State School Fund

Mike Wiltfong, Director of School Finance

Kai Turner, Assistant Superintendent of Office of Finance and Information Technology

State School Fund Overview

Public Education Financing

The State School Fund (SSF) represents **the state's largest investment and is the primary source of funding for providing K-12 public education for over 552,000 Oregon students**.

In accordance to mandates outlined in Oregon Revised Statutes, the SSF provides for a variety of revenue transfers and dedicated grants for specific education programs.

The balance, in combination with local resources, ensures an equitable distribution of resource to all school districts and education service districts.

Current Service Level

The Current Service Level (CSL) calculation for the State School Fund is a mathematical formula based on estimated cost drivers derived from various historical expenditure and revenue data, or standard growth indicators that collectively either reduce or increase the Legislatively Approved Budget from the previous biennium. Cost drivers that impact the calculation of the CSL include:

- Assumption of the amount of school expenditures in the second school year of the previous biennium
- Estimated school salary growth derived from historical data
- Employee and employer PERS rates based on information supplied by the state.
- Updates and changes to designated transfers

- Estimated employee benefit increases.
- Growth in student enrollment, including various weights representing student needs
- Standard inflationary growth for non-salary costs based on CPI
- Estimated local revenues that are dedicated to the school funding formula as provided by the Legislative Revenue Office

Budget Overview

State School Fund
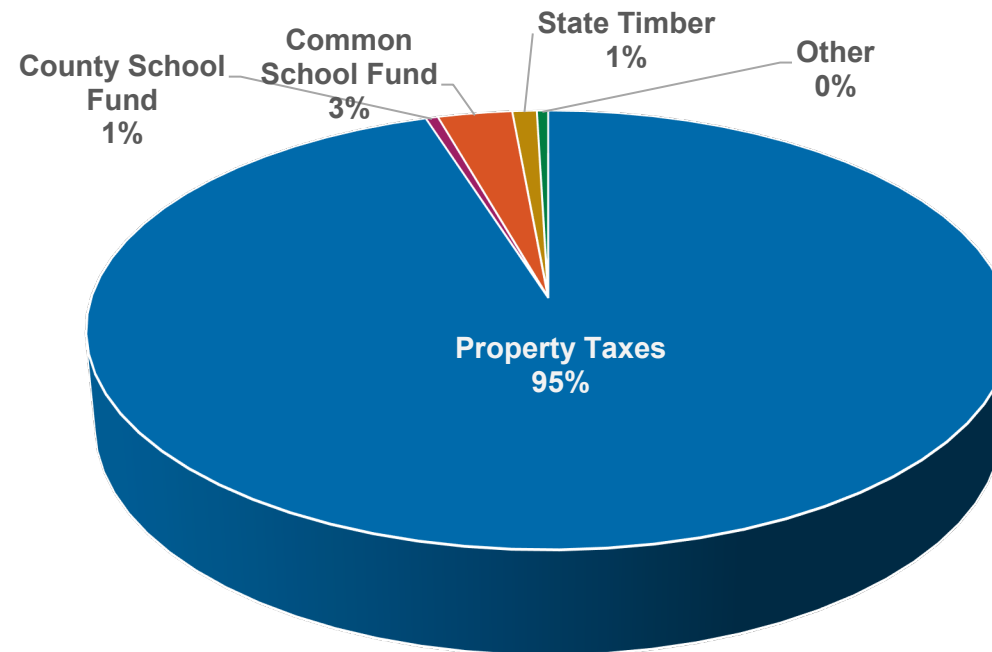**2021-23 LAB vs. 2023-25 CSL** *(in millions)*

Funding Source	2021-23 LAB	2023-25 CSL	$ Change	% Change
General Fund	$7,890.6	$8,074.3	$183.7	+2.33%
Lottery Funds	$650.5	$646.5	($4.0)	-0.61%
Corporate Activity Tax	$722.3	$760.2	$37.9	+5.25%
Marijuana Tax	$36.0	$36.0	-	-
Other	$0.6	$0.6	-	-
Total	**$9,300.0**	**$9,517.6**	**$217.6**	**+2.34%**

CSL State School Fund Transfers

State School Fund Transfers AY23	Legal Citation	Amount
Office of School Facilities	ORS 327.008(9)	$ 8,000,000
10th Grade Assessment	ORS 327.008(14)	$ 368,000
Talented and Gifted Students	ORS 327.008(15)	$ 350,000
Speech Pathology	ORS 327.008(16)	$ 150,000
Virtual School District	HB 5015 (2019)	$ 1,600,000
Long-Term Care & Treatment and Hospitals	ORS 343.243	$ 29,000,000
Educator Advancement Fund	ORS 327.008(12)	$ 41,138,500
Pediatric Nursing Facilities	ORS 327.008(10)	$ 5,154,958
English Language Learners	ORS 327.008(13)	$ 12,500,000
Reduced and Free Lunch Program	HB 5015 (2019)	$ 2,850,376
Healthy and Safe Schools	ORS 327.008(18)	$ 4,000,000
Small School District Supplement Grants	ORS 327.008(17)	$ 5,000,000
Charter School Closure Grants	ORS 327.008(3)	$ 600,000
Local Option Equalization Grants	ORS 327.339	$ 4,000,000
Menstrual Hygiene Program	ORS 326.545	$ 5,706,900
Total State School Transfers		$ **121,078,734**

2021-23 Local Revenue

Total Estimated Local Revenue - $4,781.6 (in millions)

County School Fund
1%

Common School Fund
3%

State Timber
1%

Other
0%

Property Taxes
95%

* 2021-23 Common School Fund estimate is $133,059,086 and is distributed to local districts by the Department of Education as transferred from State Lands.

School Equalization Formula

RESOURCES APPLIED TO SCHOOL EQUALIZATION FORMULA *(in millions)*

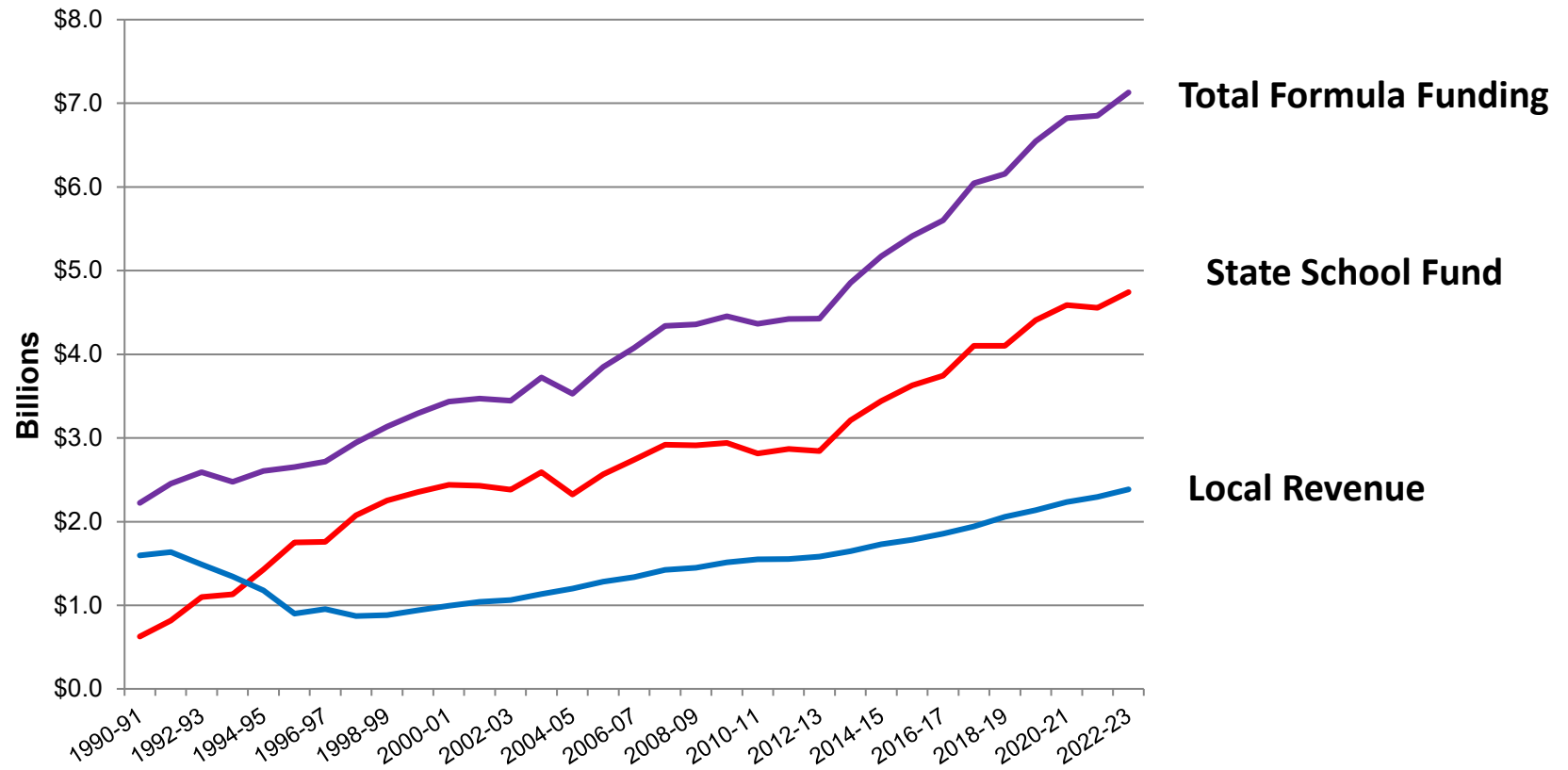|	
2021-23 Current Service Level	**$8,997.5**
Less: Statutory Transfer of Fund	($104.3)
Total State School Fund Grant	**$8,893.2**
Less: High-Cost Disabilities Grant (ORS 327.008(11))	($110.0)
Less: Facilities Grant ORS (327.008(8))	($7.0)
Less: Transportation Grant (ORS 327.013 (3))	($470.0)
General Purpose Grant Estimate	**$8,306.2**
Plus: Estimate Local Revenue	$4,577.4
Total Formula Revenue Estimate	**$12,883.6**

School Equalization Formula

The State School Fund (SSF) Equalization Formula Basics

1. In dollars, the SSF is the largest of ODE's programs and the State's largest investment;
2. With local formula revenues, the SSF provides about 80% of general operating dollars to districts and education services districts (ESDs);
3. Allocated through a statutorily required equalization formula adopted in 1991 and largely unchanged since then;
4. Goals of the formula are to:
   - Equalize district and ESD funding;
   - Compensate districts for certain student and district characteristics through "weights;" and
   - Maintain local control.
5. Districts control spending decisions unless the Legislature directs otherwise.

5 THINGS YOU NEED TO KNOW

History of Formula Revenue

History of ADMr and ADMw

Increase in 2015-16 due to implementation of full-day kindergarten statewide.

Decline in 2020-21 due to outward migration and COVID-19

Legend: ADMr, ADMw
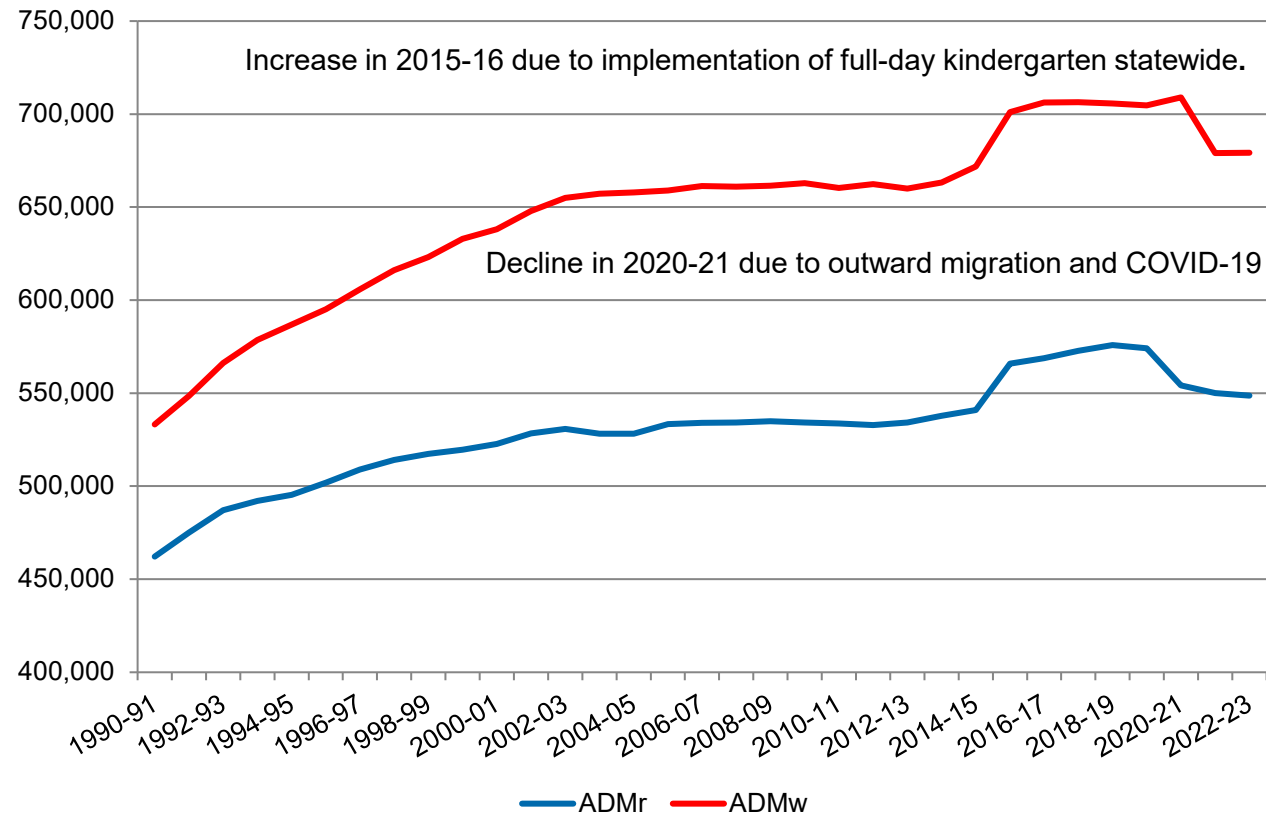
Student Weights Used in Formula

Category	Additional Weight
IEP (Special Education)	1.0
ESL (English as a Second Language)	0.5
Pregnant and Parenting	1.0
Poverty	0.25
Foster Care	0.25
Neglected/Delinquent Students	0.25
Small School Correction	1.0

Data that informs the SSF - SY23

19 education service districts (regional)

197 school districts (local)

- ~1,400 schools
- ~31,000 licensed teachers
- ~ 85,000 total staff
- ~552,000 students
- ~550,000 Average Daily Membership (ADM = Full-time equivalency)
- ~672,000 Weighted ADM (ADMw is used in SSF Formula)
- $6,431,000,000 Formula Revenue for Distribution (Does not include Transportation Grant)
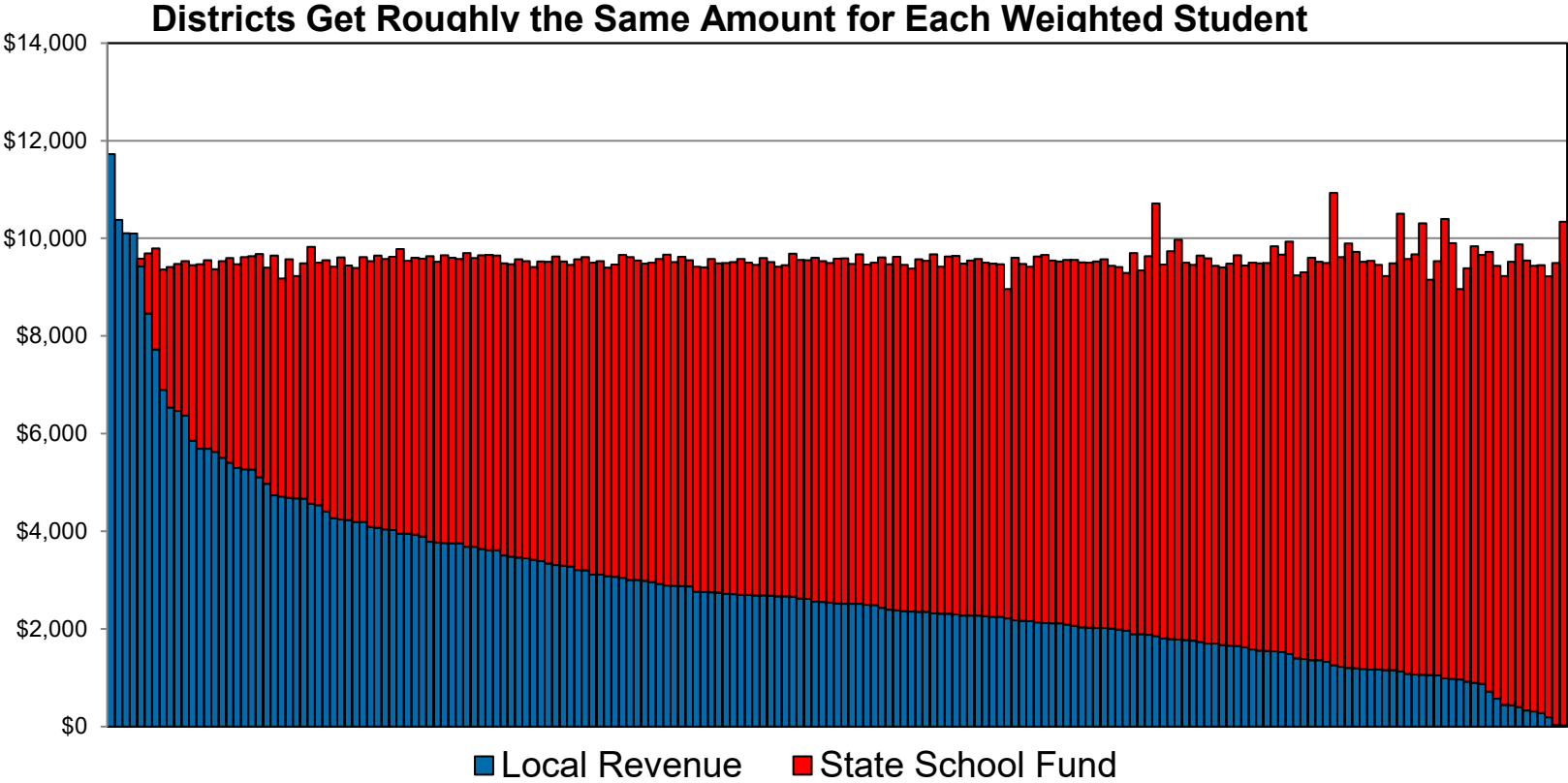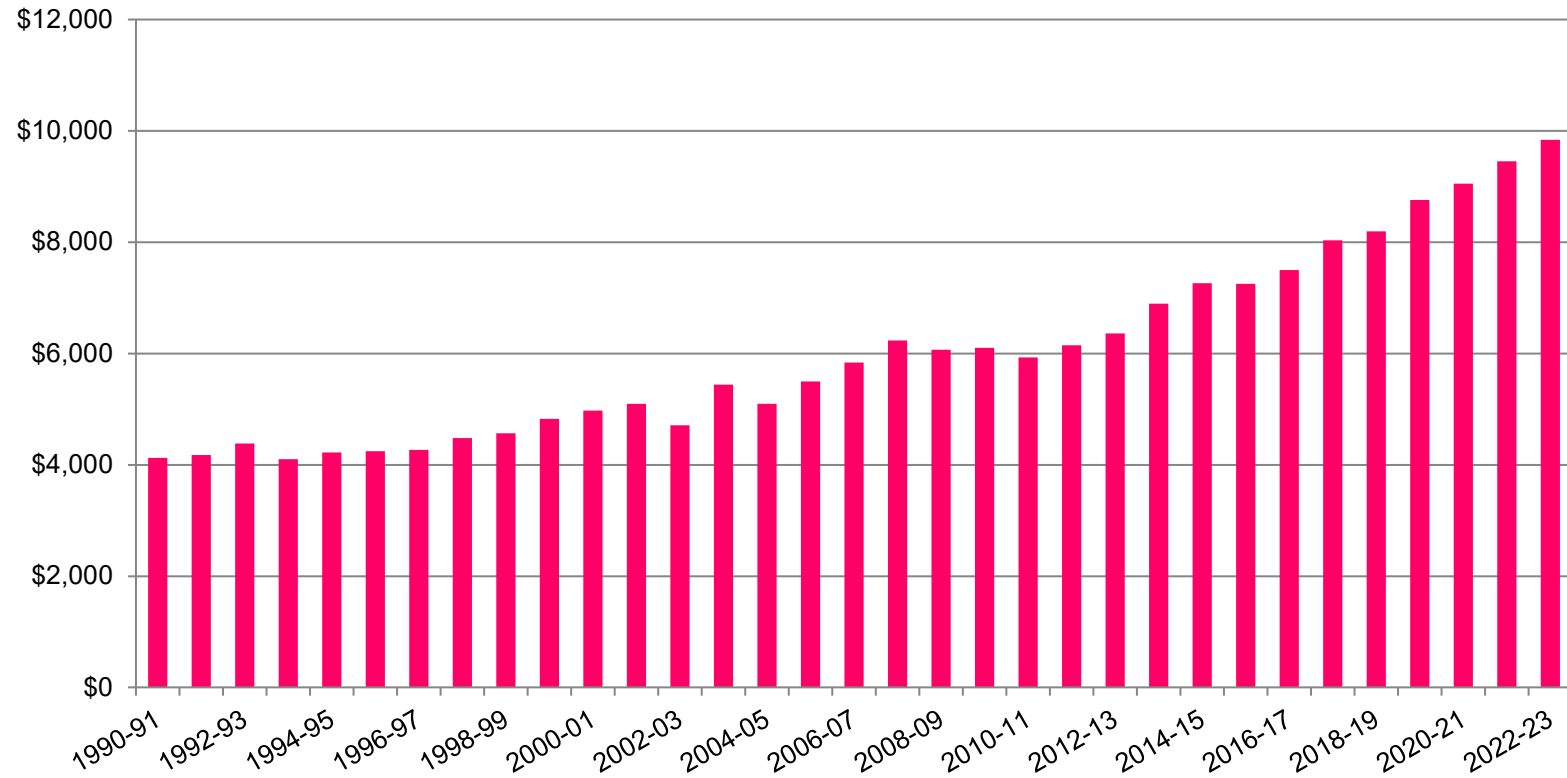- $9,571 per ADMw (state average)

