This User Guide is provided to support districts in the development and submission of their Consolidated Plans.

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Purpose

The Consolidated Plan (CP) is envisioned as an organic record and resource districts are required to use to inform the Oregon Department of Education as well as their special education systems and programs continuous improvement and systemic change efforts--focusing specific attention on indicators related to their general supervision responsibilities as identified in IDEA.

Roadmap

With the Purpose in mind, the Consolidated Plan User Guide is intended to provide a roadmap that describes:

- The Consolidated Plan Cycle
- How to Access the SPR&I Dashboard
- The Structure and Development of the Consolidated Plan

The Consolidated Plan Cycle

The following are the timelines for the Consolidated Plan Cycle:

- September/October: District Consolidated Plan Team preparation by reviewing tools and resources provided on the SPR&I (System Performance Review & Improvement) Consolidated Plan webpage
- November – May: Indicator Data Rollout for District Review and Analysis
- June 30th: Annual district CP Submission Deadline
- June – September: ODE CP Review; SPR&I Dashboard Updates (i.e., CP Status)
- September 1st: Districts revised CPs Submission Deadline
- September: ODE Review; SPR&I Dashboard Updates (i.e., CP Status)
- September – June: Districts Implementation of Approved Consolidated Plans

How to Access the SPR&I Dashboard

- The SPR&I dashboard is located in the SPR&I application—access is provided by a district’s security administrator (DSA).
  - To identify a district’s DSA, click on “Find Security Administrator” in the right-hand column of the district secure website (see slide below).
  - Once the DSA has issued a username and password, a district can access the SPR&I Application on the ODE’s district secure website (see slide below).
To identify a district’s DSA, click on “Find Security Administrator” in the right-hand column of the district secure website.
• Click on the “Special Ed Performance Review & Improvement” application link and the district’s SPR&I dashboard will appear.

Dashboard Tips:

• Check the dashboard often for any notices or updates.
• Always check to make sure the district team is working in the correct school year.
Always check to make sure the district team is working in the correct school year.

Check the dashboard for any notices or updates.
The Structure and Development of the Consolidated Plan

SPR&I Consolidated Plan: Structure

The SPR&I Consolidated Plan consists of two core components: Data Analysis (which consists of Four Sections (each Section consisting of one or more Indicators) and 26 “Prompts” total and Action Plan (which follows each of the four Sections and consists of categories of action(s))

District: Form a Consolidated Plan Team

Drawing conclusions from the Indicator data requires careful consideration of the wide-range of factors affecting the data that are/were operational at the time (i.e., changes in requirements, FAPE responsibilities, new program addition at the local level, test scores, etc.). In light of the scope of these considerations, ODE recommends districts convene a team(s) representative of the programs within the district in order to effectively analyze data within and across Indicators and to develop a specific, measurable, achievable, results-focused, and time-bound Action Plan.

District: Data Analysis & Action Plan

❖ Step One: Review SPR&I Consolidated Plan Resources

- Access, download, and review the resources on the SPR&I Consolidated Plan webpage.

❖ Step Two: Review and Revise the district Consolidated Plan

How to Access a PDF Copy of the Prior Year’s Consolidated Plan

- Go into the SPRI Dashboard
- Select the Prior School Year (see example below)

Dashboard

[District] School Year: 20XX-XX

- Select Consolidated Plan Light
• Find and click on the “Generate PDF” link.

• Save or print the PDF document.

  o Within the SPR&I Dashboard, review the current year’s flagged Compliance and Performance Indicators.
  o The purpose of the lights is to prompt districts to get teams together to review their data and determine next steps.
  o **Red** – means the district has an action to complete; specifically, Indicator data analysis, updating (noting progress) and/or completing new sections of the Plan.
  o **Yellow** – means ODE has an action to complete.
  o **Green** – means no action is required by the district or ODE.

  o **Compliance Indicators** (B4, B9, B10, B11, B13):
    o Consider progress on action items (goals and/or policy revisions with activities) and update within the Action Plan section.
    o Identify goals and/or policy revisions with activities.

  o **Performance Indicators** (B1, B2, B3, B5):
    o Consider progress on action items (goals and/or policy revisions with activities) and update within the Action Plan section.
    o Flagging rules are located under the “More Detail” link for each Performance Indicator.
How to Access a PDF Copy of Indicator Data

- Go into your SPRI Dashboard

- Select the School Year (see example below)

- Select each Indicator with a “red” light (i.e., area(s) that has been flagged for further review).
• Find and click on the “Generate PDF” link.

