development and extended learning programs such as tutoring, summer school, and literacy coaches. Applications from 257 eligible entities including districts and early childhood programs will be received, reviewed, and funding given to entities. A primary anticipated outcome of this rule making, guidance, and grant process is that local agencies and community entities will be able to leverage financial resources in support of comprehensive school literacy plans that align to existing local improvement plans and priorities.   
  
Over the next reporting period, the Agency will see continued growth in the capacity of the literacy team to provide technical assistance to districts by building knowledge around terms yet to be defined in rule making. An outcome of the capacity built by the growing literacy team will be more robust and more effective support for schools to build and implement responsive and sustainable literacy plans.

**List the selected evidence-based practices implement in the reporting period:**

The State sustained implementation of the evidence-based practice of coaching district teams to improve literacy instruction through school-wide MTSS.

**Provide a summary of each evidence-based practices.**

During this reporting period, the State continued partnership with Oregon Response to Instruction and Intervention (ORTII) to provide statewide MTSS coaching to districts through statewide, universal professional learning offerings for all districts and to ten cadre 11 districts for a fifth year of technical assistance. ORTII provided the final year of onsite coaching and professional learning to the ten districts in cadre 11, working with district implementation teams to plan for sustainability. Coaching and technical assistance were individualized to each district's context with a common focus on individual problem solving / data-based individualization. These processes were used by districts to guide intensification of instruction and intervention planning for individual students within a schoolwide MTSS. Cadre 11 districts also introduced response to intervention practices into their special education pre-referral processes for students.   
  
Statewide, ORTII and Northwest PBIS offered a joint in person annual conference for Oregon districts in April 2023. Sessions were offered on content specific to literacy, positive behavior supports, and aspects of MTSS systems. ORTII maintained an online library of professional learning resources, including facilitator guides for school staff to lead teams independently through implementing an MTSS in reading. In June 2023, ORTII concluded providing support for cadre 11 districts and recruited a new cadre of districts to engage with coaching and technical assistance over the next reporting period.   
  
ORTII recruited additional districts in June 2023 to begin receiving support in September 2023. Nine districts were selected for cadre 12, to receive ongoing caching and technical assistance for MTSS implementation during the next biennium. These districts identified school based MTSS implementation teams and completed survey and interview activities with their coach to establish a baseline level for MTSS implementation. Eight additional districts were selected to work with a coach for one year, tailored to a specific area of improvement in MTSS. This one-year targeted coaching is being offered in response to feedback from districts who previously installed MTSS practices and want to revisit specific aspects of their MTSS.  
  
The infrastructure development of literacy grants and district literacy plans associated with HB 3198 the Early Literacy Success Initiative to implement the new literacy framework, described above, promoted the use of evidence-based practices in literacy statewide. Specifically, the new K-5 literacy framework includes the priorities of establishing culturally relevant and social and emotional conditions for learning for all students. Within this framing, foundational skills in literacy and the pillars of reading are addressed. The accompanying literacy playbook includes a schema for teams to install features of a multi-tiered system of supports to support teams’ implementation of the framework’s practices of explicit instruction, data-based decision making, and inclusive intensification of supports.   
  
The State maintained commitment to offering professional learning to districts to implement inclusive and evidence-based literacy practices. During this reporting period, districts concluded offering LETRS training begun in the prior reporting period and participation data was evaluated. Data showed an increase in the number of staff trained statewide, and an associated increase in the number of schools with multiple staff meeting Oregon’s criteria for dyslexia awareness training. Increasing teacher knowledge about reading difficulties including dyslexia and about explicit instructional practices will support the long-term outcome of increasing the number of students statewide reading at grade level by third grade, including students experiencing disabilities. In the spring and summer of 2023, SWIFT offered a professional learning series on equity based MTSS for Oregon districts. The series included four days of in person professional development, online sessions, and coaching sessions for district teams. SWIFT coaches guided teams through resources to advance equity and create a well-rounded, inclusive communities.

**Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.**

The strategies associated with providing coaching and professional learning on topics within an MTSS for literacy are intended to support the achievement of the SiMR through changing leadership and teaching practices in elementary schools. Both the ORTII and the SWIFT professional learning and coaching activities are intended to change district administrator and teacher practices related to designing equitable systems and implementing MTSS within schools. Changing leadership practices and system design elements will impact the SiMR because changes to instructional leadership will support the student-level evidence-based practices of intensifying instruction and using data-based decision making. Also, ORTII’s coaching of cadre 11 districts is intended to change district practices related to the identification of students as students needing special education due to a specific learning disability. This will impact the SiMR by reducing the number of students potentially misidentified as having a specific learning disability due to inadequate core instruction. The recruitment of nine LEAs for participation in cadre 12 coaching support is intended to impact the SiMR by first impacting staff practices and later impacting student outcomes. Additionally, the recruitment of the group of eight LEAs for one-year targeted support is intended to give districts a way to refresh a focused aspect of their MTSS with a coach over the school year. This allocation of coaching resources will support more districts to improve their fidelity to implementing aspects of an MTSS, which will impact the SiMR through the lever of adult practices.   
  
The State’s release of the new K-5 literacy framework and implementation playbook is intended to directly change the systems within which teacher practices can change. The district and community activities related to HB 3198 are intended to first change system aspects in districts and schools, such as staff scheduling or curriculum training, and then change outcomes for students in early grades. The State intends for these grants and the program review steps within the grant application process to help districts identify goal areas and to provide additional resources for what schools are already doing to improve literacy. The tribal grants, community grants, and birth-five literacy plans are intended to target specific child and family populations through changing provider practices, which will ultimately contribute to the SiMR.   
  
The grants to LEAs to provide LETRS training were intended to directly support the SiMR by changing teacher practices related to using explicit instructional practices. When more staff are knowledgeable about the foundational aspects of language, then more staff will be better equipped to use explicit instructional practices and decision-making processes rooted in data around student mastery of these foundational skills.

**Describe the data collected to monitor fidelity of implementation and to assess practice change.**

ORTII offered cadre 11 districts a tool to measure staff perception of fidelity of implementation of their school MTSS-R systems. Nine of the ten participating districts in cadre 11 coaching supports with ORTII made MTSS-R systems fidelity data available to the State. Staff in twenty participating schools within these 9 districts responded to the MTSS-R Implementation Rubric. This tool measures staff perception of implementation of 20 individual aspects of school-wide reading systems on a four-point scale from not in place (0) to completely in place (3).  
The average highest levels of implementation were reported in the areas of (a) using valid and reliable screening measures to identify strengths of core instruction and students in need of intervention, and (b) in using valid and reliable student progress monitoring measures, at a level of 2.9 each. On average, the second highest implementation level was 2.8 in using screening and additional diagnostic data for intervention placement for each student.  
Among these schools, the lowest average level of implementation was reported at 1.6, in district individual problem-solving agendas including explicit problem-solving steps and associated teaming and family communication plans. The second average lowest implementation area was 1.7, in using common instructional agreements. While these were the lowest levels, they also represent growth over the prior year, from 0.5 in using individual problem-solving agendas and 1.0 in instructional agreements in the 2021-2022 school year.  
When comparing MTSS-R implementation data across the current and prior reporting periods, two areas emerged as areas of growth among the cadre 11 districts. In the area of using diagnostic data specific to the instruction, curriculum, environment, and learner when designing tier three interventions, average implementation levels increased from 0.5 in the 2021-2022 school year to 2.2 in the 2022-2023 school year. This year also marked an increase in the prevalence of LEAs using an RTI model for specific learning disability (SLD) eligibility. Among cadre 11 districts, the use of an RTI model for all initial and reevaluations for students identified with SLD, increased from an average of 0.0 in the 2021-2022 school year to 2.2 in the 2022-2023 school year. Taken together, these data show progression in the stages of implementation of tier three supports, including using diagnostic data and in using an RTI process for determining SLD eligibility.

**Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.**

Districts participating in cadre 11 ORTII coaching support collected and analyzed student progress monitoring data at the local school level. Six of the ten participating districts in cadre 11 ORTII coaching support provided 2022-2023 reading screening data to the State. The State analyzed progress monitoring data for a total of 3617 grade two students in the fall and 3345 grade two students in the spring from six districts. The total K-12 student population in these six districts is 47,706 students, representing approximately 8.75% of the K-12 students in the state. In these six LEAs, the total percentage of grade two students showing low risk for reading difficulties on state approved screening tools increased from 33.90% of students in fall 2022 to 41.91% in spring 2023.   
For students identified as receiving special education services, the percentage of students showing low risk for reading difficulties also increased, from 19.40% of grade two students in the fall to 21.86% in the spring. Data across these districts also showed an increase in the percentage of grade two students showing high risk, from 20.04% in the fall to 26.13% in the spring. Among grade two students identified with disabilities, this observed change was larger, with 31.64% showing high risk in the fall and 43.88% showing high risk in the spring. The total number of grade two students identified eligible to receive special education services also increased over the 2022-23 school year. In the fall of 2022, 11.97% of grade two students participating in these screening assessments were identified as students receiving special education services, and in the spring of 2023, 18.33% of these students in these districts were identified as students receiving special education services.   
Data for these grade two students would indicate there is a continued need to support staff in using evidence-based literacy instructional practices. Data showing an increase in the percentage of students demonstrating low risk would indicate that coaching and professional learning to implement effective core instructional practices should continue as previously implemented. Data showing an increase in the percentage of students identified as students with disabilities combined with the data showing an increase in the percentage of grade two students demonstrating high risk may indicate the need to provide additional coaching and technical assistance related to data-based individualization or tier three supports.

**Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.**

During the next reporting period, the State will continue supporting ORTII to offer universal professional learning support for all districts through online professional learning opportunities and a spring conference. ORTII will also continue providing ongoing coaching for the nine districts in cadre 12. Specifically, coaching topics in the next reporting period will focus on core instruction and the new K-5 literacy framework. During the next reporting period, the 8 LEAs will conclude the one year of coaching support on individualized topics, and ORTII will recruit another group of LEAs to participate in this one-year offering. Anticipated outcomes of participating in ORTII’s coaching and professional learning opportunities include increased fidelity of implementation to one or more aspects of an MTSS for literacy, and a corresponding increase in the number of students reading at grade level or showing low risk for reading difficulties on reading screening tools. The State expects to see a reduction in the number of students needing intensive support in reading before seeing an increase in the number of students performing at grade level on state assessment.   
  
During the next reporting period, the State plans to engage in rule making related to implementing HB 3198, as described above. Subsequently, the State will provide additional guidance for school teams to conduct systems reviews and create literacy plans that align with existing efforts in districts. These literacy plans will be a component of the literacy grants available to school districts. During the next reporting period, tribes, community organizations, districts, and early childhood organizations will apply for literacy grants aimed at improving outcomes for students in targeted student groups, including students identified as receiving special education services. This infrastructure growth will allow districts to begin or continue implementing the specific evidence-based practices outlined in their individual literacy plans. Outcomes will include an increase of locally available staff training and coaching for an MTSS in literacy.   
  
Regarding implementing the new K-5 literacy framework statewide, WestED will continue working with the Agency in the next reporting period to provide professional learning and technical assistance to districts. Specifically, implementation will focus on the K-2 early literacy practices outlined in the literacy playbook. These include focus on instructional materials, teaming, data-based decision making, and strategic planning, among others. Long term student level outcomes of increased reading proficiency that is anticipated from this broad implementation effort will be supported by the short term outcomes expected in the next reporting period related to implementing the literacy plans described in HB 3198 for targeted student populations.

**Does the State intend to continue implementing the SSIP without modifications? (yes/no)**

YES

**If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.**

Statewide core still needs improvement; legislation representing community voice indicates this is an area to continue prioritizing.

**Section C: Stakeholder Engagement**

Description of Stakeholder Input

The State engaged in broad stakeholder input on new targets established for FFY 2020-2025, reported in the 2021 submission. During this reporting period, the State continues to maintain the web-based indicator dashboards created to support target setting. These dashboards continue to provide information about the data source and the importance of each indicator.   
The State did not revise targets during this reporting period. While developing HB 3198, stakeholders statewide and the State analyzed grade three reading outcome data for specific student groups, including literacy outcome data for students with identified disabilities. HB 3198 includes programs designed to improve literacy outcomes for students in particular student groups experiencing academic disparities, including students with identified disabilities. State priorities as reflected in the SSIP and its SiMR and recent legislative actions confirm community and stakeholder commitment to improving literacy by grade three.   
The State has conducted several activities to increase the capacity of diverse groups of parents to provide informed individual and systems level input on special education in Oregon. The Parent Training and Information Center (PTI) provided live and on demand training, targeting the diverse communities of the State. Families applied to participate in the Activate Your Advocacy cohort trainings, intended to grow capacity for families to interrupt ableism at a systems level. This cohort provided ongoing training and support to participants. Individual trainings were offered on topics including IEPs, transition to kindergarten, behavior, and state legislation particular to students experiencing disability. These training topics are areas that are particularly impactful to students experiencing disability who are members of racial/ethnic groups often underserved by our systems. To increase the capacity of parents who are speakers of other languages, trainings were offered with interpretation in other languages on request.   
   