General Purpose Grants: By the Numbers

2022-23 State School Fund Estimates as of February 2023				
	2021-22		2022-23	2021-23 Biennium
	$ 4,555,040,000	$	4,740,960,000	$ 9,296,000,000
Budget Appropriation for school districts & ESDs:		$	4,740,960,000	
Reserve:			($20,000,000)	
Transfers:			($42,585,117)	
State Revenue for Formula:		$	4,678,374,883	
District Local Revenue:		$	2,258,537,480	
ESD Local Revenue:		$	153,212,111	
Local Rev. for Formula (District + ESD):		$	2,411,749,591	
Total Revenue For Formula:		$	7,090,124,474	
District Share at 95.50%:		$	6,771,068,873	
ESD Share at 4.50%:		$	319,055,601	
District Transfers and Grants:			($65,235,125)	
Transportation Grant:			($274,914,086)	
District Formula Revenue:		$	6,430,919,662	
ESD Transfers:			($9,219,125)	
ESD Formula Revenue:		$	309,836,476	
Estimated ADMw:			671,900.00	
SD Rate per ADMw:		$	9,571	
SD Funding Ratio:			2.127	

General Purpose Grant per Weighted Student

Districts Get Roughly the Same Amount for Each Weighted Student

Legend: ■ Local Revenue ■ State School Fund

Formula Funding per ADMw

Formula Funding per ADMw with Inflation
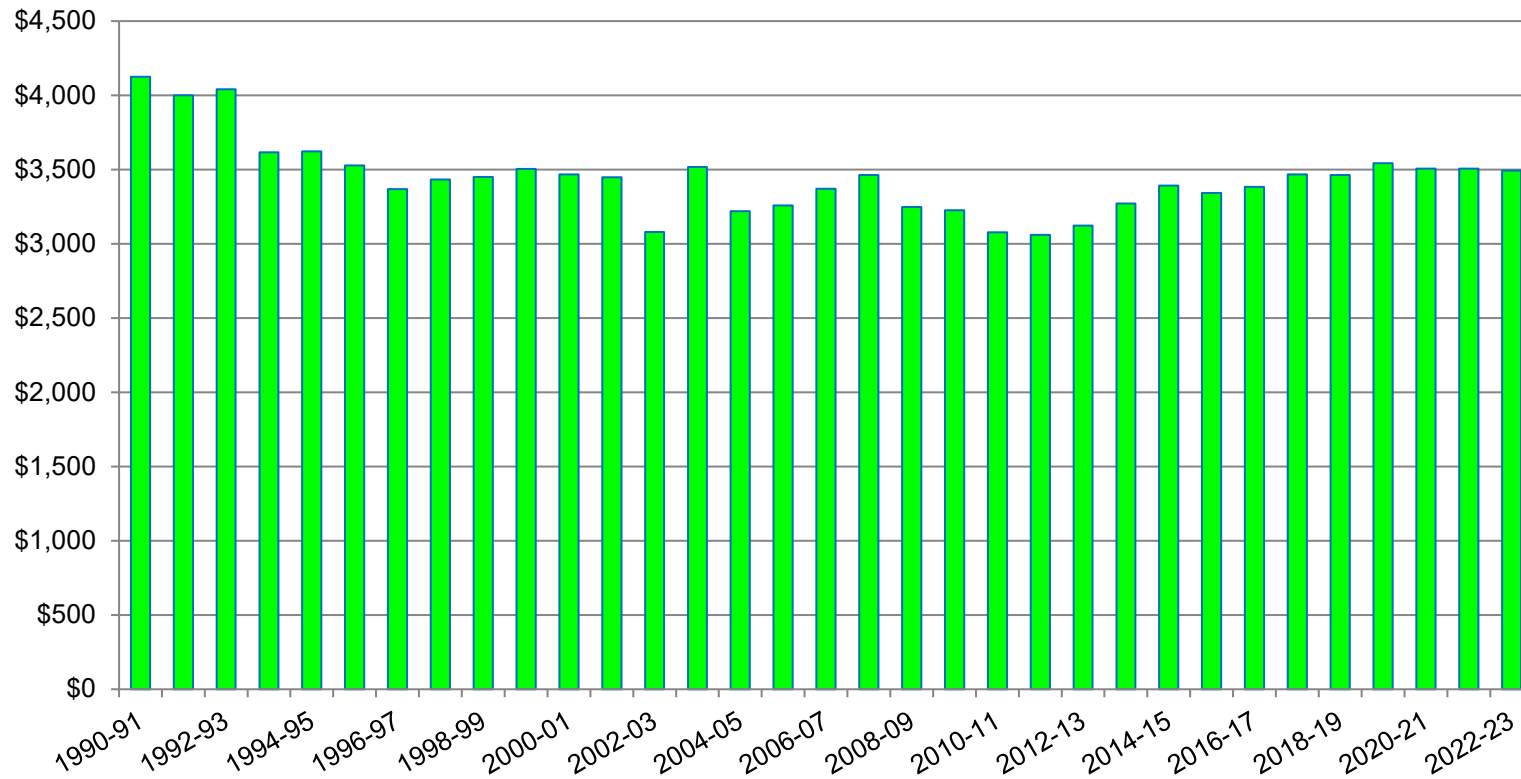
State School Fund: What it is AND What it is not

The equalization formula for the **General Purpose Grant (GPG)**:

- Multiply the Teacher Experience Adjustment by the school district's adjustment factor and then add $4,500. Then multiply this result by the Extended ADMw of the school district and then by the funding ratio, and this is the **GPG** for the school district.
- Then you take the GPG and add the districts' Transportation Grant, which becomes Total Formula Revenue (TFR) for the school district. Then you subtract the school district's Local Revenue from TFR and the balance becomes the school district's State School Fund Grant – the State's contribution.

In summary:

- **(GPG) plus Transportation Grant = TFR**
- **TFR minus Local Revenues = State School Fund Grant for school districts**

State School Fund: What it is AND What it is not

It is a revenue formula, which accounts for local needs and resources, and state needs and resources, and allocates funding statewide based on an equalization formula.

- Oregon's equity of resources is identified in the SSF weighting
- This additional weighting accounts for approximately 18% of total weights, with 82% of weighting attributed to General Education – the first weight

It is not a reimbursement grant, it is not a block grant, nor is it an outcomes-based grant

- The funding received from the SSF Grant is intended for General Operations and it is at the local school district and community levels to decide how to use their resources.
- The SSF Grant, **based on the 2022-23 School year**, is comprised primarily of four grants for districts:
  - General Purpose Grant: $6.741 billion (95.3%)
  - Facility Grant: $1.5 million (0.0%)
  - Transportation Grant: $275 million (3.9%)
  - High Cost Disability Grant: $55 million (0.8%)

Grants Outside of the Equalization Formula

Charter School Closure Funds (ORS 327.008 (3))
- Estimated allocation in 2021-23 of $500,000.
- Enables school districts with public charter schools to receive funding for the school year following the closure or dissolution of a charter school, or because of termination or non-renewal of charter.
- Calculates a payment to each school district that had sponsored a public charter school that ceased to operate equal to the school district's general purpose grant per extended ADMw, multiplied by 5% of the ADM of the public charter school for the previous school year.

Small School District Supplement Grant (ORS 327.008 (17))
- $5 million per biennium.
- Allocates funding to small school districts with one or more small high schools.
- District share is district's small high school ADM divided by ADM of all small high schools in the state.
- Benefits approximately 88 districts statewide.

Grants Outside of the Equalization Formula

Local Option Equalization Grants (ORS 327.339)

- Provided to eligible school districts levying a local option property tax.
- Eligible districts are those districts that levy a local option property tax and have an assessed value per student that is below the assessed value per student of the target district.
- The target district represents the school district that has an assessed value per student higher than all but 25 percent of Oregon's school districts.
- The Local Option Equalization Grant is equal to the number of students in the district, multiplied by the local option tax, multiplied by the difference between the target district assessed value per student and eligible district assessed value per student.
- For AY2021-23, the estimated amount for grants is $4,000,000.
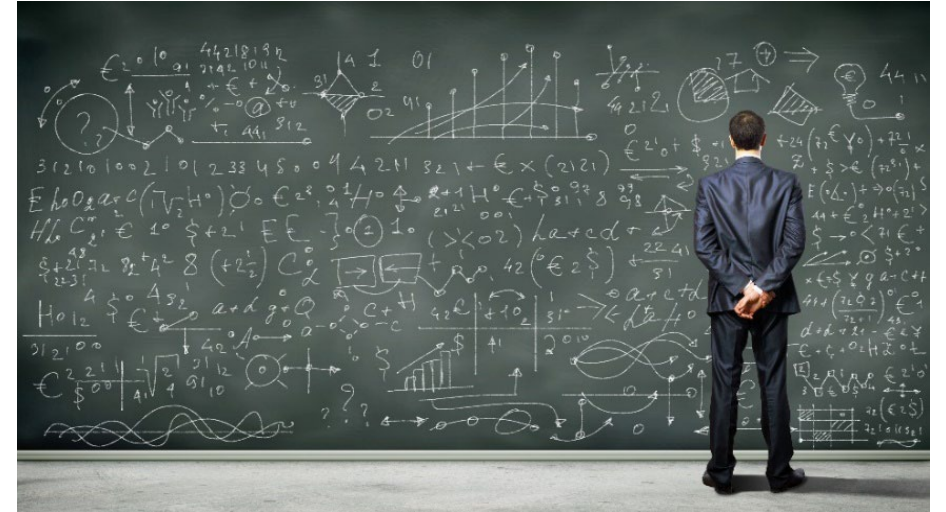
State School Fund Software Modernization: Identified Risk

- The State School Fund (SSF) systems and process used in the calculations and distributions are more than 20 years old. There is extensive legacy programming that needs to be modernized with current technologies due to concerns for risk and failure.

- The current software used for the SSF includes:
  - Microsoft Excel (budgeting and multiple grant administration for billions of dollars)
  - Microsoft Access (limited data administration, reporting and append queries)
  - Structured Query Language (SQL – used for reporting and administering millions of data points)

- There have been instances when software updates had to be rolled back due to systems failure, where Microsoft Access is transitioning to a new product, which does not work well with legacy programming

- We are working with State partners like DAS Enterprise Information Services, DAS Procurement to determine best strategies moving forward.

State School Fund – CSL to GRB update

State School Fund
2023-25 CSL vs. 2023-25 GRB (in millions)

Funding Source	2023-25 CSL	2023-25 GRB	$ Change	% Change
General Fund	$8,074.3	$8,723.9	$649.60	8.05%
Lottery Funds	$646.5	$395.6	($250.90)	-38.81%
Corporate Activity Tax	$760.2	$739.1	($21.10)	-2.78%
Marijuana Tax	$36.1	$40.8	$4.70	13.02%
Timber Tax	$0.6	$0.6	0	0
Total	**$9,517.7**	**$9,900.0**	**$382.30**	**4.02%**

Oregon Department of Education

Governor's Recommended Budget: State School Fund

Governor's Recommended Budget Additions or Changes

Technical Adjustment

- Funding resources rebalanced based on December Revenue Forecast.
- Funding provided for resources to transfer to the Oregon Military Department as carve-out from the SSF to provide resources for the Oregon Youth Challenge Program. Statutory change is required (Package 090).
- Additional fund shift was utilized to rebalance a decrease in Lottery Funds (Package 091).

Investments

- Invests additional $378.0 million General Fund to address factors identified by the Department in the CSL calculation, such as the trending actuals lag in ODE's education workforce compensation model and to provide additional funding for anticipated costs for K-12 education in response to the mid- and post-pandemic crisis. Package provide additional cost of the employer share of paid family leave costs estimated at $7 million (Policy Option Package 106).
- No cost approval of a shift of $3 million from the SSF Facilities Grant to fund the School Safety and Emergency Management (SSEM) Program in OFIT/Office of School Facilities (SB 1002).

Questions?

Student Success Act
Serving Students, Staying Accountable

Colt Gill

Director of Oregon Department of Education

A $2.5 Billion Investment in Oregon's Children & Youth

How does the $2+ billion per biennium flow to students?

Medford School District, 2019

"The Student Success Act sets a promising path forward."

-Secretary of State's K-12 Education Systemic Risk Report, May 2022

Oregon Department of Education

3 Separate Funds to Target Improvement

At least **50%**

Student Investment Account

★ Reduce class size
★ Instructional time
★ Well-Rounded Education
★ Mental & Behavioral Health
★ Community Engagement/Local Plans With State Accountability

Up to **30%**

Statewide Education Initiatives Account

★ High School Success
★ Summer Programming
★ School Safety
★ Equity Initiatives
★ Targeted Supports for School Districts with the Greatest Need
★ No-Cost School Meals

At least **20%**

Early Learning Account

★ Early Intervention/Early Childhood Special Education
★ Increasing Preschool slots
★ Early Learning Equity Fund

Read about all 21-23 SSA Programs Here!

STUDENT SUCCESS ACT
2021-2023 PROGRAM FUNDING

Student Success Act (SSA) investments represented by account: *Student Investment Account, Statewide Education Initiatives Account & Early Learning Account.* Together, all three accounts make up the "Fund for Student Success." In addition to these three accounts, the Fund for Student Success allocates moneys for reserve funds, state administration, High-Cost Disability Fund, and State School Fund.

STUDENT INVESTMENT ACCOUNT

$892.3 million

Student Investment Account (SIA)
Non-competitive grant; funding distributed by per student formula.
Who is eligible? School districts, eligible charter schools, YCEP/JDEP

| STUDENT INVESTMENT ACCOUNT at least 50% | STATEWIDE EDUCATION INITIATIVES up to 30% | EARLY LEARNING ACCOUNT at least 20% |

STATEWIDE EDUCATION INITIATIVES ACCOUNT

$25 million
Intensive Program/Student Success Teams
Focused supports to districts to advance Student Investment Account priorities and activities; funding based on per student formula.
Who is eligible? Identified school districts with the highest needs

$41.1 million
SIA District Support - Education Service Districts
Non-competitive grant; technical assistance for Student Investment Account implementation.
Who is eligible? ESDs

$2 million
Public Charter Schools Equity Grants Non-competitive grant; distributed by per student formula. Who is eligible? Public charter schools with at least 65% students from identified groups with historic academic disparities

$136.7 million for total funding of $307.3 m
High School Success
Non-competitive grant; distributed by per high school student formula.
Who is eligible? School districts, charter schools, YCEP/JDEP and Oregon School for the Deaf

$53.4 million
Expanded Access to School Meals
Reimbursement funding; based on number of school meals served; Non-competitive breakfast equipment grants.
Who is eligible? School districts, charter schools, and other eligible providers

$3.7 million
Early Indicator and Intervention System (EIIS) Non-competitive grant; Allocated to support systems that track student progress toward graduation; distributed by per student formula.
Who is eligible? School districts and charter schools

$1.8 million
EIIS Technical Assistance
Contracts to provide technical assistance to schools on best practices for EIIS system.
Who is eligible? Organizations with expertise on EIIS systems

$3.3 million
Statewide School Safety & Prevention System
Non-competitive grants, agreements or contracts to provide coordinated & regionalized school safety services.
Who is eligible? ESDs and other eligible providers

INFORMATION oregon.gov/ode/StudentSuccess

$30.7 million
Educator Workforce Development & Diversity
Competitive grants; Other supports for diversifying educator profession; noncompetitive grants
Who is eligible? For grants: School Districts, ESDs, Early Learning, Post-secondary, Tribal governments, and non-profit organizations

$7.7 million for total funding of $19.1m
African American Black Student Success Plan
Competitive grant; Awards based on statewide plan and criteria established in rule.
Who is eligible? Community-Based Organizations, Culturally Specific Organizations, School Districts, ESDs, Early Learning, and Post-secondary

$6.7 million
American Indian/Alaska Native Student Success Plan
Grants and contracts; Awards based on statewide plan and criteria established in rule.
Who is eligible? Tribal governments, Community-Based Organizations, Culturally Specific Organizations, School Districts, ESDs, Early Learning, and Post-secondary

$2 million
LGBTQ2SIA+ Student Success Plan Competitive grants; Awards based on statewide plan and criteria established in rule. Who is eligible? Community-Based Organizations, Culturally Specific Organizations, School Districts, ESDs, Charter Schools, Early Learning, Post-secondary, and Tribal governments

$6.1 million
Latino, Latina, Latinx & Indigenous Student Success Plan Competitive grant; Awards based on statewide plan and criteria established in rule.
Who is eligible? Community-Based Organizations, Culturally Specific Organizations, School Districts, ESDs, Early Learning, Post-secondary, and Tribal governments

$8.3 million
Youth Reengagement Program Competitive grants; Award based on criteria established in rule
Who is eligible? School districts, charter schools, ESDs, Tribal governments, Local Governments, Alternative Schools, Community Colleges, and Community organizations

$8.3 million
Summer Program Grants/Title I Schools
Non-competitive grant for identified Title 1 schools; distributed by per student formula.
Who is eligible? Identified school districts and charter schools

EARLY LEARNING ACCOUNT

$23.9 million
Early Childhood Equity Fund
Competitive grant; Awards based on criteria established in rule.
Who is eligible? Culturally specific programs and organizations

$52.4 million for total funding of $54.2 m
Early Head Start
Competitive grant; Awards based on criteria established in rule.
Who is eligible? Care Centers, Head Start, and other Community Organizations

$110 million for total funding of $273.2 m
Oregon Pre-K
Competitive grant; Awards based on criteria established in rule.
Who is eligible? Head Start & Oregon Pre-K Grantees

$108.6 million for total funding of $146.8 m
Preschool Promise
Competitive grant; Awards based on criteria established in rule.
Who is eligible? Schools, Family Child Care, Child Care Centers, Head Start, and other Community Organizations

$7.8 million for a total of $21.7m
Relief Nurseries
Funding distributed by Early Learning Division.
Who is eligible? Certified Relief Nursery sites

$5 million for total funding of $39m
Healthy Families Oregon
Competitive grant; Awards based on criteria established in rule.
Who is eligible? Healthy Families Oregon sites

$4.1 million
Parenting Education
Funding distributed in partnership with Oregon Parenting Education Collaborative.
Who is eligible? Parenting focused organizations

$83.8 million for total funding of $328.9 m
Early Intervention/Early Childhood Special Education
Funding distributed by ODE to service providers.
Who is eligible? EI/ECSE Contractors (mostly ESDs)

$25 million
Coaching and Professional Learning
Agreements to provide professional development, coaching & technical assistance to child care providers.
Who is eligible? Organizations with expertise on high-quality, early learning practices

25 grant program areas:

- **17 K-12** programs (ODE, EAC, YDD)
- **8 Early Learning** programs (EI/ECSE is located within ODE).

*

Other areas funded by SSA:*

- High Cost Disability;
- District Fiscal Transparency & Accountability;
- Oregon Longitudinal Data Collaborative;
- Wildfire Recovery (temporary); and
- State School Fund Transfer.

Other areas are those initiatives which operate outside of the listed grant program areas.

Oregon Department of Education

The Student Success Act
K-12 Portion

Student Success Act offers Oregon K-12 schools:

★ Dedicated & Stable Funding above the SSF floor funding

★ Tailored grant programs to improve student outcomes

★ Equity-centered focus

★ Local flexibility

★ State Accountability

Umatilla School District, 2022

Oregon Department of Education

2018-19 Interim — **Joint Committee on Student Success** (Roadshow - 32 Stops)

2019 Session — **Legislature passes the Student Success Act (SSA)**, funded by the new Corporate Activities Tax.

September 2019 — **The SSA law becomes effective.**

Fall - Winter 2020 — **Agency coordination -** ODE, Early Learning Division and Youth Development Division organize to implement SSA programs, hire staff, disburse grants.

January 1, 2020 — **Corporate Activities Tax becomes effective.**

March 2020 — **Statewide Response to COVID-19 -** All Schools operate in Distance Learning.

August 2020 Special Session — **SIA funding reduced** from $492m to $150m due to anticipated revenue losses from COVID

Klamath County School District, 2022

"The pandemic has delayed some critical student success work as the agency, districts, teachers, and other educators responded to urgent needs for online education and additional student support amid health concerns and staff shortages."

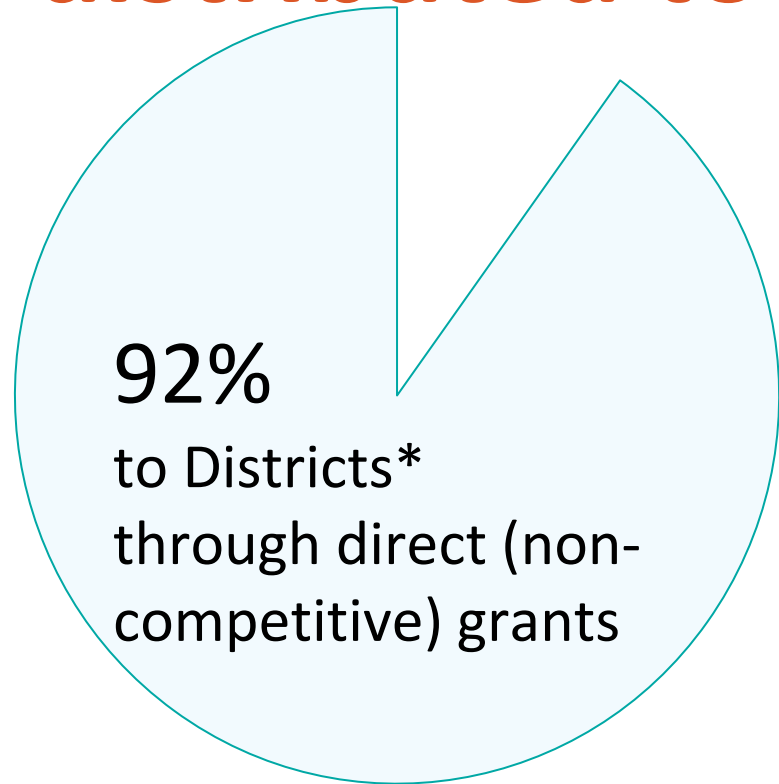-Secretary of State's K-12 Education Systemic Risk Report, May 2022

Summer 2021 - Winter 2023

June 2021 — Legislature restores full funding for Student Investment Account

Summer 2021 — Launch of SSA Summer Program for Title I Schools

Fall 2021 — Most students return to in-person learning

Fall-Winter 2022 — Schools have access to full SIA funding, Integrated Guidance for Six Programs

Summer 2022 — All original SSA program areas are implemented

Winter 2023 — Governor Kotek's budget includes Current Service Level (CSL) for K-12 SSA programs, with additional funding for student success plans, High School Success, and rural/small school support.

Salem-Keizer School District, 2022

Oregon Department of Education

How is the Fund for Student Success distributed to K-12 grantees?

92%
to Districts*
through direct (non-competitive) grants

5%
for contracts for services, evaluation, agency operations, pass-throughs
(such as the Oregon Longitudinal Data Collaborative (OLDS) in HECC)

3%
through competitive grants (Eligible recipients usually include: districts, charter schools, CBOs, Tribes, and ESDs)

*May also include other eligible recipients such as charter schools.

SSA Centers Accountability

Monitoring: We are tracking how funding is spent through requiring recipients to submit budgets and analyzing spending.

Evaluating: We are measuring effectiveness through analyzing program reporting, data, and outcomes.

Guiding: We are providing coaching, professional development, best practices, technical assistance, and 1-to-1 & cohort meetings for school districts and other recipients.

Transparency: We are sharing reports, budgets, and outcomes through our website, news releases and presentations.

