



Reimagining Oregon's Accountability System: Federal Components

Oregon Department of Education

Friday, March 22, 2024

Topics for Discussion

- Civil Rights History of Accountability
- Oregon's Accountability Ecosystem (Primary Federal Components)
 - IDEA
 - Federal Title Programs
 - Tribal Consultation
 - Perkins/CTE

We are sharing information about federal accountability not to center it in a hierarchy, but to ground our conversation in the historical order of events.

Breakout Instructions

Instructions for Breakout Rooms

Total time: 10 minutes

- Locate your breakout room, starting on the next page.
- Find a “spot” and make sure to label it using a phrase, word, or your name.
- Write silently in your “spot” for 2-3 minutes
- Share with each other for 7 minutes

Guiding Questions:

1. What lingering questions or wonderings do you have? What is on your mind right now?
2. What is one thing that you just learned?

Cultivating the space



Trust is earned - and let's attempt to move in conversation like we've got several years working together already behind us.

Engage tension, don't indulge drama.

Listen to your gut!

Share space - help collectively balance the insights of verbal and quick processors with the wisdom of those who might appear more reticent.

Confidentiality - this is not a social-media space. Lessons can be shared but leave the details.

Dialogue, not selling - let's converse not pitch.

Assume best intent, attend to impact

Pay attention (neighbors, yourself, group process and dynamics)

We are committed to centering children and families

The desired outcome of any conversation around accountability in education is to ensure resources are appropriately, effectively, and efficiently utilized to produce successful outcomes and experiences for students.



Civil Rights History

Accountability: History and Inflection Points

1965: Elementary and Secondary Education Act (ESEA) passed as part of a raft of Civil Rights legislation

1975: Origins of IDEA (Individuals with Disabilities Education Act)

1979: Guidelines for Eliminating Discrimination and Tracking in Vocational Education Programs established the Method of Administration for monitoring Civil Rights in CTE

1981-1988: A Nation At Risk Report, shift in state role

1994: Improving America's Schools Act (IASA), Charter Schools, PD, expanded services

