



## *Oregon Department of Education Annual Performance Reporting 2006-07*

Districts/programs in Oregon receiving funds under IDEA '04 are required to participate in the Oregon Department of Education's (ODE's) Systems Performance Review & Improvement (SPR&I) system of accountability and annual performance reporting. The SPR&I system focuses on procedural compliance and key performance indicators identified through federal and state regulation and previous state accountability findings. As part of the SPR&I system, districts/programs engage in annual self-assessment through data collection, review, and analysis to inform meaningful improvement.

The Special Education (SPED) SPR&I web accessible database is the vehicle used by districts/programs to accomplish this process. This secure site provides districts/programs with key performance indicator reports used in self-assessment. The database system also allows districts/programs to report all required compliance data to ODE, and provides a platform for submission of improvement plans and progress reports. Performance thresholds applied to district/program data assist the ODE in identifying those agencies in need of focused monitoring assistance.

Each year ODE provides statewide trainings to assist districts/programs in building local capacity regarding annual performance reporting, procedural compliance requirements, and key performance indicators. Small grants are provided to districts/programs to assist in implementing the required activities.

The SPR&I system serves a vital role in special education accountability and reporting in Oregon. This model provides districts/programs opportunity for meaningful review and improvement, focusing on compliant, effective special educational systems, resulting in successful outcomes for children with disabilities.

## The SPR&I Annual Performance Reporting System

The ODE works collaboratively with districts/programs on comprehensive annual data collection, analyses, performance reporting, improvement planning, implementation, and reporting of progress. The following SPR&I activities assist districts/programs with this process.

**SPR&I Annual Training:** ODE offers annual regional trainings to districts/programs each fall. Each training is 2-days in length and includes an overview of the SPR&I Annual Reporting System; use of and updates to the SPED SPR&I database; and comprehensive procedural compliance training. Districts/programs are required to send, at a minimum, one licensed special education administrator responsible for the supervision of special education to this annual training. In addition, at least one Education Service District (ESD) licensed staff and/or administrator is encouraged to attend in order to build capacity to provide districts/programs within their jurisdiction subsequent technical assistance as needed. Districts/programs are encouraged to send a small team to continue efforts for local capacity building in the areas of procedural compliance. Maximum team size is determined by ODE using a formula based on district/program special education child count. Additional team members are welcome as space allows.

**Grant Awards:** Small formula grants are awarded to districts/programs annually to assist in completing the required activities of the SPR&I system. These grant awards are disseminated by ODE in mid-August and extend through the school year.

**Procedural Compliance Review:** Districts/programs conduct procedural compliance individual student/child file reviews annually. Baseline data aligned to monitoring priorities is collected in year one. To assist in ensuring identified noncompliance is corrected in a timely manner, second year data collections focus on those areas identified noncompliant in year one, as well as any additional data collection deemed necessary based on federal and/or state priorities. It is anticipated that third year data collections will focus on ensuring sustainability of correction, along with any additional review required by federal and/or state revised regulations.

Individual student/child procedural compliance data is collected by districts/programs through review of a select number of student/child files. Student files selected for review are determined by ODE through an electronic formula based selection process applied to the most recent Special Education Child Count (SECC) for each school district. This selection process ensures file selections are random, cross-section samplings, across disability categories and age groups. Additional files are selected for students with disabilities attending charter schools and unique programs for which the district is responsible for the provision of a Free Appropriate Public Education (FAPE) through contract. EI/ECSE child files are selected through a collaborative process between ODE and the EI/ECSE program and are evenly split between Early Intervention and Early Childhood Special Education. Student/child file selections are provided to districts/programs through the SPED SPR&I database in a "file selection" folder. Alternate file selections are electronically generated to replace initial student selections for those situations where a student no longer resides in the district.

Individual student/child procedural compliance data is collected by districts/programs and submitted to ODE electronically through the SPED SPR&I database.

Criteria for determination of # of files for individual student/child file review:

District/Program Size	Criteria	# of Oregon Districts	Required # of student/child files for Review
No SECC student/child	N/A	5 districts	0
Very Small	1-99 SECC student/child	81 districts	6 student/child files
Small	100-499 SECC student/child	69 districts	8 student/child files
Medium	500 – 999 SECC student/child	26 districts	15 student/child files
Large	1000+ SECC student/child	16 districts	20 student/child files

(Based on "Like LEA" criteria as defined in SPED SPR&I database)

**SPED SPR&I Database Reports:** The SPED SPR&I database is a comprehensive dynamic reporting structure providing districts/programs with performance profile data reports for review, analysis, and use in improvement planning. Database access is through the ODE secure, password protected website. Report designs include visual graphing, text descriptions, current year data, trend data, and comparison data to the state, districts/programs within the ESD region, and districts/programs of like size. Audio descriptions are also provided to assist districts/programs with data review and analysis. The ODE provides electronic guided analysis worksheets for district/program use to document local findings for all required key performance indicators.