Oregon Department of Education

Accountability in the **Student Investment Account** *50% of the Student Success Act*

Accountable to:

Community: School districts must conduct authentic and ongoing community engagement when developing their SIA plans

School Boards: School Boards must approve SIA plans in a public meeting prior to submission to ODE

Legislature/Policymakers: ODE is required to review & monitor district implementation, and provide coaching and intervention when goals are not met

Public: ODE must track districts' short & long term progress on student outcomes: *3rd grade reading, attendance, 9th grade on track, and graduation rates*

A Look at Implementation: Investment to Impact

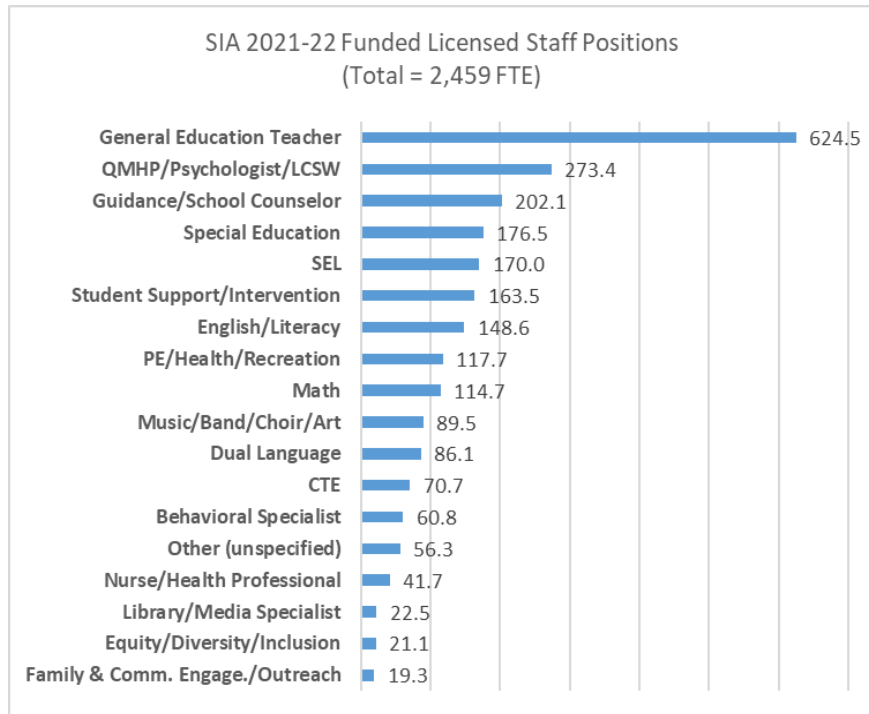Oregon Department of Education

Providing New & Necessary Opportunities for Students

- All original SSA programs implemented
- 18% increase in CTE programs
- 150,000+ more Oregon students have access to school meals at no cost.
- High Cost Disability Fund reimbursement increased from 42% to 70%
- 90% of 2019-21 SSA K-12 funds spent - the remainder help bolster the reserve
- 120 school districts & 24 charter schools used SSA funds to strengthen their Early Indicator & Intervention Systems
- 40 "high need" K-8 schools held summer programs at their home school
- Over 50% SIA recipients increased mental health supports
- More young children with special needs received adequate service levels for school readiness

Oregon Department of Education

Student Investment Account

- Meeting students' mental or behavioral health needs.
- Increase academic achievement & reduce academic disparities for students of color, students with disabilities, emerging bilingual students, and students navigating poverty, homelessness, and foster care and any other identified student groups.

"With the Student Success Act and the corporate activities tax, we saw a tremendous infusion of money into the education system. We were able to hire a lot more people, get class sizes down, get mental health counselors, therapists. We have a lot more people, a bigger workforce through which you can connect to more kids. "
Intermountain ESD

"This STEAM (science, technology, engineering, arts and math) class is a direct result of the 2019 Student Success Act. Parents love the class and students are coming to school because they don't want to miss it. We couldn't have offered the extra elective without the act's funding.

-Eagle Point School District

SIA 2021-22 Funded Licensed Staff Positions
(Total = 2,459 FTE)

Position	FTE
General Education Teacher	624.5
QMHP/Psychologist/LCSW	273.4
Guidance/School Counselor	202.1
Special Education	176.5
SEL	170.0
Student Support/Intervention	163.5
English/Literacy	148.6
PE/Health/Recreation	117.7
Math	114.7
Music/Band/Choir/Art	89.5
Dual Language	86.1
CTE	70.7
Behavioral Specialist	60.8
Other (unspecified)	56.3
Nurse/Health Professional	41.7
Library/Media Specialist	22.5
Equity/Diversity/Inclusion	21.1
Family & Comm. Engage./Outreach	19.3

Oregon Department of Education

Summer Learning

"In all my 35 years of teaching, this has been the number one educational experience with students and staff."

- Oregon Middle School Teacher on SSA Summer Programs

In the 21-23 biennium the SSA provided **40 Title I schools with summer school funding and supports and served over 2,700 students.**

- 60 hours of direct academic instruction.
- Culturally responsive programming.
- Well-rounded activities, mental & social health supports.

Early Intervention/Early Childhood Special Education (EI/ECSE)

Adequate Service Level

Early/Childhood Special Education

Low Level of Need: Delayed in 1-2 Areas
- 61% Meeting ASL: 2020
- **76% Meeting ASL: 2022**

Moderate Level of Need: Delayed in 2-3 Areas
- 24% Meeting ASL: 2020
- **47% Meeting ASL: 2022**

High Level of Need: Delayed in most or all Areas
- 3% Meeting ASL: 2020
- **15% Meeting ASL: 2022**

Early Intervention (Birth - 2 years)
- 40% Meeting ASL: 2020
- **66% Meeting ASL: 2022**

"We have hired more teachers and therapists, allowing for more frequent services to work towards adequate service levels. We added an additional instructional assistant to our community team to help improve inclusion in community preschool sites. We were able to re-open one classroom and are still working on hiring for a second classroom."

-Jackson County EI/ECSE Program

"We have applied a majority of the SSA funds to increase levels of staffing, adaptive equipment for children, inclusive playground structures, a therapy room with a frame and swings, updated therapeutic items identified by a licensed PT, parent training events, classroom furniture including flexible seating, updated toys/activities that include different cultures, and a mini library for our kids. These are things we would not have been able to do without the SSA funds that came our way"

Klamath County EI/ECSE Program

"We were also able to raise the wages of our instructional assistants to be more competitive in the job market. The SSA funds gave us the ability to really look at and provide what our children, families and staff needed.."

Douglas County EI/ECSE Program

Looking Forward:
Staying Accountable & Student-Centered

Emerging & Ongoing Challenges

Staffing
- Finding additional special education, instructional assistants, mental health providers, transportation *(After a lot of SIA hiring)*
- CBO employees to work with students
- Hiring diverse workforce (bilingual, representing students we serve)
- Leadership turnover - many new superintendents, administrators, business managers

Societal impacts
- COVID - increasing need for mental health & academic supports
- Racial and bias incidents/practices in schools
- Not feeling safe in school/neighborhoods

Programmatic issues
- Lengthy state procurement requirements and process
- Local and state budget cycles don't align
- Transportation to/from programs
- Lack of air conditioning in some schools (SSA summer program)
- Silo-ing at the state and local levels

Initiative Fatigue
- Teacher/Administrator burnout
- Administrative burden and confusion
- Worry that the SSA programs will be replaced by the "next big idea"

Emerging Lessons & Best Practices

- The stability of SSA funding allows ODE to leverage these funds to obtain other funding resources
- Integrating district programs into one application process supports strategic planning at the district level
- African American/Black Students served by SSA grantees have higher graduation rates
- Strong partnerships between school districts and local community organizations reap benefits
- Tribal language programs within schools may improve AI/AN student attendance rate
- State funding for school nutrition makes a difference
- SIA is working as intended: focusing on student outcomes and mental health supports
- Tiered budgeting helps districts pivot when plans fall through (such as hiring specialized staff)
- Providing summer programming at the home school makes a difference when serving students with high needs

Looking forward

We'll continue to:

- Center equity in all efforts
- Sustain programs and initiatives to build trust and long-term commitment with our partners
- Deepen engagement with students, families and caregivers
- Highlight best practices that can be shared statewide
- Support partnership with community-based organizations and Tribes
- Meet the needs of students in real-time, particularly given COVID-19 impacts
- Improve 3rd grade reading, 9th grade on-track, and graduation rates through shared accountability.

Looking forward: SIA Longitudinal Performance Growth Targets (LPGT) & Additional Measures

By September 2023: Districts* and ODE will co-develop the following performance framework:

LPGT
- Baseline Targets
- Stretch Targets
- Gap Closing Targets

Additional Measures
- Progress Markers
- Local Optional Metrics

By 2024 Session: ODE will be able to report on three (3) quarters of reporting and implementation.

By 2025 Session: ODE will be able to report on which districts are on track and which ones may require additional support and/or corrective action.
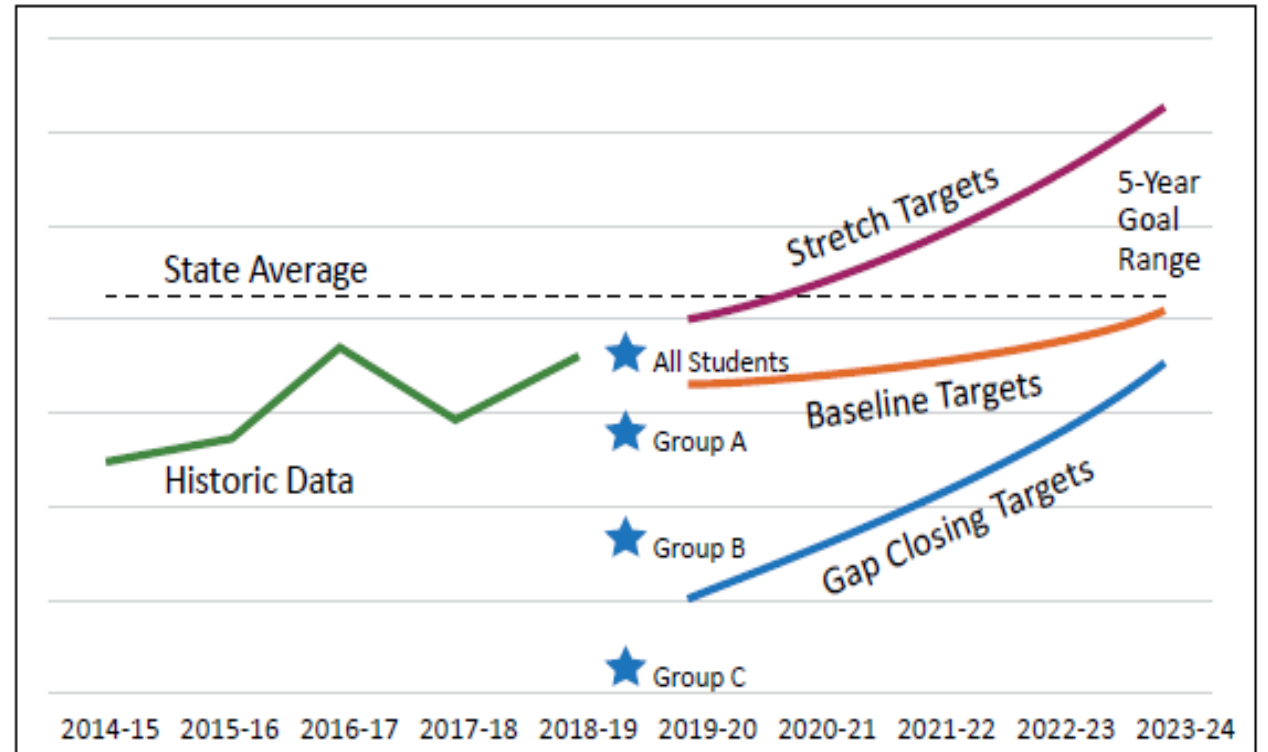
*Districts includes all districts and charter schools with 80 or more ADMr.

Looking forward: Governor's Budget

Student Success Act: Current Service Level with the following ODE POP requests:

- $19.4m to support and expand statewide student success plans
- $4.7m to support small and rural schools
- $6m to support and expand EI/ECSE services
- $9.2m for High School Success
- $1.2m for technical adjustments

2023 - 2025
GOVERNOR'S BUDGET
STATE OF OREGON

Governor Tina Kotek
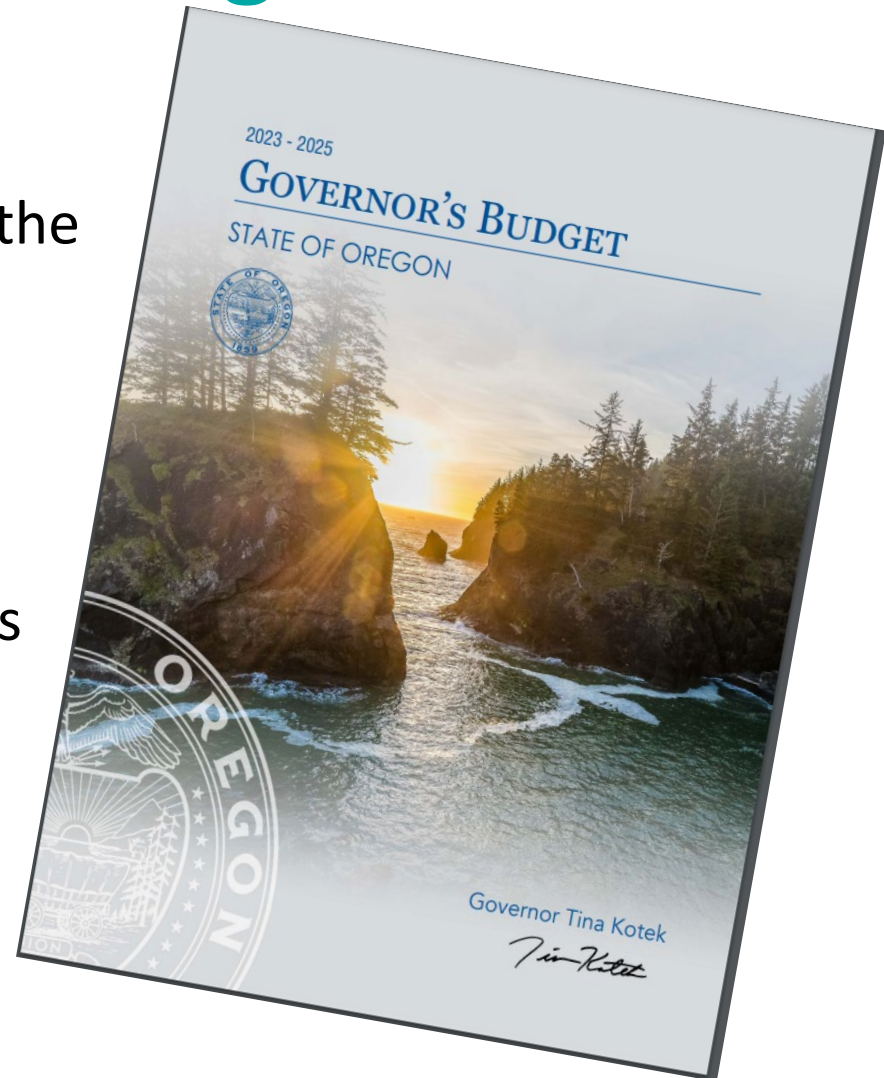
Staying the Course

"The Student Success Act and Measure 98 comprise Oregon's fourth major K-12 improvement effort since the early 1990s. The previous three were all abandoned."

-Secretary of State's K-12 Education Systemic Risk Report, May 2022

"What we're seeing at all levels of government is the fatigue of trying new things. We have things that have been put in place that we know work, but they need the workforce, the investments to keep doing more of what we're doing."

-Governor Tina Kotek, December 2022 Listening Tour

Questions?

Director's Office

Colt Gill

Director Oregon Department of Education

Director's Office Overview

The Director's Office provides statewide leadership and partnership.

- Provides leadership, support, and guidance to 197 school districts, 131 public charter schools, and 19 education service districts to improve student outcomes and academic progress.
- Develops and recommends education policy to the State Board of Education, based on effective practices.
- Coordinates with the Governor and other state education agencies, education advocacy groups, tribes and community groups.
- Communicates with school districts and the community.
- Participates in Government-to-Government education cluster with nine federally recognized tribes.
- Leverages partnership with the Oregon Health Authority for alignment with a strong emphasis on mental health, substance abuse, and communicable disease prevention, management, recovery.

Colt Gill
Director of the Oregon
Department of Education

Director's Office Organizational Chart

Director — C. Gill

Deputy Director — C. Urbina

Chief of Staff — C. Hunt

Communications & Public Relations — M. Siegel

Government and Legal Affairs — E. Nazarov

Government Relations and External Affairs — Z. Larmer

Human Resources — H. Thomas

Health in Education — K. Moseley

Investigations & Complaints — S. Guise

Oregon Department of Education
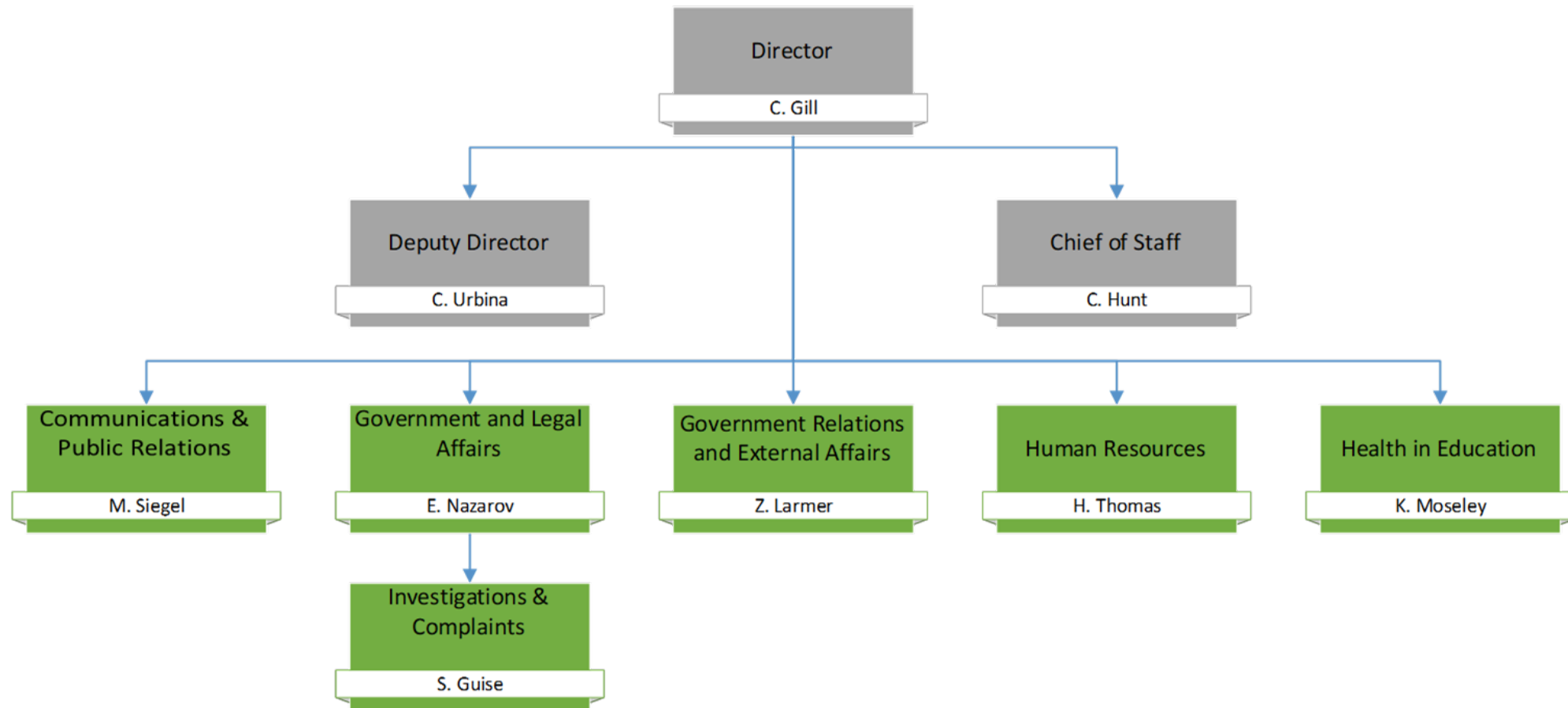
Agency Support and Program Areas

The Director's Office:

- Coordinates agency equity strategic plan.
- Coordinates agency wide initiatives such as grant consolidation and Student Succes Act
- Coordinates agency's legislative efforts, administrative rules process, public record process and policy coordination.
- Leads Teacher of the Year and Administrative Support Professional of the Year programs.
- Provides internal audit services to agency and coordinates audit response.
- Provides human resources support to agency including recruiting, hiring, onboarding, training, payroll and benefits.

Agency Support & Program Areas

The Director's Office:

- Mitigates legal risk for the agency and coordinates legal services.
- Provides school districts with leadership, consultation and technical assistance on civil rights laws.
- Leads the monitoring and support of charter schools with direct oversight of four state sponsored charter schools.
- Address virtual charter school admissions appeals.
- Provides legal and administrative support to the Fair Dismissal Appeals Board.
- Administers processes for investigations of complaints of sexual conduct and appeals involving discrimination, restraint and seclusion, retaliation and standards for public schools.

Complaints and Investigations

Administers processes for investigations of complaints and appeals involving school districts, education service districts, Youth Corrections Education Program or Juvenile Detention Education Program:

- Discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability.
- Restraint or seclusion of a student.
- Retaliation when a person makes a decision that adversely affects a student because the student reported evidence that the student believe violated a law.
- Educational standards for public schools established by the State Board of Education or Legislature.
- Religious entanglement.

Complaints Increasing

The numbers of complaints have been increasing each year since 2018 when ODE began tracking this information:

Year	Filed with ODE	Accepted	Closed/Completed	Open/Pending
2018	29	20	19	1
2019*	85	27	26	1
2020	143	17	15	2
2021	200	15	13	2
2022	276	20	3	17

*Note: In 2019 ODE developed and posted to its website an online complaint form. This made ODE's appeals process more accessible to complainants, resulting in significant increase in the number of complaints received.

Oregon Department of Education

Sexual Misconduct Complaints and Investigations

- Responsibility started July 1, 2020 with passage SB155.
- ODE required to investigate allegations of suspected sexual conduct that involve a student and an individual school employee, contractor, agent or volunteer who is not licenses by TSPC.
- ODE required to provide verification information to education providers when they are hiring an individual as school employee or bringing on a contractor, agent or volunteer.
- Back log due to increasing number of reports and understaffing has created risk for agency and school districts.

Sexual Misconduct Complaints Increasing

The numbers of complaints have been increasing each year since 2020 when ODE began implementing SB 155:

Year	Received by ODE	Open investigations	Closed/completed	Under evaluation
*2020	67	16	34	17
2021	207	20	36	151
2022	268	40	39	189
**2023	48	3	18	27
Totals	590	79	127	384

*Note: In 2020, ODE started accepting complaints on July 1.
**Note: In 2023, the data is from Jan. 1 to Feb. 23.

