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Frequently Asked Questions about Oregon's School Age (K – 21) Special Education General Supervision Modernization Process

This Frequently Asked Questions (FAQ) document will continue to evolve as the modernization progresses through implementation. It is intended to supplement ongoing communications and help special education and information technology (IT) leaders understand the scope, expectations, and supports related to Oregon's special education general supervision system modernization implementation for school age special education. *The shared goal is to reduce local burden, improve system usability, and create a process for strengthening outcomes for students with disabilities.*

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Section A: Why is the system being modernized?

A1. Why is ODE modernizing its general supervision system?

At its core, this modernization is about students. For too long, Oregon's general supervision monitoring processes have required significant administrative effort without consistently giving district leaders and educators the timely information they need to make meaningful improvements in services to change outcomes for students. The Oregon Department of Education (ODE) has heard from the field about inefficiencies and redundancies in the current processes and system (SPR&I, Excel Monitoring Workbooks, etc.) that feels more like checking a box than engaging in a process to drive outcomes for students experiencing disability.

By modernizing these systems –in both process and technology– Oregon is working to ensure that data leads to action: every hour spent on compliance translates into better outcomes for children and youth with disabilities. The shared goal is to reduce local burden, improve system usability, and build an accountability process that drives improved access, equity, and outcomes for students with disabilities across the state.

A2. What is the scope of the changes?

The Office of Enhancing Student Opportunities (OESO) is updating the tools and processes for special education monitoring, corrective action, and data reporting. The upgrade includes a new software platform (Oregon EDPlan), changes to how monitoring is conducted, and shifts in the structure of support and accountability.

Section B: What are the technology implications?

B1. How does Oregon EDPlan support the modernization effort?

Oregon EDPlan will streamline compliance monitoring, making processes more efficient and less time-consuming while supporting better data exchange for planning for impact on student outcomes. It will integrate with existing information technology infrastructure, reducing manual workloads, and ensuring secure data transfer.

Oregon EDPlan Includes	Oregon EDPlan Does NOT Include
IEP / IFSP File Review: Cyclical and Focused Monitoring	**Statewide IEP / IFSP Management**

SPP/APR Indicators: Part B and Part C Calculations, OSEP Indicator Determinations, Data Reports, Program Report Cards, SPP/APR Reporting	**Replacing Consolidated Collections processes such as Child Count Reporting**
Corrective Action Plans: Indicators and Monitoring	
Historical Data Migration from ODE Agency into EDPlan	
Data Integration: Recurring Data Imports from Part B and Part C Data Sources	

B2. Why is SIS integration critical to the modernization effort?

Integrating with local Student Information Systems:

Reduces Manual Work and Duplication: In the current system, local education agencies (LEAs) often must enter the same student information into multiple systems—once into their local SIS, and again into monitoring or compliance platforms. With EDPlan integrating directly with the SIS, basic student data (e.g., name, grade, enrollment status) can flow automatically. This saves time, reduces data entry errors, and prevents duplicative work.

Ensures Consistent and Accurate Data: Pulling data directly from the SIS means EDPlan will reflect the most current, accurate information about students. That's essential for ensuring monitoring and compliance activities are based on current realities, not outdated rosters or mismatched files. As a practitioner, this protects against reporting errors that could trigger unnecessary findings or delays.

Streamlines Compliance and Monitoring Workflows: Instead of gathering student information manually each time ODE initiates a review, Oregon EDPlan will already be pre-populated with key student demographic information. This makes responding to monitoring activities faster, easier, and more reliable—especially during cyclical and focused reviews as well as corrective action or indicator follow-up activities.

Frees Up Time for Instructional Leadership: By reducing the clerical burden tied to compliance tasks, SIS integration allows special education leaders and support staff to spend more time focused on supporting students and coaching teachers, not formatting spreadsheets.

Builds a Foundation for Future Improvements: This integration isn't just about short-term convenience; it creates a foundation for **future system-level coherence**. It will support better alignment across programs (e.g., early childhood, school age), improve

reporting on student outcomes, and enable more responsive technical assistance from the state.

B3. Is this an additional data collection?

No, this is not an additional data collection. It is a business workflow and transaction solution that replaces the legacy Systems Performance Review & Improvement (SPR&I) technology. The Oregon EDPlan system will include special education monitoring, corrective action, and data displays.

B4. What if my district does not have a SIS?

Oregon EDPlan allows for manual entry of information that can be received through the data import process.

B5. What if the district SIS and IEP systems are separate systems?

The Oregon EDPlan team will work with districts to determine the most effective method for creating the import for EDPlan.

B6. What type of information will be brought into Oregon EDPlan?

Oregon EDPlan will integrate with Student Information Systems and/or Special Education Technology Systems and Consolidated Collections to produce child records for monitoring, indicator calculations, and analysis for district support needed. Active student information coming from District or Education Service District (ESD) specific Student Information Systems will be utilized solely for cyclical and focused monitoring. District information from Consolidated Collections will be utilized for indicator calculations, indicator follow up activities, and risk assessments.

Student demographic information specific to students receiving special education services, including IEP, disability, and service information. Please see this link to review the file specifications.

B7. What if the data sent from a SIS is unable to match the import specification values in EDPlan?

EDPlan has a data crosswalk / translation feature to aid with upload. For example, if "2" is provided in the import file, but the import process needs "02", this can be adjusted to that value.

B8. What if files sent from a SIS are missing column headers?

Oregon EDPlan has a feature to auto append the required column headers. For example, if the SIS is only able to auto send files without column headers, EDPlan can configure the imports to append the applicable column headers.

B9. What if a district's column headers differ from the Oregon EDPlan import specifications?

Oregon EDPlan has features to crosswalk / translate column headers to the required import specifications.

B10. How is a district alerted if an import did not process?

Oregon EDPlan has built in function to allow selected individuals to receive alerts if imports do not process.