1989-2000: *Standards-based reform*

2001-2015*: NCLB, Test-Based Accountability, Competitive Grants Prescriptions

2015: Every Student Succeeds Act (ESSA), Oregon passes HB 3499

2019: Oregon's Student Success Act - HB 3427

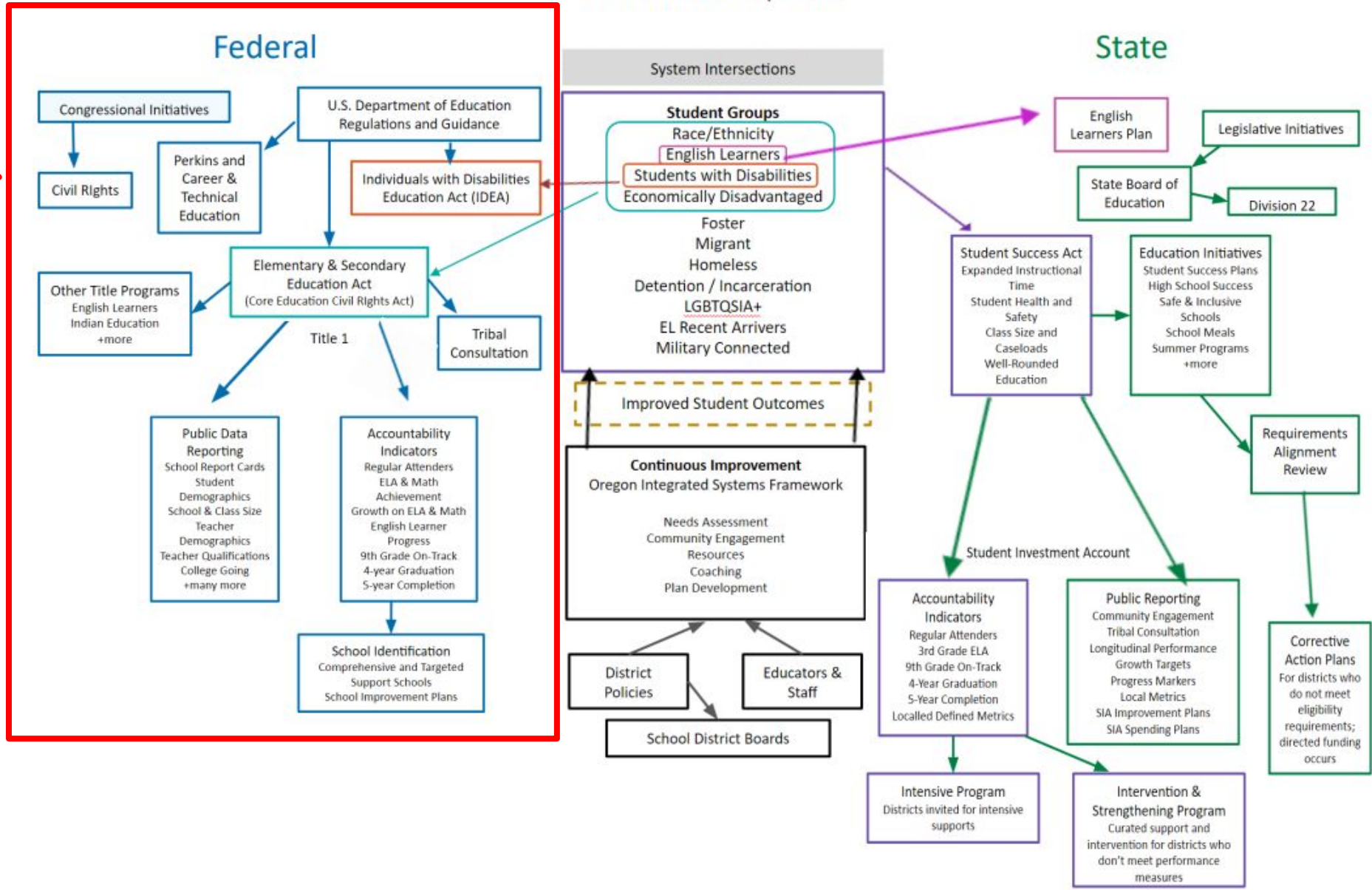
2023: Workgroup Review of Oregon's Accountability Framework (HB 2656)

Essential Question: What is a high-quality and meaningful education and who has responsibility to ensure that each and every student in each community is engaging in that kind of learning?

