



# Oregon's Current Accountability Ecosystem

*May 2024*

## **This document includes:**

Section 1: Background

Section 2: Oregon's Current Ecosystem

Section 3: Accountability System Components

## Section 1: Background

### Purpose

This document was developed by staff at the Oregon Department of Education (ODE) to describe the current status of Oregon's "accountability ecosystem<sup>1</sup>." This description of the way things are now supports efforts to reflect, evaluate, compare, and contrast with other state and national accountability frameworks. The hope is that this document assists in the development of recommendations or improvements to better serve Oregon's diverse student population, educators, and communities.

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<sup>1</sup> Ecosystem in this context can be described as a complex network or interconnected system of education legislation, policies and initiatives.

## Defining Accountability

There is not a single definition for accountability. One of the challenges in describing the current state of accountability in Oregon is that the phrase means different things to different people. Governor Kotek and Dr. Charlene Williams have provided clarity on the record that 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.**

A *working definition* is that accountability for Oregon’s K-12 education systems describes the policies, levers, metrics, interventions, and reporting that guide improvements in the effectiveness, quality, consistency, efficiency, and credibility of implementation in service of all students in Oregon.

Accountability is perceived by some as having to deal with the consequences of one’s actions. In education systems, it is often focused on sources of academic performance data. Academic outcomes are critically important to monitor, but in isolation, are not sufficient in accounting for the health of district systems and schools, or the needs, strengths and desires of our educational communities. That is why ODE’s definition of accountability takes a broader view. It recognizes the need to be understood in a larger context that also includes the programs and laws ODE administers.

As illustrated in the graphic that follows, one aspect of accountability includes corrective action; however there is a continuum of resources, supports and expectations that ODE leverages to help districts live into accountability.



Integrity is at the heart of accountability. Are we all, as a learning community, doing everything that we can to support and sustain student learning? This is a collective commitment that requires shared responsibility and commitment from the Legislature, ODE, all of Oregon’s districts, and Oregon’s communities.

## Relevant Context

### ODE’s Vision, Mission and Values

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**Vision** - Every student will have access to and benefit from a world class, well-rounded, and equitable educational system.

**Mission** - The Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

**Values:** Integrity, Accountability, Excellence and Equity

**Oregon Districts, Schools and Student Population**

Oregon’s public K-12 education system includes 197 districts, 19 regional education service districts (ESDs), and nine federally recognized tribes. Out of the 197 school districts, the majority are small and rural, making the support from regional ESDs a critical factor. Smaller or more rural school districts experience nuanced complexities including impacts on resource distribution, the capacity to provide local support mechanisms for students, and an additional level of administrative burden.

There are currently 552,380 students in public schools based on [Fall 2023 enrollment data](#).

Racial and ethnic data within federal reporting categories are provided in Table 1.

Table 1

Count and Calculation	American Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islander	Black / African American	Hispanic / LatinX	White	Multi-Racial	Total
<b>Total for Fall 2023</b>	6,150	22,288	4,720	13,114	141,060	319,798	40,294	547,424
<b>Percentage of Each Group in Fall 2023</b>	1.12%	4.07%	0.86%	2.40%	25.77%	58.42%	7.36%	100%

Federal racial and ethnic categories do not capture the full diversity of students in Oregon. For example, federal reporting requires that all students who identify as Hispanic are reported as such, regardless of race, and that all non-Hispanic students reporting two or more races be reported as multiracial. These two categories mask the full racial identities of many students.

Table 2 shows the distinction.

- The second column indicates the racial counts that follow federal requirements.
- The last column indicates the number of students who identified with each race, regardless of other racial identifications or Hispanic ethnicity.

Table 2

Race	Federal Designation Counts	Expanded (+) Counts*
American Indian/ Alaska Native	6,150	40,943
Asian	22,288	41,754
Black/ African American	13,114	32,334
Native Hawaiian/Pacific Islander	4,720	12,885

\*Counts include students who are federally reported as Hispanic or multiracial.

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## Key Data and Trends

Key trends include:

- Graduation Rate: Oregon's spring 2023 graduation rate was 81.3% for all students and has generally been [trending upward](#) for all students and student groups over the past decade.
- Class Size: Oregon's [2022-23 State Report Card](#) shows that the statewide class size median was 22.
- Student and Teacher Demographics: In the 2022-23 school year, Oregon's students of color accounted for 41.0% of the overall population, while Oregon educators of color represented 12.9% of the overall educator population.

