

2021-2022 Addendum Template for the Consolidated State Plan due to COVID-19 under the Elementary and Secondary Education Act of 1965

Oregon



U.S. Department of Education

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Addendum to the ESEA Consolidated State Plan

Introduction

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to develop and implement a single, statewide accountability system to support all public elementary school and secondary school students in meeting the challenging State academic standards. These systems are an important tool in achieving the goal of improving outcomes for students and eliminating opportunity gaps in the State, local educational agencies (LEAs), and schools.

Due to the extraordinary circumstances created by the Coronavirus Disease 2019 (COVID-19) pandemic, the U.S. Department of Education (Department) invited State educational agencies (SEAs) to apply for a waiver from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. As a result, many SEAs have not implemented all aspects of their statewide accountability systems or identified schools for support and improvement since fall 2019. Upon receiving an accountability waiver for the 2020-2021 school year, each SEA agreed that it would resume identifying schools for comprehensive, targeted, and additional targeted support and improvement using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

The purpose of this document is to provide SEAs a streamlined process to modify approved ESEA consolidated State plans for the 2021-2022 school year as they implement accountability and school identification requirements under section 1111 of the ESEA in order to make accountability determinations and identify schools in fall 2022.

The Department has also issued a “Frequently Asked Questions: Impact of COVID-19 on 2021-2022 Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)” document that includes information on the general amendment process, accountability systems, school identification and exit, school support and improvement, and report card requirements. The document is available at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

For any questions or additional information, please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to ESEA Consolidated State Plans

COVID-19 State Plan Addendum Process

To amend its ESEA consolidated State plan for the 2021-2022 school year *only* (i.e., amendments that will impact only accountability determinations based on data from the 2021-2022 school year and school identifications in fall 2022), an SEA may use this “2021-2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (COVID-19 State Plan Addendum).

In addition to requests limited to the 2021-2022 school year, an SEA may use the COVID-19 State Plan Addendum process to request to:

1. Shift timelines forward by one or two years for measurements of interim progress and long-term goals, and
2. Modify the exit criteria for schools identified in fall 2022, including the number of years such schools have to meet exit criteria in order to exit status.

If an SEA requests the two changes described above through the COVID-19 State Plan Addendum and the changes are approved, the SEA must submit an updated ESEA consolidated State plan that incorporates those changes at a later date. All other amendments submitted through the COVID-19 State Plan Addendum template and process (i.e., amendments that are limited to the 2021-2022 school year) do not require submission of an updated ESEA consolidated State plan.

If an SEA submits an amendment to its ESEA consolidated State plan using the streamlined COVID-19 State Plan Addendum template and process, it must submit the following:

1. The COVID-19 State Plan Addendum that reflects all proposed amendments;

2. The signature of the chief State school officer or authorized representative; and
3. A description of how the SEA provided the public a reasonable opportunity to comment on the requested amendments to the ESEA consolidated State plan with a summary of changes made based on the public comments received. The Department recommends that the SEA seek public input through consultation that is broad and with stakeholders that represent the diversity of the community within the State (e.g., meeting with local superintendents and sharing through regular correspondence with LEAs, conducting targeted stakeholder outreach, holding focus groups, prominently listing the proposed amendments on the SEA's website, and providing a user-friendly, accessible means for the public to submit comments). (See question A-6)

Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

Regular ESEA Consolidated State Plan Process

An SEA may request amendments to its ESEA consolidated State plan that will continue beyond the 2021-2022 school year or that the State intends to implement starting with the 2022-2023 school year using the regular State plan amendment process described in the Department's October 24, 2019, Dear Colleague Letter available at <https://oese.ed.gov/files/2020/02/csso-letter.pdf>.

Timeline

An amendment may be submitted at any time. The Department encourages SEAs to submit amendment requests, either using the regular State plan amendment process or the COVID-19 State Plan Addendum process, by **March 7, 2022** in order for the Department to determine whether the requested amendments comply with all applicable statutory and regulatory requirements in time for an SEA to implement amendments to its accountability system for determinations in fall 2022 based on data from the 2021-2022 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2022-2023 school year).