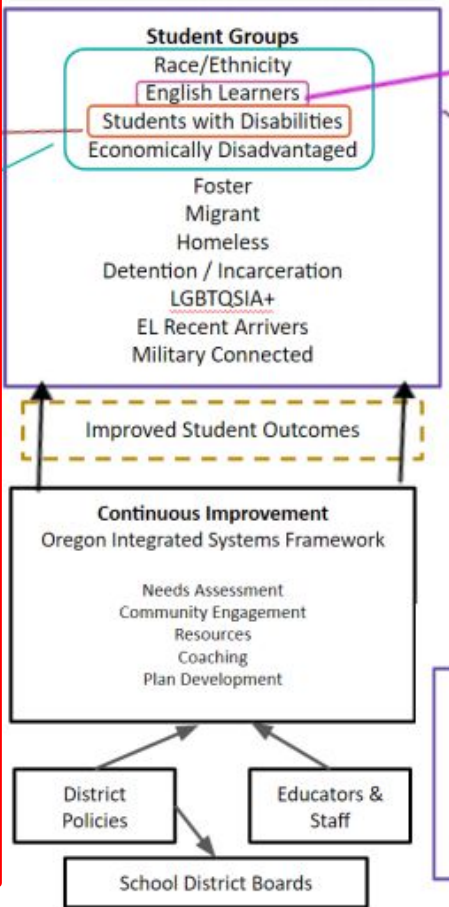
Oregon's Accountability Ecosystem

Partial List of Components

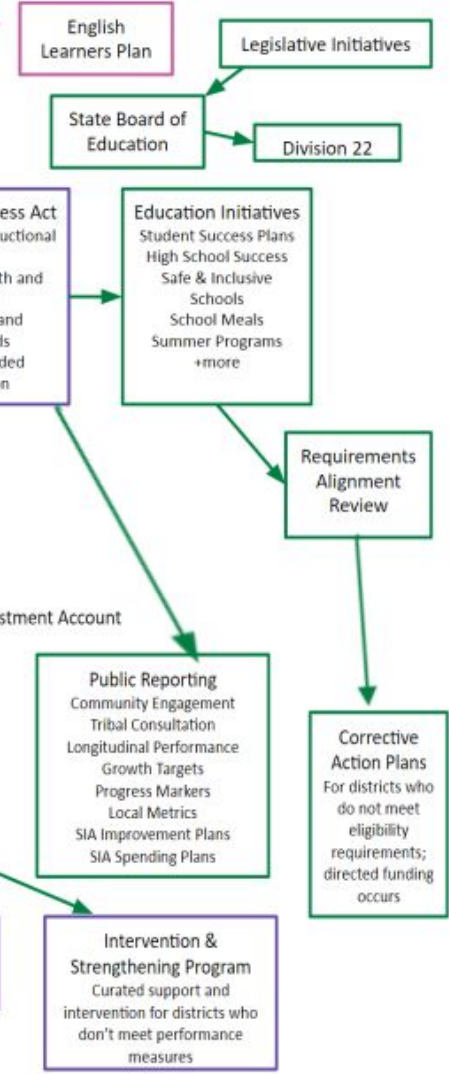
Our Focus Today: Federal



System Intersections



State





Federal Accountability

ESSA Accountability Overview

- Requires the development of a statewide accountability plan that includes Tribal Consultation
- Requires state learning standards and assessments in each grade in reading/language arts in grades 3-8 and one grade in high school (once per grade band in Elem/Middle/High schools for science)
- Requires states to report district and school attainment of accountability indicators, by race/ethnicity, poverty, IEP status, and English learner status
- Accountability indicators include academic information and elements of school quality and student success
- This information must be used by the state to identify schools that require support



Every Student Succeeds Act (ESSA)



Requires states to identify schools for additional supports that have low overall outcomes/graduation rates or significant outcome gaps.

- Comprehensive Support and Improvement (CSI) - Entire School:
 - Title 1 schools with low outcomes for the school as a whole
 - All high schools with graduation rates below 67%
 - Identified once every three years; most recently in 2022
- Targeted Support and Improvement (TSI) - Focal Student Groups:
 - Any schools with low outcomes for one or more student groups
 - Identified annually

Federal and State Authority

Federal Authority	State Authority
Tribal Consultation	<ul style="list-style-type: none">● Go above and beyond
Disaggregated Reporting and Requirements	<ul style="list-style-type: none">● Go above and beyond
Academic Indicators	<ul style="list-style-type: none">● Content Standard Adoption● Proficiency Requirements
School Quality/Student Success Indicators	<ul style="list-style-type: none">● Selection of Indicators
CSI/TSI Identification (identification of schools that need support)	<ul style="list-style-type: none">● How the identification process is implemented and what resources are identified