## ODE's Equity Strategic Plan

The Oregon Department of Education is internally organizing through implementation of an Equity Strategic Plan (ESP), a plan which extends into school districts over the coming years. This long-term work is ongoing; ODE is aware that there is a long road ahead.

The ESP has several components, including goals and objectives, as well as related strategies that will help expand the depth and breadth of understanding of equity and how to design systems that steer toward justice, including data justice as Strategy 1F.

- [ODE's equity stance](#)
- [Equity Decision Tools for School Leaders](#)
- [Community Engagement Toolkit](#)
- [Tribal Consultation Toolkit](#)

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## Data Justice Initiative

The Office of Research, Assessment, Data, Accountability, and Reporting (RADAR) is leading a data justice initiative aimed to improve what data is gathered, how it is reviewed and reported, and the lens by which it might be analyzed. A brief summary is provided here.

Data justice:<sup>2</sup>

- (1) Recognizes that mainstream/government data cannot sufficiently account for the needs, strengths, and desires of communities.
- (2) Values diverse kinds of data (i.e., not only population-level quantitative data).
- (3) Centers community-led ways of collecting, analyzing, storing, sharing, and using data as the most meaningful and impactful way for communities to be accurately represented and avoid erasure.
- (4) Always views data to be in the service of catalyzing change and supporting community self-determination, rather than record-keeping and/or fulfilling agency-level requirements/agendas (e.g., compliance, funder guidelines, advancing programmatic initiatives, publicly reporting outcomes).

It must be noted that the goals of Data Justice are sometimes hampered by the context of our fiscal and administrative responsibilities as a state agency.

The Office of RADAR has designed an initial research and data architecture that will be refined and implemented with feedback from internal staff and education and community partners that will help the agency infuse data justice principles into our data collection, maintenance, analysis, and reporting practices.

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<sup>2</sup> Based on the Oregon Health Authority Factsheet, retrieved from <https://www.oregon.gov/oha/EI/REALD%20Documents/Data-Justice-Fact-Sheet.pdf>.

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## Accountability Governance

### State Governance

Governance is a commitment to ensure accountability, transparency, diversity and fairness through the structures, customs, policies, rules and programs that affect the way people direct, administer and manage work. Accountability systems for education have different governance structures, depending upon the source of the accountability authority. Listed below are the governance structures and history of state and federal accountability.

### Oregon State Legislature

State accountability begins with the Oregon State Legislature. As identified in ORS 329.025, it is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system.

The Oregon State Legislature:

- Approves ODE's budget and the State School Fund;
- Votes on legislation impacting ODE, statewide enterprise and Oregon's 197 school districts.
- (in some cases) Directs the State Board of Education to create rules for their implementation.

The legislature has also created a system of State Accountability Governance:

#### *State Board of Education*

The State Board was created in 1951 by the Oregon Legislature and is staffed by the Oregon Department of Education. Their formal responsibilities can be found in ORS 326.051 and include setting educational policies & standards for Oregon's K-12 education system. The Legislative Assembly allows the State Board, alongside more local partners, to be accountable for the development and improvement of Oregon's public school system (ORS 329.025). State Board members are appointed by the Governor and confirmed by the Oregon Senate (ORS 326.021). State Board meetings are streamed, recorded, and open to the public.

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### *Oregon Administrative Rules*

Oregon administrative rules (OARs) are the codified laws of the State of Oregon, and are created by most agencies, boards and commissions to implement and interpret their statutory authority (ORS 183.310(9)). The State Board is the body authorized to adopt OARs for the general governance of public K-12 education (ORS 326.051). Through the ODE Director, the State Board oversees the development of Oregon Administrative Rules by ODE staff.

The rules contained in Chapter 581, Division 22 of Oregon Administrative Rules (OARs) are the educational standards that the Oregon Legislature or the State Board has determined must be met in order to be a standard school district. Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a baseline level of service.

### *Rules Advisory Committee*

Following the passage of the Student Success Act, and to assist with the development of OARs, ODE has created the [Rules Advisory Committee](#) (RAC). RAC membership includes school leadership, licensed and classified school staff, student and parent voice, culturally specific and community-based organizations, education service districts, tribal voices, and state education partners. The RAC does not make formal decisions nor formal recommendations.