Expanded work to increase input from diverse groups on the Parent Survey, further described in indicator B8, increases the opportunity for families to provide informed feedback, which simultaneously grows capacity for advocacy within school and district special education systems. Through collaboration with the state Parent Training and Information Center (PTI) and with the Community Parent Resource Center (CPRC), the State has expanded the parent survey to the top 13 spoken languages. As a part of this system growth, the organizations collaborated with local districts that will be surveyed to ensure the highest level of access to resources. The State and PTI also partnered with the Central Oregon Disability Support Network (CODSN) to increase family outreach. The CODSN focuses on underserved populations in Crook, Deschutes, Grant, Harney, Jefferson, Klamath, Lake, and Wheeler counties, including American Indian/Alaskan Native, Hispanic/Latino, LGBTQ+, homeless, incarcerated, and impoverished parents and youth with disabilities.   
   
Taken together, the State in partnership with supporting organizations has undertaken varied activities to promote the capacity growth of diverse groups of families in the areas of systems interruption and participatory feedback.

**Describe the specific strategies implemented to engage stakeholders in key improvement efforts.**

This reporting period included statewide engagement across and within multiple agencies related to improving outcomes in early literacy for students. Engagement efforts centered around passage and initial implementation of the statewide early literacy initiative, HB 3198. Specific efforts included developing intergovernmental and interagency communication pathways to be able to coordinate for implementation across tribes, communities, and state agencies including the Oregon Department of Education and the Division for Early Learning and Care (DELC). Additionally, in October 2023 Oregon’s Governor established the Early Literacy Educator Preparation Council to strengthen preparation of staff and administrators in the area of early literacy.   
  
While preparing the K-5 literacy framework and playbook for publication in this reporting period, stakeholders internal to the Agency engaged extensively in creating shared knowledge around the drivers to improve literacy results. By building internal agreement and coalescing around the conditions that create successful literacy learning, including culturally relevant practices, social and emotional learning, and evidence-based practices, internal stakeholders created shared ownership and understanding of the new framework. Stakeholders external to the agency were also involved in developing the new literacy framework. In addition to survey feedback opportunities made available for the public to provide input on the new framework, during this reporting period special education directors were given opportunity to provide input on what they would want to see in the new literacy framework to support students experiencing disability. Feedback from special education directors echoed ongoing input from educators and families about providing inclusive and responsive instruction and interventions within a general education setting first. As the framework and playbook were released, the State updated web-based resources related to the new framework and grant implementation and paired these updates with statewide listserv communications.  
  
To engage stakeholders including other state staff, education leaders, and families with specific questions about the State’s approach to supporting students experiencing dyslexia and reading difficulties, the state dyslexia specialist continued positioning Oregon’s dyslexia requirements within a schema of intensifying instruction based on data. By leaning into the new literacy framework and the science of reading, the State was able to engage community members and educators with questions about dyslexia from the perspective of a continuum of reading development and difficulties reflected in the new framework.   
  
During this reporting period, the Agency SSIP coordinator engaged with the educational service district hosting Oregon Response to Instruction and Intervention (ORTII) to define the next two years of coaching and professional learning offerings for districts. Specifically, ORTII and state staff reviewed outcome data and district feedback about desired support to develop additional one-year targeted coaching support offerings for districts.

**Were there any concerns expressed by stakeholders during engagement activities? (yes/no)**

YES

**Describe how the State addressed the concerns expressed by stakeholders.**

Statewide implementation of the new K-5 literacy framework in Oregon during this reporting period is a long-term response to recurring feedback from families, educators, and communities that literacy instruction within general education must first improve in order for outcomes for students experiencing disability to improve. During the statewide feedback and input process to develop the new literacy framework, stakeholders internal and external to the State continued to expressed concern about the high percentages of students in Oregon not yet proficient with foundational standards in literacy, and about the capacity of staff to leverage effective instructional practices to meet a range of student skills. The State also received feedback from internal and external partners offering concerns about reducing the depth of knowledge and instructional rigor of activities for students to focus on the teaching of foundational skills.   
  
