



# Oregon's **Integrated Monitoring Manual**

## for Local Education Agency Leaders

Part of Oregon's General Supervision  
System for Students With Disabilities

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February 2026

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Introduction:

# Why Monitoring Matters for Improving Outcomes Statewide

## The Goal for Oregon Students Experiencing Disabilities

The vision of the Office of Enhancing Student Opportunities (OESO) is that every student experiencing disability will graduate prepared and empowered to pursue the postsecondary path of their choice — college, career, service, or training — and engage meaningfully in their communities with dignity, agency, and purpose. The goal is for each student to graduate with the knowledge, skills, and confidence to navigate challenges, work through barriers, and pursue a meaningful and fulfilling life.

## General Supervision for Shared Accountability and Support

To realize this vision, the Oregon Department of Education (ODE) fulfills its responsibility under the Individuals with Disabilities Education Act (IDEA) to ensure that every eligible student receives a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Oregon's monitoring system is part of a reciprocal structure of accountability and support — a shared process between ODE and local education agencies (LEAs) that strengthens the collective ability to improve student outcomes.

Monitoring serves as both a safeguard and a learning tool: It protects students' rights while helping local systems identify where policies, practices, or resources can better meet student needs. In this way, monitoring becomes a mechanism for reflection, shared learning, and continuous improvement across the state.

This guide provides the clarity, expectations, and resources that LEAs need to fully participate in that process — turning monitoring into a foundation for lasting improvement.

## Accountability Designed to Improve Outcomes for Students Experiencing Disabilities

Oregon's monitoring system is one piece of a broader effort to transform how the state supports students with disabilities. ODE is working to build a system that is coherent, data informed, and improvement driven — where every interaction between the state and LEAs strengthens capacity and improves outcomes.

Monitoring is not a one-time event or compliance check. It is an ongoing improvement routine that helps the system see itself clearly, identify what works, and remove barriers to progress. By reviewing data and engaging in joint problem-solving, ODE and LEAs use monitoring as a feedback loop that drives equity, effectiveness, and learning.

Through this lens, monitoring serves two essential purposes:

- **A legal safeguard:** ensuring that every student's rights under the IDEA are upheld
- **A learning mechanism:** generating insights that help LEAs and the state improve practice, invest wisely, and achieve better outcomes

Monitoring is how Oregon learns from delivery — aligning compliance with improvement to fulfill both the letter **and** the promise of the IDEA.

## Section 1:

# An Overview of General Supervision and Monitoring

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General supervision is how the state meets IDEA requirements, monitors and provides support for IDEA implementation to LEAs, and improves educational results and functional outcomes for students experiencing disabilities.

General supervision (20 U.S.C. § 1412(a)(11), 34 C.F.R. § 300.149) is a system of integrated components that work together to drive outcomes statewide for students experiencing disabilities. These components include:

- **Integrated monitoring activities:** the oversight processes used to evaluate program performance, verify compliance, and identify areas for improvement across LEAs
- **Use of data on processes and results:** collection and analysis of valid and reliable data to inform decision-making and improve results
- **State Performance Plan/Annual Performance Report (SPP/APR):** ongoing tracking and public reporting of statewide performance on key IDEA indicators, including the State Systemic Improvement Plan (SSIP)
- **Fiscal management:** oversight of fiscal operations, including allocation, use of funds, and adherence to IDEA and Uniform Guidance requirements
- **Effective dispute resolution:** mechanisms for resolving complaints, conducting mediations, and holding due process hearings to protect the rights of families and ensure IDEA compliance
- **Targeted technical assistance and professional development:** capacity-building support provided to programs and practitioners to enhance service quality and fidelity with implementation
- **Policies, procedures, and practices:** development and enforcement of guidance that supports consistent, effective implementation of IDEA requirements statewide
- **Improvement, correction, incentives, and sanctions:** strategies for correcting noncompliance, addressing persistent performance issues, and recognizing program improvement

## Why This Matters

ODE ensures that IDEA requirements are met while keeping the focus on what matters most — students' growth, family partnership, and successful transitions beyond K–12 education.

Through this system, monitoring serves three connected purposes:

- Ensure compliance by verifying that programs meet IDEA requirements.
- Use data for improvement by generating reliable insights that drive accountability and sustained growth.
- Improve outcomes by strengthening services for children and families.

## The Purpose and Legal Authority of General Supervision

ODE, through OESO, is responsible for ensuring that students with disabilities receive the services and supports they are entitled to under the law. This responsibility is grounded in the IDEA and its implementing regulation as well as Oregon statute and administrative rules. Under Oregon Revised Statute (ORS) 343.041 and Oregon Administrative Rule (OAR) 581-015-2015, ODE is required to maintain a system of general supervision — a statewide structure that ensures IDEA requirements are being effectively implemented by LEAs in compliance with legal and regulatory requirements.

This authority allows ODE to:

- **Monitor** how IDEA requirements are being met through file and data reviews and on-site visits.
- **Analyze and report data** to identify trends and opportunities for improvement.
- **Support improvement planning** and **technical assistance** when challenges are identified.
- **Ensure accountability and compliance** through corrective actions or fiscal oversight when needed.

## Indicators of the State Performance Plan/Annual Performance Reports

Oregon tracks its progress in supporting students with disabilities through a set of measures called the SPP/APR. The SPP/APR is a requirement under the IDEA that mandates each state to evaluate its implementation of the IDEA and report annually on performance across a set of measurable indicators established by the U.S. Department of Education's Office of Special Education Programs (OSEP). These indicators track both compliance and results for children with disabilities, covering areas such as child find, early childhood outcomes, graduation, post-school outcomes, and dispute resolution.

# Measuring Compliance and Results: Why These Indicators Matter

## Why This Matters

The indicators help Oregon — and every LEA — see where systems are working well and where extra attention may be needed. They are more than federal reporting requirements; they are tools for improvement, learning, and storytelling about the progress of students with disabilities.



### Oregon EDPlan

All LEA compliance and results indicator data will be displayed in EDPlan. Follow-up activities will take place in EDPlan.

The primary purpose of the SPP/APR indicators is to ensure accountability and drive continuous improvement in special education services. By collecting and reporting on these metrics, states and the federal government can:

- **Evaluate state implementation:** Assess how effectively a state meets the legal requirements of the IDEA.
- **Measure effectiveness:** Gauge the impact of special education programs on students experiencing disabilities and their families.
- **Promote improvement:** Use the data to identify areas of weakness and inform strategic planning for better outcomes.
- **Increase transparency:** Provide a public record of a state's performance in special education through the SPP/APR.

When viewed together, the indicators create a comprehensive picture of how students are being supported — from early identification and family engagement to graduation and post-school success. See Table 1 for indicators and their accountability category.

- **Compliance Indicators:** These measure whether a state is meeting specific legal requirements of the IDEA — like timely evaluations. Targets for compliance indicators are always zero percent or 100 percent compliance and established by the U.S. Department of Education, OSEP.
- **Results Indicators:** These measure the results for students and families — like assessment performance and graduation rates. States establish measurable and rigorous targets for these indicators in consultation with education partners.