The following list includes the school age and Early Intervention/Early Childhood Special Education (EI/ECSE) reports currently available in the SPR&I database:

SPR&I Database Reports- School Age	SPR&I Database Reports- EI/ECSE
*Primary Disability Distribution	Primary Disability Distribution-EI
Primary Disability by Ethnicity	*Primary Disability Distribution-ECSE
*Federal Placement Distribution	*Federal Placement Distribution-EI
Federal Placement by Ethnicity	*Federal Placement Distribution-ECSE
*Race/Ethnicity Distribution	*Race/Ethnicity Distribution-EI/ECSE combined
*IDEA Leaver Data Report	*Child Identification- Birth- Age 1
*Discipline Report	*Child Identification-EI (Birth – Age 3)
*Assessment (AYP) Report	*Child Identification- ECSE (Age 3- Age 4+)
Mediation Report	Mediation Report
Complaint Report	Complaint Report
Due Process Hearings Report	Due Process Hearings Report
Complaint and Due Process Issues Report	Complaint and Due Process Issues Report

\* Reports identified as key performance indicators.

Districts/programs annually review all database reports. Key performance indicator reports have a performance threshold applied to the data. If district/program data falls outside the specific performance threshold(s) applied they are required to complete detailed analysis by a team and submit findings to ODE. District/program data analysis is facilitated through a guided process, which includes worksheets and audio components designed to assist the district/program in focused review and analysis.

Completed analysis worksheets are submitted electronically to ODE through the SPR&I database. Worksheet submissions are reviewed by ODE staff as part of internal data verification.

**Improvement Planning/ Implementation/ Reporting:** Improvement planning is a district/program team process founded on evidence based decision-making. It is supported through the collection and interpretation of data, development and implementation of an improvement plan, and annual review, evaluation, and reporting of impact and effectiveness of improvement strategies, providing evidence of systems change. Districts/programs are encouraged to include parents and stakeholders in improvement planning through active participation as improvement plan team members.

Districts/programs complete and submit improvement plans and progress reports to ODE through the SPED SPR&I database. An electronic report template is provided to districts/programs for this purpose. All districts/programs must use this template for improvement planning and reporting progress toward systems change.

All identified procedural noncompliance reported by the district/program is electronically sorted and pre-filled into the appropriate section of the improvement plan template. This feature assists districts/programs in identifying the focus for correction of noncompliance issues, which may include individual student/child file correction, and/or staff training and development.

The Improvement Plan/Progress Report is considered a living document and is used by districts/programs to document improvement planning, tracking of implementation efforts, and to note evidence of completed corrections. It is expected that districts/programs complete planning and implementation of necessary individual student file corrections and subsequent staff trainings by June of each year, with implementation of staff development completed in the fall. As districts/programs add or edit information in their improvement plan, their template is automatically updated. ODE specialists have access to district/program improvement plans at all times. A "snapshot" of each district's/program's plan is taken annually and posted in the SPR&I database in report format to document the districts/programs correction of identified noncompliance.

**Performance banding to inform focused monitoring:**

***Beginning in spring of 2006***, and occurring each spring thereafter, internal review and verification of district/program annual SPR&I data submissions will include a new performance banding process. Upon completion of data verification by ODE a performance level will be assigned to each district/program to inform subsequent monitoring efforts, if indicated. This process allows ODE to identify districts/programs who demonstrate a foundation of procedural compliance and those districts/programs whose data indicate the need for a more focused review through facilitated activities

with the ODE. In addition to those districts whose performance level(s) indicates the need for assistance and/or intervention, a small number of districts are selected to participate in focused review. All districts/programs in Oregon will receive written notification of their performance level in August of each year.

Districts/programs identified for focused monitoring will have an ODE specialist assigned to facilitate the review. Focused monitoring may include, but is not limited to, additional individual student/child file review(s); individual student/child focused review discussion(s); targeted data analysis; parent interviews; and Policy to Practice discussion.

<b>SPR&amp;I Annual Performance Reporting Timeline</b>	
September 2006- November 2006	SPR&I 2006 Annual training schedule: <ul style="list-style-type: none"> <li>• Sept 12-13: Southern Oregon University, Ashland (Jackson, Josephine, Klamath, Lake, and Douglas Counties)</li> <li>• Sept 14-15: Red Lion Hotel, Eugene (Linn, Benton, Lincoln, Lane, Coos, and Curry Counties)</li> <li>• Sept 28-29: Northwest Regional ESD Hillsboro (Washington, Clatsop, Columbia, and Tillamook Counties)</li> <li>• Oct 23-24: Blue Mountain Conf Center, La Grande (Umatilla, Morrow, Wallowa, Baker, Union, and Malheur Counties)</li> <li>• Oct. 26-27: Mt Bachelor Village Resort, Bend (Crook, Deschutes, Jefferson, Gilliam, Grant, Sherman, Harney, and Wheeler Counties)</li> <li>• Nov 2-3: Mt Hood Community College, Gresham (Multnomah, Hood River, Wasco, and Clackamas Counties)</li> <li>• Nov 7-8: Willamette ESD, Salem (Marion, Polk, and Yamhill Counties &amp; OSB, OSD)</li> </ul>
November 2006 – April 15, 2007	Districts/programs: data collection, analysis, and improvement planning.
<b>April 15, 2007</b>	Districts/programs: due date for submission of <u>all</u> SPR data and analyses to ODE.
April 2007-June 2007	ODE: internal review/ verification of district/program data.
August 2007	ODE: Written notification to districts/programs of Annual Performance status.