## Section 2: Oregon's Current Ecosystem

### Visualizing the larger ecosystem of accountability as it currently exists

ODE administers a broad array of state and federal programs aimed at improving student outcomes. Taken together, they can be seen as both complementary and sometimes almost incoherent parts of a whole. We've used the term "ecosystem" because each initiative and the districts and partners involved are interconnected.

The graphic on the following page offers an illustration of how these programs connect and relate to each other and are the components of Oregon's current accountability ecosystem.

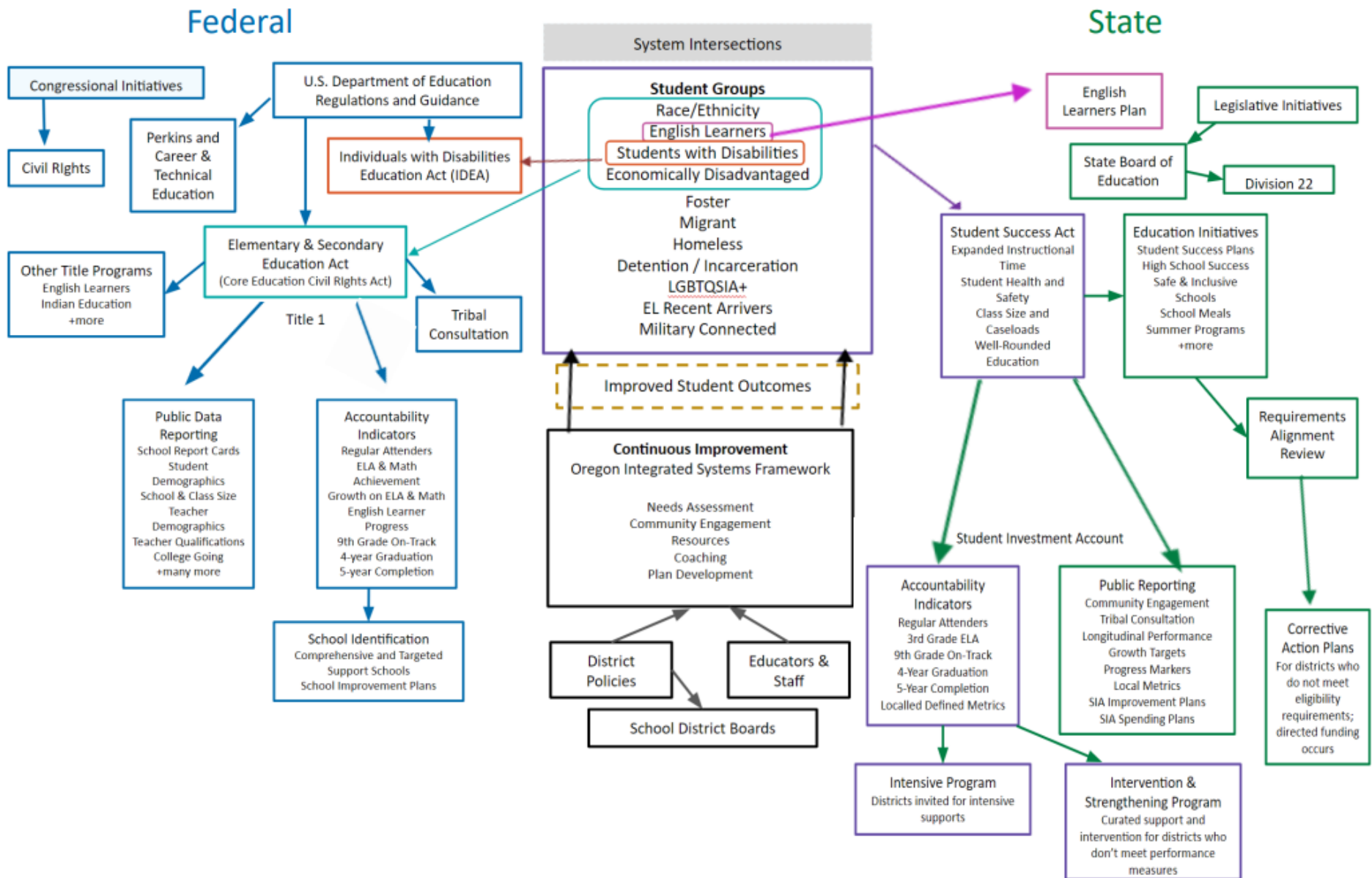
The graphic display is broadly divided into Federal components (in blue) and State components (in green), though there are in fact overlaps between the two and some of the highlighted components touch on both state and federal requirements.

