
Guide to ESEA Monitoring

**SUPPORTING DISTRICTS
THROUGH ESEA MONITORING**
TITLE I-A, TITLE I-D, TITLE II-A, TITLE IV-
A, TITLE V-B, MCKINNEY-VENTO, FOSTER
CARE & EQUITABLE SERVICES TO
PRIVATE SCHOOLS



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Background

The Elementary and Secondary Education Act, reauthorized in 2015 as the Every Student Succeeds Act (ESSA), was passed as a civil rights law to provide funding and resources to states, districts, and school leaders to enhance their capacity to meet the strengths and needs of educators and students in their community. Each Title program under ESSA has a specific purpose to provide focused resources to support students who are historically, or currently, experiencing barriers to an academically enriching curriculum in a safe and inclusive environment. The Federal Systems Team administers many of the grant programs under ESSA and partners with districts in the implementation and oversight of these programs.

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.** ODE monitoring team members provide technical assistance during the review and beyond. It is not ODE'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 – Ensuring Effective use of Funds.** 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 the Every Student Succeeds Act.

The Federal Systems Team has oversight and monitoring responsibilities to review compliance of local education agencies (LEAs) within ESEA consolidated programs¹ including:

- Title I, Part A - Improving Basic Programs
- Title I, Part D, Subpart 2 - Neglected and Delinquent or At-Risk Children
- Title II, Part A - Supporting Effective Instruction
- Title IV, Part A - Student Support and Academic Enrichment (SSAE)
- Title V, Part B - Rural Education Achievement Program & Rural Low-Income Schools (RLIS)
- McKinney-Vento Homeless Education
- Foster Care Student Educational Stability
- Equitable Services to Private Schools

¹ 2 CFR 200.332(e)

Selecting LEAs for Monitoring

The [Uniform Grant Guidance](#) requires districts be monitored based on a risk assessment that measures student achievement data, fiscal information, and a variety of factors that suggest a district may be in need of additional support.

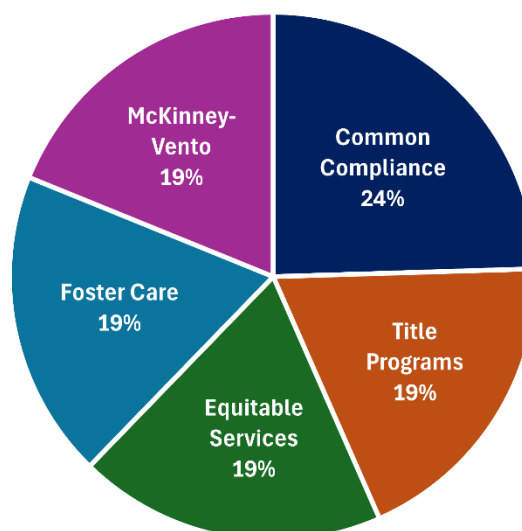
At the close of each school year, the ESEA Monitoring Team at ODE reviews and analyzes data for all school districts. Districts selected for monitoring based on the risk assessment are monitored across the following programs:

- Title I-A
- Title I-D
- Title II-A
- Title IV-A
- Title V-B REAP
- Title V-B RLIS
- Equitable Services to Private Schools
- Foster Care
- McKinney-Vento

For school year (SY) 2025-26, the risk assessment was expanded to 31 risk factors across 5 risk categories:

- Common Compliance (65 points)
- Title Programs (50 points)
- Equitable Services to Private Schools (50 points)
- Foster Care (50 points)
- McKinney-Vento (50 points)

Risk is determined by what percentage of points a district receives across all the risk factors in which they are eligible to receive points, with a ***possible total of 265 points across all categories.***



Based on the outcome of the Risk Assessment, districts are identified for tiered monitoring as either Tier 1, Tier 2, or Tier 3, which are described later in this document. A breakdown of the risk factors and point scales can be found in the [ESEA Risk Based Monitoring](#) document.

Tools for Monitoring

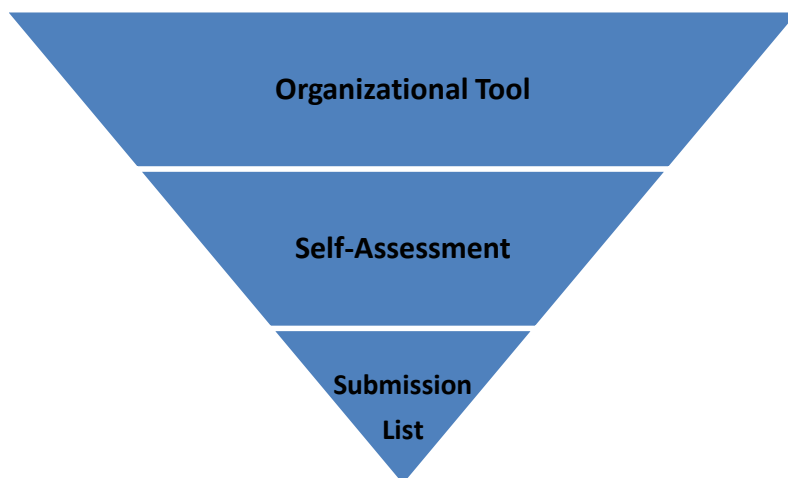
ODE has developed several tools related to the monitoring process:

ESEA Organizational Tool

The [ESEA Monitoring Organizational Tool](#) includes information on **all the requirements within ESEA for which districts are responsible**. This tool serves as a reference for districts regarding what documentation should be maintained at the local level.

