

ESSA Quick Reference Brief: Program Monitoring

Titles I-A, II-A, IV-A, V-B, McKinney-Vento & Foster Care

Background

The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, reauthorized the Elementary and Secondary Education Act (ESEA) to create a long-term, stable federal policy that gives states additional flexibility and encourages innovation, while holding states accountable. ESSA requires that SEAs monitor and evaluate these programs’ impact to ensure that all students, particularly those from historically underserved groups, have equitable access to a high quality education.

Purpose of Monitoring

Monitoring of ESEA programs is conducted in order to ensure:

1. All children have a fair, equitable, and significant opportunity to obtain a high-quality education, with a focus on access and opportunity for historically underserved students;
2. Compliance with ESEA requirements and open opportunities to increase ESEA program impacts on improving student outcomes; and
3. Taxpayer dollars are administered and used in accordance with how Congress and the United States Department of Education (ED) intended.

While accountability to federal requirements is important, the ultimate goal of monitoring is to provide technical assistance and support districts in their implementation of federal programs.

Selecting LEAs for Monitoring

The U.S. Department of Education requires LEAs be monitored based on a risk assessment. At the close of each school year, the Federal Systems Team at ODE reviews and analyzes data for all school districts in the following four categories:

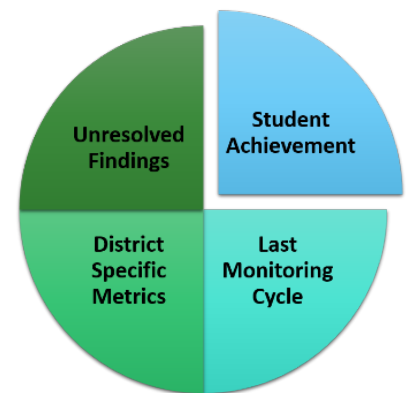
Student Achievement - There are two elements to this indicator:

- 1) the percentage of schools identified for Comprehensive Supports & Interventions and/or Targeted Supports & Interventions and 2) the percentage of those schools that are Title I-A funded.

Last Monitoring Cycle - Length of time since the district was last monitored impacts the likelihood of being selected.

Unresolved Findings - Districts who are still working on resolving concerns raised in previous monitoring cycles will receive additional support.

Districts Specific Metrics - The final category consists of data from five smaller items that include: 1) total allocation of federal funds, 2) percentage of funds carried over, 3) timely submission of budget narrative applications, 4) the percentage of Title I-A allocation set aside for district activities, as well as 5) individual district needs or requests.



Statewide risk scores are analyzed and a determination is made as to the districts to be monitored in the upcoming school year. The number of districts monitored in a given year is based on risk level.

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Monitoring Process

Step 1 – Communication

Districts selected for Desk Monitoring through the risk assessment process are notified in the fall via email. This communication includes an invitation to an Entrance Meeting, as well as a copy of the monitoring self-assessment which districts are asked to complete prior to the entrance meeting.

Step 2 – Entrance Meeting

At the Entrance Meeting ODE and district staff discuss the district's responses to the self-assessment. The purpose of this conversation is to learn more about the current conditions in the district, share an overview of the monitoring process and answer any questions the district team may have. ODE staff also share tools and templates to support submission of documentation and provide a due date for materials.

Step 3 – Submission of Materials

Using a secure link provide by ODE, districts upload evidence into a series of folders that can be accessed by both ODE and district staff. The type of materials requested vary by program and are designed to provide evidence of the LEA's use of funds and compliance with programmatic requirements. Submission of materials should be completed two weeks prior to desk monitoring.

Step 4 – Desk Monitoring

Using Oregon's ESEA Monitoring Checklist, submitted materials are reviewed to determine district compliance related to the indicators included in the self-assessment. Upon completion of the review, ODE staff schedule an Exit Meeting to share desk review results with the district.

Step 5 – Exit Meeting

During the Exit Meeting, ODE staff share preliminary findings which includes specific issues to be addressed by the district to ensure compliance. The district can ask questions, highlight concerns and respond to preliminary findings. These meetings occur virtually and are scheduled at the district's convenience.

Step 6 – Finalizing Compliance

Depending on whether findings are resolved as a result of the exit meeting, the district receives either a letter of compliance or a report outlining the additional evidence needed to demonstrate compliance. Following Desk Monitoring, ODE may elect to make an onsite visit or a technical assistance visit as a means to follow-up with a district. The criteria used to make a determination on technical assistance or onsite visits is based upon the number of issues and a need for assistance.

Resources

- [District Guide to ESEA Monitoring](#) (ODE)
- [Self-Assessment for ESEA Monitoring](#) (ODE)
- [ESEA Monitoring web page](#) (ODE)

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