Table 1. SPP/APR Indicators

Indicator	Name or description	Accountability category
B1	Graduation	Results
B2	Dropout	Results
B3	Assessment	Results
B4a	Suspension and Expulsion	Results
B4b	Suspension and Expulsion by Race and Ethnicity	Compliance
B5	Educational Environments	Results
B6	Preschool Environments	Results
B7	Preschool Outcomes	Results
B8	Parent Involvement	Results
B9	Disproportionate Representation in Special Education	Compliance
B10	Disproportionate Representation in Disability Categories	Compliance
B11	Child Find	Compliance
B12	Early Childhood Transitions	Compliance
B13	Secondary Transition	Compliance
B14	Post-School Outcomes	Results
B15	Resolution Sessions	Results
B16	Mediation	Results
B17	State Systemic Improvement Plan	Results
B18	General Supervision	Compliance

Note. For a complete description of each indicator, see the [IDEA Data Center Indicator Card](#).

## Section 2:

# The Integrated Monitoring Process

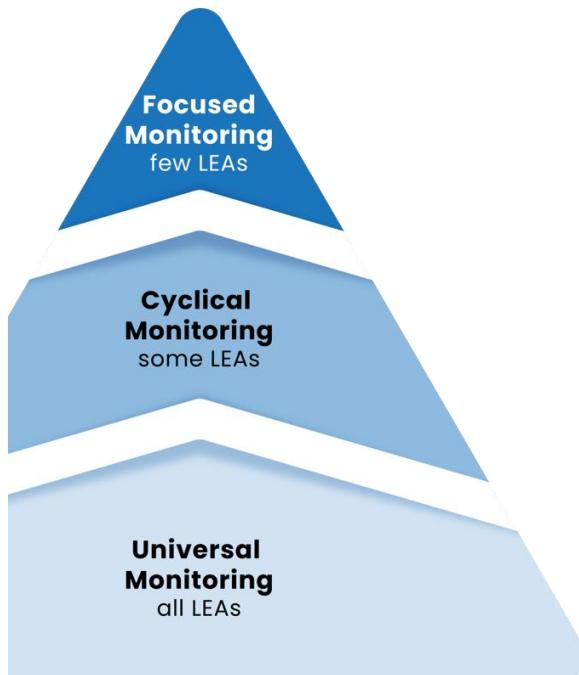
## Purpose of Monitoring and the Improvement Cycle

Oregon's monitoring system is designed as a continuous improvement cycle that connects compliance with learning and capacity building, ensuring that every LEA both meets IDEA requirements and builds sustainable systems that improve outcomes for students with disabilities.

Monitoring is not a single event — it's an ongoing routine of reflection, feedback, and support. Each cycle provides an opportunity for OESO and LEAs to:

- Review whether policies and practices align with federal and state requirements.
- Identify patterns and root causes of noncompliance.
- Leverage the corrective action process (CAP) to drive improvement.
- Use findings of noncompliance to guide technical assistance and professional learning.

Figure 1. General Supervision Triangle



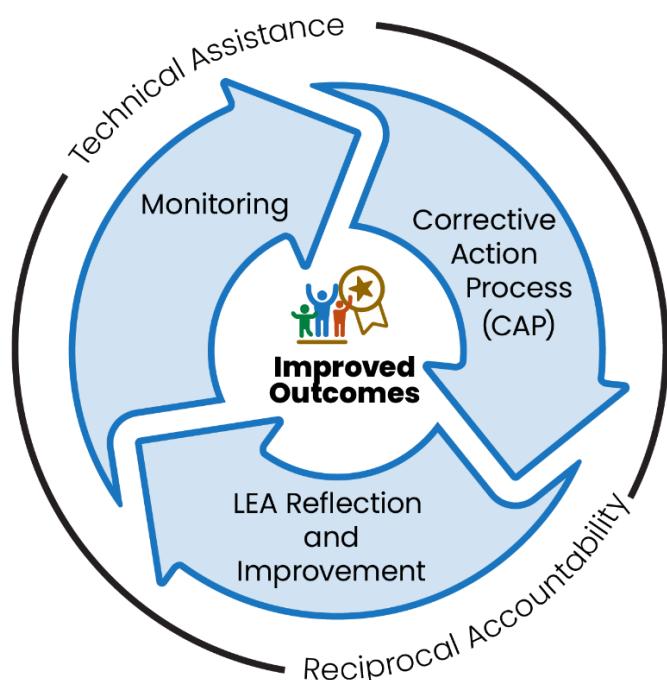
*Figure 1 image description*

# Overview of Monitoring Protocols: Oregon's Standards for Monitoring

## Why This Matters

Monitoring protocols set clear, consistent standards for individualized education program (IEP) quality and compliance across Oregon. They give LEAs and OESO a shared lens for reviewing evidence, recognizing strengths, and identifying areas for growth. By using these common standards, Oregon ensures that monitoring is fair, transparent, and focused on what matters most — delivering high-quality services and equitable outcomes for every student with a disability.

Figure 2. Monitoring Process



[Figure 2 image description](#)

OESO uses the following priority area monitoring protocols as the basis for both cyclical and focused monitoring activities:

- [Least Restrictive Environment \(LRE\)](#): ensuring that placement decisions are individualized and that students experiencing disabilities are educated with their peers to the maximum extent appropriate
- [IEP Development \(IEP\)](#): examining the procedural and substantive requirements for developing comprehensive IEPs that meet student needs
- [Free Appropriate Public Education \(FAPE\)](#): assessing whether students receive meaningful educational benefit through appropriately ambitious programs tailored to individual circumstances
- [Discipline \(DIS\)](#): reviewing protections for disabled students and students experiencing disabilities facing disciplinary actions, including manifestation determinations and continued services
- [Secondary Transition \(SEC\)](#): evaluating planning and services that prepare students for post-school success in education, employment, and independent living
- [Child Find and Evaluation \(CFE\)](#): examining systems for identifying, locating, and evaluating all children suspected of having disabilities within LEA jurisdiction

## Overview of Cyclical Monitoring

### Why This Matters

Cyclical monitoring ensures that every LEA participates in a review once every three years as a predictable opportunity to reflect on its special education policies, procedures, and practices; receive feedback; and strengthen systems for students with disabilities. It provides consistent, proactive oversight and allows ODE to identify common challenges and share promising practices statewide.

### Oregon EDPlan



Beginning in **2026–27**, the process will become fully integrated within the EDPlan system. Student samples will be automatically generated, documentation will be submitted electronically, and findings will be tracked directly in the platform.