A table is included for each title program that contains:

- a description of each of the required indicators,
- the relevant portion of ESEA law that applies, and
- supporting documentation that should be maintained by the district, **some of which is submitted to ODE as part of monitoring.**



District Self-Assessment

The [ESEA Monitoring Self-Assessment](#) is aligned to programmatic requirements laid out in ESEA and is designed to help districts **examine their practices around federal programs**. It includes many, but not all, of the indicators in the Organizational Tool.

Submission List

The [Submission List](#) describes **which materials a district must submit as evidence** for each component of monitoring. The materials included on this list are what the district uploads into OneDrive and are reviewed by monitoring teams at ODE.

Tiered Monitoring Process

Beginning in 2024-2025, the ODE shifted to a tiered approach and districts selected for Consolidated ESEA monitoring were identified as Tier 1, Tier 2, or Tier 3. The number of districts monitored and the tier assigned is based on an [annual risk assessment](#).

- **Tier 1** districts identify an internal team to complete the **self-assessment**, which is reviewed by ODE staff.
- **Tier 2** districts also complete the **self-assessment** and participate in the **desk monitoring process**.
- **Tier 3** districts complete the **self-assessment** and **desk monitoring** process and receive **on-site visit**.

Self-Assessment (Tier 1, Tier 2, and Tier 3)

All districts selected for monitoring complete the self-assessment to develop a shared understanding of the district's current practices relative to ESEA requirements, noting strengths and identifying where technical assistance or support may be needed from ODE.

Each district decides the appropriate staff to involve in completing the Self-Assessment, but participants should include those who have the most knowledge of and responsibility for the topics included. It is recommended to include fiscal staff as well as program staff.

Depending on the program, districts respond with: Yes/No, rating district practice, or providing narrative responses. Districts submit their responses through a [Smartsheet](#), which is customized to include only

those programs for which the district receives funds. Because the Smartsheet must be completed all at once (you can't save and come back), [a Word template](#) is provide for the team to complete prior to submission.

Tier 1 districts receive feedback from ODE staff and depending on the responses to the self-assessment, may be guided to review specific resources or asked to participate in a follow-up discussion with ODE staff.

For **Tier 2** and **Tier 3** districts, the self-assessment forms the basis of the discussion during the entrance meeting.

Desk Monitoring (Tier 2 and Tier 3)

Step 1 – Communication

Districts selected for Desk Monitoring through the risk assessment process are notified in the fall via email. This communication includes a link to the [monitoring self-assessment](#) (described earlier) which districts are asked to submit prior to the entrance meeting.

Step 2 – Entrance Meeting (virtual)

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](#), 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. Upon completion of the review, ODE staff schedule an exit meeting to share desk review results with the district.

Step 5 – Exit Meeting (virtual)

During this conversation, the district can ask questions, highlight concerns, and respond to preliminary findings. Any indicators that are unresolved are clearly identified and the team discusses the additional evidence necessary to submit to come into compliance.

Step 6 – Finalizing Compliance

Depending on whether findings are resolved at the exit meeting, the district receives either a letter of compliance, or a report outlining the additional evidence needed to demonstrate compliance.

On-site Monitoring (Tier 3)

The focus of the on-site visit for Tier 3 districts is based on the results of the desk monitoring process. Development of the agenda and schedule for the visit is a collaborative effort between district and ODE staff.

While each on-site visit is tailored to the needs of the district, on-site visits typically include opening and closing meetings with the district team, spending time in school buildings and classrooms as well as conversations with program-specific staff, and occasionally, families. Districts receive a report within 30 days of the visit, summarizing the on-site activities, highlighting any themes observed, and outlining any remaining resolutions needed.

Submission of Desk Monitoring Materials

All materials must be submitted electronically. ODE uses OneDrive for this purpose. The quantity and type of materials required for submission vary by program and are designed to provide evidence of the district's use of funds and compliance with programmatic requirements. The district should use the submission list for reference and submit materials **from the previous school year**.

To provide ODE staff with ample time to prepare, districts are asked to complete submission of materials two weeks prior to the desk monitoring date. **Districts send an email to federalprograms@ode.oregon.gov** with the names and email addresses of any district staff who will be uploading materials to the folders created by ODE. ODE will restrict access to the folders to only those staff members the district designates. Specific directions on how to upload materials through the OneDrive platform [can be found here](#).

Need Help?

Our monitoring team is here to help you! Districts should feel free to reach out with questions.

- **Titles I-A/II-A/IV-A/V-B**
 - Jen Engberg - jennifer.engberg@ode.oregon.gov; (971) 208-0326
 - Sarah Martin - sarah.martin@ode.oregon.gov; (971)208-0333
 - Amy Tidwell – amy.tidwell@ode.oregon.gov; (503)-580-0078
- **Equitable Services:** Janette Newton – janette.newton@ode.oregon.gov; (503) 551-9405
- **Foster Care:** Marlie Magill – marlie.magill@ode.oregon.gov; (503) 580-4857
- **McKinney-Vento:** Lexi Neemann – lexi.neemann@ode.oregon.gov; (971) 208-1777
- **OneDrive access:** federalprograms@ode.oregon.gov