At the heart of the graphic, and our Accountability Ecosystem, are the focal student groups whom different initiatives are designed to serve, with nested boxes identifying which groups are central to ESEA, for example (race/ethnicity, multi-lingual learners, students with Individual Education Plans (IEPs), and students experiencing poverty), while the Student Success Act includes these student groups and adds seven additional focal student groups based on their experiences (foster, migrant, homeless, detention/incarceration, LGBTQ2SIA+, English Learners, and Recent Arrivers).

Legislative initiatives from Congress and Oregon's State Legislature often influence our ecosystem in ways that are not possible to predict; the graphic conveys them as hovering above the components with indeterminate lines to demonstrate unknown influence.

# Oregon's Accountability Ecosystem

## Partial List of Components



# Section 3: Accountability System Components

## Understanding the Component Parts of the Ecosystem

This section briefly describes each of the accountability systems and related programs that are the responsibility of ODE. These initiatives are grouped by federal and state authority.

Initiative or Legislation	Authority	Details and Accountability Factors
<b>Division 22 Standards and Assurances of Requirements</b>	State	<p>Division 22 are the educational standards that the Oregon Legislature or the State Board has determined must be met in order to be a standard school district. The Division 22 Standards can be found on the <a href="#">Secretary of State’s Oregon Administrative Rules Database</a>.</p> <p>Compliance with the Division 22 Standards ensures every student in Oregon public schools is provided with a baseline level of service. The State Board has urged ODE to explore additional options for clear and enforceable agency oversight, and to develop a process and timeline for standards review with an equity lens. This includes immediate efforts to ensure the Division 22 Assurances Process is agile, interactive, and rooted in equity, and efforts to consider how Division 22 or similar authorities can be used to more responsively address discrimination and bigotry in Oregon’s school systems.</p>
<b>Student Success Act (SSA)</b>	State	<p>The <a href="#">Student Success Act</a> is expected to invest approximately \$2.35 billion in Oregon education every two years. Of those funds, approximately \$700 million goes into the State School Fund and the remainder is distributed into three accounts: the Early Learning Account, the Student Investment Account and the Statewide Education Initiatives Account.</p> <p>The Student Success Act includes \$200 million to enhance the State School Fund (SSF), with the remaining funds primarily divided among three key accounts:</p> <ul style="list-style-type: none"> <li>● A Student Investment Account (at least 50%)</li> <li>● An Early Learning Account (at least 20%)</li> <li>● A Statewide Education Initiatives Account (up to 30%)</li> </ul>

<b>Statewide Education Initiatives</b>	State	<p>The Statewide Education Initiatives Account (SEIA) gets up to 30 percent of the money in the Student Success Fund. This will pay for the creation of new programs or expansion of existing programs at the Oregon Department of Education. These programs are</p> <ul style="list-style-type: none"> <li>● <a href="#">African American/Black Student Success Plan</a></li> <li>● <a href="#">American Indian/Alaska Native Student Success Plan</a></li> <li>● <a href="#">Latino/a/x &amp; Indigenous Student Success Plan</a></li> <li>● <a href="#">LGBTQ2SIA+ Student Success Plan</a></li> <li>● <a href="#">Native Hawaiian/Pacific Islander Student Success Plan</a></li> <li>● Refugee and Immigrant Student Success Plan (<a href="#">SB 1532</a> - newly passed)</li> <li>● <a href="#">School Meal Program Expansions</a></li> <li>● <a href="#">Youth Reengagement Program</a></li> <li>● <a href="#">Diversifying Educator Workforce</a></li> <li>● SIA Technical Assistance Support to ESDs</li> <li>● <a href="#">Summer Programs</a> for Title I Schools</li> <li>● <a href="#">Early Indicator and Intervention Systems</a></li> <li>● <a href="#">Accountability and Transparency</a></li> <li>● Promoting Mental Health: Safe and Inclusive Schools</li> </ul> <p>Each program is aimed at improving educational opportunities for Oregon students, especially historically underserved student groups.</p>
<b>Safe and Inclusive Schools</b>	State	<p>Charges ODE to create and support a statewide <a href="#">School Safety and Prevention System</a> which includes assistance to school districts and education service districts the prevention of bullying, harassment, intimidation, sexual violence, and acts of cyberbullying; decreasing youth suicidal behavior; implementing a multidisciplinary student safety assessment system; and promotion and use of the statewide school safety tip line established by ORS 339.329. Assistance to districts and education service districts is supported by School Safety and Prevention Specialists.</p>
<b>Intensive Program</b>	State	<p>Within the SSA, ODE is directed to, “establish an intensive program for school districts with the highest needs in the state.” <a href="#">The Intensive Program</a> is by invitation only, based on eligibility determined by the Department. School districts that accept the invitation must participate in the program for at least four years. (ORS 327.222)</p>