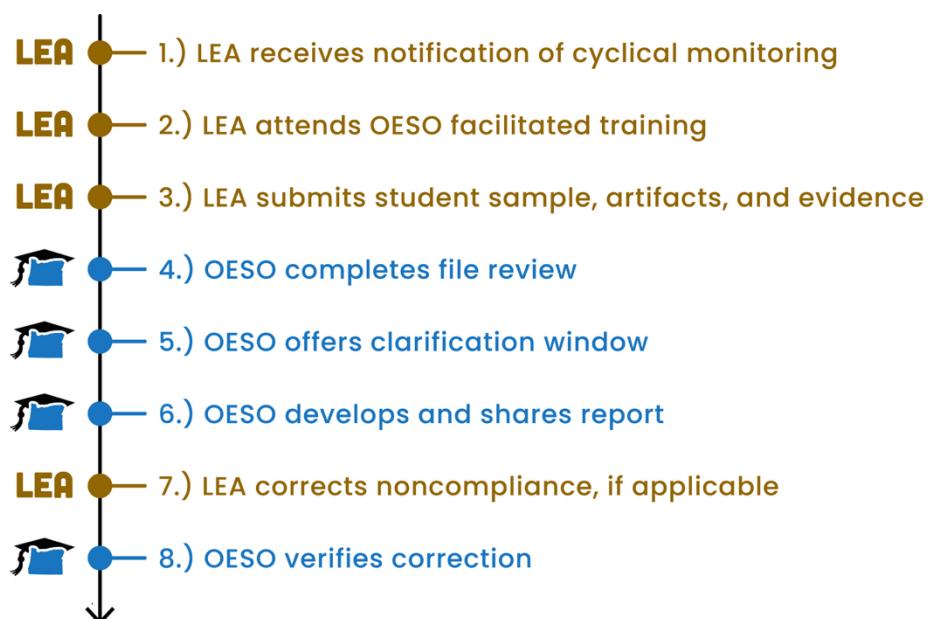
## How It Works

The cyclical monitoring process occurs every three years for every Oregon LEA. Within each year of this three-year cycle, there are two monitoring groups, one in the fall and one in the spring, which allow for more targeted support and the timely completion of each review. Each group follows a similar sequence of activities that begins with initial notifications, training sessions, and introductory meetings led by District Compliance Specialists (DCS). During these meetings, LEAs receive

information on how to prepare for monitoring, including what evidence needs to be uploaded for each student record. During the 2025–26 school year, Cohort A LEAs will submit the student sample in collaboration with the DCS; the following years' samples, Cohorts B and C, will be generated through the EDPlan system.

After LEAs complete a workbook identifying the selected student sample, the DCS reviews and approves it before LEAs begin uploading required student records. The DCS then conducts a multiweek review of the student record to assess compliance. This is followed by a clarification period, during which the DCS meets with LEAs to discuss any outstanding questions, ensures shared understanding of findings, and provides an opportunity for LEAs to submit not yet shared evidence of the student record. The process concludes with the DCS preparing a final monitoring report, including any findings of noncompliance if applicable, which is reviewed and approved by OESO leadership before being shared with the LEA.

**Figure 3. Summary of LEA and OESO Cyclical Monitoring Responsibilities**



*[Figure 3 image description](#)*

## Key Elements of Cyclical Monitoring

Oregon's cyclical monitoring process is designed to ensure compliance with the IDEA while supporting continuous improvement in outcomes for students with disabilities. The following key elements, identified by OESO, outline the structure and approach used when working with LEAs during the monitoring cycle to be more efficient:

- Every LEA is reviewed once every three years.
- Each cohort is divided into two groups (fall and spring) for more timely feedback for participating LEAs.
- File reviews are conducted by OESO compliance specialists to minimize the burden on LEAs.
- Fewer files are reviewed to reduce the overall administrative burden.
- Updated stratified sampling ensures representative student selection.
- All files are reviewed using standardized monitoring protocols.
- Findings of noncompliance follow a standardized CAP.

## How Student Individualized Education Program Files Are Selected: Sampling Criteria

The sample size is based on the annual special education child count of each LEA to ensure comparability and consistency. For medium and larger LEAs, samples are drawn across grade bands (elementary, middle, and high school) to ensure representation of students at different levels. Table 2 shows the sample size for each LEA based on size.

Table 2. Cyclical Monitoring Sample Size Based on LEA Special Education Child Count

LEA category	Special education child count (based on annual count)	Initial sample size
Very Small	0–99	7 files
Small	100–499	14 files
Medium	500–999	21 files
Large	1,000+	28 files

Stratified sampling is a method of selecting students for monitoring by dividing the total population into categories (called “strata”) and then drawing a sample from each category. This ensures that the sample represents key areas of oversight rather than relying on random selection alone. For cyclical monitoring, stratified samples are drawn from categories such as:

- Initial evaluations
- Secondary transition
- Discipline
- Charters
- Alternative placement
- Regional Inclusive Services (RIS) identification
- Juvenile detention education programs, youth corrections education programs, long term care and treatment, pediatric nursing facilities, and hospital programs

## When LEAs Are Participating: Cyclical Monitoring Cohorts

Cyclical monitoring will occur over a three-year cycle. A cohort refers to the year of monitoring (i.e., Cohort A), and each cohort will have two groups, fall and spring. To review a list of LEAs and when they will be monitored, see [Oregon’s Cyclical Monitoring Cohort Schedule](#).



### Oregon EDPlan

The student sample is generated automatically by EDPlan to meet the identified criteria.

## A Year At-a-Glance: Cyclical Monitoring Activity Timeline

### Tables 3 and 4. Cyclical Monitoring Timelines

#### Fall Group

Month	Activities
August	<ul style="list-style-type: none"><li>• LEAs receive notification.</li><li>• LEAs attend required training.</li></ul>
September	<ul style="list-style-type: none"><li>• LEAs attend support meetings.</li><li>• OESO finalizes the student sample.</li><li>• LEAs gather/submit files.</li></ul>
October–November	<ul style="list-style-type: none"><li>• OESO reviews the evidence for each file.</li></ul>
December	<ul style="list-style-type: none"><li>• LEAs attend due diligence/clarification meetings.</li><li>• LEAs submit additional evidence.</li></ul>
January	<ul style="list-style-type: none"><li>• OESO issues reports to LEAs.</li></ul>
Ongoing	<ul style="list-style-type: none"><li>• LEAs and OESO track corrections.</li></ul>

#### Spring Group

Month	Activities
August	<ul style="list-style-type: none"><li>• LEAs receive notification.</li></ul>
January–February	<ul style="list-style-type: none"><li>• LEAs attend required training.</li><li>• LEAs attend support meetings.</li><li>• OESO finalizes the student sample.</li><li>• LEAs gather/submit files.</li></ul>
February–April	<ul style="list-style-type: none"><li>• OESO reviews the evidence for each file.</li></ul>
April–May	<ul style="list-style-type: none"><li>• LEAs attend due diligence/clarification meetings.</li><li>• LEAs submit additional evidence.</li></ul>
June	<ul style="list-style-type: none"><li>• OESO issues reports to LEAs.</li></ul>
Ongoing	<ul style="list-style-type: none"><li>• LEAs and OESO track corrections.</li></ul>

# Overview of Focused Monitoring

## Why This Matters

Oregon's focused monitoring process is designed to provide an individualized review of LEAs that demonstrate the highest levels of risk based on student outcomes and compliance data. Unlike cyclical monitoring, which occurs on a fixed three-year rotation, focused monitoring takes place annually and targets the LEAs most in need of additional support.