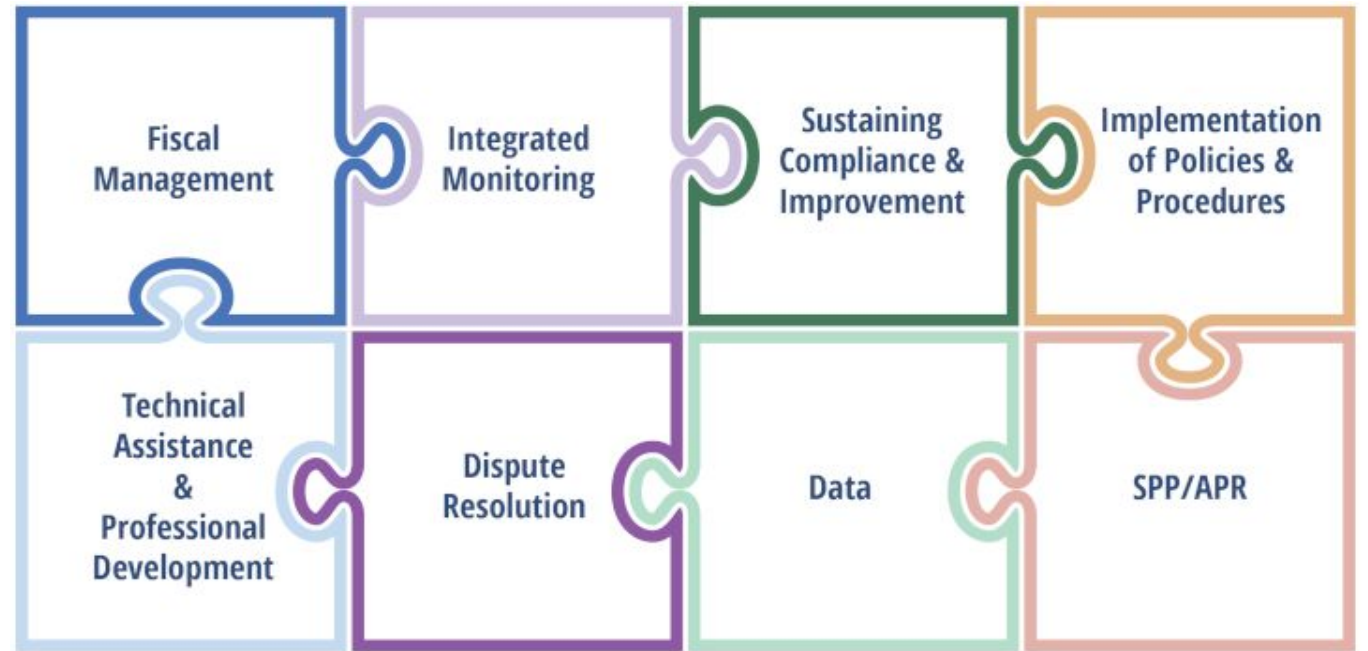
Disability Civil Rights & The Individuals with Disabilities Education Act

Disability Civil Rights

The ADA, Section 504 of the Rehabilitation Act, and the IDEA

- Federal and state laws prohibit discrimination based on disability and require public school districts to provide reasonable accommodation to provide equitable access.
 - School districts have primary responsibility for ensuring that discrimination does not occur.
 - ODE provides technical assistance, resources, and support for districts related to complying with these requirements, but only has authority to investigate discrimination complaints on appeal.
 - The federal Office for Civil Rights can also take initial complaints of disability discrimination.
- The Americans with Disabilities Act (ADA) guarantees equitable access and Section 504 of the Rehabilitation Act establishes a right to a free appropriate public education, but neither authorize any specific accountability framework or process towards these outcome goals.
- IDEA goes one step further by requiring general supervision.

The Individuals with Disabilities Education Act (IDEA) & Oregon's System of General Supervision



“ODE supports districts and programs to implement IDEA requirements with a focus on the indicators that will equitably improve student outcomes and dismantle systemic racism. ODE provides a coherent, responsive system to determine, in partnership with districts and programs, what supports are needed to improve student outcomes while meeting compliance.”

Oregon General Supervision Framework, September 2022



Federal Title Programs

Title Programs

Purpose of Elementary and Secondary Education Act (ESEA, reauthorized as Every Student Succeeds Act)

- Civil Rights law that provides resources ensuring that students ages 0-22 are seen, supported, engaged, and have access to academically enriching curriculum that prepare them for life.
- Programs provide resources to support focal student groups (navigating poverty, migrant, multilingual, foster care, etc) as well as wrap around services for educators and students.
- Funding is provided via federal pass through or a competitive process to districts and/or ESDs.
 - Learn about the 10 Title programs in our [Programs Overview Brief](#)

Accountability in Title Programs

Accountability is enforced through transparent public reporting and monitoring of grantee activity

ESSA includes multiple public reporting and data requirements in addition to the accountability indicators. **The following must be included on state, district, and school report cards:**

- Student learning and outcomes
- Progress towards attainment goals (academic learning and graduation)
- Professional qualifications of the educators
- Per-Pupil Expenditures by source of funds
- Number of students participating in state assessments, including alternate assessments
- Federal Civil Rights Data Collection (includes discipline rates, absenteeism rates, access to advanced courses, etc.)