<b>English Learner School and District Improvement Plan (House Bill 3499)</b>	State	<p><a href="#">House Bill 3499</a> directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in our K-12 education system. If a school or district does not meet expected growth and expected benchmarks for student progress indicators and does not demonstrate implementation of the instructional practices and program improvements recognized as effective in improving outcomes for ELL students that were identified for the school district, the Agency would direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years. ORS 366.079(5)(e) The overall progress of transformation and target school districts are evaluated applying an equity lens as per <a href="#">581-020-0621</a>.</p>
<b>Youth Advisory Group</b>	State	<p>Newly created with the passage of <a href="#">SB 1552</a>, the group will be composed of youth who have experienced marginalization in Oregon’s education system, youth who serve in other advisory/leadership roles, and some professionals who support them. Section 4, Subsection (4) of the bill establishes the roles that will be performed by the youth members.</p>
<b>Complaints and Appeals Program</b>	State	<p>ODE’s <a href="#">Complaint and Appeals Program</a> enforces the following areas over which is has been given authority by law:</p> <ul style="list-style-type: none"> <li>● Anti-discrimination laws (ORS 659.850; OAR 581-021-0045 through 581-021-0047): ODE’s enforcement power derives from ORS 659.850 (prohibiting discrimination in public education) and ORS 659.855. Complaints alleging violations of discrimination law are taken on an appeal basis, which means they must be filed first with the local school district before being appealed to ODE. In interpreting ORS 659.850, ODE relies upon:           <ul style="list-style-type: none"> <li>● Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination);</li> <li>● Title IX of the Education Amendments of 1972 (prohibiting sex discrimination);</li> <li>● Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination);</li> <li>● The Age Discrimination Act and its implementing regulations.</li> </ul> </li> <li>● Restraint and Seclusion laws (ORS 339.285-339.303; OAR 581-021-0550 to 581-021-0570): ODE’s enforcement power derives from ORS 339.285-339.303. Complaints alleging violations of restraint and seclusion laws are also taken on an appeal basis.</li> <li>● Educational Retaliation: ODE’s enforcement power derives from ORS 659.852 and 659.855. Complaints of educational retaliation are also taken on an appeal basis.</li> </ul>

		<ul style="list-style-type: none"> <li>● Division 22 Standards (OAR Chapter 581, Division 22): ODE’s enforcement power derives from ORS 327.006 and 327.103. Complaints alleging violations of the Division 22 Standards are also taken on an appeal basis.</li> <li>● Religious Entanglement: ODE’s enforcement power derives from ORS 327.109 (prohibiting public schools from financially supporting or being actively involved with religious activity). Complaints of religious entanglement are taken in the first instance, the complaint does not need to be filed with the local school district before coming to ODE.</li> </ul>
<b>Sexual Conduct Investigation Program</b>	State	<p>In 2019 the Oregon Legislature adopted and the Governor signed into law <a href="#">SB 155</a> to provide additional protection for students from incidents of abuse and sexual conduct. Under that law, codified at ORS 339.270-400, ODE is required to:</p> <ul style="list-style-type: none"> <li>● Investigate allegations of suspected sexual conduct that involve a student and an individual who is a school employee, contractor, agent, or volunteer who is not licensed with the Teacher Standards and Practices Commission (TSPC). These investigations are more about personal accountability for the individuals found to have engaged in incidents of sexual conduct with students than district accountability. However, ODE also provides support and technical assistance to schools and districts as part of this program.</li> <li>● Provide verification information to education providers when they are hiring an individual as a school employee or bringing on a contractor, agent, or volunteer to provide services in schools: Education providers are required to verify with the department whether it has an ongoing investigation or a substantiated report of sexual conduct for an applicant who is not licensed with TSPC before hiring that individual as a school employee. Education providers also are required to verify with the department whether it has an ongoing investigation or a substantiated report of sexual conduct for any contractor, agent, or volunteer who is not licensed with TSPC before the education provider accepts any services from that individual. The information ODE provides through this part of the program helps to ensure that the adults coming into schools and engaging with students are not individuals who have previously engaged in this type of conduct.</li> </ul>