Health & Mental Health Initiatives

- Goal is to improve education and health/mental health outcomes by creating capacity across Oregon's public K-12 education institutions to build and sustain an education system that:
- Recognizes and responds to the lived experience of students and families as Oregon sustains the broad impacts of the pandemic and the state's response to the pandemic

- Centers equity and antiracist practice to foster healthy and inclusive learning environments where students, staff, and families find meaning, purpose, and connection – to learn and thrive
- Builds robust partnerships in alignment with those of other community-serving agencies and organizations at the state and local levels

Health Efforts

- Updating expectation for school operations to reflect experience of the last three years of pandemic operations

- Building sustainable and scalable capacity and knowledge about the impact of long-COVID on students through partnership with OHSU

- Maintaining leadership-level partnership with the Oregon Health Authority to support school and local public health authority collaboration

Mental Health & Well-Being Resources

- Every Student Belongs

- Care & Connection

- Mental Health Toolkit

- Oregon Classroom WISE

- Integrated Model of Mental Health

- Mental Health Guidance & Resources

- Strengthening Mental Health in Education (demonstration project

- Suicide Prevention (Adi's Act)

- School Safety and Prevention System

Questions?

The Office of Equity, Diversity, and Inclusion

Deb Lange
Assistant Superintendent

Deb Lange
Assistant
Superintendent Equity,
Diversity and Inclusion

Laura Lien
Director
Equity, Diversity
and Inclusion

Oregon Department of Education

Fostering Excellence Through Safe, & Welcoming Education Systems for Oregon Students

Oregon's growing population of diverse students enriches all students, our schools, classrooms, and communities, and continues to build urgency to create conditions that affirm students cultural, racial, and linguistic diversity.

Despite efforts made, educational systems still provide contrasting experiences and learning outcomes for students who hold identities that are currently and historically underserved and under-resourced.

What is the responsibility of the Office of Equity Diversity & Inclusion?

Our office is responsible for implementing crucial state-level equity initiatives aimed at improving the learning and experience and increase of Oregon's students who hold identities that are currently and historically underserved.

Purpose and Vision Statement

OEDI leads **proactive equity initiatives** that identify, address and validates challenges students may experience within Oregon's education system.

Our initiatives are driven by **deep and ongoing engagement** with the **lived experiences** of our students, families and community so that we can provide intentional structures, practices, and policies that uphold their **intersecting identities, needs, and strengths.**

As a result of our **agency's collective commitment**, we will create an equitable education system centered around **justice, relationships, and healing** to ensure that every student can achieve their highest potential.

Our collective energy and urgency serves as a touchpoint for pivotal **cross-departmental and cross-agency collaboration** towards a **shared vision for equity** throughout Oregon.

We Believe

Each student in Oregon deserves to be **safe, included, and affirmed** in our educational system.

We believe that the system that was built centuries ago has continued to **under serve** certain populations.

We believe that we need to develop support systems to help **broaden the scope of student success**.

We believe that those support systems must be **inclusive of all students** - all of whom will benefit from **shared learning, exploration of, and expansion of experiences**.

How We're Organized
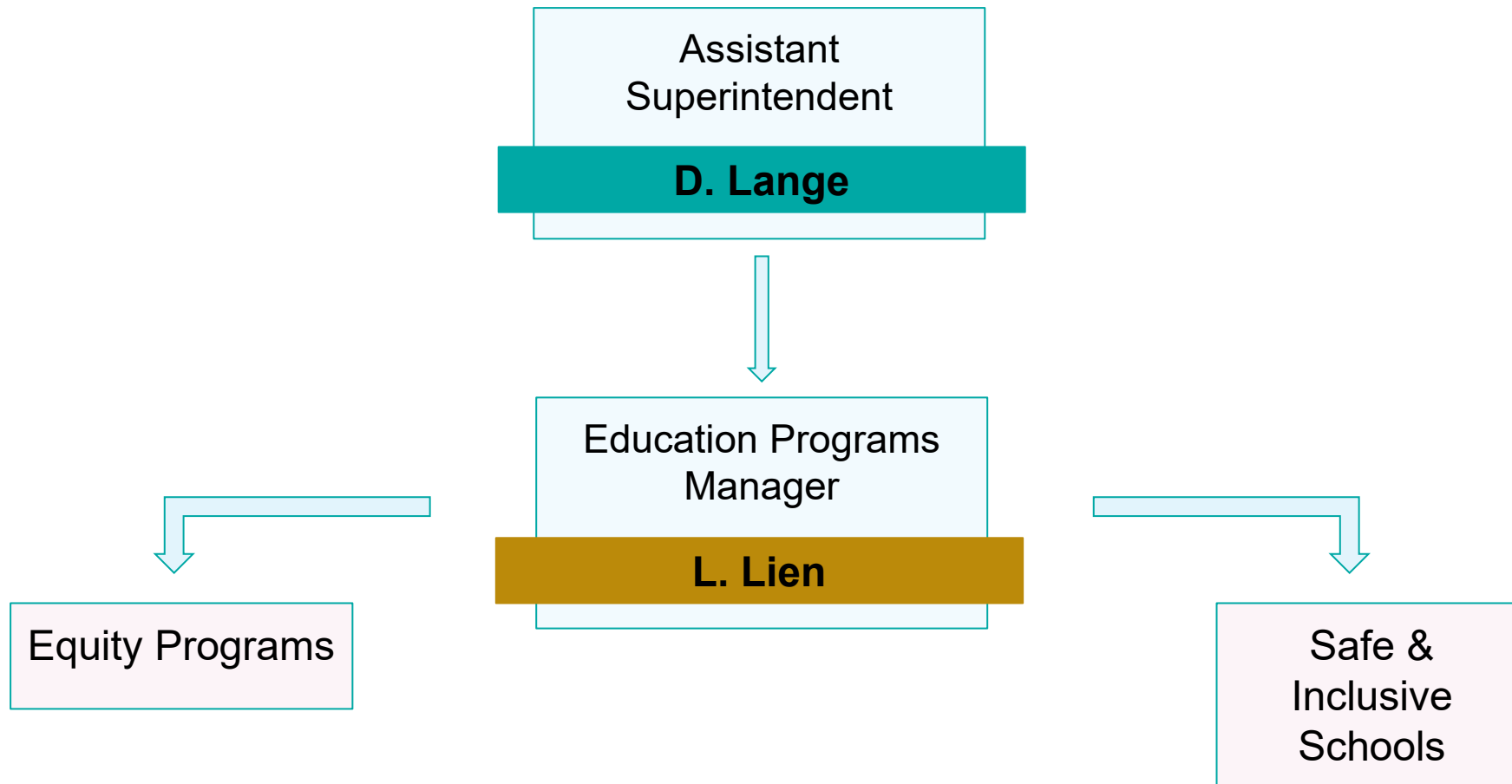
Oregon Department of Education

Office of Equity, Diversity and Inclusion

African American/ Black Student Success Plan

Native Hawaiian/ Pacific Islander Student Success Plan

LGBTQ2SIA+ Student Success Plan

Culturally Specific After School Learning Program

Safe and Inclusive Schools

English Language Learners (HB3499) Grants

Latino/a/x Student Success Plan

Grants and Strategic Initiatives

In an effort to address the unique needs of student groups who have been historically underserved and under-resourced, ODE provides a combination of grants and strategic initiatives that focus on improving learning experiences, a sense of belonging, and educational outcomes.

Through the Office of Equity, Diversity and Inclusion, the Department manages **$43.8 million** of state funding for Grants and Programs that include:

- African American/Black Student Success Plan

- Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan

- LGBTQ2SIA+ Student Success Plan

- Native Hawaiian/Pacific Islander Student Success Plan

- English Learner Outcome Program Grants (State School Fund Transfer) - HB 3499

- Safe and Inclusive Schools: School Safety Prevention System + Adi's Act

- Migrant & Refugee Student Success Plan

Grants and Strategic Initiatives

Through the Office of Equity, Diversity, and Inclusion, the Department manages **$20.3 million** of temporary federal funding for Grants and Programs that include:

- Safe and Inclusive Schools:
  - Bureau of Justice Assistance Award: Developing a National Model for Behavioral Safety Assessment Teams
  - School Safety and Prevention Systems Development
- Culturally Specific After School Learning Grant Program

Oregon Department of Education
Office of Equity, Diversity and Inclusion

Closing the Opportunity Gap					
2021-23 Current Service Level GIA (in millions)	**GF**	**OF**	**OF-CAT***	**FF**	**Total (CSL)**
African American/Black Student Success Plan	$6.8	$0.0	$7.9	$0.0	$14.7
Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan	$0.0	$0.0	$6.3	$0.0	$6.3
LGBTQ2SIA+ Student Success Plan	$0.0	$0.0	$4.2	$0.0	$4.2
English Learner Outcome Program Grants (State School Fund Transfer)	$0.0	$10.0	$0.0	$0.0	$10.4
Migrant & Refugee Student Success Plan	$0.0	$0.0	$4.0	$0.0	$4.0
Safe and Inclusive Schools	$0.0	$0.0	$3.1	$5.3	$8.4
Culturally Specific After School Learning Programs	$0.0	$0.0	$0.0	$15.0	$15.0
Total Closing the Opportunity Gap Grants and Programs	**$6.8**	**$11.5**	**$25.5**	**$20.3**	**$64.1**

* Corporate activity tax dedicated to support the Student Success Act of 2019.

Office of Equity, Diversity and Inclusion
African American/Black Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$6.8 million	-	$7.9 million	-	$14.7 million

In 2015, Oregon Legislature directed ODE to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. ORS 329.841 directed ODE to:

- Form and facilitate an advisory group
- Develop and implement a statewide education plan to address the educational needs of African American/Black students, the disparities they have experienced, and the historical practices leading to disproportionate outcomes.

The Student Success Act approved additional resources provided through the corporate activity tax to expand support for the Plan.

For 2021-23, ODE awarded 14 grants to culturally-specific/community-based organizations, ESDs, school districts, and universities to provide support for students by implementing strategies outlined in the African American/Black Student Success Plan.

* Corporate activity tax dedicated to support the Student Success Act of 2019.

Office of Equity, Diversity and Inclusion
African American/Black Student Success Plan

Implementation & Impact:

2015-17: First Grant Cycle
- African American/Black Student Success Advisory Group established
- African American/Black Student Success Plan drafted & published
- 4 Grantees, primarily located in Portland-metro area.

2017-19: Second Grant Cycle
- 9 Grantees, expanded geographic reach to southern Oregon & Lane county

2019-21: Third Grant Cycle
- 12 grantees (3 Grantees added from the early learning area)

2021-23: Fourth Grant Cycle
- 14 grantees, expanded geographic reach to eastern Oregon and southern Oregon coast
- African American/Black Student Success Plan updates in progress

Anticipated Outcomes

Dedicated funding aimed to support the success of African American/Black students. The grantees implement innovations, exemplar programs, and collaborative practices that lead to successful student outcomes.

Oregon Department of Education

Office of Equity, Diversity and Inclusion
Latino/a/x and Indigenous Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$6.3 million	-	$6.3 million

The Student Success Act (HB 3427, 2019) created the Latino/Latina/Latinx and Indigenous (Mexico, Central America, and South America) Student Success Plan for students who:

- Are Latino/Latina/Latinx or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, Central American, or Spanish descent
- Who have experienced disproportionate results in education due to current and historical practices, as identified by the State Board of Education by rule

The Latino/a/x and Indigenous Student Success Plan seeks to address historic and current systemic inequities experienced by Latino/a/x and Indigenous students. The plan centers equity and community by ensuring those closest to the problem help develop and design the solutions.

Oregon Department of Education

* Corporate activity tax dedicated to support the Student Success Act of 2019.

Office of Equity, Diversity and Inclusion
Latino/a/x and Indigenous Student Success Plan

Implementation & Impact:

2020-2021:
- ODE awarded $1.0 million to seven grantees, including culturally-specific and community-based organizations, a university, and a school district to implement strategies from statewide plan

2021-2022:
- Established Latino/a/x Student Success Advisory Group
- Developed and released Latino/a/x and Indigenous Student Success Plan, Phase One
- Released Request for Application for grant funding after negotiating with DOJ on specific approved language

2022-2023:
- Awarded $6.09 million of Corporate Activity Tax funds to 28 grantees, including culturally-specific and community-based organizations, school districts, educational service districts, and colleges to implement strategies from statewide plan for the 21-23 biennium.

Oregon Department of Education

Office of Equity, Diversity and Inclusion
LGBTQ2SIA+Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$4.2 million	-	$4.2 million

The <u>LGBTQ2SIA+ Student Success plan</u> establishes a framework for creating safe, inclusive and welcoming schools for LGBTQ2SIA+ students.

<u>Senate Bill 52</u> (2021) allocated $2.0M in funding for the implementation of the LGBTQ2SIA+ Student Success Plan for the 2021-2023 biennium. The Oregon Department of Education will be awarding grants to local entities to implement strategies and objectives outlined in the plan.

ODE is currently finalizing grant awards with 12 of the 44 submitted grant applications and anticipates fully expending the allocated funds for the first round of grantees during the 2021-23 biennium, by June 30, 2023.

Oregon Department of Education

Office of Equity, Diversity and Inclusion
Native Hawaiian/ Pacific Islander Student Success Plan

Currently No GIA

The Native Hawaiian/ Pacific Islander Success Plan is a direct result of the Oregon community's request to address the specific needs and issues that Native Hawaiian and Pacific Islander students encounter while providing support and training to elevate understanding and culturally responsive approaches to learning.

The ODE Office of Equity, Diversity, and Inclusion has connected and begun building relationships with community partners working with Native Hawaiian/Pacific Islander communities.

Next steps include:
- Begin outreach and relationship building with community partners to recruit members for the Advisory Group.
- Begin developing the Success Plan with input and feedback from Advisory Group and community stakeholders.
- If HB 3144 is passed, begin developing OARs and an RFA for grants using the criteria established through existing Success Plans.

Oregon Department of Education

Office of Equity, Diversity and Inclusion
Culturally Specific After School Learning Program

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-		$15 million	$15 million

Funds from the Elementary and Secondary School Emergency Relief Fund III (ESSER III) State Set Aside Key Investments: used to implement actionable strategies to meet the urgent needs of students and address the educational inequities that have been exacerbated by the COVID-19 Pandemic.

The Program seeks to provide programming that is anchored in four (4) essential pillars of practice:
- Addressing unfinished learning through academic and mental health supports.
- Culturally Affirming practices, including cultural identity development.
- Leadership and self-advocacy skills.
- Giving back to the community.

This program will also demonstrate and implement practices that span across all three Dimensions of Equity: multicultural education, social justice education, and culturally responsive pedagogy/practices. **The funding for this program is included in the state ESSER III plan that was presented previously.**

Oregon Department of Education

Office of Equity, Diversity and Inclusion
English Language Learners (ELL) Outcome Program Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	$10.0 million	-	-	$10.0 million

House Bill 3499 (2015) established a transfer from the State School Fund to create a statewide plan to identify schools that have lower achievement results for English Language Learners (ELL) students, and to support administration of a grant program.

Goals of HB 3499 are to:
- Close opportunity and access gaps, and to interrupt systems of inequity that inhibit academic, social, and emotional growth for underserved students, and specifically ELLs
- Assist districts in the creation of plans and funded activities to ensure focus on improving outcomes for ELLs
- Provide support for implementing culturally responsive teaching and practice for ELLs, and implementation of school improvement interventions and professional learning

Oregon Department of Education

Office of Equity, Diversity and Inclusion
English Language Learners (ELL) Outcome Program Grants

ELL Outcome Program Grant Implementation: Cohort 1

- Funding for this program is statutorily awarded for four year cohorts.

- In 2019-2020, HB 3499 funds provided support and academic assistance to an estimated 2,054 teachers and administrators and to 16,461 students in 40 school districts[1].

- In 2019-20, out of the 17,847 students served in the identified districts, 1,548 students attained English language proficiency, and 3,984 did not have the opportunity to take the ELP assessment due to the COVID-19 pandemic.

- Approximately 87 districts with a small number of ELs benefited from support facilitated through 5 regional ESDs. Any district with a small number of ELs is eligible to be served throughout the state[2].

Footnotes:
[1]This is an actual count of students and staff impacted by HB3499, derived from the external evaluation completed in 2020.
[2]This information is derived from the external evaluation of ESD supports, completed in 2020.

Office of Equity, Diversity and Inclusion
English Language Learners (ELL) Outcome Program Grants

EL Outcomes Program Grant Implementation:

- In 2021-2025, 15 districts are being funded, using a weighted funding formula.

- Among these 15 districts, the largest number of the English Learners in the state are being served.

- Through this program, districts are implementing systemic interventions to improve the learning and experience of students.

- Progress is determined by an outcome indicator system that includes the elementary and secondary grade indicators to the right.

Elementary Grades Indicator
On Track to ELP
Regular Attendance
Exclusionary Discipline
ELA Achievement
ELA Growth
Math Achievement
Math Growth

Secondary Grades Indicators
On Track to ELP
Regular Attendance
Exclusionary Discipline
Least Restrictive Environment
9th Grade On-Track
5-Year Graduation
Post-Secondary Enrollment

Oregon Department of Education

Office of Equity, Diversity and Inclusive
Safe and Inclusive Schools

Program Areas of Focus

9 Recommendations

- Behavioral Safety Assessment
- Suicide Prevention, Intervention, Postvention
- Bullying, Cyberbullying, Harassment Prevention
- Promote Safe Oregon Tipline

Additional temporary federal funds increased the Educational Service District's Safe School Prevention System Specialist positions from 11 to 19, which provides each ESD with support.

The Safe and Inclusive Schools team was awarded the Bureau of Justice Grant to further develop the culturally responsive Oregon Behavioral Safety Assessment Model.

Oregon Department of Education

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$3.1 million	5.3 million	$8.4 million

Safe and Inclusive Schools recognizes that mental health, which encompasses emotional, social, cognitive and behavioral functioning, is one of the cornerstones of public education.

- **Section 36 of the Student Success Act**, establishing the School Safety and Prevention System, offers Oregon school districts services and supports including behavioral safety assessment, suicide prevention, civil rights-related bullying and racial harassment prevention, and access to the Safe-Oregon-Tip Line.
- **Adi's Act** requires Oregon School Districts to develop comprehensive district Student Suicide Prevention Plans. These Plans are to include procedural planning, equity and racial equity-centered supports, and a staff training process that explicitly addresses when and how students and families are referred to appropriate mental health and crisis services.
- This system is developed in collaboration with the **Oregon Health Authority (OHA)**, and in partnership with regional **Education Service Districts (ESDs)** statewide.

2023-25 Governor's Recommended Budget

Investments (Supported by Corporate Activity Tax)

- Increased budget for the **African American/Black Student Success Plan** by $5.0 million.

- Increases budget for the **Latino/Latina/Latinx and Indigenous Student Success Plan** by $5.0 million.

- Increases budget for the **LGBTQ2SIA+ Student Success Plan** by $2.0 million.

- Provides $2.0 million for the **Native Hawaiian/Pacific Islander Student Success Plan**

- Provides $4.0 million for the **Refugee & Immigrant Student Success Plan**.

Questions?

Office of Indian Education

Presenter: Colt Gill, Director

April Campbell

Assistant Superintendent

About the Office of Indian Education

The mission of the Office of Indian Education is to support the efforts of local educational agencies, state education agencies, Tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language, and educational needs of our American Indian/Alaska Native students and ensure that all students have the supports needed to be successful.

The Office builds and maintains ODE's Government-to Government relationships with the nine federally-recognized Tribes in Oregon through tribal consultation and communication - honoring the educational sovereignty of each Tribal nation.

April Campbell
Assistant Superintendent
Office of Indian
Education

American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan Successful Ecosystems and Government to Government Relations

- The Office of Indian Education uses a shared leadership model in the creation of American Indian / Alaska (AI/AN) Native Student Success Plan inviting a multitude of partners in developing the plan's goals, objectives, and strategies. Several goals and objectives within in the plan are supported by other state agencies including Early Learning Division, Youth Development Council, Higher Education Coordinating Commission, Educator Advancement Council, and the Teacher Standards Practice Commission.
- In March 2020, the AI/AN Advisory Committee in support of the Government to Government Education Cluster approved the current 2020-2025 American Indian / Alaska Native Student Success Plan.
- This revised plan honors previous work and builds on that wisdom, while also being mindful of the changing educational landscape of Oregon. The plan is the product of this process and is a road map for state efforts to improve opportunities and outcomes for AI/AN students in Oregon.

American Indian/Alaska Native Student Success Plan

Through the Indian Education Office Initiatives, the Department manages $7.1 of funding for Grants and Programs to implement goals and objectives in the American Indian / Alaska Native Student Success Plan:

- Navigating Successful Native Student Outcomes
- Tribal Attendance Promising Practices Grants
- Discipline, Suspensions, Expulsions, and Pushouts
- Supporting Native Student Transitions Grant
- Tribal History / Shared History
- Indigenous Languages Grants
- Building Government to Government Relations
- Program Evaluation(s)

American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$1.7 million	-	$5.4 million	-	*$7.1 million

In 2019, Oregon Legislature directed ODE to develop and implement a statewide education plan for American Indian / Alaska Native Students who are in early childhood through post-secondary education programs. ORS 329.841 directed ODE to:

- Form and facilitate an advisory group.
- Develop and implement a statewide education plan to address the educational needs of American Indian / Alaska Native students, the disparities they have experienced, and the historical practices leading to disproportionate outcomes.
- Collaborate with the nine federally recognized Tribes in Oregon.

The Student Success Act approved additional resources provided through the corporate activity tax to expand support for the Plan.

*Administers an additional $1.5 million in operational contracts to support services as identified by the American Indian/Alaskan Native State plan.

* Corporate activity tax dedicated to support the Student Success Act of 2019.

American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan

For 2021-23, ODE awarded **66** grants to:

- school districts,
- culturally-specific/community-based organizations,
- ESDs,
- post-secondary institutes, and
- federally recognized Tribes in Oregon

by implementing strategies outlined in the American Indian / Alaska Native Student Success Plan.

American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan
Increasing Native Student Graduation Rates and Outcomes

The **Successfully Navigating School Systems Grant** was established for grantees to help Native students and families successfully navigate school systems. ODE is finalizing grant awards to 15 school districts and Tribes and anticipates fully expending allocated funds during the 2021-23 biennium, by June 30, 2023.

The **Successful Transitions Grant** was established for grantees to develop a refreshed mission, centering shared goals and sets specific data-driven priorities designed to meet the needs of AI/ AN students. The Plan is grounded with the overarching goal of success for these students as well as out-of-school AI/ AN youth. Four (4) grants have been fully executed and anticipate fully expending allocated funds during the 2021-23 biennium, by June 30, 2023.

The **Tribal Attendance Promising Practices Grants** is a continuation efforts from prior biennium. This effort provides funds to 10 grantees focusing on creating and implementing proven practices increasing graduation rates for our AI/AN students. ODE has fully executed these grants and anticipates expending allocated funds during the 2021-23 biennium, by June 30, 2023.

