



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 30, 2022

The Honorable Colt Gill
Director
Oregon Department of Education
255 Capitol St NE
Salem, OR 97310

Dear Director Gill,

I am writing in response to Oregon's request on June 10, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Oregon requested these amendments to account for short-term changes to its system of annual meaningful differentiation for the 2021-2022 school year due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Oregon 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.

Specifically, Oregon requested the amendments to:

- Shift forward long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency (ELP) by two years.
- Measure the change in average test scores from the 2018-2019 to the 2021-2022 school year in grades 3-8 in lieu of student growth to calculate its Other Academic indicator.
- Use data from the 2018-2019 and 2021-2022 school years to calculate its Academic Achievement, Progress in Achieving ELP, and Regular Attenders and 9th Grade On-Track School Quality or Student Success indicators.
- Identify schools for comprehensive support and improvement, additional targeted support and improvement, and targeted support and improvement due to consistently underperforming subgroups when more than half of the school's (or student group's) indicators are assigned a "level one" (e.g., in the lowest 10 percent of schools for that indicator).
- Require, in addition to approved exit criteria, all local educational agencies (LEAs) with currently identified schools to submit a progress update identifying needs that have been addressed and how students have been served.

I am approving Oregon's short-term changes to its ESEA consolidated State plan. This letter and Oregon's approved Addendum for the 2021-2022 school year will be posted on the Department's website along with the currently approved version of Oregon's ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted long-term goals), the State must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Please be aware that approval of this amendment to Oregon’s consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Oregon’s responsibility to comply with these civil rights requirements.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Tim Boyd, Oregon Department of Education
John Wiens, Oregon Department of Education