<p><b>Civil Rights</b></p>	<p>State and Federal</p>	<p>Enacted to prohibit discrimination in public education.</p> <p>At the federal level, Congress has enacted a number of civil rights statutes prohibiting discrimination in educational programs and activities receiving federal financial assistance. These statutes are:</p> <ul style="list-style-type: none"> <li>● Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination);</li> <li>● Title IX of the Education Amendments of 1972 (prohibiting sex discrimination);</li> <li>● Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination); and</li> <li>● Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities).</li> <li>● The Oregon Legislature has adopted laws prohibiting discrimination in public education. Under Oregon’s anti-discrimination statute, ORS 659.850, it is unlawful for a school to discriminate against a student or other person. The State Board of Education has adopted rules implementing ORS 659.850.</li> </ul>
<p><b>Integrated Guidance and Programs</b></p>	<p>State and Federal</p>	<p><a href="#">Updated 2025-27 guidance</a> integrates the following programs:</p> <ul style="list-style-type: none"> <li>● Continuous Improvement Planning (CIP)</li> <li>● Every Day Matters (EDM)</li> <li>● High School Success (HSS)</li> <li>● Student Investment Account (SIA)</li> <li>● Early Indicator and Intervention Systems (EIIS)</li> <li>● Early Literacy Success School District Grants (ELSSDG)</li> <li>● Career and Technical Education/Perkins V (CTE)</li> <li>● Career Connected Learning (CCL)</li> <li>● Federal School Improvement for Comprehensive or Targeted Supports (FSI)</li> </ul> <p>Planning Requirements include:</p> <ol style="list-style-type: none"> <li>1. Use of an Equity Lens</li> <li>2. Community Engagement</li> <li>3. Needs Assessment <ul style="list-style-type: none"> <li>a. A review of the early literacy program</li> <li>b. Review of disaggregated student data</li> <li>c. Review of prior plan</li> </ul> </li> </ol>

		<ol style="list-style-type: none"> <li>4. Consideration of District Equity Committee input</li> <li>5. Consideration of Quality Education Commission’s evidence-based best practices</li> <li>6. Consideration of the recommendations from each of the statewide Student Success Act Plans</li> <li>7. Reviewing and using regional CTE consortia inputs</li> <li>8. Tribal Consultation</li> <li>9. Examination of potential impact on focal students tied to planning decisions</li> <li>10. Development of a four-year plan with clear outcomes, strategies, and activities</li> </ol>
<p><b>Carl Perkins Career and Technical Education</b></p>	<p>State and Federal</p>	<p>The <a href="#">Oregon Career and Technical Education (CTE) State Plan</a> is a high level four-year strategic plan that integrates state and federal priorities into an implementation plan for the "Strengthening Career and Technical Education for the 21st Century Act" (commonly known as <a href="#">Perkins V</a>). Leveraging ongoing partnerships across the state, the CTE State Plan identifies actionable strategies to ensure high-quality learning that is accessible to all learners in Oregon.</p> <p>The Oregon CTE Strategic State Plan 2024-2027 will be approved by the State Board of Education and submitted to the office of Career, Technical, and Adult Education (OCTAE) by May 2024. Local grant recipients and the state must produce:</p> <ul style="list-style-type: none"> <li>● Annual reports that include progress on goals, student outcomes on performance metrics;</li> <li>● CTE Program improvements, support and recruitment of Perkins Special Populations,</li> <li>● Integration of technical and academic learning, alignment of programs to state identified needs;</li> <li>● Partnerships between secondary and postsecondary institutions; and as well as business and industry,</li> <li>● Recruitment and retention of CTE educators, and professional learning and technical assistance provided.</li> </ul> <p>Perkins Grant recipients are held accountable for student outcomes in both secondary and postsecondary programs. These State Determined Performance Levels are submitted to the Office of Career Technical and Adult Education (OCTAE) for approval and must be aligned to both Oregon's ESSA accountability measures as well as the Workforce Investment and Opportunity Measures.</p>