Transparency

The Department will post the approved addendum on our website, along with the current approved consolidated State plan, at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

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Authorized SEA Representative (Printed Name)	
Signature of Authorized SEA Representative	Date:

DRAFT

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template):

- a. Establishment of Long-Term Goals. (ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template) Due to COVID-19, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one or two years for:

1. Academic Achievement. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
 One Year
 Two Years
2. Graduation Rate. If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
 One Year
 Two Years
3. Progress in Achieving English Language Proficiency (ELP). If a State is proposing to shift the timeline forward by one or two years, check the appropriate box.
 One Year
 Two Years

- b. Indicators. (ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template) Due to COVID-19, the State is revising one or more of its indicators for the 2021-2022 school year to be used in accountability determinations in fall 2022.

1. Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2021-2022 school year.

Oregon's current Academic Achievement Indicator uses statewide assessment data in English language arts and mathematics from the three most recent school years. Accountability is based on the current year or the three-year average, whichever is higher.

However, prior to the 2021-2022 school year, the last year that Oregon required the full suite of statewide assessments was the 2018-2019 school year:

- *In 2019-2020 Oregon received a waiver to suspend statewide assessments in English language arts and mathematics; and*
- *In 2020-2021 Oregon received a strategic waiver to reduce the required assessments to grades 3, 6, 7 and 11 for English language arts and grades 4, 7, 8 and 11 for Mathematics.*

In addition, participation rates in 2020-2021 were very low, even in required grades. This means that the 2020-2021 assessment data cannot be viewed as reliable statewide measures of proficiency.

Conversely, more years of data leads to greater inclusion of student groups in the accountability system. To that end, the Academic Achievement indicator will use 2018-2019 and 2021-2022 assessment data. Accountability will be based on the 2021-2022 proficiency rates or the average of the two years, whichever is higher. Proficiency rates will be calculated as required in the Every Student Succeeds Act, and as described in Oregon's State Plan.

2. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2021-2022 school year.

Oregon's current Other Academic Indicator measures individual student growth on the English language arts and mathematics statewide assessments using the Student Growth Percentiles model for students in grades 4 through 8. This model uses a student's past and current test scores to estimate growth relative to academic peers, expressed as a percentile. The current model relies on a student's participation in the current year and in previous school years.

As noted above, assessments were suspended in the 2019-2020 school year and Oregon had low participation in 2020-2021. This means that in the 2021-2022 school year most Oregon students in grades 4 through 8 will not have prior test scores and the current growth model cannot be used. For example, in 2021-2022 fewer than five percent of fifth grade students will have taken an English language arts assessment in a prior grade.

Because our student-level growth model cannot be used in 2021-2022, Oregon's Other Academic Indicator will focus on measuring pandemic impacts on statewide assessment results. We will do this by comparing school and student group assessment results in 2018-2019 to those in the 2021-2022 school year.

Our accountability system is focused on identifying those schools and student groups with low results on a majority of our accountability indicators, especially as compared to the rest of the state. In this context our Other Academic Indicator will look at changes in statewide assessment results between these two school years (and cohorts), that are low compared to other schools.

Average test scores are more sensitive to changes in performance than are the percentage of students who are proficient, especially for lower achieving students. Because of this we will be using a measure of the change in average test scores from 2018-2019 to 2020-2021 as our Other Academic Indicator. We are planning to measure this based on student test scores relative to the cut score for the assessment. This will allow us to compare students across grades and create a statewide measure for students in grades 3 to 8.

3. Graduation Rate. Describe the Graduation Rate indicator for the 2021-2022 school year.

No change.

4. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2021-2022 school year.

Oregon will continue to use its ELP progress indicator called 'On Track to ELP' or OTELP. The definition of OTELP is the percentage of English learners who are on track to attain ELP given the comparison of their current performance levels on Oregon's English Language

Proficiency Assessment (ELPA) with proficiency expectations based on their initial performance levels and their years identified as an English learner. The only change to OTELP is the use of two years of data (i.e., 2018-2019 and 2021-2022) rather than three consecutive years of data (i.e., 2019-2020, 2020-2021, and 2021-2022).

5. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success indicator that is proposed to be added or modified for the 2021-2022 school year.

The only changes we are making to the School Quality/Student Success indicators is to change the years used for our Regular Attenders and 9th Grade On-Track indicators. Both indicators will use data from the 2018-2019 and 2021-2022 school years, rather than the most recent three years of data.

- c. Annual Meaningful Differentiation. (ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template) Due to COVID-19, the State is revising its system of annual meaningful differentiation in fall 2022 based on data from the 2021-2022 school year:

1. State’s System of Annual Meaningful Differentiation. Describe the State’s system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2022 based on data from the 2021-2022 school year.

The main change to the accountability system for Fall 2022 is the change to the Other Academic Indicator. We will not be calculating student growth percentiles in 2021-2022, but as described above we will be using changes in the school level and student group level average test scores from 2018-2019 to 2021-2022.

Our system of indicators for 2021-2022 will be:

Indicator Type	Elementary/Middle School Indicators	High School indicators
<i>Academic Indicator</i>	<ul style="list-style-type: none"> ● <i>Percent proficient in ELA</i> ● <i>Percent proficient in mathematics</i> 	<ul style="list-style-type: none"> ● <i>Percent proficient in ELA</i> ● <i>Percent proficient in mathematics</i>
<i>Other Academic Indicator</i>	<ul style="list-style-type: none"> ● <i>Change in ELA average test scores</i> ● <i>Change in math average test scores</i> 	
<i>Graduation</i>		<ul style="list-style-type: none"> ● <i>4-year Cohort Graduation Rate</i>
<i>English Language Proficiency</i>	<ul style="list-style-type: none"> ● <i>On-Track to English language proficiency.</i> 	<ul style="list-style-type: none"> ● <i>On-Track to English language proficiency</i>
<i>School Quality/Student Success</i>	<ul style="list-style-type: none"> ● <i>Regular Attenders</i> 	<ul style="list-style-type: none"> ● <i>Regular Attenders</i> ● <i>9th Grade On-Track</i> ● <i>5-year High School Completion Rate</i>

The system of meaningful annual differentiation will rely on the most recent valid, comparable, and reliable data, but the years of data will vary by indicator:

- 4-year cohort graduation and 5-year high school completion rates will use data from 2018-19, 2019-20, and 2020-21.
- All other indicators will use data from the 2018-19 and 2021-22 school years.

For each indicator we assign a Level from 1 to 5. The level is determined by the higher of the most recent year of data or the average of all years of data being used in the indicator. Levels are assigned as follows:

- Level 5: the long-term goal for the indicator (if applicable) or the 90th percentile for schools
- Level 4: half way from the baseline to the long-term goal.
- Level 3: the statewide average for the indicator, which is the baseline for measures of interim progress
- Level 2: the 10th percentile for the indicator
- Level 1: below the 10th percentile for the indicator

Note: these level definitions may need to be slightly adjusted once the 2021-2022 data is available. These would be adjusted to the extent necessary to identify the required 5% of Title I schools.

2. Weighting of Indicators. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation in fall 2022 based on data from 2021-2022 school year.

Each of the indicators will be given equal weight in the system.

As the table below shows, the School Quality/Student Success (SQSS) measures, in the aggregate, still have significantly less weight than the academic measures do in aggregate.

<i>School Level</i>	<i>Total Academic Weights</i>	<i>Total SQSS Weights</i>
<i>Elementary and Middle Schools</i>	<i>5</i>	<i>1</i>
<i>High Schools</i>	<i>4</i>	<i>3</i>

It is also important to remember that we identify schools and student groups using a profile of Indicator levels rather than an overall index or rating. This means that schools and student groups that are Level 1 on the non-SQSS indicators will be identified even if the SQSS indicators are given higher Levels. This helps ensure that the academic indicators are highly weighted in the system.