The State responded to these concerns about educators prioritizing the teaching of foundational skills without compromising depth and rigor in the design and content of the literacy framework and playbook, and in technical assistance for implementation. State staff guided literacy leaders to differentiate instruction while following instructional standards through technical assistance. The State also responded to educators’ concerns about meeting all students’ needs within elementary literacy classrooms by providing technical assistance to districts on using high quality instructional materials adopted during the prior reporting period.

**Additional Implementation Activities**

**List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.**

NA

**Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.**

**Describe any newly identified barriers and include steps to address these barriers.**

**Provide additional information about this indicator (optional).**

## 17 - Prior FFY Required Actions

None

## 17 - OSEP Response

## 17 - Required Actions

## Final Determination Letter

June 21, 2024

Honorable Charlene Williams

Director

Oregon Department of Education

255 Capitol Street, SE

Salem, OR 97310

Dear Director Williams:

I am writing to advise you of the U.S. Department of Education’s (Department) 2024 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Oregon needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of Oregon's data and information, including the Federal fiscal year (FFY) 2022 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Oregon's 2024 determination is based on the data reflected in its “2024 Part B Results-Driven Accountability Matrix” (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

1. a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
2. a Results Matrix that includes scoring on Results Elements;
3. a Compliance Score and a Results Score;
4. an RDA Percentage based on both the Compliance Score and the Results Score; and
5. the State’s or Entity’s Determination.

The RDA Matrix is further explained in a document, entitled “[How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2024: Part B](https://sites.ed.gov/idea/how-the-department-made-determinations/)” (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2024, as it did for Part B determinations in 2014-2023. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Oregon).

In making Part B determinations in 2024, OSEP continued to use results data related to:

1. the participation and performance of CWD on the most recently administered (school year 2021-2022) National Assessment of Educational Progress (NAEP), as applicable (For the 2024 determinations, OSEP using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico’s 2024 determination as it did for Puerto Rico’s 2023 determination. OSEP did not use NAEP data in making the BIE’s 2024 determination because the NAEP data available for the BIE were not comparable to the NAEP data available for the 50 States, the District of Columbia, and Puerto Rico; specifically, the most recently administered NAEP for the BIE is 2019, whereas the most recently administered NAEP for the 50 States, the District of Columbia, and Puerto Rico is 2022.)
2. the percentage of CWD who graduated with a regular high school diploma; and
3. the percentage of CWD who dropped out.

For the 2024 IDEA Part B determinations, OSEP also considered participation of CWD on Statewide assessments (which include the regular assessment and the alternate assessment). While the participation rates of CWD on Statewide assessments were a factor in each State or Entity’s 2024 Part B Results Matrix, no State or Entity received a Needs Intervention determination in 2024 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2025 determinations.

You may access the results of OSEP’s review of Oregon's SPP/APR and other relevant data by accessing the E*MAPS* SPP/APR reporting tool using your Oregon-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Oregon's SPP/APR on the site, you will find, in applicable Indicators 1 through 17, the OSEP Response to the indicator and any actions that Oregon is required to take. The actions that Oregon is required to take are in the “Required Actions” section of the indicator.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the “OSEP Response” and/or “Required Actions” sections.

You will also find the following important documents in the Determinations Enclosures section:

1. Oregon's RDA Matrix;
2. the HTDMD [link](https://sites.ed.gov/idea/how-the-department-made-determinations/);
3. “2024 Data Rubric Part B,” which shows how OSEP calculated Oregon's “Timely and Accurate State-Reported Data” score in the Compliance Matrix; and
4. “Dispute Resolution 2022-2023,” which includes the IDEA Section 618 data that OSEP used to calculate the Oregon's “Timely State Complaint Decisions” and “Timely Due Process Hearing Decisions” scores in the Compliance Matrix.

As noted above, Oregon's 2024 determination is Needs Assistance. A State’s or Entity’s 2024 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State or Entity’s determination would also be Needs Assistance if its RDA Determination percentage is 80% or above but the Department has imposed Specific Conditions on the State’s or Entity’s last three IDEA Part B grant awards (for FFYs 2021, 2022, and 2023), and those Specific Conditions are in effect at the time of the 2024 determination.

Oregon's determination for 2023 was also Needs Assistance. In accordance with Section 616(e)(1) of the IDEA and 34 C.F.R. §300.604(a), if a State or Entity is determined to need assistance for two consecutive years, the Secretary must take one or more of the following actions:

1. advise the State or Entity of available sources of technical assistance that may help the State or Entity address the areas in which the State or Entity needs assistance and require the State or Entity to work with appropriate entities;
2. direct the use of State-level funds on the area or areas in which the State or Entity needs assistance; or
3. identify the State or Entity as a high-risk grantee and impose Specific Conditions on the State’s or Entity’s IDEA Part B grant award.