## How It Works

The focused monitoring process begins with a comprehensive risk assessment of all 197 LEAs conducted by OESO to identify the LEAs with the greatest need for targeted support and technical assistance. LEAs with the highest risk scores, typically the top 10% statewide, are prioritized for focused monitoring activities, ensuring resources are directed where they can have the greatest impact on improving outcomes for students experiencing disabilities. Beginning in spring 2026, focused monitoring activities for LEAs will take place in the EDPlan system.

## Risk Assessment: How Local Education Agencies Are Identified (Factors and Levels)

The annual risk assessment uses a proportionally weighted scoring methodology that incorporates data from multiple SPP/APR indicators and other risk factors to evaluate performance across all LEAs. Each indicator or risk factor is assigned a risk level ranging from low to high risk and is converted into a proportionally weighted point value, with up to 24 points possible per indicator. Points are aggregated across all applicable indicators and risk factors to generate a total risk score for each LEA. LEAs with the highest cumulative scores statewide are identified for focused monitoring, regardless of prior participation in other risk-based monitoring activities, ensuring that focused monitoring targets LEAs with the greatest demonstrated need for support and technical assistance. The following areas are included in the assessment:

- B1 Graduation
- B3d Academic Achievement (gap in proficiency rates)
- B5 Educational Environment
- B13 Secondary Transition
- B14 Post-School Outcomes
- Significant Disproportionality
- LEA Determinations

Table 5. Risk Assessment Matrix

Risk factor	Indicator number or description	Points available
Graduation	B1	24
Academic Achievement	B3d Reading GR 4	4
Academic Achievement	B3d Reading GR 8	4
Academic Achievement	B3d Reading GR 11	4
Academic Achievement	B3d Math GR 4	4
Academic Achievement	B3d Math GR 8	4
Academic Achievement	B3d Math GR 11	4
Education Environment	B5a	8
Education Environment	B5b	8
Education Environment	B5c	8
Secondary Transition	B13	24
Post-School Outcomes	B14c	24
Significant Disproportionality	Significant Disproportionality	24
LEA Determinations	LEA Determinations	24
Total Points		168

Note. Table 5 shows the maximum number of proportionally weighted points assigned to each SPP/APR indicator and risk factor included in the risk assessment. Points across all indicators are summed to calculate an LEA's total risk score, with a maximum possible cumulative score of 168 points. Higher total scores indicate higher overall risk and greater likelihood of selection for focused monitoring.

## Focused Monitoring Activities

Focused monitoring with identified LEAs begins with a facilitated review of the LEA's data. Focused monitoring is similar to cyclical monitoring in that a file review conducted by OESO will take place. This review will target priority areas driven by the annual risk assessment for each LEA identified.

Focused monitoring activities are tailored to the level of risk identified for each LEA and are carried out in close collaboration with LEA staff. These activities are led by the DCS and may include a file review and policy and procedure review, on-site visits, classroom observations, staff and family interviews, and/or family and community focus groups.

Figure 4. Summary of LEA and OESO Focused Monitoring Responsibilities

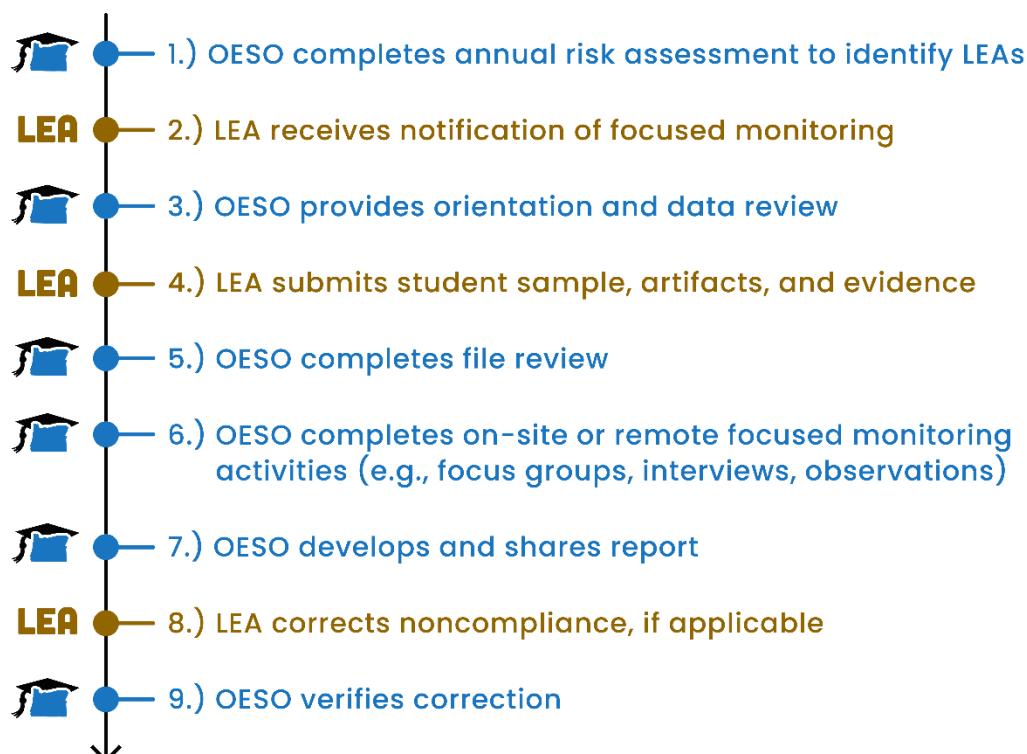


Figure 4 image description

## How Student Individualized Education Program Files Are Selected: Sampling Criteria

For focused monitoring, files are chosen based on the specific areas of risk identified through the risk assessment. Table 6 outlines the priority area protocols used during the review of student records, which are directly aligned with the identified risk assessment factors. These protocols ensure that monitoring activities are targeted to the areas of greatest need.

Table 6. Indicator and Protocol Alignment

Risk assessment factor	Priority area protocol
B1 Graduation	LRE, IEP, FAPE, SEC
B3D Academic Achievement	LRE, IEP, FAPE, CFE
B5 Educational Environment	LRE, IEP, FAPE
B13 Secondary Transition	LRE, IEP, FAPE, SEC
B14 Post-School Outcomes	LRE, IEP, FAPE, SEC
Significant Disproportionality	LRE, DIS, and/or CFE
LEA Determinations	LRE, IEP, FAPE, DIS, SEC, and/or CFE

Table 7. Focused Monitoring Sample Size Based on LEA Special Education Child Count

LEA category	Special education child count (based on annual count)	Initial sample size
Very Small	0–99	3 files
Small	100–499	7 files
Medium	500–999	10 files
Large	1,000+	14 files

## Section 3:

# The Corrective Action Process

### Why This Matters

The CAP exists to make sure that when something isn't working for students, it is addressed and repaired. It's how Oregon turns findings from monitoring into learning and improvement. Rather than treating noncompliance as a failure, the process treats it as a *signal*: a sign that a policy, procedure, or practice may need to change to better serve students experiencing disabilities. By leveraging the CAP, LEAs and the state work together to ensure that every student's rights are protected and that the system itself grows stronger, fairer, and more effective over time.

