

# ESSA Quick Reference Brief: Desk Monitoring

Titles I-A, II-A, IV-A, V-B, Equitable Services, 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.

## Why We Monitor

1. **Building Relationships – We're in this together.** The main objective for the Oregon Department of Education (ODE) is to raise student achievement for Oregon's public school children. Through cooperative assessment of the federal programs between ODE and Oregon school districts the quality of services to students will be strengthened and improved.
2. **Technical Assistance – We're here to help.** State monitoring team members provide technical assistance during the review and beyond. It is not the State's intent to tell the district how to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.
3. **Compliance – It's the law.** Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring is intended to be a collaborative partnership between ODE and districts to ensure compliance with ESSA.

## Selecting LEAs for Monitoring

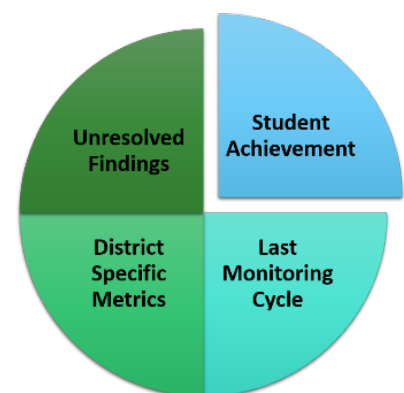
The U.S. Department of Education requires LEAs be monitored based on a [risk assessment](#). At the close of each school year, the Federal Systems Team reviews and analyzes data for all school districts in four categories:

**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: total allocation of federal funds, percentage of funds carried over, timely submission of budget narrative applications, size of Title I-A set aside and 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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### *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 – Monitoring “Entrance Meeting”*

At the Entrance Meeting the ODE and district staff discuss the district’s responses to the self-assessment. While districts are responsible for maintaining documentation related to all indicators in the [Organizational Tool](#), discussion during the Entrance Meeting focuses on indicators included in the self-assessment. ODE staff also answer questions and share tools and templates to support submission of documentation.

### *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. All required evidence is included on the [Submission List](#).



### *Step 4 – Review of Materials*

Using Oregon’s ESEA Monitoring Checklist, submitted materials are reviewed to determine district compliance related to the highlighted indicators. Upon completion of the review, ODE staff schedule an exit meeting to share desk review results with the district.

### *Step 5 – Exit Meeting*

During this conversation, the district can ask questions, highlight concerns and respond to preliminary findings. These meetings occur virtually and are scheduled at the district’s convenience. Any indicators that remain to be resolved and the additional evidence necessary to submit are clearly identified.

### *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 identified during desk monitoring and a need for assistance.

## Resources

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