Resources

[ODE Briefs on Federal Programs](#)

[Reporting Brief](#)

Accountability in Title Programs

Title accountability is enforced through:

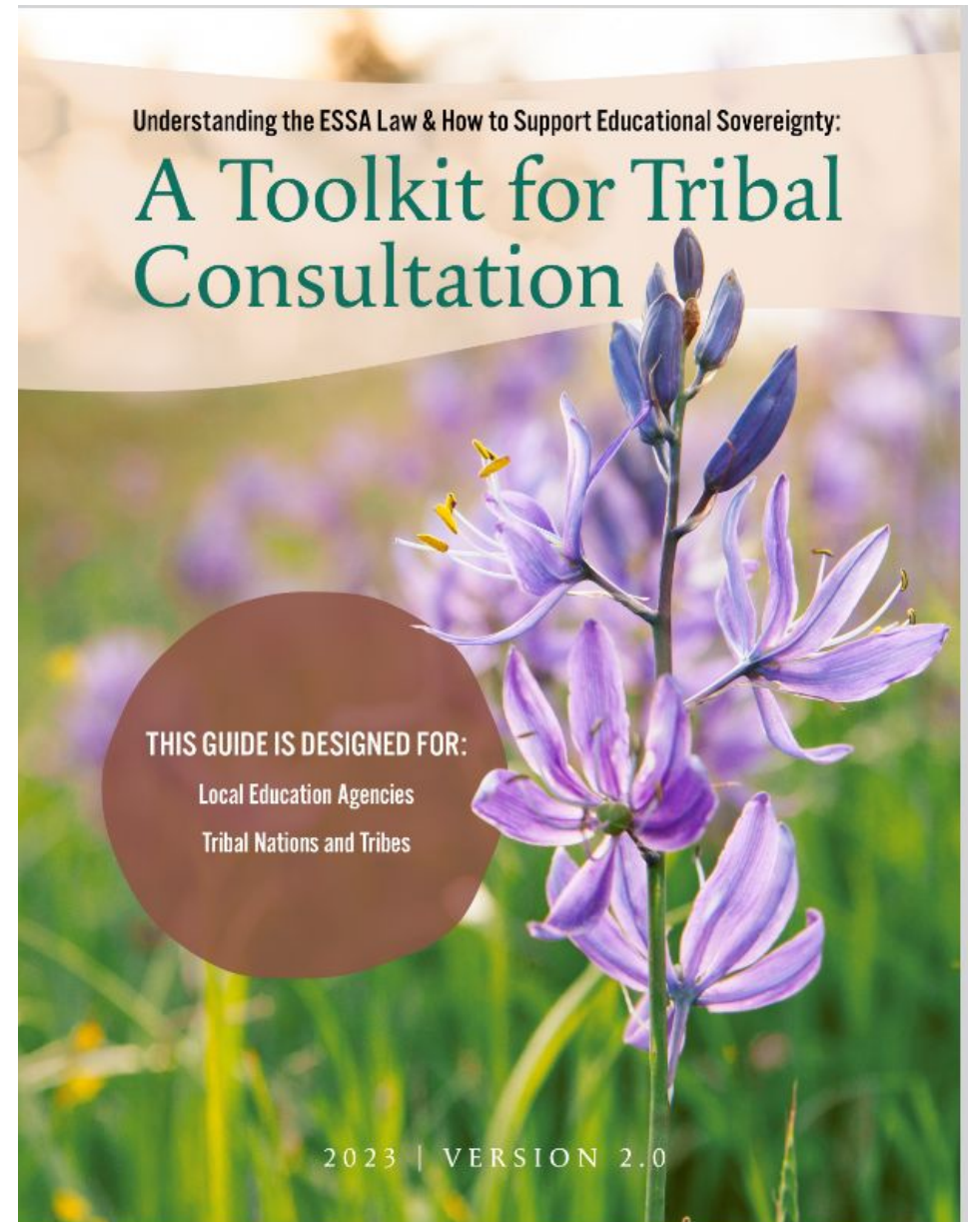
1. Approving budgets where grantees are using evidence based strategies
2. Programmatic monitoring & fiscal review
3. Data collections and public reporting