### Oregon EDPlan



Beginning spring 2026, LEAs will complete all required correction actions related to focused monitoring within the EDPlan system, and beginning in the 2026–27 school year, all corrective actions for focused and cyclical monitoring will be completed within EDPlan.

## Overview of the Corrective Action Process

When noncompliance is identified, OESO partners with the LEA to engage in a CAP: a structured improvement plan designed to address both individual student issues and the systemic factors that caused them.

The process begins with two key steps:

- **Problem statement:** Clearly define what went wrong, where, and why it matters.
- **Root cause analysis:** Examine the underlying policies, practices, or conditions that contributed to the issue.

Based on this analysis, the LEA develops and implements a set of corrective actions, which may include:

- Professional development or coaching to build staff capacity and sustain improvement
- Student-specific corrections to ensure immediate remedies for affected students
- Policy and procedure reviews and revisions to prevent recurrence
- Professional development, training, or coaching to build staff capacity and sustain improvement
- LEA-developed systems for internal monitoring to ensure continued compliance and improvement
- Communication dissemination (memos, guidance documents, etc.) to articulate expectations and needed changes

OESO guides LEAs throughout this process, ensuring clarity and support at each step. Each LEA that participates in corrective action will work with their DCS to complete all steps of the CAP. Initial meetings will review the activities LEAs will engage in to correct the noncompliance, beginning with a problem statement and root cause analysis. LEAs will then move to complete additional activities as necessary based on the identified noncompliance. They will meet with their DCS at least monthly to review progress, ask questions, and receive technical assistance.

## Levels of Corrective Action

The level of corrective action corresponds to the nature and persistence of the noncompliance (Table 8).

**Table 8. Corrective Action Plans**

CAP level	Description
<b>CAP 1 — Modified Corrective Action</b>	Used when the issue is isolated, quickly correctable
<b>CAP 2 — Standard Corrective Action</b>	Used when noncompliance requires policy or practice changes
<b>CAP 3 — Long-Standing Noncompliance</b>	Used when noncompliance persists over time or reflects systemic barriers requiring intensive support and monitoring (ODE reserves the right to engage in enforcement and sanctions)

This tiered structure ensures that responses are proportional, transparent, and targeted to the LEA's context.

# Timelines and Expectations for Corrective Action

## Why This Matters

These timelines help LEAs move quickly from identification to action so that students receive the services and support they need without delay. These expectations give LEAs clear guardrails for making both immediate fixes and lasting improvements. By completing corrections in a timely manner, each LEA demonstrates accountability, builds trust with families, and strengthens its capacity to deliver high-quality, equitable services for every student.

When OESO issues a written finding of noncompliance, the LEA must complete corrective actions within specific timelines:

- **Student-specific corrections:** within 60 days of identification
- **System-level corrections:** as soon as possible, but no later than within one year of identification

LEAs must complete required corrective actions based on their level of noncompliance and participate in monthly check-ins with their DCS. Throughout the correction of noncompliance, the DCS will work with their assigned LEAs to provide technical assistance and guidance around areas of identified noncompliance. Monthly check-ins are held to ensure ongoing communication and progress toward completion of corrective action.

OESO verifies corrections through a second sample review (Table 9) to confirm that the changes have been implemented and are benefiting students. The subsequent file review will follow the sample sizes outlined below based on an LEA's child count. The same protocols for areas where noncompliance was identified will be used in reviewing the second sample. When compliance is demonstrated and sustained, OESO issues a formal notification of correction to close the process. The CAP must be completed as soon as possible, but no later than one year from notification of noncompliance.

Table 9. Sample Size Based on LEA Special Education Child Count

LEA category	Special education child count (based on annual count)	Initial sample size	Subsequent sample size
Very Small	0–99	7 files	3 files
Small	100–499	14 files	7 files
Medium	500–999	21 files	10 files
Large	1,000+	28 files	14 files

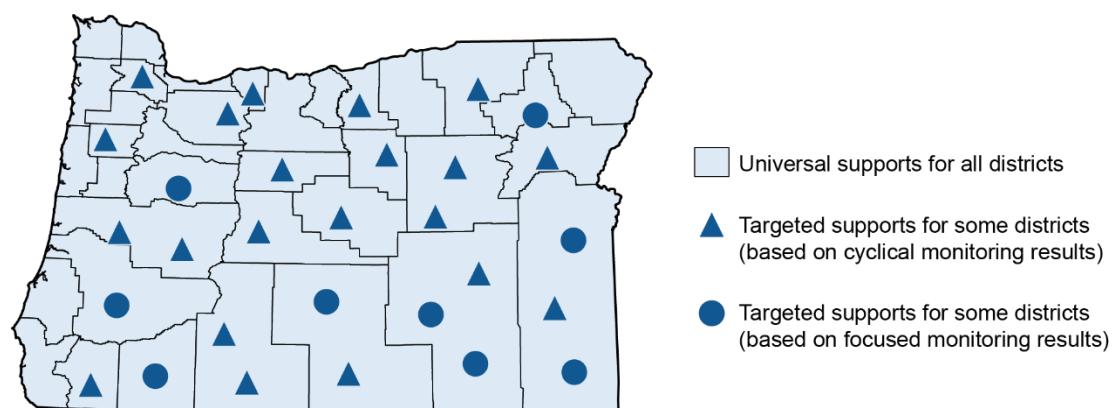
## Section 4:

# Differentiated Supports

## Enhancing Student Opportunities Through Tiered Monitoring and Support

OESO provides two levels of monitoring and support through both universal supports and targeted supports to ensure that students experiencing disabilities and disabled students receive their full educational rights and make appropriately ambitious progress. Through statewide monitoring, collaboration with LEAs, and a focus on continuous improvement, *Oregon's System of General Supervision* strengthens district and regional capacity to deliver individualized, equitable, and inclusive education while satisfying the state's obligation to ensure compliance with federal and state regulations (34 C.F.R. § 300.600).

Figure 5. Map of the Universal and Targeted Supports for Oregon Districts



[Figure 5 image description](#)

## Universal Supports

Universal supports are provided to every LEA within the state to create a shared foundation of best practices, compliance, and ongoing improvement while ensuring every LEA benefits from statewide collaboration, capacity building, and access to high-quality resources. Examples of universal supports include:

- Regional (by Education Service District [ESD] region) professional development informed by aggregate state monitoring trends
- Resources and exemplars created by ODE District Support Specialists (DSSs) and delivered in collaboration with Regional Technical Assistance Providers (RTAPs) and Transition Network Facilitators (TNFs) within ESDs
- Data reviews and dispute resolution trend analysis to assist LEAs in self-identifying compliance gaps before they require state intervention

# Targeted Supports

Monitoring is conducted through a two-pronged approach. LEAs may be identified for targeted supports either of the following ways:

## Supports Based on Cyclical Monitoring Results

Cyclical monitoring supports are provided regionally to ensure all LEAs hold a shared understanding of regional strengths and areas for growth to guide targeted, data-driven support. Since every district in Oregon will experience cyclical monitoring, supports focus on regional collaboration, capacity building, and the provision of data-informed, region-specific professional learning and technical assistance that respond directly to the needs identified through monitoring.