• Save or print the PDF document.

  o If a district was flagged in a prior year, consider progress on action items previously identified (goals and/or policy revisions with activities) and provide a Progress Update(s) within the Action Plan section of your Consolidated Plan.

  o Note: For detailed instructions, as well as best practices, resources and/or tools for the Indicator(s) listed in each section of the Consolidated Plan, please see Appendix A.
Step Three: District: Submit Consolidated Plan for ODE Review

- After the district Consolidated Plan Team has completed the Data Analysis and Action Planning for each of their flagged Indicators (as well as updating any areas impacted by this effort), the final step is to input this information into these respective sections (i.e., Data Analysis (Prompts) and Action Plan) for each flagged Indicator on their SPR&I dashboard.
4. When you click on the blue header it opens the text box (Note: opening one Prompt opens all the Prompts for that Section).

5. The district can either copy and paste or enter directly their Data Analyses (and supporting evidence) -- along with any hyperlinks to district resources -- into the text box. Please note: an alternative to providing ODE access to the district’s Consolidated Plan support materials is to send these via email attachment to your county contact.

6. While not required for Indicators that meet requirements, in support of an integrated approach to Consolidated Plan development, information can be inputted into any Prompt.

1. Click on Responsible Person text box and enter name(s). Click on Anticipated Completion Date text box and select date from calendar.

2. The district can either copy and paste or enter directly their Action Plans (and supporting evidence) -- along with any hyperlinks to district resources -- into the text box.

3. Click “Add Activity” to open additional windows for Data Analyses that warrants additional goals and/or policy revisions and activities, additional Responsible Persons, and Anticipated Completion Dates.
Step Four: ODE Review and Scoring

- Once the district’s Consolidated Plan has been submitted and the deadline for Consolidated Plan submissions has passed, ODE will begin its review and scoring process per the SPR&I Consolidated Plan: Scoring Rubric posted on the SPR&I Consolidated Plan webpage.

- Following ODE review, the SPR&I dashboard light(s) will be updated to reflect the status of the specific Indicator(s) and related section(s) of the district’s Consolidated Plan.
Step Five (if applicable): Revise and Resubmit District Consolidated Plan

- Districts whose initial Consolidated Plan submission needs revision will be contacted by their County Contact for the purpose of providing additional guidance and/or technical assistance.
- Upon completion of the district’s revised Consolidated Plan, the district will need to resubmit the applicable Data Analysis and/or Action Plans for the respective Indicator(s) via their SPR&I dashboard.
- Following ODE review, the SPR&I dashboard light(s) will be updated to reflect the status of the specific Indicator(s) and related section(s) of the district’s Consolidated Plan.
APPENDIX A

The following provides more detailed instructions, as well as best practices resources, in support of the district Consolidated Plan team’s **Data Analysis and Action Planning** related to the Indicator(s) in each Section of the district Consolidated Plan.

### SECTION 1 – COLLEGE AND CAREER READY INDICATORS

- B14 (P) – Post-School Outcomes
- B13 (C) – Secondary Transition Components of IEPs
- B1 (P) – Graduation
- B2 (P) – Dropout

#### B14 – Post-School Outcomes

**INSTRUCTIONS:**
- This is a performance Indicator and slippage must be addressed within the Action Plan.
- For each goal, identify an intervention and activity(-ies) and/or policy revision to address the flagged area(s). One goal may address flagged areas across multiple Indicators.
- To access the district’s PSO application and data, use the following link: [https://district.ode.state.or.us/apps/SpedPSO2/Default.aspx](https://district.ode.state.or.us/apps/SpedPSO2/Default.aspx)
  - If unable to access the PSO application, contact your district’s security administrator using the following link: [https://district.ode.state.or.us/apps/login/searchSA.aspx](https://district.ode.state.or.us/apps/login/searchSA.aspx)
- If you have questions or need technical assistance to navigate the PSO collection, please contact James Foutch at James.Foutch@ode.state.or.us.

#### BEST PRACTICES / RESOURCES / TOOLS:

#### B13 – Secondary Transition Components of IEPs

**INSTRUCTIONS:**
- This is a compliance Indicator and non-compliance must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.
- **Steps to generate the PCR reports:**
  - Start at the district **Dashboard** and select the preferred **school year**.
— Using the navigation bar near the top, select the “**SPED**” tab for a drop-down of choices and select the **“Report”** option.
— From the list of reports provided, select report type **“Other – Compliance Status by Standard Detail”** and hit the **“Generate Excel Report”** button.
— Using the excel report provided, filter Column A by selecting only the following transition standards: 16, 22, 23, 28, 34, 36, 37 and 38.
— Once filtered, review compliance status for the SSID numbers of the students who required transition components in their IEPs.
— Repeat to obtain reports from additional years.
— If assistance is needed obtaining these yearly reports, contact your district’s assigned ODE County Contact.

**BEST PRACTICES / RESOURCES / TOOLS:**


**B1 – Graduation & B2 - Dropout**

**INSTRUCTIONS:**

- These are performance Indicators and slippage must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.