Oregon Department of Education

American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan Curriculum and Native Languages

[Tribal History / Shared History](#) was enacted in 2017, whereby every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. This curriculum is aligned to national and state standards. The law requires ODE to develop curriculum and professional development and training opportunities for educators. Over 45 lesson have been developed in grades 4th, 5th, 8th, 10th, and 11th grades in multiple content areas and asynchronous online training modules are available.

In addition, resources are provided to the nine federally recognized tribes in Oregon to create individual place-based lessons to accompanying ODE lesson plans. The ODE fully executed 9 grants to support this effort, conducted an initial implementation evaluation report, and translated all current lessons into Spanish. Funding dedicated to this effort will be fully expended. Continuation on additional lesson plan development and training will be ongoing.

Oregon Department of Education

American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan Curriculum and Native Languages

Tribal Language Pilot Project is a collaborative research and course offering endeavor that seeks to gather and synthesize promising practices and identify problems of practice. A component of this work is establishing Chinuk Wawa course offerings within a school district to provide a roadmap and resource for additional districts. The ODE is currently finalizing contract and anticipates all allocated funds to be expended by June 30, 2023.

Indigenous Language Grants was established to acknowledge Native Languages are vital and critical to the educational success of Native students. Nine (9) grants have been awarded to the federally recognized tribes in Oregon, to support Native Language revitalization efforts, all grants have been fully executed. The ODE is anticipates all allocated funds to be expended by June 30, 2023.

ESSER III

Through the Office of Indian Education Initiatives, the Department manages $5 million of temporary federal funding for ESSER III:

Tribal Community Revitalization Grants:
- The Nine Tribal Nations of Oregon are utilizing these funds to offer culturally enriching, culturally responsive community services, including youth development and engagement, culture/STEAM camps, land-based learning opportunities, community culture, language offerings, Tribal Elders connections, and capital investments. This community-directed outcomes-driven framework facilitates cultural exchange, language, and relationship-building opportunities.

Social and Emotional Grants:
- Provided funding to 5 ESDs to support culturally specific FTE positions internally and engagement and direct student support opportunities in partnership with Tribal governments and Tribal community consultation. Activities and areas of support include cultural and linguistic revitalization, culturally responsive SEL support and academic support, including educator THSH support.

2023-25 Governor's Recommended Budget

2023-25 Governor's Recommended Budget

Statewide Adjustments:

No Adjustments were taken in the Governor's Recommended Budget.

Investments

No Investments were made in the Governor's Recommended Budget.

Questions?

Office of Education Innovation & Improvement

Scott Nine

Assistant Superintendent

Aligning for Student Success

The Office of Education Innovation and Improvement is:

- Implementing and aligning six programs, including the Student Investment Account within the Student Success Act.

- Building coherence across ODE's use of coaches and regional technical assistance to support district improvement efforts; developing a streamlined approach to continuous improvement planning; and implementing accountability systems.

- Strengthening partnerships within the agency, ESDs, and community partners and tribes to bring more coherence to the Student Success, ESSA, IDEA, and Perkins work across all offices.

Scott Nine
Office of Education Innovation and Improvement

OEII Organizational Chart
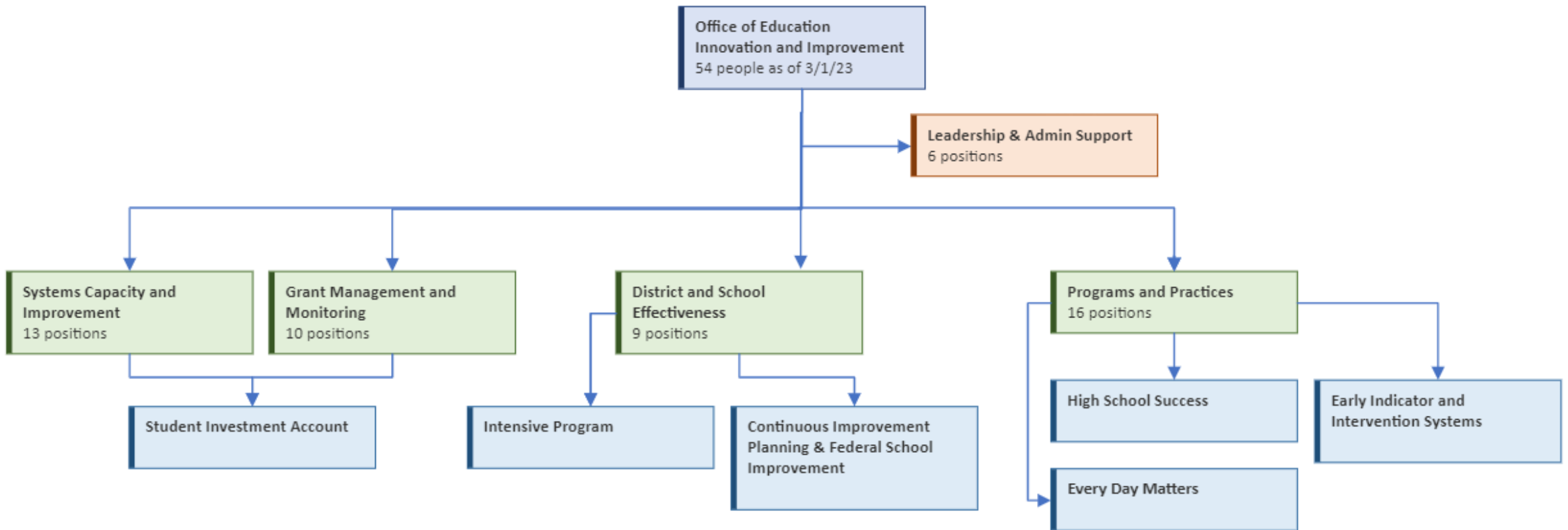
Grant-in-aid

Aligning for Student Success					

2023-25 Current Service Level (in millions)	GF	OF	OF-CAT*	FF	Total
Chronic Absenteeism Grants (Every Day Matters)	$7.0	$0.0	$0.0	$0.0	$7.0
Early Indicator and Intervention Systems (EIIS)			$5.7		$5.7
High School Success Grants (Ballot Measure 98)	$0.0	$172.2	$138.0	$0.0	$310.2
Student Investment Account	$0.0	$0.0	$929.8	$0.0	$929.8
Intensive Program & Student Success Teams	$0.0	$0.0	$26.1	$0.0	$26.1
Federal School Improvement				$22.1	$22.1
Education Service District Technical Assistance			$42.8		$42.8
Total Grant-in-Aid Funding for OEII	**$7.0**	**$172.2**	**$1,142.4**	**$22.1**	**$1,343.7**

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Aligning for Student Success

ALIGNING FOR STUDENT SUCCESS:
INTEGRATED GUIDANCE FOR SIX ODE INITIATIVES
2022

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!
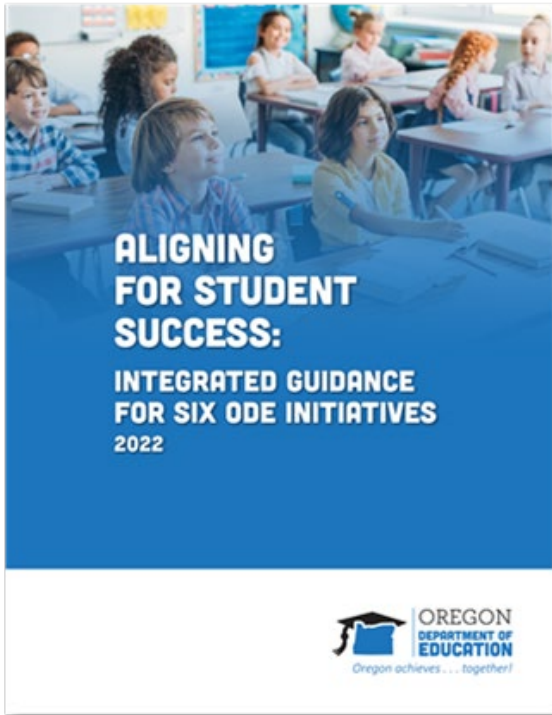
"What our staff at ODE has set out to do, with noted hope from the legislature and the education field, is to *operationally* align investments and work that can indeed bring increased success for students and lay the groundwork for us to see the full value and desired impact of the investments in the Student Success Act passed in 2019."

- Director Colt Gill

Guidance released February 8, 2022

Relevant Budget Note – HB 5047

The Oregon Department of Education **shall explore the potential for combining grant applications, grant agreements, grant monitoring, and reporting** for the School District Investment grants established in House Bill 3427 with other programs or grants administered by the agency including grants made from the High School Graduation and College and Career Readiness Fund (Ballot Measure 98), Title I grants where appropriate, and other grant programs identified by the agency. **The agency shall report to the 2021 Legislature on the results of this analysis during their Ways and Means presentation on the agency's budget.**

Program | Common Elements | Common Goals

HIGH SCHOOL SUCCESS

STUDENT INVESTMENT ACCOUNT

CONTINUOUS IMPROVEMENT PLANNING

CAREER AND TECHNICAL EDUCATION

EVERY DAY MATTERS

EARLY INDICATOR AND INTERVENTION SYSTEMS

Authentic Engagement Processes

Equity Based Decision Making

Focus on students who have been historically marginalized by the education system

Comprehensive Needs Assessment

Continuous Improvement Cycle

Well-Rounded Education

Equity Advanced

Engaged Community

Strengthened Systems and Capacity

Setting a Consistent Long-term Rhythm

Legislative intent imagines a consistent implementation cycle for these programs.

The following graphic illustrates how this guidance is implemented over the next decade.
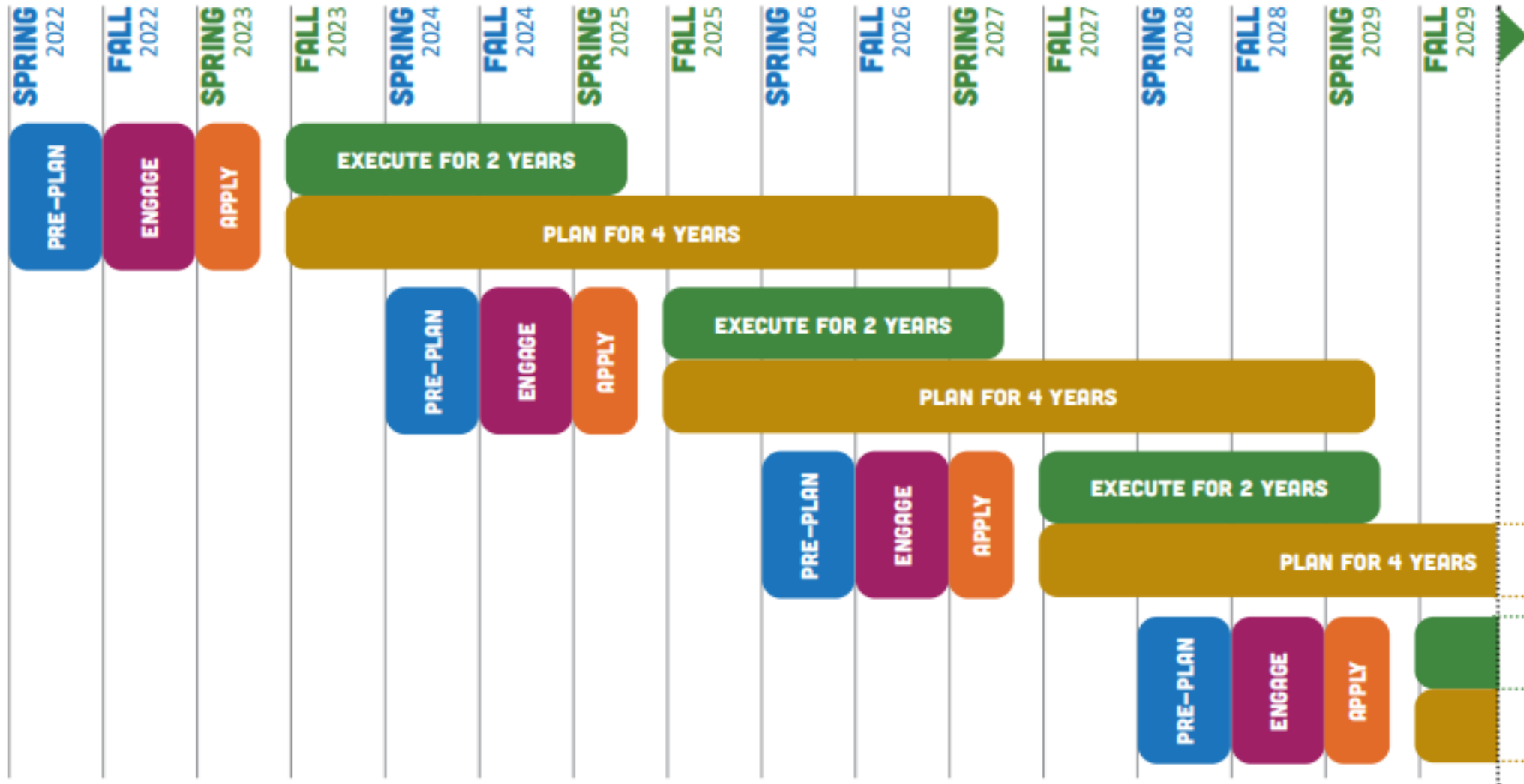
Integrated Guidance
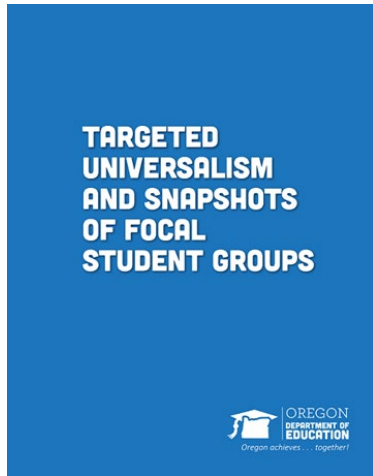
Targeted Universalism
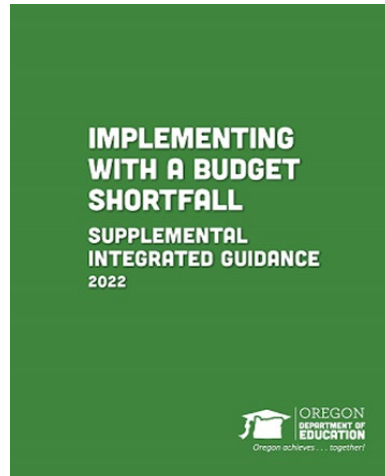
Budget Shortfall

Highlighting Integrated Guidance Resources

- Integrated Needs Assessment

- Technical Guidance for Budget Template

- Longitudinal Performance Growth Targets Worksheet

- Community Engagement Survey Item Bank

- Community Engagement Survey Resource Guide

- Oregon Schools Data Dashboard One-Pager Guide

- Ensuring Focal Student Group Safety and Privacy Resource

- Centering Health and Well-Being in Education

- Meaningful Community Engagement Artifacts

- Integrated Guidance Application Evaluation Criteria

Focus on Financial Stewardship

- Increasing TA with grant recipients around:
- Strategic planning
- Braiding and blending funding
- Declining enrollment strategies
- Set reasonable expectations
- Communicate with community
- Regular financial reviews
- Implement backup/tiered planning

Single Integrated Planning and Budget Template

OUTCOMES:
The changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship

STRATEGIES:
Support your long-term outcomes and describe the approach you are planning to take

IG pp. 44–45

Tiered Planning

		CSI/TSI Activity Budget	CTE Activity Budget	EIIS Activity Budget	HSS Activity Budget	SIA Activity Budget	Total Activity Budget
Outcome and Strategy	Proposed Activity						
--	Total Budgeted Amounts (Autosum):	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
S3	SAMPLE: Contract with local mental health providers to provide				$10,000.00	$7,500.00	$17,500.00
S1	SAMPLE: Hire additional secondary math teachers				$30,000.00	$30,000.00	$60,000.00

Tiered Planning

Easily replace activities that are no longer feasible with strategic investments targeting the same desired outcomes rather than end-of-biennium purchases that are often less impactful.

IG pp. 53-54

Secretary of State Report Offers Public Assurance

"While ODE is not able to control legislative decisions about funding and program continuity, this integrated guidance is a substantial step toward reducing duplicative efforts and some degree of volatility. The guidance emphasizes the importance of "tiered" planning, which identifies how program participants can adapt to reductions in funding or a lack of available staff in ways that still support local priorities identified in their needs assessments."

Changes within the Office of Education Innovation and Improvement address several concerns identified in previous audits

Reference: SOS Audit of HSS

Oregon Department of Education

ODE Continues to Effectively Implement Measure 98 and Increase Collaboration Across Agency Programs

December 2022
Report 2022-33

Grant-in-aid: Chronic Absenteeism Grants

Chronic Absenteeism Grants (Every Day Matters)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$7.0 million	-	-	-	$7.0 million

The Chronic Absenteeism grant program, established in 2015, provides $7.0 million at current service level to implement Oregon's Chronic Absenteeism Plan through an initiative known as **Every Day Matters.**

Oregon Department of Education

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.
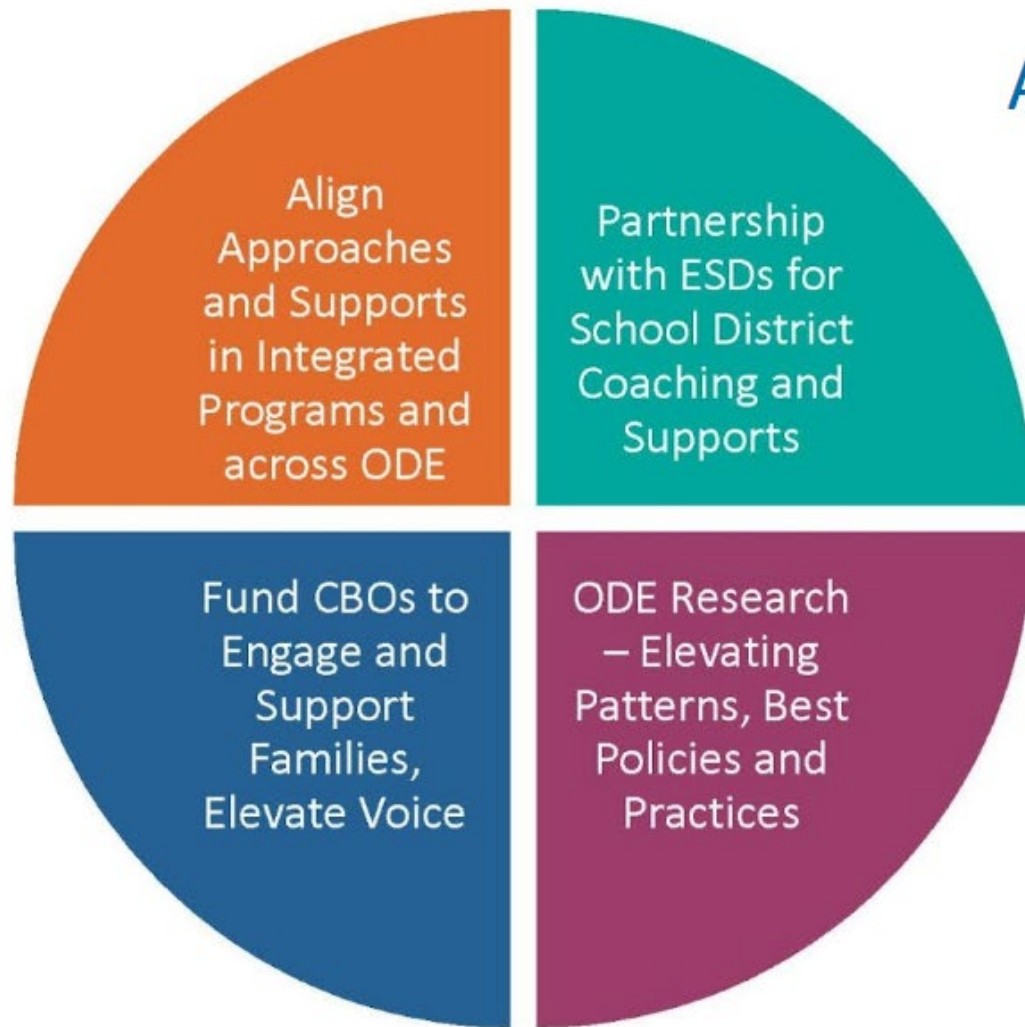
A holistic, systemic approach to engage **everyone** in the work to make **Every Day Matter** for all students...

Activated and catalyzed through these four levers.

Every Day Matters: Chronic Absenteeism Grants

Pandemic Impact

In 2021-22, **189,064 students** (36%) were absent for 10% or more of their enrolled days.