Examples of cyclical monitoring supports include the following:

- **Regional professional development:** Every ESD and the districts within them receive sessions on the latest cyclical monitoring results at both the state and regional levels, highlighting areas of strength and addressing areas of challenge.
- **Targeted coaching and technical assistance:** These are intended for individual school districts whose data indicates a need for individualized support and capacity building.
- **Professional learning for continuous improvement:** Region-specific training and resources help districts improve results in areas identified as needing additional support.
- **Collaboration and networking:** These provide opportunities and programs for districts to share strategies, lessons learned, and effective practices.

## Supports Based on Focused Monitoring Results

Each year, a specific percentage of districts, identified through an ODE risk assessment, are selected for focused monitoring. Data from focused monitoring and the risk assessment are used to determine priority needs for professional development and technical assistance. Supports are tailored to each district and aligned with corrective action plans to address areas of greatest need.

Examples of targeted supports include the following:

- **District-specific professional development:** Training sessions are led by OESO DSSs and other OESO staff, addressing one or more of the six priority areas or risk indicators identified as challenges for the district.
- **District-specific technical assistance:** Support is provided to address areas of concern identified in the district's corrective action plan.
- **Needs-based individualized supports:** OESO DSSs meet with district staff for targeted improvement in needed priority areas.
- **Ongoing follow-up and monitoring:** Regular check-ins ensure that corrective actions are implemented and sustained over time.

## Section 5:

# Improvement, Technical Assistance, and Support

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Technical assistance is available to all LEAs and programs throughout the monitoring process, with a more focused approach when noncompliance is identified. Technical assistance is targeted support designed to build the capacity of LEAs to improve outcomes for students with disabilities. Technical assistance activities may include collaborative consultation, professional development and training, sharing of tools and resources, and guided problem-solving to strengthen local systems and practices. The goal of technical assistance is to promote sustained improvement by equipping LEAs with the knowledge, skills, and strategies needed to effectively meet the needs of students.

Technical assistance and supports are available in a variety of areas, including but not limited to the following:

- Intensive Behavioral and Mental Health Supports
- High-Incidence Disabilities
- Academic Interventions
- Preventative Behavioral Supports
- Special Education Process and Procedures
- Secondary Education and Transition
- Inclusive Practices
- Systems Management
- Regional Inclusive Services
- Low-Incidence Disabilities
- Professional Learning Team

## Contact List and Resources Available

DSSs are housed in OESO and serve as strategic partners to Oregon school LEAs. DSSs, RTAPs, and TNFs serve as strategic partners to LEAs and ESDs, helping to improve outcomes for disabled students and students experiencing disabilities. These roles provide targeted technical assistance, professional development, and evidence-based resources tailored to each LEA's unique needs. They collaborate closely with LEA and regional teams to analyze data, address implementation challenges, and build sustainable systems that align with both compliance requirements and best practices.

For a detailed list of all the technical assistance and support areas and to access the LEA support specialist (DSS) team, see [Subject Matter Experts With Contact Information](#).

RTAPs offer no-cost professional development and technical assistance to LEAs through their local ESDs, in partnership with OESO and the Oregon Association of Education Service Districts. Supports are available both virtually and in person, with Professional Development Units offered. RTAPs provide training and guidance on a range of topics, including behavior and mental health supports, inclusive practices, special education eligibility and IEP procedures, instructional strategies, progress monitoring, parent engagement, secondary transition, and Universal Design for Learning.

For the name and contact information of the RTAP for your ESD, see the [RTAP Contact List](#).

TNFs provide technical guidance aimed at improving IEP compliance and postsecondary outcomes. TNFs extend technical assistance to educators that includes transition planning requirements and strategies and resources to foster career exploration, independent living, and postsecondary education and training opportunities.

For the name and contact information of the TNF for your region, see the [TNF Contact List](#).

# Conclusion

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Oregon's general supervision and integrated monitoring system is more than a compliance requirement — it is a continuous learning process that strengthens how Oregon serves students experiencing disabilities across the state. By engaging in regular reflection, data review, and collaborative problem-solving, LEAs and the state build shared capacity to deliver high-quality, equitable education for every student.

As Oregon continues to modernize its systems through tools like EDPlan and improved monitoring protocols, this work remains grounded in a simple idea: Compliance and improvement go hand in hand. Together, ODE and LEAs are building a transparent, responsive system that not only meets the requirements of IDEA but fulfills its deeper promise — to ensure that every student can learn, grow, and thrive.

For any questions or any technical assistance needs, email OESO at [ODE.OESO.Monitoring@ode.oregon.gov](mailto:ODE.OESO.Monitoring@ode.oregon.gov).

# Appendix A:

# Federal and State Legal Authority Crosswalk

Standard short name	Federal authorities	State authorities
LRE-1 — Placement Determined by Knowledgeable Group	Federal: 34 C.F.R. § 300.116(a)	State: OAR 581-015-2250(1)(a)
LRE-2 — Placement Decision	Federal: 34 C.F.R. § 300.116(b); 34 C.F.R. § 300.116(c)	State: OAR 581-015-2250(1)(c-e); OAR 581-015-2250(3)
LRE-3 — Accommodations and Modifications Included and Aligned With Summary of Present Levels	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)(A-C)
LRE-4 — Placement in LRE	Federal: 34 C.F.R. § 300.114; 34 C.F.R. § 300.116; 34 C.F.R. § 300.320(a)(5)	State: OAR 581-015-2250
LRE-5 — Removal Not Solely Due to Modifications	Federal: 34 C.F.R. § 300.116(e)	State: OAR 581-015-2250(5)
LRE-6 — Participation in Non-Academic and Extracurricular Services and Activities	Federal: 34 C.F.R. § 300.117; 34 C.F.R. § 300.320(a)(4)(ii-iii)	State: OAR 581-015-2070(1); OAR 581-015-2200(1)(d)(B-C)
LRE-7 — Placement Consistent With Individual Need	Federal: 34 C.F.R. § 300.116	State: OAR 581-015-2250
LRE-1 — Placement Determined by Knowledgeable Group	Federal: 34 C.F.R. § 300.116(a)	State: OAR 581-015-2250(1)(a)
IEP-1 — IEP Reviewed and Revised Annually	Federal: 34 C.F.R. § 300.324(b)(1)	State: OAR 581-015-2225(1)(b)
IEP-2 — Special Factor: Behavior	Federal: 34 C.F.R. § 300.324(a)(2)(i)	State: OAR 581-015-2205(3)(a)