## Individuals with Disabilities Education Act (IDEA)

Federal

The [Individuals with Disabilities Education Act](#), as amended in 2004 (IDEA 2004-PL 108-446), is a federal law governing special education services and federal funding for eligible infants, toddlers, children, and youth with disabilities across the country. Accountability under the IDEA is addressed through each state's obligation for general supervision. General supervision in Oregon is authorized by 34 CFR § 300.149, ORS 343.041, and OAR 581-015-2015. The Federal Office of Special Education Programs requires that each state's general supervision system contains at least these eight components:

- **Fiscal Management** - Monitoring for appropriate use of IDEA funds by LEAs and EIS programs/providers.
- **Integrated Monitoring** - Processes to examine and evaluate an LEA's or EIS program's implementation of IDEA, with emphasis on results, outcomes, and compliance. Oregon uses universal, cyclical, and focused monitoring processes.
- **Sustaining Compliance and Improvement** - Having a system to enforce compliance, provide support for improvement, and apply incentives/sanctions as needed.
- **Implementation of Policies & Procedures** - Having in place policies, procedures, and practices that ensure IDEA requirements are effectively implemented.
- **TA and Professional Development** - Providing customized support and training to improve implementation and compliance.
- **Dispute Resolution** - Using information from the State's dispute resolution system to identify noncompliance patterns.
- **Data** - Collecting, analyzing, and using valid and reliable data on processes, results, and compliance through varied mechanisms, including consolidated collections. ODE reports statewide special education data in the SPP/APR and LEA level special education data in the At-A-Glance Special Education Profiles.
- **SPP/APR** - The State Performance Plan and Annual Performance Report (SPP/APR) reports on the State's progress for implementing the IDEA and describes specifics about programmatic efforts, including improvement activities. The SPP/APR allows the federal Office of Special Education Programs (OSEP) to make an annual determination as to the state's implementation of the IDEA (i.e., meets requirements, needs assistance, needs intervention, needs substantial intervention).

More about Oregon's System of General Supervision is available on ODE's general supervision [website](#). More about state responsibilities related to general supervision obligations is available in [this guidance from OSEP](#).

<b>Elementary and Secondary Education Act (ESEA)</b>	Federal	The ESEA of 1965 was part of President Johnson’s “War on Poverty” and was landmark legislation designed to support historically underserved and marginalized students. The most recent reauthorization was the Every Student Succeeds Act (ESSA), passed in 2015.
<b>Tribal Consultation</b>	Federal	<p>Section 8538 of ESEA as amended by ESSA requires affected local educational agencies (LEAs) to consult with Indian tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs.</p> <p>An affected LEA is defined as an LEA who received \$40,000 or more for their Title VI Indian Education award in the previous fiscal year <u>or</u> who has 50% or more of their student population made up of American Indian and Alaska Native students.</p> <p>The requirement for <a href="#">Tribal Consultation</a> is designed to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students and must be done in a manner that provides the opportunity for such appropriate officials from Indian Tribes to meaningfully and substantively contribute to plans under covered programs. ODE’s Integrated Guidance application is one of the plans to which Tribal Consultation is required.</p> <p>As an SEA, ODE is responsible for state consolidated monitoring of Tribal Consultation practices to ensure the SEA has done their part in establishing systems to verify that all affected LEAs have engaged in Tribal Consultation via the submission and review of their Affirmations of Tribal Consultation with the submission of their Integrated Guidance applications. For more information, please see the Tribal Consultation webpage.</p>
<b>Title IA Accountability</b>	Federal	<p>This is the section of the ESEA that requires statewide assessments, identification of schools for Targeted and Comprehensive Supports, and school and district report cards.</p> <p>Oregon’s current accountability system was originally developed with strong community and Tribal engagement. The original <a href="#">ESSA Consolidated Plan</a> was submitted on May 3, 2017. After consultation with</p>

the U.S. Department of Education, the Approved State Plan was submitted on August 17, 2017. The plan establishes four commitments:

1. Prioritizing and Advancing Equity,
2. Extending the Promise of a Well-Rounded Education,
3. Strengthening District Systems, and
4. Fostering Ongoing Engagement.