Regular Attender Rates

- 2016-2017: 80.3%
- 2017-2018: 79.5%
- 2018-2019: 79.6%
- 2019-2020: Data Not Collected
- 2020-2021: 71.9%
- 2021-2022: 63.9%
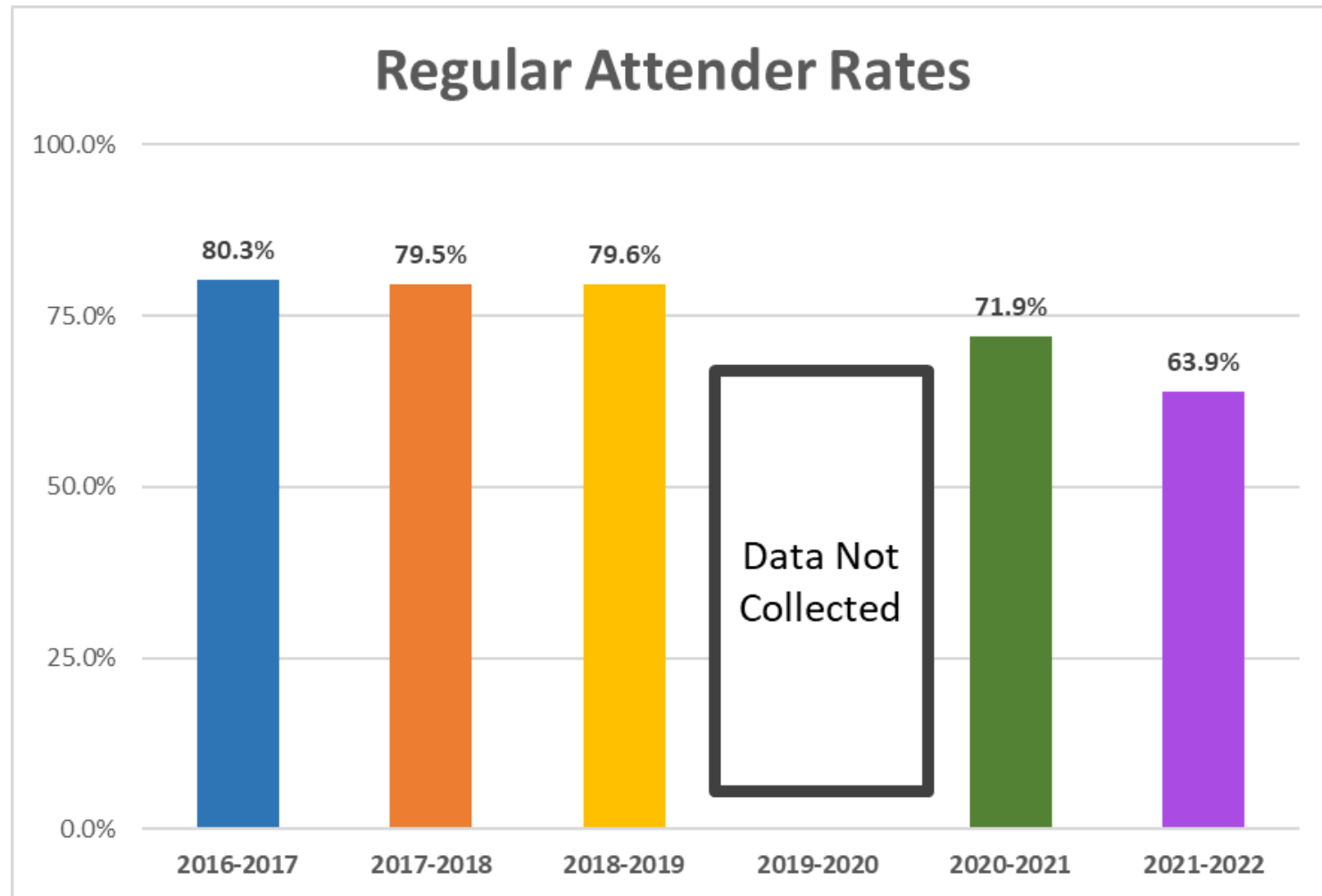
Every Day Matters: Chronic Absenteeism Grants
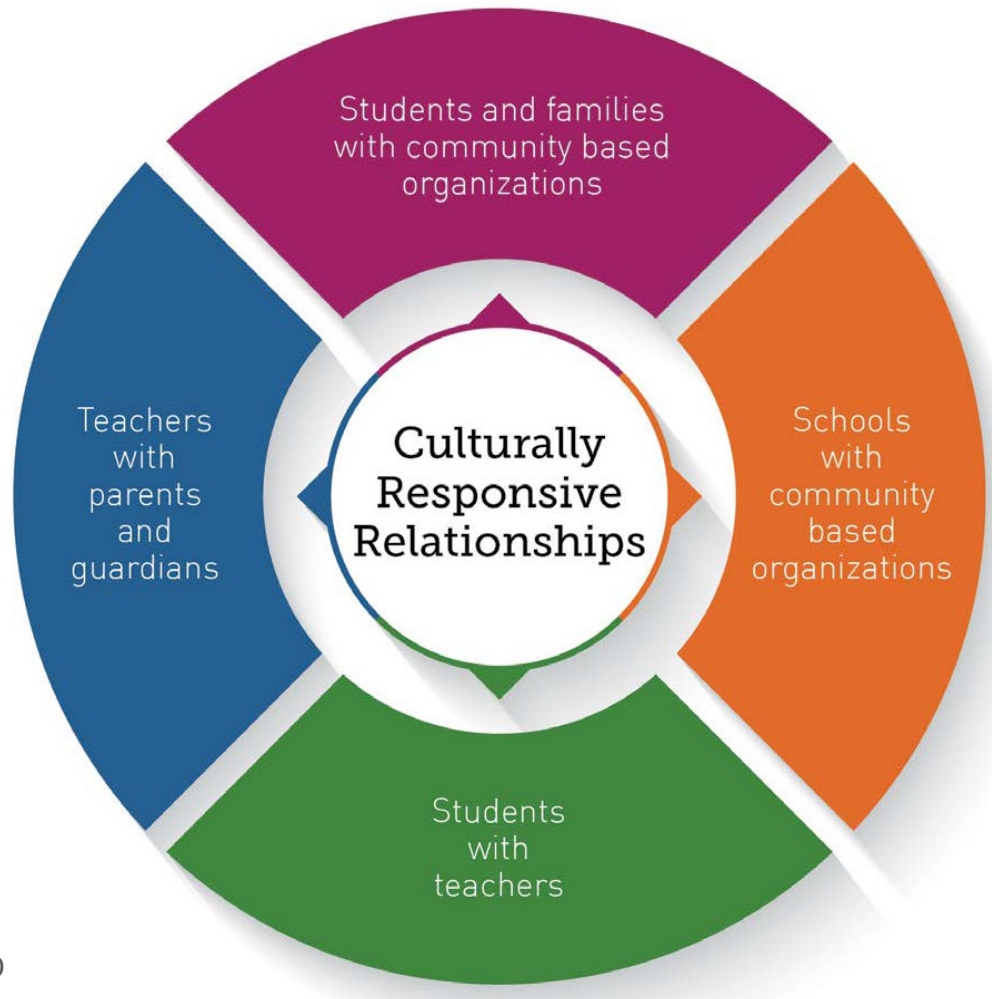
Attendance is a function of Culturally Responsive Relationships

o

Every Day Matters: Chronic Absenteeism Grants

Woven into Integrated Guidance and Application Elements

- Braiding and blending of funds to implement culturally responsive strategies/activities to increase attendance.

- Strengthen or improve policies/procedures to address the root-causes of chronic absenteeism.

- Engage with school staff, students, and community members on school climate and culture, student engagement, school safety, health and wellbeing of students, etc.

High School Success

Student Investment Account

Every Day Matters

Continuous Improvement Planning

Career Technical Education

Early Indicator & Intervention Systems
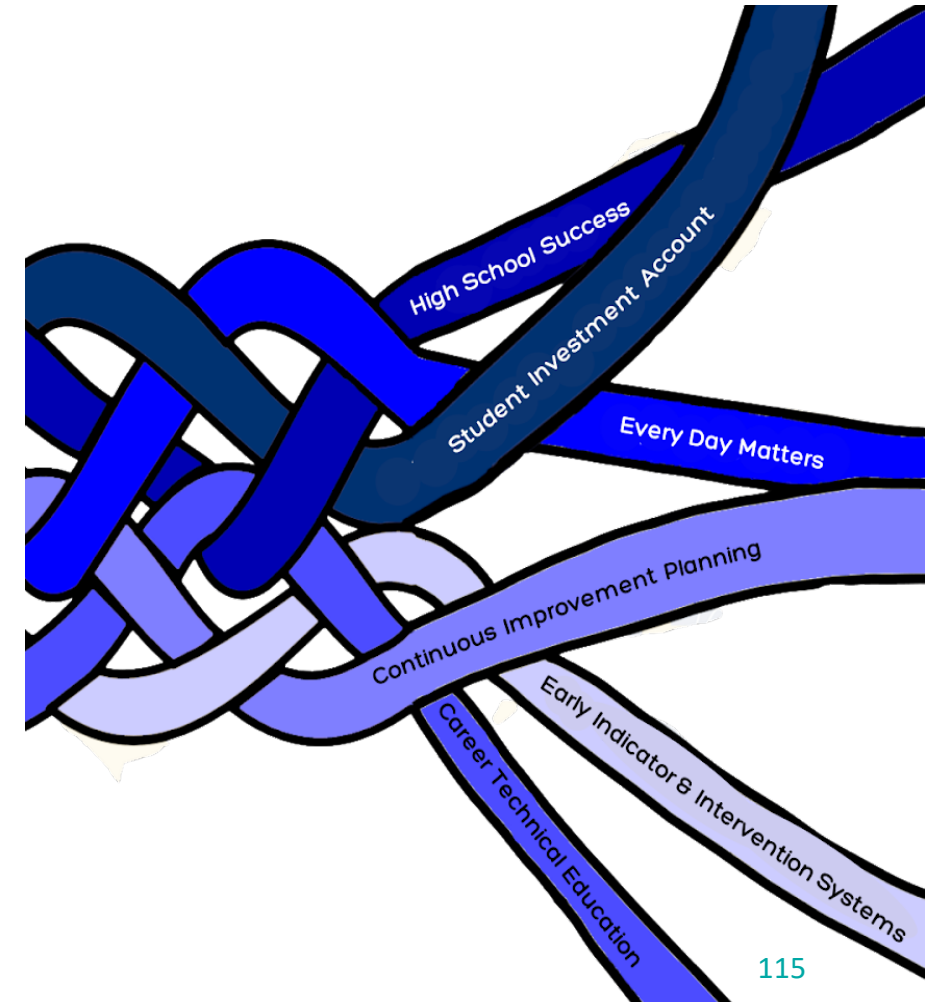
Early Indicator & Intervention System

Early Indicator and Intervention Systems (EIIS)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	5.7 million	-	$5.7 million

- ORS 327.367 (1) created a grant program to assist school districts with implementing early indicator and intervention systems (EIIS), also known as Early Warning Systems, to help students stay on track to graduate from high school.

- Grant in Aid began in 2020-21

- $3.6 million is available to school districts and charter schools based on their respective average daily membership, multiplied by $3.00.

- $2.1 million is allocated to provide technical assistance through TA contracts or grants.

Early Indicator & Intervention Systems

EIIS Essential Elements

Supportive Community Relationships

Effective teaming within schools and across the system, championing for students

Strong, trusting partnership between student, family, community partners, and school staff

Holistic, Real-Time, Actionable Data

Use data effectively to keep students on the pathway to graduation and transition to postsecondary education and career pathways

Analysis, Response, and Improvement System

Unified system that integrates, extends, and increases the capacity of existing student support efforts, including early warning, on-track, and multi-tiered support systems

Shared Student & Equity-Centered Mindsets

Empathy rather than judging and blaming

Strengths- and asset-based framing rather than deficit framing

Pro-action rather than remediation

Early Indicator & Intervention Systems

How are recipients using grant funds?

Frequency of Allowable Uses by Category

(Reporting June 2022)

- Staffing to maintain the system — 16%
- Training for staff to maintain and use — 13%
- System software purchases/subscriptions — 51%
- Data analysis/research — 12%
- Engagement — 8%
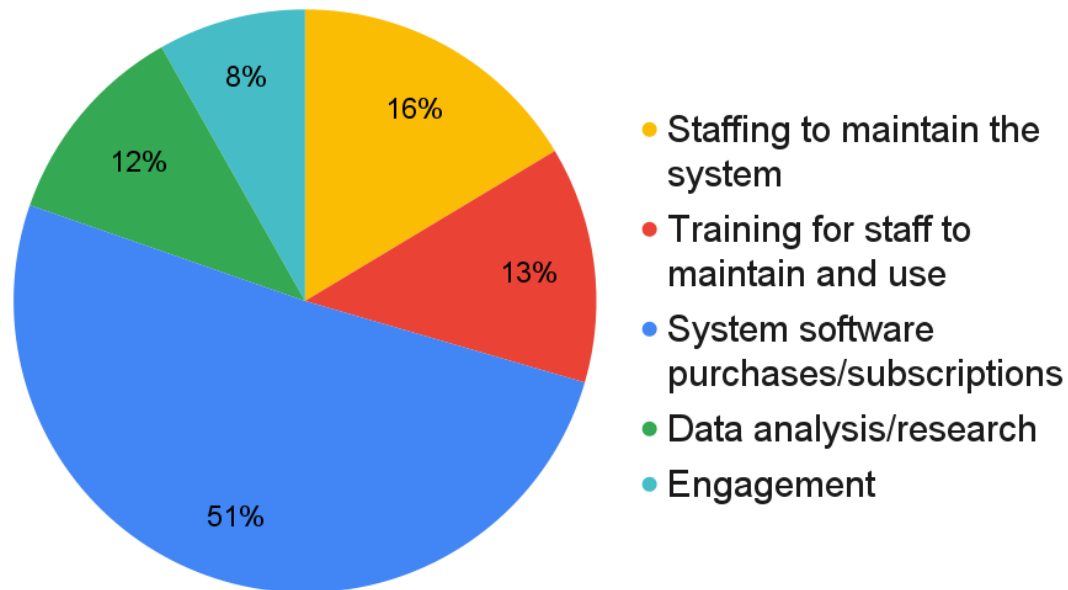
Impact of EIIS grant

"The flexibility to go outside of just data systems to impact outcomes was really helpful for us."

"This funding paid for the district's use of [data dashboard]. This tool allows district leaders (and eventually teachers) to review a collection of data pertaining to students' academic progress and social emotional indicators."

Early Indicator & Intervention Systems

Technical Assistance

$2.1 million is allocated to provide technical assistance.

Participant Interest in Technical Assistance Topic (select all that apply)

Topic	Value
Using Data Systems and Data Analysis	72
High School Intervention and Support Systems	59
Building Supportive Communities through EIIS	54
EIIS Development and Implementation	51
Forwarding Equitable Outcomes through EIIS	35
EIIS in Early Elementary Schools	31
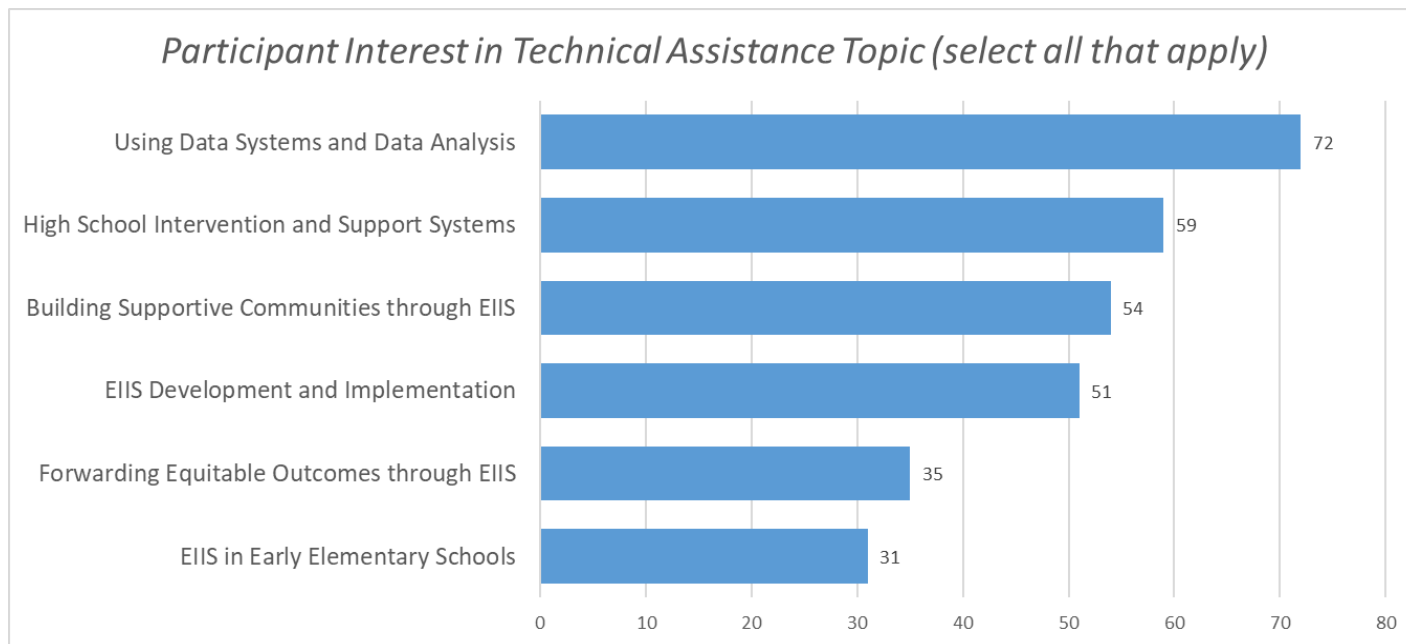
ODE issued an RFP in July 2022 to develop technical assistance modules to support EIIS implementation; Currently selecting a vendor to develop Technical Assistance modules, which will be available in fall 2023.

Module topics based upon recipient needs, identified in yearly reporting. TA topics will include:
- Foundational EIIS Learning Series
- Year-long Cohorts for customized learning
- Implementing EIIS at Middle and High School.

High School Success (Measure 98)

High School Success Grants (Measure 98)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	$172.2 million	$138.0 million	-	$310.2 million

Eligibility for Fund - All recipients must demonstrate eligibility for funds, including:
1. Teacher Collaboration Time around Data
2. Equitable Assignment of Students to Advanced Courses
3. Systems Ensuring On-Time Graduation
4. Practices to Reduce Chronic Absenteeism

Integration- The Secretary of State's Audit reviewed to ensure that the investment in HSS was positively impacted by the operational alignment work done in OEII.

Oregon Department of Education

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

High School Success (Measure 98)

Ballot Measure 98

Goal: Improve graduation rates

Passed with 65% voter support (November 2016)

High School Success Fund

$301.4 million total (2021-23)

Designed to support district & charter schools serving students in grades 9-12.

Submission of Plans to Establish or Expand:

Dropout Prevention Programs and Strategies

Career and Technical Education

College-level Opportunities

2021-23 High School Success Grants Are Establishing or Expanding:

CTE Opportunities
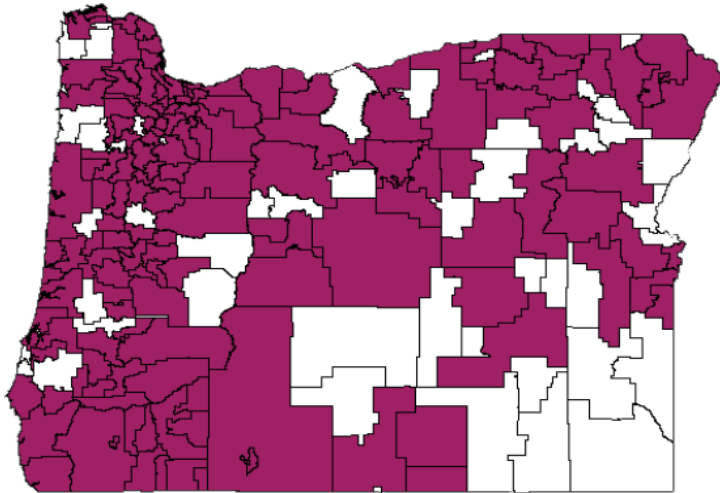
College-Level Opportunities
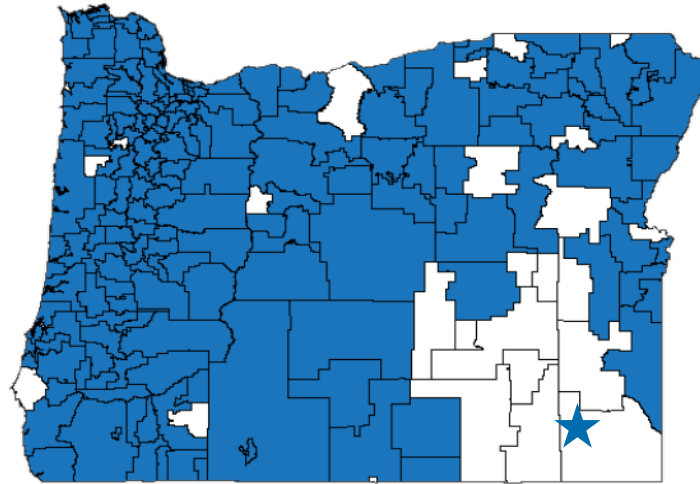
Dropout Prevention Strategies
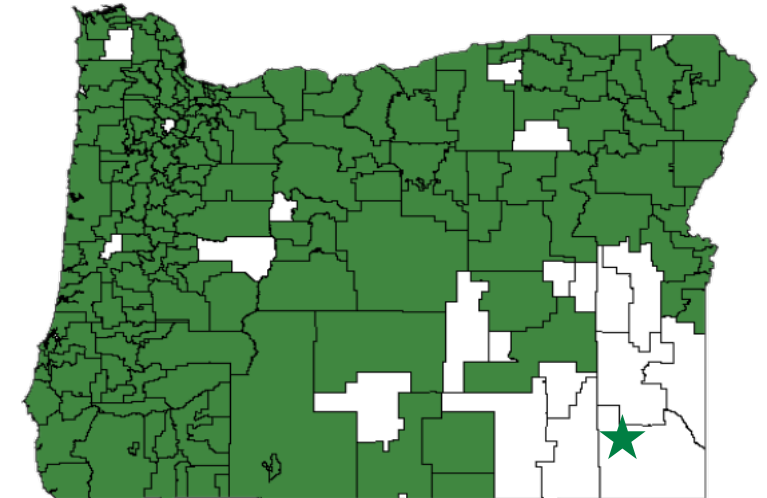
★★ Many districts in this region offer K-8 only. High school students largely attend Harney Union High SD, which spent HSS funds in CTE and Dropout Prevention.