Standard short name	Federal authorities	State authorities
IEP-3 — Special Factor: Limited English Proficiency	Federal: 34 C.F.R. § 300.324(a)(2)(ii)	State: OAR 581-015-2205(3)(b)
IEP-4 — Special Factor: Blindness or Visual Impairment	Federal: 34 C.F.R. § 300.324(a)(2)(iii)	State: OAR 581-015-2205(3)(c)
IEP-5 — Special Factor: Communication Needs	Federal: 34 C.F.R. § 300.324(a)(2)(iv)	State: OAR 581-015-2205(3)(d)
IEP-6 — Special Factor: Assistive Technology	Federal: 34 C.F.R. § 300.324(a)(2)(v)	State: OAR 581-015-2055
IEP-7 — Present Levels of Academic Achievement and Functional Performance	Federal: 34 C.F.R. § 300.320(a)(1); 34 C.F.R. § 300.324(a)(1)	State: OAR 581-015-2200(1)(a); OAR 581-015-2205(1)
IEP-8 — Measurable Annual Goals Present	Federal: 34 C.F.R. § 300.320(a)(2)	State: OAR 581-015-2200(1)(b)
IEP-9 — Specially Designed Instruction	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)
IEP-10 — Related Services	Federal: 34 C.F.R. § 300.320(a)(4); 34 C.F.R. § 300.34	State: OAR 581-015-2200(1)(d)
IEP-11 — Supplementary Aids and Services: Accommodations and/or Modifications	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)
IEP-12 — Supports for School Personnel	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)
IEP-13 — State and Districtwide Assessment	Federal: 34 C.F.R. § 300.160; 34 C.F.R. § 300.320(6)	State: OAR 581-015-2200(1)(g)
IEP-14 — Extended School Year (ESY) Services	Federal: 34 C.F.R. § 300.106(a)(2)	State: OAR 581-015-2065
IEP-15 — Nonparticipation Justification	Federal: 34 C.F.R. § 300.320(a)(5); 34 C.F.R. § 300.114	State: OAR 581-015-2200(1)(e); OAR 581-015-2240
FAPE-1 — Procedural Safeguards Provided	Federal: 34 C.F.R. § 300.504	State: OAR 581-015-2315

Standard short name	Federal authorities	State authorities
FAPE-2 — Parent/Adult Student Invited	Federal: 34 C.F.R. § 300.322; 34 C.F.R. § 300.501(b)	State: OAR 581-015-2190; OAR 581-015-2195
FAPE-3 — Required IEP Team Members Present	Federal: 34 C.F.R. § 300.321	State: OAR 581-015-2210
FAPE-4 — Prior Written Notice	Federal: 34 C.F.R. § 300.503	State: OAR 581-015-2310
FAPE-5 — PLAAFP Establishes Foundation for Services	Federal: 34 C.F.R. § 300.320(a)(1) & 300.324(a)(1)	State: OAR 581-015-2200(1)(a) & OAR 581-015-2205(1)
FAPE-6 — Goals and Services Logically Address PLAAFP Needs	Federal: 34 C.F.R. § 300.320(a)(2)	State: OAR 581-015-2200(1)(b)
FAPE-7 — All Services in IEP Were Provided	Federal: 34 C.F.R. § 300.323	State: OAR 581-015-2220
FAPE-8 — IEP Is Accessible to Staff	Federal: 34 C.F.R. § 300.323(d)	State: OAR 581-015-2220(3)
FAPE-9 — Progress Was Measured and Provided as Described	Federal: 34 C.F.R. § 300.320(a)(3); 34 C.F.R. § 300.323	State: OAR 581-015-2200; OAR 581-015-2220
FAPE-10 — Goals Changed Over Last 3 IEPs	Federal: 34 C.F.R. § 300.320(a)(2)(i); 34 C.F.R. § 300.324(b)	State: OAR 581-015-2200(1)(b); OAR 581-015-2225
FAPE-11 — Student Made Progress on Goals	Federal: 34 C.F.R. § 300.116(a)	State: OAR 581-015-2250(1)(a)
DIS-1 — Procedural Safeguards Provided	Federal: 34 C.F.R. § 300.116(b); 34 C.F.R. § 300.116(c)	State: OAR 581-015-2250(1)(c-e); OAR 581-015-2250(3)
DIS-2 — Special Factors Considered	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)(A-C)
DIS-3 — Manifestation Determination Review Conducted	Federal: 34 C.F.R. § 300.114; 34 C.F.R. § 300.116; 34 C.F.R. § 300.320(a)(5)	State: OAR 581-015-2250

Standard short name	Federal authorities	State authorities
DIS-4 — Team Determined Next Steps After Manifestation	Federal: 34 C.F.R. § 300.116(e)	State: OAR 581-015-2250(5)
SEC-1 — Student Invited	Federal: 34 C.F.R. § 300.117; 34 C.F.R. § 300.320(a)(4)(ii-iii)	State: OAR 581-015-2070(1); OAR 581-015-2200(1)(d)(B-C)
SEC-2 — Participating Agency Invited	Federal: 34 C.F.R. § 300.116	State: OAR 581-015-2250
SEC-3 — Age-Appropriate Transition Assessments	Federal: 34 C.F.R. § 300.324(b)(1)	State: OAR 581-015-2225(1)(b)
SEC-4 — Measurable Post-Secondary Goals	Federal: 34 C.F.R. § 300.324(a)(2)(i)	State: OAR 581-015-2205(3)(a)
SEC-5 — Post-Secondary Goals Reviewed Annually	Federal: 34 C.F.R. § 300.324(a)(2)(ii)	State: OAR 581-015-2205(3)(b)
SEC-6 — IEP Goals	Federal: 34 C.F.R. § 300.324(a)(2)(iii)	State: OAR 581-015-2205(3)(c)
SEC-7 — Transition Services	Federal: 34 C.F.R. § 300.324(a)(2)(iv)	State: OAR 581-015-2205(3)(d)
SEC-8 — Courses of Study	Federal: 34 C.F.R. § 300.324(a)(2)(v)	State: OAR 581-015-2055
SEC-9 — Transfer of Rights	Federal: 34 C.F.R. § 300.320(a)(1); 34 C.F.R. § 300.324(a)(1)	State: OAR 581-015-2200(1)(a); OAR 581-015-2205(1)
CFE-1 — Review of Existing Evaluation Data Conducted	Federal: 34 C.F.R. § 300.320(a)(2)	State: OAR 581-015-2200(1)(b)
CFE-2 — Parental Consent for Initial Evaluation Obtained	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)
CFE-3 — Parental Consent for Reevaluation Obtained	Federal: 34 C.F.R. § 300.320(a)(4); 34 C.F.R. § 300.34	State: OAR 581-015-2200(1)(d)
CFE-4 — Comprehensive Assessment of All Areas	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)