ESSA Tribal Consultation

“Tribal consultation is a process of weaving: in government-to-government consultation, representatives from two nations come together to weave strong programs, plans, and initiatives that support their peoples and their collective interests.”

-Oregon Tribal Consultation Toolkit



Tribal Consultation

Government to Government Tribal Consultation Definition

- Consultation is an active process between tribal appointed officials (or representatives of tribal officials) and the ODE Deputy Superintendent or his/her/their designee before a decision is made. Consultation is an integral part of ODE's decision-making process addressing the interests of a tribe and any potential impact agency actions may have on tribes. This process considers the scope, scale, and degree of tribal implications - defined as an ODE action (e.g. regulations, rules, legislative proposals, policies, guidance documents, directives, and other policy statements) - having substantial direct effects on one or more tribes; on the relationship between ODE and tribe; or on the distribution of power and responsibilities between the ODE and tribe.

LEA and LEA-C Tribal Consultation Outlined in ESEA 8538, as Amended by ESSA

- Districts and District Consortiums that receive Title VI Indian Education grant awards of more than \$40,000, or LEAs whose student body is at least 50% AI/AN must also engage in Tribal Consultation for –
 - SEA-Administered Title Funds (Title 1, Part A, Title 1, Part C, Title 1, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, & Title V, Part B)
 - Federally-Administered Title Funds (Title V-B and Title VI-A)
 - Integrated Guidance Application

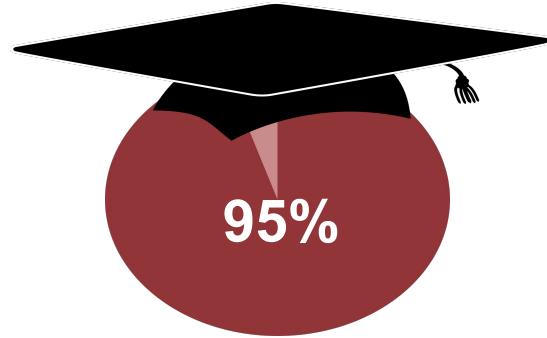


Perkins/Career Technical Education (CTE)