High School Success Grants

How are recipients allocating funds?
$301.4 million
2021-23 Biennium Projected Expenditures

Left chart legend:
- Dropout Prevention (50.70%)
- Career Technical Education (30.89%)
- College Level Opportunities (15.74%)
- Indirect Costs (2.66%)

Right chart legend:
- Staff Salaries (76.76%)
- Facilities & Equipment (9.78%)
- Direct Student Service (4.71%)
- Professional Learning (3.23%)
- Curriculum (2.96%)
- Community Partnerships (2.80%)
- Family Engagement (0.44%)

Oregon Department of Education
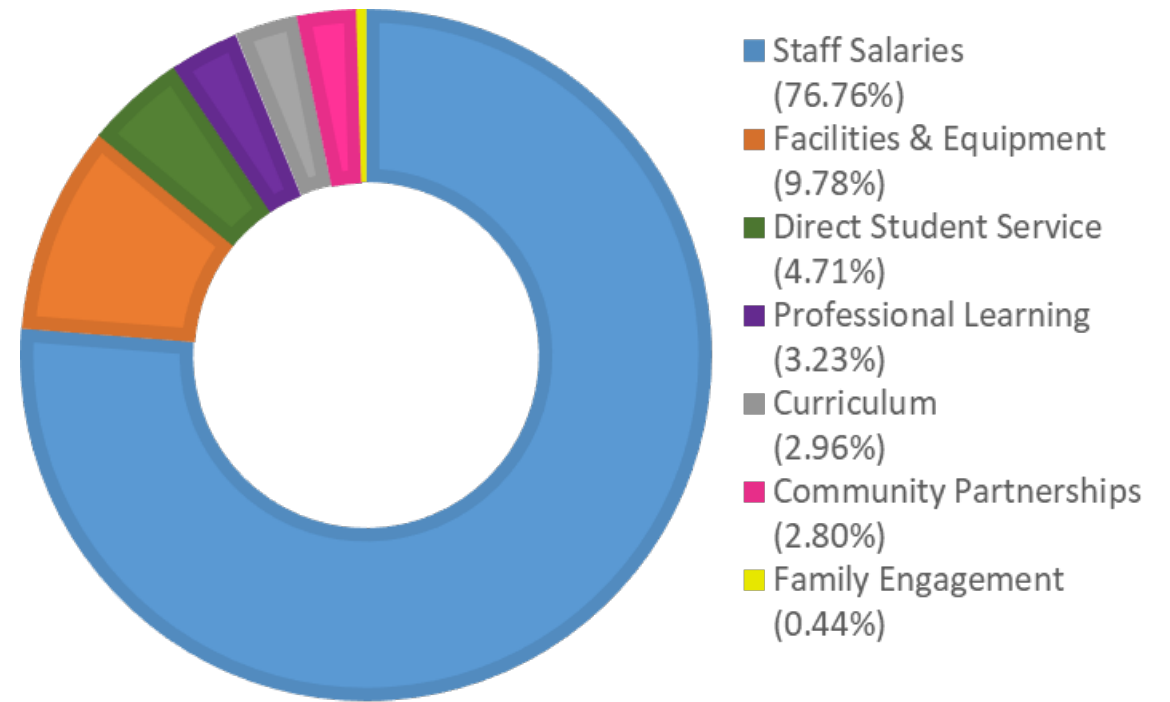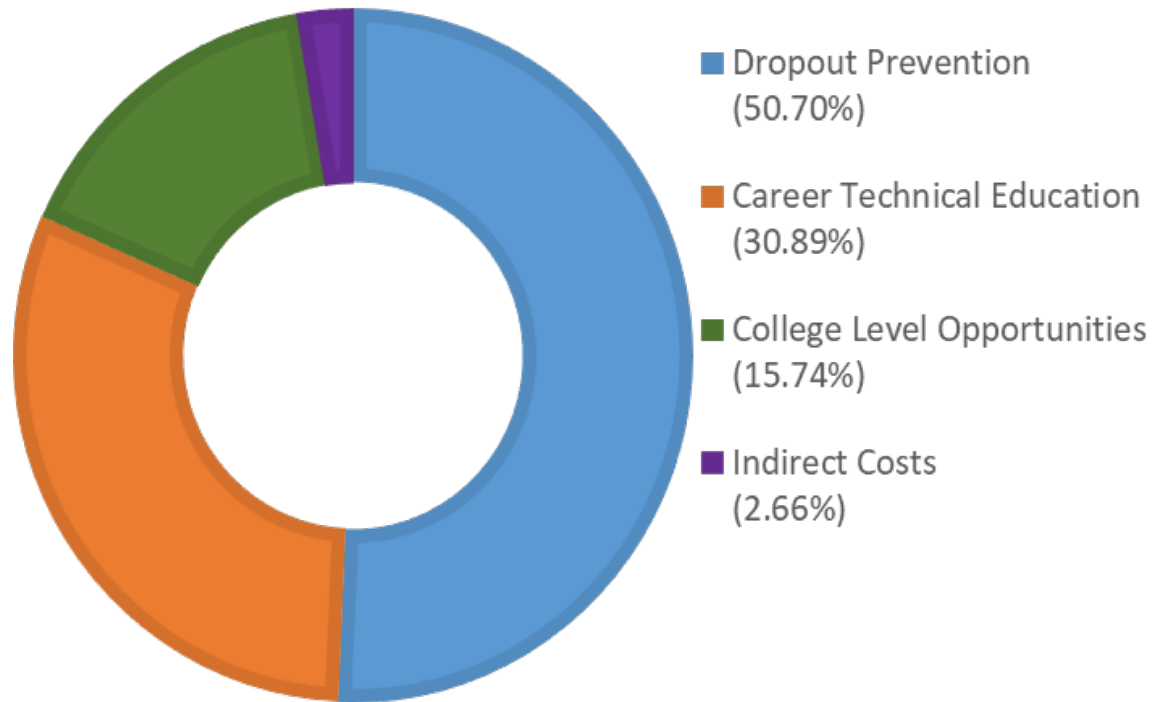
High School Success Grants

> *We have increased Career and Technical Education pathways, expanded early college opportunities/online college courses, targeted absenteeism, and developed data analysis methods to better inform system change. Most importantly, it has strengthened our partnerships between our students, families and entire school community.*
>
> -Wes Owens, Sherman County SD

Frequent Uses of Funds

- Establishing or continuing to support Ninth Grade on-Track Teams. These teams review student data and work to provide the academic and social-emotional supports.

- Establishing or Expanding Career and Technical Education Programs. Students will have increased opportunities to engage in learning which integrates technical skills with academic content.

High School Success Corrective Action

Recipients must demonstrate the implementation of systems and processes to:

1. Review data and support students towards graduation
2. Address chronic absenteeism
3. Assign students to advanced courses without bias
4. Ensure students are taking courses required for on-time graduation
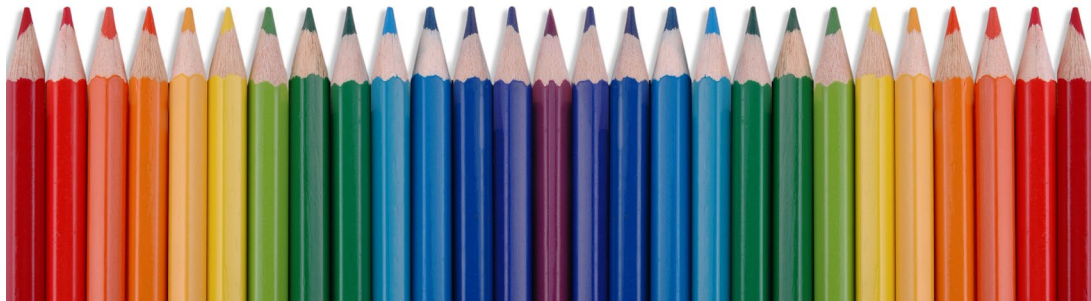
Corrective Action Process:

- Multiple reviews with every HS in the state
- 40 recipients identified as still not meeting eligibility in early 2022
- $1.3 million total in directed funds, plus technical assistance by ODE
- EII staff has partnered with ESDs to work alongside district and school leadership and staff to guide implementation of corrective actions to ensure sustainability of systems of support are in place for years to come

Reference: Assessing HSS Eligibility Requirements

Student Investment Account

Student Investment Account

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$929.8 million	-	$929.8 million

- The Student Investment Account (SIA) was created through the Student Success Act (HB 3427) for the purpose of:
  - ✓ Meeting students' mental or behavioral health needs
  - ✓ Increasing academic achievement for students, including reducing academic disparities for students that have historically been impacted as determined by the State Board of Education

- The SIA is funded by the Corporate Activity Tax (CAT) receiving *at least* 50% of Fund for Student Success.

- Distribution of resources to eligible recipients are governed by a statutorily defined non-competitive formula that follows the State School Fund formula with a double weight for poverty.

Reference: 2023 SIA Legislative Report

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Student Investment Account

Allowable Use Categories

Health & Safety

Increased Instructional Time

Ongoing Community Engagement

Reduced Class Size

Well- Rounded Education

* Up to 5% of the total expenditures can also be used for administrative costs.
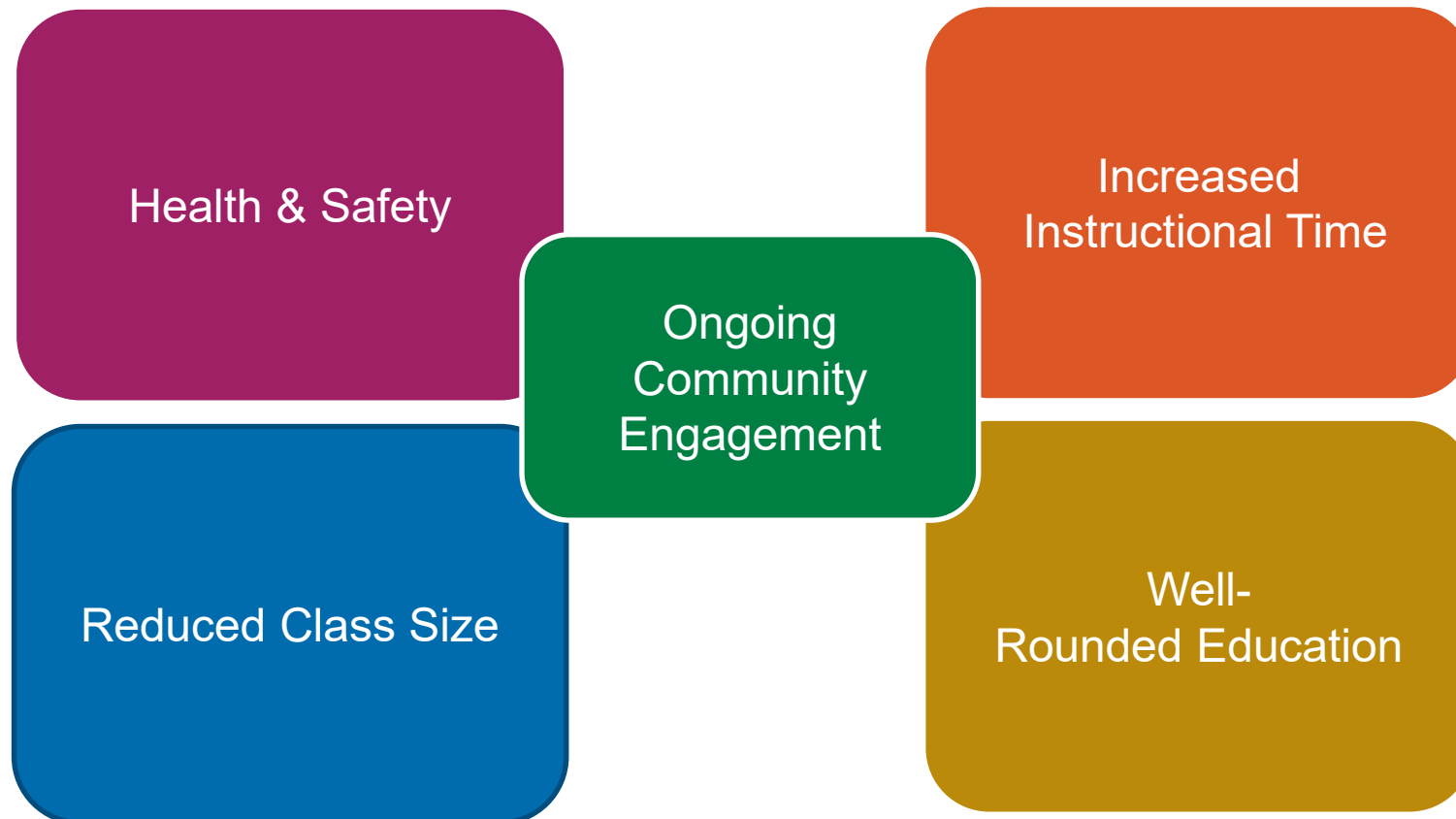
Student Investment Account

21-22 Spent Funds Across Allowable Use Areas

$122,979,763
$137,208,026
$101,862,277
$20,658,815
$20,926,916

- Health & Safety
- Increased Instructional Time
- Ongoing Community Engagement
- Reduced Class Size
- Well-Rounded Education
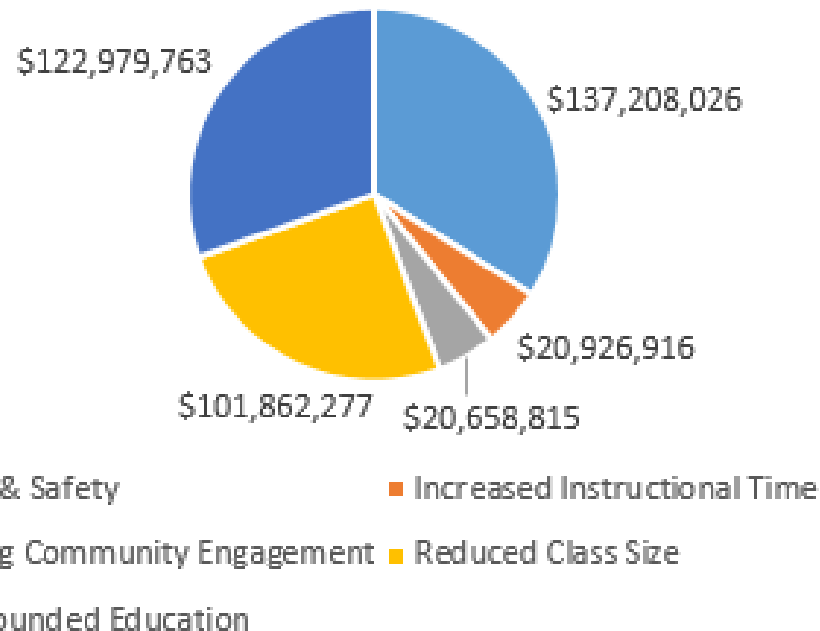
21-22 Top Three Spending Categories

8%
9%
83%

- Salaries & Benefits
- Supplies & Materials
- Transportation

*Charts reflect expenditures reported by grantees as of 12/20/22. At the time of this report, ODE was still awaiting submission of 15% of reports.
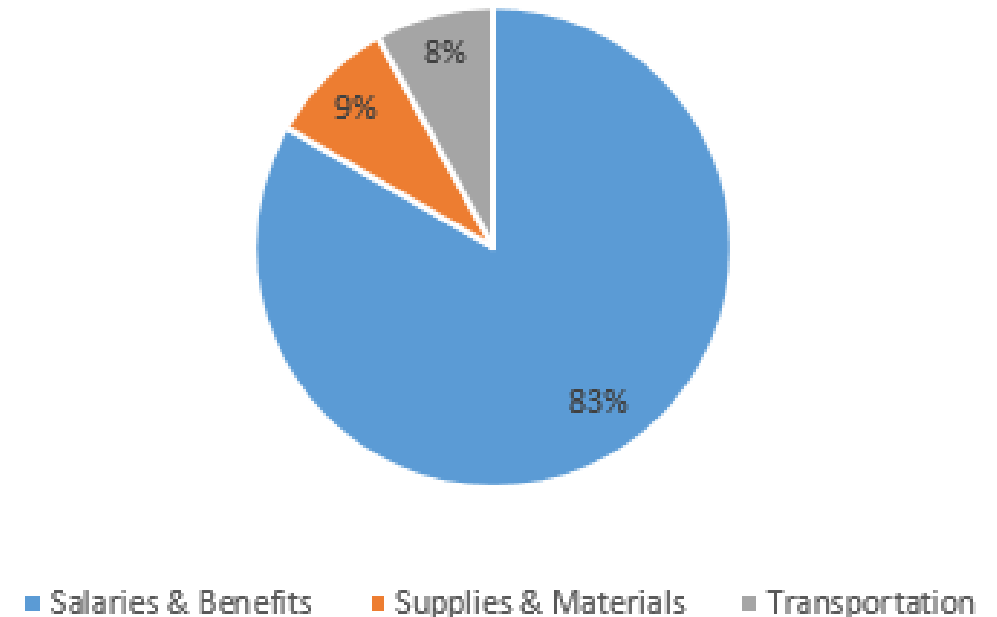
Student Investment Account

21-22 Top Five FTE Types Added through SIA Investments

- Social Emotional Learning
- Special Education: All Positions
- Guidance/School Counselor
- QHMP/Psychologist/LCSW
- General Education Teacher

171.3
185.2
203.1
628.3
274.9

*Charts reflect expenditures reported by grantees as of 12/20/22. At the time of this report, ODE was still awaiting submission of 15% of reports.
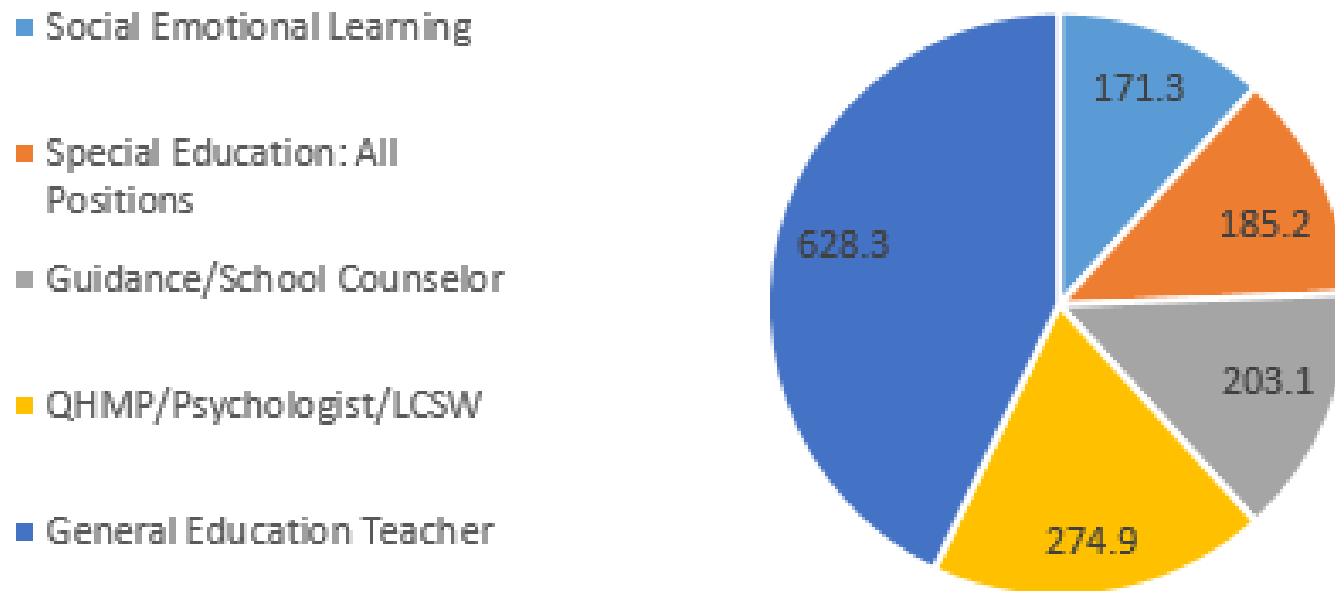
Student Investment Account

We knew reducing class size and adding electives was important. But, we were not prepared for the **utter transformation** in student and teacher mental health and engagement. Students want to come to school because of the course offerings. Teachers have the breathing room in their daily work to be both more productive and fully present for students, which creates a positive and welcoming environment for students and our school climate as a whole.
-Union School District

It has been really exciting to watch the SIA investments come to fruition especially in returning from a challenging pandemic experience. We are at the part of the year when we are able to measure growth and achievement. We are seeing strong signs of academic growth that are directly attributable to our SIA investments including the block schedule at middle school, math acceleration due to additional support staff, social emotional supports for mental health, and intervention through the individualization of learning. We are feeling assured that the investments we identified truly are making a difference in student achievement and outcomes.
-McMinnville SD

This year, unlike any other, we have done a better job of including the parents in their children's learning process. My Title One teacher does a parent fun night with our elementary parents twice a year. This year she added in some of the exact techniques and strategies she uses with the kids and shared them with the parents. We have asked the parents to incorporate these techniques and strategies at home when reading and spelling with their student. We feel really good about the progress we are making with our parent inclusion.
-Fossil SD

Student Investment Account: Implementation

SIA Implementation Status

	19-21	21-23
Number of Eligible Applicants	210	230
Number of Grantees	204*	206**
Fully Executed Grant Agreements/Amendments	204	199
Percent of Funds Claimed	99%	78% BTD

- All recipients will have until June 30, 2023 to expend their 2022-23 grant funds with a universal summer extension to be able to spend funds through September 30, 2023.
- Any funds not expended by September 30, 2023 will be returned to the Department to be reallocated in the 2023-25 biennium with legislative approval.

* One grantee included 7 districts applying in Consortia. ** One grantee included 7 districts and another grantee included 2 districts applying in Consortia.

Student Investment Account: Eligibility Requirements

- All Oregon school districts, non-virtual public charter schools, Youth Corrections Education Programs (YCEP) and Juvenile Detention Education Programs (JDEP) are eligible to apply for the non-competitive SIA grant funds as calculated through the funding formula.

- To apply for funding for the 2020-21 school year, school districts and eligible charter schools were required to submit an SIA application. To receive funding in 2021-23, previous grantees submitted a SIA plan update and new applicants, including YCEP and JDEP sites*, submitted a full application.

- The SIA application process requires all eligible applicants to engage focal student groups, their families, the broader community, and staff to gather input to inform their SIA plan, including planned investments within the allowable use areas.

- Applicants can lose access to their grant funds if they don't complete the required engagement process or are unresponsive during ODE's application review; however, with ODE's ongoing support, in this biennium all applicants met requirements after providing additional information or remedying pieces of the application that did not initially meet requirements.

Student Investment Account: Implementation

- Reviewing programmatic and financial progress quarterly and annual reports submitted by recipients

- Launching professional learning and coaching contracted through RFPs for SIA Technical Assistance and Coaching dollars, including two initial professional learning series around community engagement and equitable mindsets, systems and practices launching this spring

- Creating alignment with other initiatives through the Integrated Guidance including co-producing, "Centering Health and Well-Being in Education'' with OHA.

- Development of the Performance Review for grantees to conduct every four years is underway

Intensive Program & Student Success Teams

Intensive Program and Student Success Teams

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-	$26.1 million	-	$26.1 million

- The Student Success Act established an Intensive Program (IP) "for school districts with the highest needs in the state."
- The IP represents an evolution from past district improvement programs and strives to set the right balance between support and accountability.
- Three districts accepted invitation to the program. Six districts have declined the invitation into the program. ODE will begin inviting additional districts to participate for AY23-25.
- The Department anticipates serving 5 to 8 of the highest-need school districts in the state during the biennium.

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Intensive Program & Student Success Teams
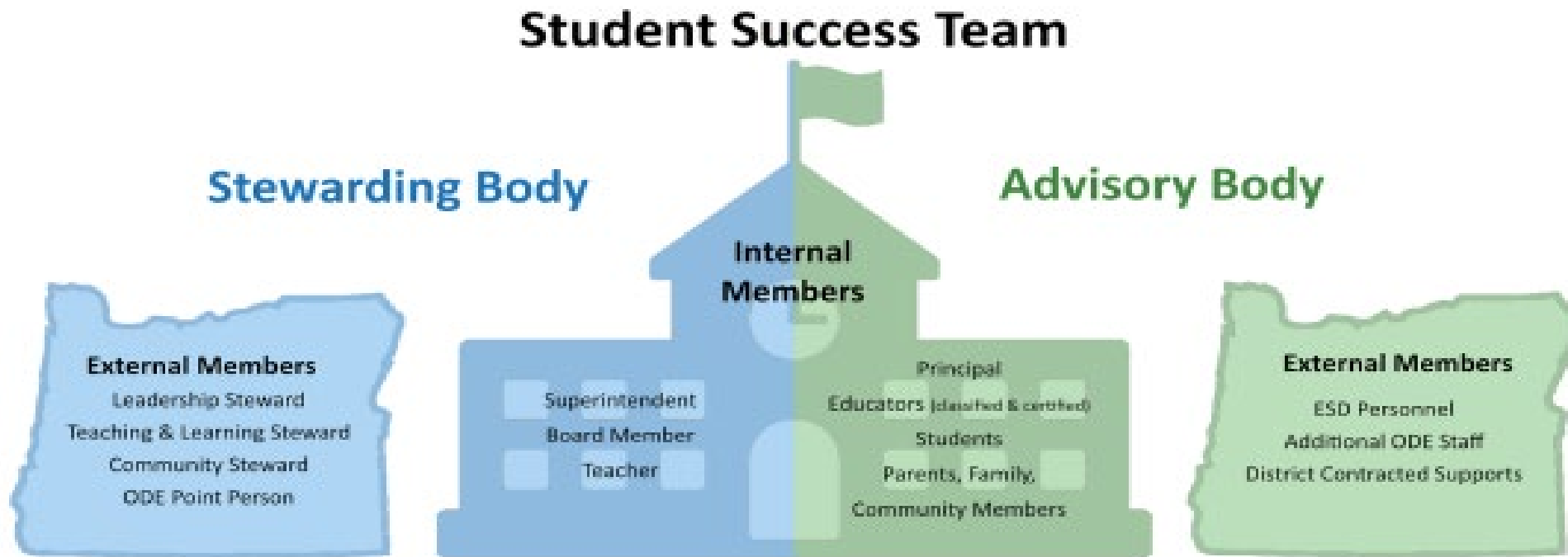
Reference: Intensive Program Overview

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Federal School Improvement (CSI/TSI Schools)

Federal School Improvement (CSI/TSI Schools)

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
-	-		$22.1 million	$22.1 million

The Oregon Department of Education first identified schools for comprehensive and targeted support and intervention in the Fall of 2018 and launched a revised support model that aimed to situate school performance as part of the larger school district system.