Pursuant to these requirements, the Secretary is advising Oregon of available sources of technical assistance, including OSEP-funded technical assistance centers and resources at the following websites: [Monitoring and State Improvement Planning (MSIP) | OSEP Ideas That Work](https://osepideasthatwork.org/resources-grantees/program-areas/monitoring-and-state-improvement-planning-msip?tab=pa-resources), [Individuals with Disabilities Education Act (IDEA) Topic Areas](https://sites.ed.gov/idea/topic-areas/), and requiring Oregon to work with appropriate entities. In addition, Oregon should consider accessing technical assistance from other Department-funded centers such as the Comprehensive Centers with resources at the following link: <https://compcenternetwork.org/states>. The Secretary directs Oregon to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. We strongly encourage Oregon to access technical assistance related to those results elements and compliance indicators for which it received a score of zero. Oregon must report with its FFY 2023 SPP/APR submission, due February 1, 2025, on:

1. the technical assistance sources from which Oregon received assistance; and
2. the actions Oregon took as a result of that technical assistance.

As required by IDEA Section 616(e)(7) and 34 C.F.R. §300.606, Oregon must notify the public that the Secretary of Education has taken the above enforcement actions, including, at a minimum, by posting a public notice on its website and distributing the notice to the media and through public agencies.

IDEA determinations provide an opportunity for all stakeholders to examine State data as that data relate to improving outcomes for infants, toddlers, children, and youth with disabilities. The Department encourages stakeholders to review State SPP/APR data and other available data as part of the focus on improving equitable outcomes for infants, toddlers, children, and youth with disabilities. Key areas the Department encourages State and local personnel to review are access to high-quality intervention and instruction; effective implementation of individualized family service plans (IFSPs) and individualized education programs (IEPs), using data to drive decision-making, supporting strong relationship building with families, and actively addressing educator and other personnel shortages.

For 2025 and beyond, the Department is considering three criteria related to IDEA Part B determinations as part of the Department’s continued efforts to incorporate equity and improve results for CWD. First, the Department is considering as a factor OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). This factor would be reflected in the determination for each State and Entity through the “longstanding noncompliance” section of the Compliance Matrix beginning with the 2025 determinations. In implementing this factor, the Department is also considering beginning in 2025 whether a State or Entity that would otherwise receive a score of Meets Requirements would not be able to receive a determination of Meets Requirements if the State or Entity had OSEP-identified longstanding noncompliance (i.e., unresolved findings issued by OSEP at least three or more years ago). Second, the Department is considering as potential additional factors the improvement in proficiency rates of CWD on Statewide assessments. Third, the Department is considering whether and how to continue including in its determinations criteria the participation and proficiency of CWD on the NAEP.

For the FFY 2023 SPP/APR submission due on February 1, 2025, OSEP is providing the following information about the IDEA Section 618 data. The 2023-24 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2023 SPP/APR and the 2025 IDEA Part B Results Matrix and States and Entities will not be able to resubmit their IDEA Section 618 data after the due date. The 2023-24 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the EDPass or EMAPS system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Oregon must report annually to the public, by posting on the State educational agency’s (SEA’s) website, the performance of each local educational agency (LEA) located in Oregon on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Oregon's submission of its FFY 2022 SPP/APR. In addition, Oregon must:

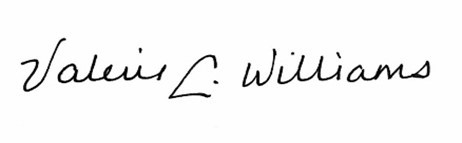
1. review LEA performance against targets in the State’s SPP/APR;
2. determine if each LEA “meets the requirements” of Part B, or “needs assistance,” “needs intervention,” or “needs substantial intervention” in implementing Part B of the IDEA;
3. take appropriate enforcement action; and
4. inform each LEA of its determination.

Further, Oregon must make its SPP/APR available to the public by posting it on the SEA’s website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

1. includes Oregon's determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
2. will be accessible to the public via the ed.gov website.

OSEP appreciates Oregon's efforts to improve results for children and youth with disabilities and looks forward to working with Oregon over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



Valerie C. Williams

Director

Office of Special Education Programs

cc: Oregon Director of Special Education