Standard short name	Federal authorities	State authorities
CFE-5 — Variety of Assessment Tools and Strategies Used	Federal: 34 C.F.R. § 300.320(a)(4)	State: OAR 581-015-2200(1)(d)
CFE-6 — Assessments in Native Language or Communication Mode	Federal: 34 C.F.R. § 300.160; 34 C.F.R. § 300.320(6)	State: OAR 581-015-2200(1)(g)
CFE-7 — Prior Written Notice Provided	Federal: 34 C.F.R. § 300.106(a)(2)	State: OAR 581-015-2065
CFE-8 — Eligibility Team	Federal: 34 C.F.R. § 300.320(a)(5); 34 C.F.R. § 300.114	State: OAR 581-015-2200(1)(e); OAR 581-015-2240
CFE-9 — Initial Evaluation Timeline Met	Federal: 34 C.F.R. § 300.504	State: OAR 581-015-2315
CFE-10 — Reevaluation Timeline Met	Federal: 34 C.F.R. § 300.322; 34 C.F.R. § 300.501(b)	State: OAR 581-015-2190; OAR 581-015-2195
CFE-11 — Consent for Initial Provision of Special Education Services	Federal: 34 C.F.R. § 300.321	State: OAR 581-015-2210

## Appendix B:

# Corrective Action Process Summary Table

CAP level	Activities	Timeline
<p><b>CAP level 1 — Modified Corrective Action Process</b></p> <p>No more than two student files per standard, and no more than three individual standards across the entire sample</p>	<p>Components (in order):</p> <ul style="list-style-type: none"> <li>• Problem statement</li> <li>• Root cause analysis</li> <li>• Activities <ul style="list-style-type: none"> <li>◦ Student-specific corrections</li> <li>◦ Policy and procedure review</li> <li>◦ Communication dissemination (memos, guidance documents, etc.)</li> </ul> </li> <li>• Evidence of systemic compliance</li> <li>• Notification of correction of noncompliance</li> </ul>	<p>Student-specific corrections must be completed within 60 days.</p> <p>All other corrections must be completed as soon as possible, but no later than one year from identification.</p>
<p><b>CAP level 2 — Standard Corrective Action Process</b></p> <p>More than two student files per standard, and/or more than three individual standards across the entire sample</p>	<p>Components (in order):</p> <ul style="list-style-type: none"> <li>• Problem statement</li> <li>• Root cause analysis</li> <li>• Activities <ul style="list-style-type: none"> <li>◦ Student-specific corrections</li> <li>◦ Policy and procedure review</li> <li>◦ Professional development/training</li> <li>◦ LEA-developed system for internal monitoring</li> <li>◦ Communication dissemination (memos, guidance documents, etc.)</li> </ul> </li> <li>• Evidence of systemic compliance by second student file pull</li> <li>• Notification of correction of noncompliance</li> </ul>	<p>Student-specific corrections must be completed within 60 days.</p> <p>All other corrections must be completed as soon as possible, but no later than one year from identification.</p>

CAP level	Activities	Timeline
<b>CAP level 3 — Long-Standing Noncompliance Corrective Action Process</b>  Noncompliance not corrected within one year	OESO will notify the LEA of enforcement actions it plans to take. OESO incentives and sanctions available to use as enforcement actions with an LEA include: <ul style="list-style-type: none"> <li>• Providing technical assistance tailored to address an LEA's area(s) of need</li> <li>• Decreasing LEA reporting requirements when noncompliance is corrected or increasing reporting requirements when not corrected</li> <li>• Conducting additional on-site monitoring</li> <li>• Imposing specific conditions on an LEA's IDEA subgrant award(s)</li> <li>• Directing the use of or withholding an LEA's IDEA funds</li> </ul>	As soon as possible

### State General Supervision Responsibilities Under Part B of the IDEA: OSEP QA 23-01

Per federal requirements, each State Education Agency (SEA) must maintain a general supervision system as a condition of receiving IDEA funds. This system serves two primary purposes: (1) to improve educational results and functional outcomes for infants, toddlers, and children with disabilities and their families and (2) to ensure that LEAs and early intervention service (EIS) programs comply with all IDEA requirements.

Under IDEA Part B, SEAs must monitor the implementation of requirements with a primary focus on both improving results and ensuring that programs meet educational standards and legal obligations. SEAs are responsible for conducting monitoring activities, making annual determinations of each LEA's performance, and enforcing compliance where needed. This includes overseeing all programs for children with disabilities and, when designated by state law, extending oversight to students convicted as adults and incarcerated in state prisons. These responsibilities are essential to ensuring consistent, high-quality services statewide and to upholding the state's commitment to the rights and educational success of children with disabilities.

### LEA Responsibility Under IDEA

The IDEA places the responsibility for providing a free appropriate public education (FAPE) on each LEA that is determined to be responsible for students in its jurisdiction who are or may be experiencing disabilities. In Oregon, LEAs are districts and other programs responsible for providing FAPE.

## Appendix C: Image Descriptions

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### Figure 1. General Supervision Triangle

The general supervision triangle has three tiers. Universal Monitoring, at the bottom tier, supervises all LEAs. If needed, Cyclical Monitoring, at the middle tier, supervises some LEAs. Focused Monitoring, at the topmost tier, supervises a few LEAs. ([Return to Figure 1.](#))

### Figure 2. Monitoring Process

Three large arrows form a circular process, each one pointing to the next in a continuous loop. The arrows carry the labels Monitoring, Corrective Action Process (CAP), and LEA Reflection and Improvement. The center of the process cycle displays the label Improved Outcomes. A ring labeled Technical Assistance and Reciprocal Accountability surrounds the entire process cycle, demonstrating their ongoing support and presence throughout. ([Return to Figure 2.](#))

### Figure 3. Summary of LEA and OESO Cyclical Monitoring Responsibilities

A timeline without dates listing LEA and OESO cyclical monitoring responsibilities with icons unique to LEA and OESO: 1.) LEA receives notification of cyclical monitoring; 2.) LEA attends OESO facilitated training; 3.) LEA submits student sample, artifacts, and evidence; 4.) OESO completes file review; 5.) OESO offers clarification window; 6.) OESO develops and shares report; 7.) LEA corrects noncompliance, if applicable; and 8.) OESO verifies correction. ([Return to Figure 3.](#))

### Figure 4. Summary of LEA and OESO Focused Monitoring Responsibilities

A timeline without dates listing LEA and OESO focused monitoring responsibilities with icons unique to LEA and OESO: 1.) OESO completes annual risk assessment to identify LEAs; 2.) LEA receives notification of focused monitoring; 3.) OESO provides orientation and data review; 4.) LEA submits student sample, artifacts, and evidence; 5.) OESO completes file review; 6.) OESO completes focused monitoring activities (e.g., focus groups, interviews, observations) on-site or remotely; 7.) OESO develops and shares report; 8.) LEA corrects noncompliance, if applicable; and 9.) OESO verifies correction. ([Return to Figure 4.](#))

### Figure 5. Map of the Universal and Targeted Supports for Oregon Districts

A map of Oregon showing that all districts have universal supports. The 21 districts throughout the state with targeted supports based on cyclical monitoring are indicated with a triangle. The nine districts throughout the state with targeted supports based on focused monitoring are indicated with a circle. ([Return to Figure 5.](#))