**BEST PRACTICES / RESOURCES / TOOLS:**

- National Dropout Prevention Center/Network – http://ndpc.sites.clemson.edu/customized-seminars/effective-strategies-increasing-graduation-rates
- National Dropout Prevention Center/Network – http://dropoutprevention.org

**SECTION 2 – EQUITY AND DISPROPORTIONALITY INDICATORS**

- **B4a (P)** – Rate of Suspension and Expulsion
- **B4b (C)** – Suspension and Expulsion by Race/Ethnicity
- **B9 (C)** – Disproportionate Representation in Special Education
- **B10 (C)** – Disproportionate Representation in Specific Disability Categories
- **B5 (P)** – Education Environments (Placement in Least Restrictive Environment)

**B4a – Rate Suspension and Expulsion**

**INSTRUCTIONS:**

- This is a performance Indicator and slippage must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.
BEST PRACTICES / RESOURCES / TOOLS:
- Northwest PBIS Network - http://pbisnetwork.org/

B4b – Suspension and Expulsion by Race/Ethnicity
INSTRUCTIONS:
- This is a compliance Indicator and non-compliance must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.

BEST PRACTICES / RESOURCES / TOOLS:
- Northwest PBIS Network - http://pbisnetwork.org/

B9 – Disproportionate Representation in Special Education
B10 – Disproportionate Representation in Specific Disability Categories
INSTRUCTIONS:
- These are compliance Indicators and non-compliance must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.

BEST PRACTICES / RESOURCES / TOOLS:
Consolidated Plan User Guide

- National Center for Restructuring Education, Schools and Teaching (NCREST) - http://www.tc.columbia.edu/ncrest/ (provides various publications and project summaries on the restructuring of the educational system)
- TESOL International Association - https://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-2-issue-3-(september-2005)/difference-or-disability- (Language Difference vs. Disability) – numerous resources from various other organizations

B5 – Education Environments (Placement in Least Restrictive Environment)

**INSTRUCTIONS:**
- This is a performance Indicator and slippage must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.

**BEST PRACTICES / RESOURCES / TOOLS:**
- Center for Parent Information and Resources – http://www.parentcenterhub.org/repository/placement-lre/
- U.S. Department of Education (ED) (2017) – Question-and-answer document which clarifies the scope of a free appropriate public education (FAPE) (Q&A document). Among other things, the Q&A document explains how FAPE is currently defined and clarifies the standard for determining FAPE.

SECTION 3 – STATEWIDE ASSESSMENT INDICATOR

- B3 (P) – Assessment (English Language Arts and Mathematics)
  - Participation
  - Performance

**INSTRUCTIONS:**
- This is a performance Indicator and slippage must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.
- Districts are flagged if they do not meet the participation and/or performance targets for English Language Arts and Mathematics for each grade band (ELEM, MS and HS).

**BEST PRACTICES / RESOURCES / TOOLS:**
INSTRUCTIONS:
- This is a compliance Indicator and any non-compliance must be addressed within the Action Plan.
- Identify at least one goal, one activity or one policy revision to address the flagged area(s). One goal, activity/intervention or policy revision may address flagged areas across multiple Indicators.
- An initial evaluation must be completed within 60 school days from parent consent except as defined in OAR 581-015-2110(5)(c - Exceptions) & (d - Transfers).
- An evaluation team cannot stop the evaluation process because the team needs more time to complete all the components of the evaluation (such as obtaining a Medical Statement). An evaluation team cannot determine that the student is not eligible prior to the 60th day, only to meet on the same day or a couple days later to sign another consent for evaluation to obtain an additional 60 days to complete the process.
- The above mentioned “Stopping and Starting” scenario is not an allowable practice of the evaluation process under Child Find and evaluation requirements.

BEST PRACTICES / RESOURCES / TOOLS:
The following documents are located on the ODE Child Find website:
  - Child Find Q and A
  - 2017-2018 Child Find Form 581-015-1356-D
  - Child Find: 60-day Time Line COSA Presentation Power Point
  - 2017-2018 SECC Data Manage User Guide
  - 2017-2018 Child Find File Format
  - How to Request a Single Secure Student ID (SSID)
  - ODE Video Training
- Develop a building level and district level tracking system for all evaluations
- Identify a point person on the evaluation team to facilitate the completion of the evaluation; frequent communication should occur between all team members
- Identify a qualified secondary evaluator that can step in to complete the evaluation in the event that the primary evaluator becomes unavailable.
APPENDIX B