3. Different Methodology. If the State is using a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination

otherwise cannot be made (e.g., P-2 schools), describe the methodology or methodologies in fall 2022 based on data from 2021-2022 school year.

No change.

- d. Identification of Schools. (ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template) Due to COVID-19, the State is revising its timeline or methodologies for school identification:

1. Timeline. Each SEA must identify schools for CSI, ATSI, and targeted support and improvement (TSI) consistent with the assurance in its waiver of accountability requirements for the 2020-2021 school year (i.e., each SEA that received a waiver for the 2020-2021 school year assured it would identify schools in fall 2022 based on data from the 2021-2022 school year).

- i. After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022-2023 school year). *If a State is proposing a one-time change in frequency to identify a category of schools in fall 2023, check the appropriate box.*

- Comprehensive Support and Improvement Schools: Low Performing
 Comprehensive Support and Improvement Schools: Low Graduation Rate
 Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status
 Targeted Support and Improvement Schools: Additional Targeted Support and Improvement (ATSI)

** Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in both fall 2022 and fall 2023.*

2. Methodologies. The State is revising its methodologies for identifying schools in fall 2022 based on data from the 2021-2022 school year for the following types of school identification:

- A. Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

Oregon will continue to use a profile system, rather than an overall rating. As described above, each indicator will have equal weight. Schools and student groups with more than half of their indicators assigned a "Level 1" rating will be identified for comprehensive support. "Level 1" continues to represent the lowest 10 percent of schools on each indicator.

In addition, and as described in our state plan, any high school with a graduation rate below 67% will be identified for comprehensive support.

Note: We are required to identify no less than 5% of Title I schools for comprehensive support. We also do not yet have 2021-2022 school year data. Because of this we may need to slightly adjust the identification system described above, such as Level 1 criteria, to achieve this 5% requirement.

- B. Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2022.

No change.

- C. Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2022 based on data from the 2021-2022 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

- D. Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2022 based on data from at least the 2021-2022 school year.

Oregon will continue to use a profile system, rather than an overall rating. As described above, each indicator will have equal weight. Schools and student groups with more than half of their indicators assigned a “Level 1” rating will be identified for targeted support. “Level 1” continues to represent the lowest 10 percent on each indicator.

Note: We do not yet have 2021-2022 school year data. Because of this we may need to slightly adjust the identification system described above, such as Level 1 criteria, consistent with changes needed for Comprehensive school identification.

- E. Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State’s methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2022 based on data from the 2021-2022 school year.

The state’s methodology for Targeted support identification assures that all schools identified for targeted support also are identified for Additional Targeted Support.

e. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)

1. Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using one or more of the options below.

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.
- ii. The State does not count the 2020-2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.

B. Criteria

- i. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

The exit criteria included in Oregon’s approved plan is as follows:

“Schools will be deemed no longer in need of support when:

- *the school is not identified for supports in August 2021,*
- *the school establishes improved outcome (accountability) data as compared to identification (August 2017) data, and*
- *the review of the evidence-based diagnostic tools, as prescribed in the Readiness and Screening Protocol, establish improved systems and are confirmed by review team and stakeholders If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.”*

Oregon will run it’s revised accountability model in the Fall of 2022. If a currently identified CSI or TSI school is not identified in the Fall of 2022, it will have met the first criteria in Oregon’s approved plan. These schools will then enter a review process to evaluate improvement efforts to date including the review of available state and local data to ensure improved and sustainable practices that result in improved outcomes for students. Finally, the captured improvement will be reviewed, vetted and approved by staff and community before the school formally “exits.”

If the re-identified CSI school does not meet the exit criteria described above, the school will enter a review phase and the state will co-develop improvement strategies and direct funding accordingly.

- ii. The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021-2022 school year.

see above

- iii. The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.

- 2. Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using one or more of the options below:

A. Timeline

- i. The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.
- ii. The State does not count the 2020-2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.

B. Criteria

- i. The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021-2022 school year.

See B.ii above. The same process will be used for TSI schools.

- ii. The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021-2022 school year.

See B.ii above. The same process will be used for TSI schools.

- iii. The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.