Accountability for CTE

Student Outcomes

Graduation



Non-traditional
by Gender



Academic
Achievement

Math
Language Arts
Science

Work-based
Learning



Postsecondary
Placement

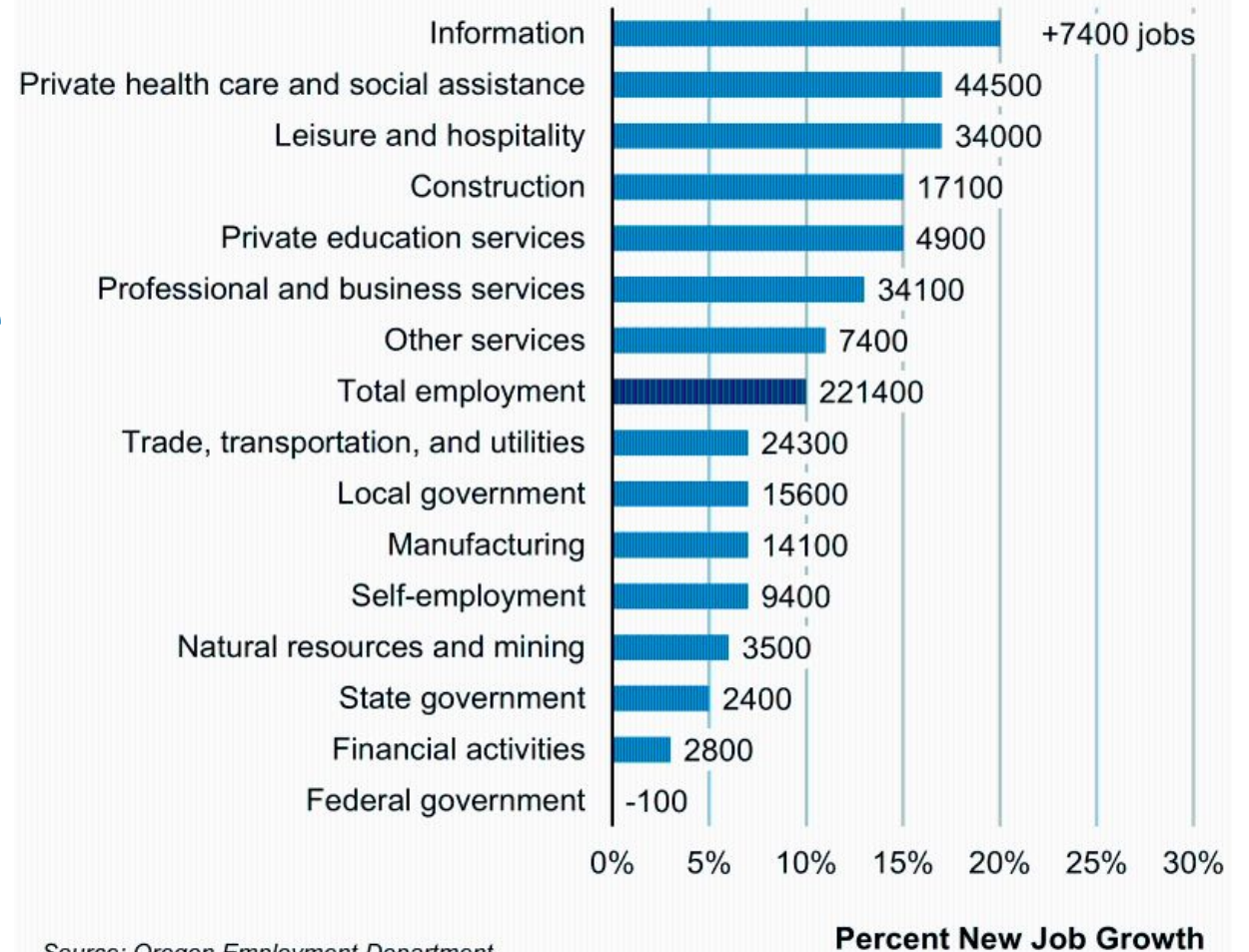


Accountability for CTE

CTE Program Design

- Tied to Labor Needs
- Span K-12 and College
- Teachers with Industry Experience
- Industry Involvement
- Industry standards and skills
- Integrate Academic/Technical
- Career Advising
- Student Leadership

Information Leads Long-Term Employment Growth
Oregon Industry Projections, 2022-2032



Source: Oregon Employment Department

CTE Funding Federal vs. State

Federal “Perkins” Funding

\$31 Million

(Split 50/50 Secondary/Postsecondary)



Photo: Courtesy of Creswell HS Automotive

State Funding

\$17.3 Million Dedicated

Additional Related Funding: High School Success, STEM



Photo: Thurston DECA Opening School Based Business

Housekeeping & Assignment

- Survey for any questions/feedback.
- Confidentiality of membership information.
- Our webpage will go live this month.
- Google folder.
- We will share the links to the documents from today.
- **April 19, 2024 meeting time will change from 3 - 5pm to 1 - 3pm**
 - **The presentation portion of the meeting will be recorded**
- Next meeting is April 5, 2024 from 3 -5pm.