Consolidated Plan: Frequently Asked Questions

1. **Where are the materials posted to download and review?**
   All resources supporting districts Consolidated Plan efforts are located on the SPR&I Consolidated Plan webpage:
   - **SPR&I Consolidated Plan Template**
   - **SPR&I Consolidated Plan: User Guide**
     *This document includes instructions, best practice resources, and an FAQ section to assist districts in completing their Consolidated Plans.*
   - **SPR&I Consolidated Plan: Scoring Rubric**
     *This rubric is used by ODE to review district Consolidated Plans.*
   - **SPR&I Consolidated Plan – Webinar**
     *ODE recommends district Consolidated Plan teams review this recorded webinar--especially members who are new to the team and/or this process--prior to the review and update of their current Consolidated Plans.*

2. **What suggestions does ODE have for a SPED director or team member who is new to the SPR&I Consolidated Plan?**
   - New SPED directors are encouraged to connect with their ODE-assigned county contact.
   - New SPED directors and teams members are encouraged to attend the applicable Fall SPR&I Training and Fall Special Education Conference sessions as well as review the “Steps” delineated under the Consolidated Plan Data Analysis and Action Plan section of this User Guide.

3. **Do districts complete the entire Data Analysis and Action Plan or only the sections which include the Indicators for which the district was flagged?**
   Districts are required to complete the Data Analysis and Action Plan for all flagged Indicators and are encouraged to note progress for those Indicators previously flagged or impacted by current flagged areas.

4. **Can districts use another format to complete our Plan or must we submit online?**
   Districts are required to submit their Consolidated Plans online via the SPR&I dashboard.

5. **When is the Plan due, what is actually due on this date, and what is the duration of the Plan?**
   District Consolidated Plans are due annually in June with an implementation window of September to June.
6. If this is a three-year Plan and districts only completed sections for those Indicators they were flagged for the previous year, what happens the following year if the district gets flagged for a different and/or the same Indicator? Do districts need to add a new section to the Plan for the Indicator that was flagged?

The Consolidated Plan is a three-year Plan with annual progress monitoring and update opportunities. Districts will only be flagged if their data indicates slippage or non-compliance. The following examples address both performance and compliance Indicators scenarios:

**Performance:**
- District A was flagged the previous year for B5 and completed the corresponding section of the Plan. During the current school year, District A has now met the targets for B5. ACTION – District A should note progress for Indicators previously flagged.
- District B was flagged in the previous year for B5 and completed the corresponding section of the Plan. During the current school year, District B did not meet the target and did not have slippage. ACTION – District B should note progress for Indicators previously flagged.
- District C was flagged in the previous year for B5 and completed the corresponding section of the Plan. During the current school year, District B did not meet the target and had slippage. ACTION – District C reviews and updates both the Data Analysis and Action portions of the Plan.
- District D was not flagged in the previous year for B5 and was not required to complete the corresponding section of the Plan. During the current school year, District D was flagged because it did not meet the target and/or had slippage. ACTION – District D completes the Data Analysis and Action portions of the Plan for the appropriate section.

**Compliance:**
- District A was flagged the previous year for B11 and completed the corresponding section of the Plan. During the current school year, District A met the target with 100% compliance. ACTION – District A should note progress for Indicators previously flagged.
- District B was flagged the previous year for B5 and completed the corresponding section of the Plan. During the current school year, District B had non-compliance. ACTION – District B reviews and updates both the Data Analysis and Action portions of the Plan.
- District C was not flagged the previous year for B11 and was not required to complete the corresponding section of the Plan. During the current school year, District C was flagged because it had non-compliance. ACTION – District C completes the Data Analysis and Action portions of the Plan.

7. Prior to submitting the Plan, do all the goals and/or policies with activities need to be broken down annually for the three years of the Plan?

Districts have the flexibility to identify annual goals and/or policy revisions with activities and/or identify a long-term goals and/or policy revisions with activities that they will report progress on annually. District teams will be asked to evaluate their Plans annually, but changes to the Plan’s goals and/or policy revisions with activities will only be required if the district’s data indicates non-compliance or slippage.
8. **What are the flagging rules going forward?** During the webinar, ODE said districts would not be flagged if their data indicated progress. Flagging rules for *performance indicators* (B1, B2, B3, B4a, B5, B14) are provided under each Indicator on the SPR&I dashboard. Districts will be required to submit a new or updated Plan per these posted flagging rules. ODE does not have flexibility with regards to the *compliance indicators* (B4b, B9, B10, B11, B13). For any incidents of non-compliance, ODE is required to ensure that the non-compliance is addressed and corrected.

9. **What is the meaning of “slippage” as it applies to the flagging for the performance indicators?**
   “Slippage” is identified or defined under the Flagging Rules posted for each performance Indicator.

10. **What is the meaning of the lights on the dashboard now?**
    - **Red** – means the district has an action to complete; specifically, Indicator data analysis, updating (noting progress) and/or completing new sections of the Plan.
    - **Yellow** – means ODE has an action to complete.
    - **Green** – means no action is required by the district or ODE.