The plan includes the following academic and school quality/student success indicators, which are disaggregated in reporting by ESSA-required student groups as shown in the table below:

Type of Indicator	Indicator	Elementary and Middle Schools	High Schools	Combined Schools (K-12, 7-12)
Academic Indicator	ELA Achievement	Yes	Yes	Yes
Academic Indicator	Math Achievement	Yes	Yes	Yes
Academic Indicator	ELA Growth	Yes	No	Yes
Academic Indicator	Math Growth	Yes	No	Yes
Academic Indicator	4-Year Graduation	No	Yes	Yes
Academic Indicator	ELs On-Track to Proficiency	Yes	Yes	Yes
School Quality/ Student Success	Regular Attenders	Yes	Yes	Yes
School Quality/ Student Success	9 <sup>th</sup> Grade On-Track	No	Yes	Yes

Note: ODE's [accountability addendum](#) was approved in the Spring of 2022 by US Dept of Ed.

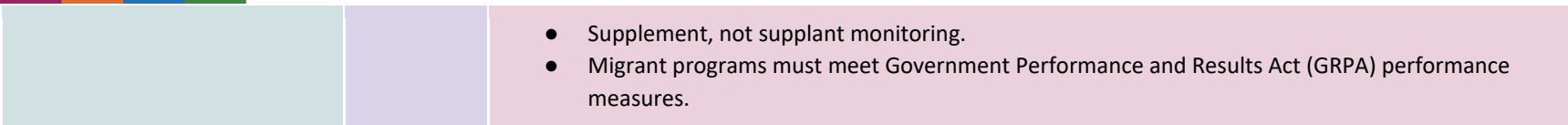
**Public Data Reporting**

Federal

Federal Law requires that report cards for schools, districts, and the state be generated each year, and specifies the data that must be reported. Data that must be reported includes, but is not limited to:

- Student achievement on statewide assessments

		<ul style="list-style-type: none"> <li>● Performance on student progress indicators</li> <li>● English language proficiency</li> <li>● High school graduation</li> <li>● Regular Attenders</li> <li>● 9<sup>th</sup> Grade On Track</li> <li>● Civil Rights Data Collection</li> <li>● Educator qualifications</li> <li>● Per-pupil expenditures</li> <li>● State performance on NAEP</li> </ul> <p>Reporting of data is also required for a number of other federal programs, including:</p> <ul style="list-style-type: none"> <li>● Title II: Teacher Qualifications</li> <li>● Title III: English Learners</li> <li>● Title IVA expenditure and performance progress.</li> </ul>
<p><b>Additional ESEA Title Programs</b></p>	<p>Federal</p>	<p><u>Additional ESEA Title Programs</u> include:</p> <ul style="list-style-type: none"> <li>● Title I-C: Migrant Education</li> <li>● Title 1-D: Neglected and Delinquent or At-Risk Children</li> <li>● Title II-A: Supporting Effective Instruction</li> <li>● Title III: English Learners and Immigrant Youth</li> <li>● Title IV-A: Student Support and Enrichment</li> <li>● Title IV-B: 21st Century Community Learning Centers</li> <li>● Title IV-C: Charter Schools</li> <li>● Title V-B: Rural Education Achievement Program</li> <li>● Title VI-A: Indian, Native Hawaiian and Alaska Native Education</li> <li>● McKinney-Vento (formerly Title X): Education of Homeless Children and Youth</li> </ul> <p>Accountability for these additional programs includes:</p> <ul style="list-style-type: none"> <li>● Federal Monitoring: ODE monitoring of districts and grantees implementation of programs.</li> <li>● Maintenance of Effort: ensuring fiscal accountability and program compliance</li> <li>● CIP Budget Narrative: district submission that meets some of the requirements for the release of federal funds, and it captures how the funds will be spent to support district goals.</li> </ul>

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- Supplement, not supplant monitoring.
  - Migrant programs must meet Government Performance and Results Act (GRPA) performance measures.

### **Other Grants and Programs**

The Oregon legislature has enacted numerous other programs, grants, and required data reporting. These programs touch every office at ODE. A partial list of ODE-run grants can be found at the [Grants and Funding Resources](#) page. These include:

- STEM Hub Computer Science
- Educator Retention and Recruitment
- Oregon Mentoring Program
- Physical Education Expansion K-8
- Outdoor School
- Capital Improvement Matching Programs
- SB 819 – Abbreviated Day
- Dyslexia Screening
- Regional Inclusive Services
- Discipline
- Restraint and Seclusion
- Secondary Transition