The revised model empowers educators, students, families and communities to all work together to improve educational outcomes for students in all 36 counties in the state. Oregon's ESSA Plan calls for making necessary investments where they are needed most – and where they belong – and putting the resources where they need to be – with each student. This model replaces an outdated, counterproductive punitive approach that labeled schools rather than fully support them.

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Federal School Improvement (CSI/TSI Schools)

- ODE had previously identified a total of 268 CSI and TSI schools during the 2018-19 and 2019-20 academic years. 97 school districts were serving at least one CSI or TSI schools before the pandemic.

- In June 2022, ODE asked school districts and schools to provide ODE a progress update. These updates asked for an overview of needs assessment process and improvement activities as well as local data and evidence and sustainability efforts. ODE staff reviewed these updates in conjunction with revised accountability data.

- 75 school districts are currently serving at least one or more of the 183 CSI or TSI schools moving forward

ESD SIA Technical Assistance Support Grants

ESD SEIA Technical Assistance Support Grants

General Fund	Other Funds	Other Funds-CAT*	Federal Funds	Total Funds (CSL)
$3.0 million	$0.5 million	$42.8 million	$4.4 million	$50.7 million

- ORS 327.254 (1)(L) and (2)(a-e) provides for funding from the Corporate Activity Tax to support Education Services Districts in delivering technical assistance to school districts in their region, which is determined through a statutory formula defined in ORS 327.254 (a). The formula was updated in 2021 by the Legislature to create floor funding for the smallest regions.

- With the implementation of Integrated Guidance, ODE added additional funding through general funds, other funds, and federal funds to support ESD regions. This includes:
  - $3.0 million General Fund from Every Day Matters grants
  - $500,000 in High School Success grants
  - $200,000 in ESSA Partnership funding
  - $4.2 million in GEER funding, with $700,000 to be spent by 9/30/22 and the remaining $3.5 million to be spent by 9/30/2024

* Corporate Activity Tax dedicated to support the Student Success Act of 2019.

Strengthening & Aligning ESD Supports

- The SSA funded $41 million toward ESD Support for the 2021-23 biennium
- Each ESD has at least 1.0 FTE toward the role and function as Liaison
- ESD Liaisons serve as primary point of contact and can support collaboration with ODE
- Liaisons consistently participate in planned ODE virtual and in-person meetings, equity training and regular communication via email and phone with staff working in EII and on CTE
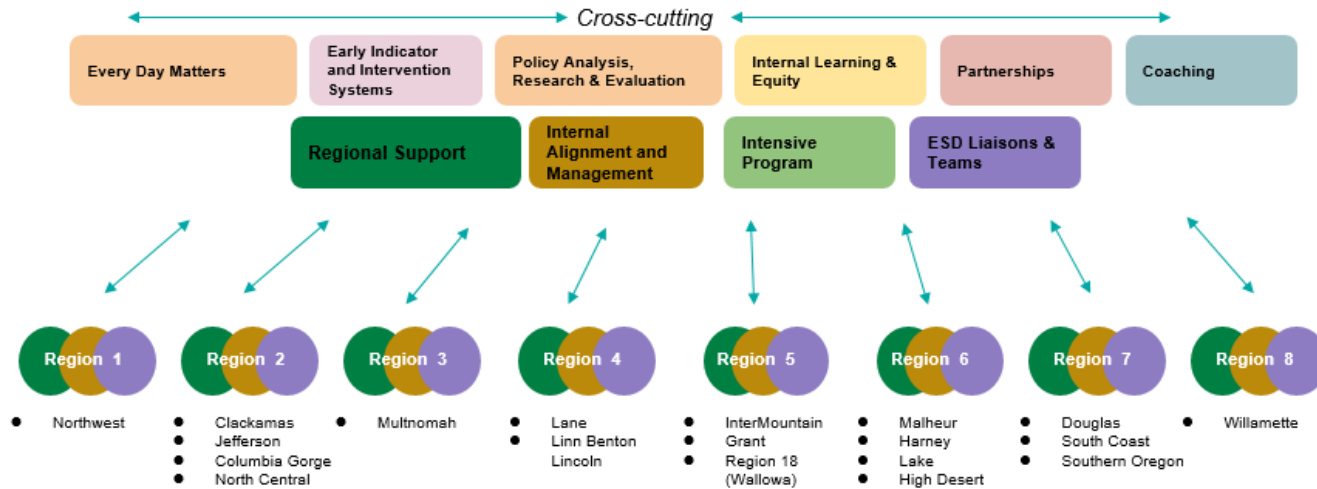
- EII has moved additional resources to ESDs to broaden TA support for HSS, CIP, EDM, and EIIS and to rural and small school districts
- Through implementation of this guidance, the aim is to closely align the work of the ESD Liaison and the CTE Regional Coordinators in the spirit of system alignment and improvement

Breakdown of OEII TA Funding by ESD

ESD Region	SSA TA $	EDM $	HSS $	ESSA $	GEER $	Total
Clackamas ESD	$3,807,322.74	$262,700.66	$38,011.70	$10,500.00	$35,470.00	$4,154,005.10
Columbia Gorge ESD	$531,476.29	$50,000.00	$7,309.94	$10,500.00	$70,940.00	$670,226.23
Douglas ESD	$916,647.50	$63,220.02	$26,315.79	$10,500.00	$390,170.00	$1,406,853.31
Grant ESD	$410,832.00	$50,000.00	$8,771.93	$10,500.00	$177,350.00	$657,453.93
Harney ESD Region XVII	$410,832.00	$50,000.00	$8,771.93	$10,500.00	$354,700.00	$834,803.93
High Desert ESD	$1,918,518.09	$132,406.66	$19,005.85	$10,500.00	$35,470.00	$2,115,900.60
InterMountain ESD	$1,819,908.60	$125,639.04	$43,859.65	$10,500.00	$496,580.00	$2,496,487.29
Jefferson ESD	$410,832.00	$50,000.00	$4,385.96	$10,500.00	$106,410.00	$582,127.96
Lake ESD	$410,832.00	$50,000.00	$4,385.96	$10,500.00	$177,350.00	$653,067.96
Lane ESD	$3,093,988.56	$213,475.83	$48,245.61	$10,500.00	$354,700.00	$3,720,910.00
Linn Benton Lincoln ESD	$2,664,031.17	$183,826.14	$38,011.70	$10,500.00	$141,880.00	$3,038,249.01
Malheur ESD Region 14	$432,927.03	$50,000.00	$11,695.91	$10,500.00	$354,700.00	$859,822.94
Multnomah ESD	$6,386,904.69	$440,948.36	$39,473.68	$10,500.00	$70,940.00	$6,948,766.73
North Central ESD	$410,832.00	$50,000.00	$11,695.91	$10,500.00	$177,350.00	$660,377.91
Northwest Regional ESD	$6,816,032.74	$470,868.20	$57,017.55	$10,500.00	$354,700.00	$7,709,118.49
Region 18 ESD	$410,832.00	$50,000.00	$5,847.95	$10,500.00	$141,880.00	$619,059.95
South Coast ESD	$966,197.01	$66,586.53	$19,005.85	$10,500.00	$248,290.00	$1,310,579.39
Southern Oregon ESD	$3,450,150.35	$238,376.93	$49,707.60	$10,500.00	$141,880.00	$3,890,614.88
Willamette ESD	$5,814,103.23	$401,951.63	$58,479.53	$10,500.00	$354,700.00	$6,639,734.39
Total	$41,083,200.00	$3,000,000.00	$500,000.00	$199,500.00	$4,185,460.00	$48,968,160.00

Small & Rural School and District Support Emerges

- ODE presents Grant Consolidation report to Joint Ways and Means Subcommittee on Education in February 2022.

- ODE secures support from Governor's Office to use part of GEER funding.

- ODE submits a policy option package (POP) for 2023 Legislative Session to move from federal emergency funding to state funding to ensure supports will be sustained past September 30, 2024.

- Provide responsive and intensive support to small and rural school districts - required for districts (component and non-component) under 1650 ADMw, but can support districts up to 2000 ADMw - allows direct support to relieve administrative burden for any of the 108 programs ODE administers

District Capacity & Technical Assistance Grants

ESD Technical Assistance Implementation Status

- Each ESD has at least 1.00 FTE working in the role and function of a Liaison, which serves as a primary point of contact and can support collaboration with ODE.

- ESD teams are consistently participating in plan ODE virtual and in-person meetings, equity trainings, and regular communication via email and phone with ODE staff.

- Technical assistance includes support and training in developing, implementing, and reviewing District Plans for the Integrated Guidance as well as support and coordination between the district and ODE for ongoing technical assistance and coaching to school districts.

- For the 2021-23 biennium, as of 12/21/22, ESDs have claimed:

    - $21.3 million in state funds

    - $130,000 in ESSA Partnership and EANS II funds*

    - $700,000 in GEER I funds

* ESDs received access to these funds in September 2021.

CONTINUUM OF SUPPORTS AND IMPROVEMENT OPPORTUNITIES

Improving and strengthening educational offerings often works best when effort is mutual and the focus is shared. **All districts and schools can make use of these supports and improvement opportunities across all programs.** ODE is a state educational agency and holds a range of responsibilities and expectations to support innovation and improvement. ODE aims to meet its obligations through the following continuum of offerings:

TECHNICAL ASSISTANCE → PROFESSIONAL DEVELOPMENT → COACHING → CORRECTIVE ACTION

Intervention and Strengthening Program: The first series of learning opportunities, including the "Equitable Systems, Mindsets and Practices" and "Community Engagement Systems and practices" modules, will be accessible to any school or district in Oregon and available in 2022.

Creative design using ''price agreement'' structure via DAS procurement to create more responsive supports to districts in five focal areas.
Student Learning and System Change Series: Provides foundational understanding of the components of a high-quality Early Indicator and Intervention System

Reference: IG Section 7 – Getting Better

# District Capacity & Technical Assistance Grants

Corrective Actions: ODE is guided by the values of accountability and integrity, which undergird ODE's responsibility to ensure that grant recipients meet expected performance targets, eligibility qualification, and legal requirements. Within the scope of this guidance and the initiative covered, ODE will intervene to ensure that compliance is achieved when a grant recipient does not meet specific requirements or outcomes, including, but not limited to:

- Longitudinal Performance Growth Targets
- At least 90% of the Perkins performance targets at the consortia or direct grant recipient level
- HSS Eligibility requirements
- Application alignment with available performance and demographic data
- Misuse of or inadequate reporting of finances
- Community engagement priorities
- Observing all civil rights laws.

Corrective actions plans are improvement plans that outline specific actions that must be taken and outcomes that must be met.

Performance and Evaluation
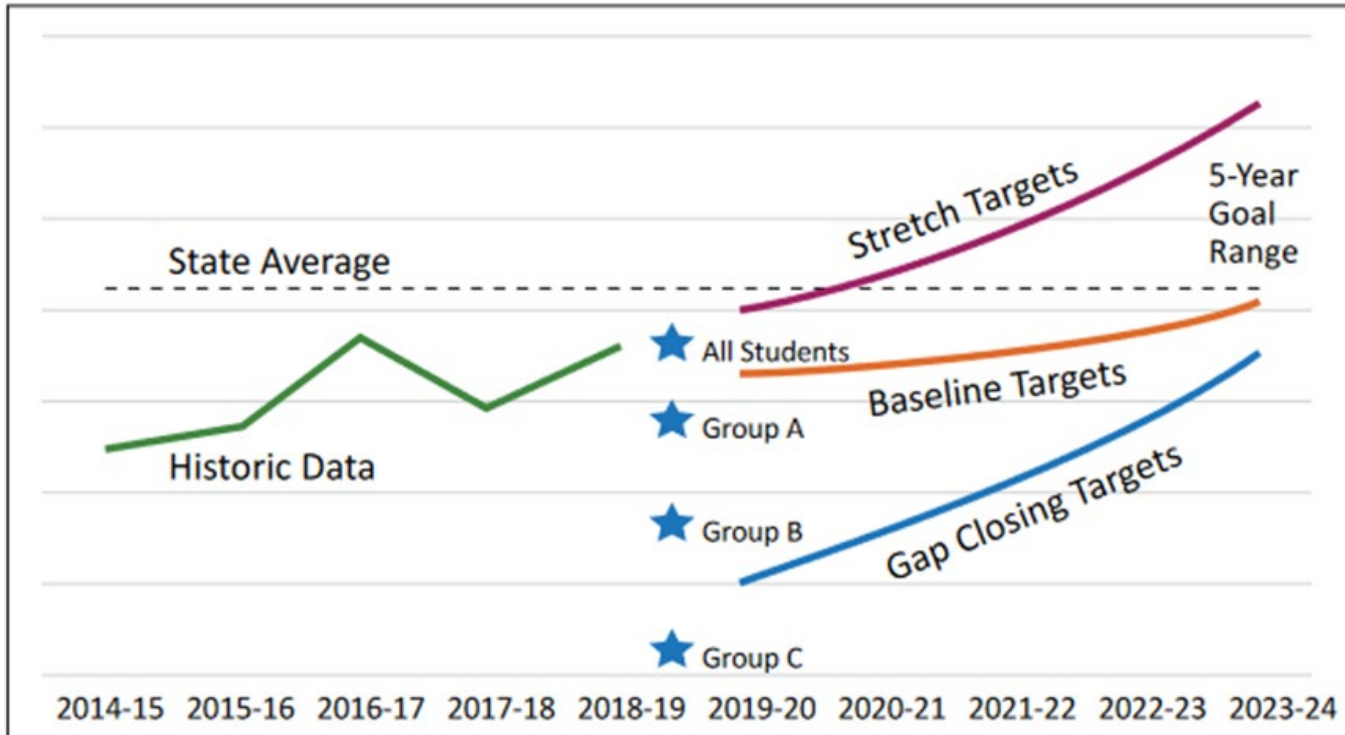
Reference: IG Section 6 – Meaningful Reporting, Monitoring, and Evaluation

Performance Framework for Grant Recipients:

- Longitudinal Performance Growth Targets (LPGTs) for the five common metrics for all students and focal group students;
- Local Optional Metrics;
- Progress Markers;
- HSS Eligibility

Developing Evaluation Capacity and Framework within ODE:

- OEII has contracted the Center for Research Evaluation to support the development of a meaningful *learning* approaching to monitoring and evaluation for the six programs aligned in the Integrated Guidance and to support *utilization-focused evaluation* within the agency to improvement program implementation using resources allocated in the Student Success Act.

2023-25 Governor's Budget:
District Capacity & Technical Assistance

2023-25 Governor's Recommended Budget

Investments

- Invests $14.7 million for increase to the High School Success Program to recognize the adjustment made to the State School Fund current service level calculation for 2023-25 (Policy Option Package 106).

- Increased Other Funds limitation by $40 million for Summer Learning Programs in HSS plans using carryover funds from the 2021-23 grant awards for Summer 2022.

- Invests $4.7 million Other Funds from SEIA to fund Rural Schools Support Grants after ESSER funding is phased-out.

Questions?

Office of Research, Assessment, Data, Accountability, and Reporting (RADAR)

Dan Farley, PhD

Assistant Superintendent

Office of RADAR

Dan Farley, PhD
Assistant Superintendent

The Office of RADAR helps address the questions:

- *Where are we?*
- *Where are we heading?*

1. **Measurement & Research**
   - Psychometrics
   - Quality Education Commission
   - National Assessment of Educational Progress
   - Research
2. **Reporting, Accountability, and Data**
   - Federal and state data collection, storage, maintenance, analysis, and reporting
3. **Assessment**
   - Federal and state balanced assessment system (K-2, Science, Mathematics, English language proficiency, and English language arts)

NOTE: The Assessment Team maintains strong collaboration roots with OTLA and the Standards & Instructional Supports Team, as support for appropriate classroom assessment practices remains part of the team's role

RADAR Organizational Chart
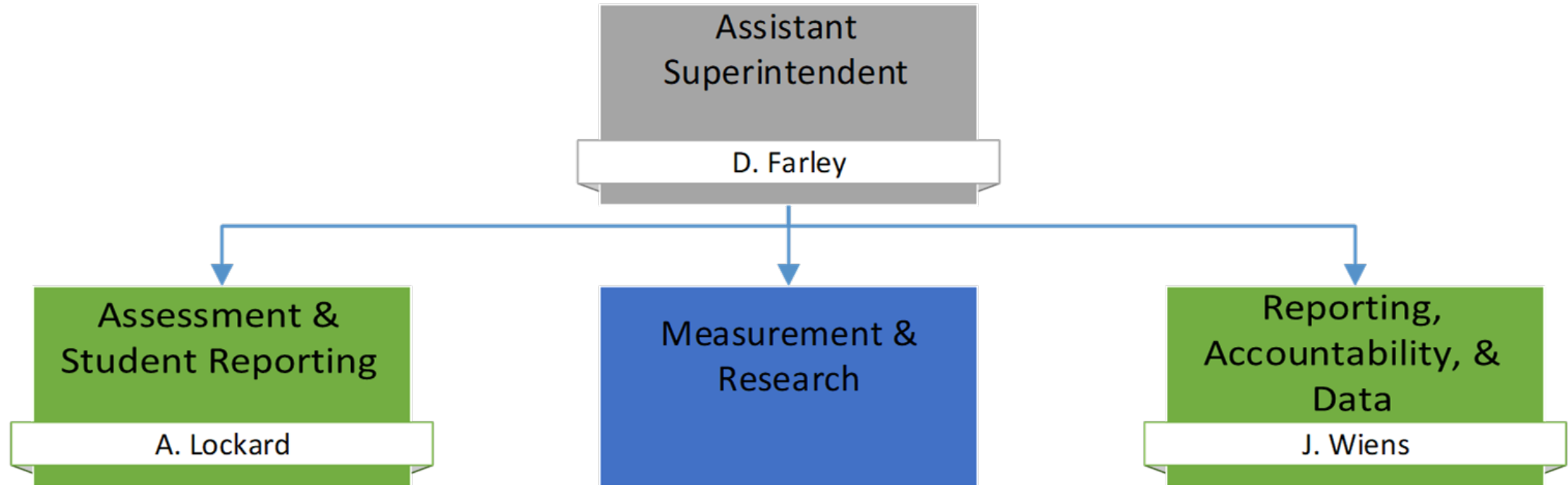
Commitment to Data Justice

"Data justice is an approach that redresses ways of collecting and disseminating data that have invisibilized and harmed historically marginalized communities. For decades, if not centuries, data has been weaponized against BIPOC communities, in particular, to reinforce oppressive systems that result in divestment and often inappropriate and harmful policies. Data justice aims to capture forms of knowledge and lived experiences that are community-centered and community-driven to counter the systemic erasure and harm perpetrated on BIPOC communities via oppressive data practices. The fundamental premises of data justice are that data should: (1) make visible community-driven needs, challenges, and strengths; (2) be representative of community; and (3) treat data in ways that promote community self-determination."

— Coalition of Communities of Color

RADAR is working on…

Commissioned a study by EdNW, which pointed to the following needs:

- Increasing collaboration across offices, driven by a shared equity-centered, community-informed research agenda
- Creating systems that make students more visible and data more accessible
- Aligning data use with the shared equity-centered, community-informed research agenda
- Developing staff understanding of internal data systems, procedures, and roles
- Building staff capacity to conduct research and use culturally responsive and equitable approaches

Also working with researchers and across agencies to develop and sustain data sharing agreements

RAD Team Expenses

Staffing and operations

- Data Collections

- Assessment Data Processing

- Accountability Reporting

- Data Sharing Requests and Agreements

ESD Partners Support for Districts
- Assessment Support
- Data Collection Support
- Accountability Validation Support

Assessment Team Expense

Assessment Team staffing and operations **(~15%)**

Testing content (items) **(~22%)**

- Development
- Licensing

Administration, scoring, reporting **(~63%)**

- Student testing experience
- Scoring of student tests
- Reporting student results
- Managing the data system
- Data and content security
- Quality assurance

Oregon's State Assessments

Assessment	Required Grades	Basis of Requirement
English Language Arts (ELA) & Mathematics	3 – 8 and 11	ESSA Section 1111(b), ORS 329.485, OAR 581-022-0610
Science	5, 8, and 11	ESSA Section 1111(b), ORS 329.485, OAR 581-022-0610
Social Sciences (optional)	5, 8 and 11	ORS 329.485, OAR 581-022-0610
English Language Proficiency (ELPA)	K– 12	ESSA Section 1111(b), OAR 581-022-0610
Community-Informed Information Gathering Process (pilot)	K	OAR 581-022-2130
National Assessment of Education Progress (NAEP)	4 and 8	ESRA, Title III, sec. 303, ESSA
PreACT	10	ORS 329.488
Local Performance Assessment	3 – 8 and high school	OAR 581-022-0615

Assessment Vendor Costs

For the **2023-25 Biennium**, the vendor costs to administer the Oregon State Assessment System are predicted to be **$23.6 million**

$16,950,466 for maintenance and operations of online test delivery system

- Management of online users (student test settings, test administrator and district user accounts)
- Administration, scoring, and reporting of online tests (math, ELA, science, social sciences, and ELPA)
- Science item content
- Development of training materials and technical manuals
- IT security and data management

$510,000 for supporting the 2023-25 Community-Informed Information Gathering Pilot

$4,662,832 for ELA and math item content

$1,458,000 for ELPA and Alt ELPA item content

[Note: $1,300,000 for the Oregon Extended Assessment (IDEA funded)]

National Assessment of Educational Progress

2023-25 biennial budget for NAEP projected to be approximately $460,000

- The annual budget for April 1, 2022 - March 23, 2023 was $222,985
- For the next term, the budget is projected to be $230,266

Quality Education Commission (QEC)

- The Legislature created the 11-member Quality Education Commission in 1999 (codified in 2001) to research best education practices and determine the resources needed to provide an optimal public education system, creating the Quality Education Model (the 13th QEM Report published 8/2022)

- QEC Members are appointed by the Governor and confirmed by the Senate and serve four-year terms

- The QEC reports these findings to the Legislature and Governor every two years

- The QEM is updated and enhanced to incorporate current effective practices and evaluate education policy proposals with each report

- The Office of RADAR staffs and supports the QEC
  - AS-1 for meeting coordination
  - RA-4 for updating the QEM, and related analyses and reporting
  - Limited duration contract to support development of QEM report
  - Assistant Superintendent as main point of contact

Questions?