

# APPENDIX P: DETAILED GUIDANCE ON LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT)

## WHAT'S REQUIRED

[ORS 327.190](#) states that ODE shall collaborate with eligible applicants in the development of applicable Longitudinal Performance Growth Targets (LPGTs) and that these targets must:

- Be based on data available for longitudinal analysis.
- Use the “common metrics”.
- Include overall rates and be disaggregated.
- Allow for any locally defined metrics an applicant may include in their plan.

It is important that applicants and ODE co-develop and build a framework for monitoring and evaluation that supports variance in needs and investment and reflects system improvement and growth over time.

## COMMON METRICS – LONGITUDINAL PERFORMANCE GROWTH TARGETS:

1. [Four-year Graduation](#): The percentage of students earning a regular or modified diploma within four years of entering high school.
2. [Five-year Completion](#): The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. [Third Grade Reading](#): The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
4. [Ninth Grade On Track](#): The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. [Regular Attenders](#): The percentage of students attending more than 90 percent of their enrolled school days.

All of these common metrics are research-based indicators of the effectiveness and health of our educational system. Additionally, these metrics are influenced by what systems and schools do to target improvement. These metrics can be slow-moving,

lagging measures that can be difficult to explicitly link to or be solely reflective of the allowable investments described in this guidance. **Some of these measures continue to have data quality impacts related to system responses to COVID-19.**

The Longitudinal Performance Growth Targets required by the [Student Success Act](#) can still provide a picture of key points of student progress and growth. They don't, however, show every aspect of student growth, cohort growth, or system improvement, nor are they intended to. It is important to acknowledge that several of the ways the funds and programs described in this integrated guidance can be used to support corresponding changes in these metrics over time. It is also important to name there are meaningful and allowable investments that could be pursued which would not directly or immediately correspond to changes in these metrics. This further supports attention to local optional metrics and progress markers alongside these growth targets.

Longitudinal Performance Growth Targets must apply to the applicant as a whole and to the following student focal groups, which have historically experienced academic disparities:

- Students navigating poverty, houselessness/housing instability, and/or foster care;
- Students with disabilities;
- Emerging Bilingual students;
- Migrant students;
- Recently arrived students;
- Students with experience of incarceration or detention;
- Non-binary students;
- American Indian/Alaskan Native students;
- Asian students;
- Black/African American students;
- Hispanic/Latino students;
- Native Hawaiian/Pacific Islander students; and
- Multi-racial students.

Applicants may also choose to identify additional student groups to which targets apply. Rather than set targets for each individual focal student group, applicants will set targets for a Combined Focal Student group, which includes all students in at least one of the above focal groups. Applicants may also set targets for individual focal students groups, if they meet a minimum *N* size of ten.

## **SUBMITTING LPGTS/LOMS WITH THE INTEGRATED APPLICATION**

**Longitudinal Performance Growth Targets and Local Optional Metrics are not formally part of the application and will not be reviewed in determining if application requirements are met.** ODE recommends that applicants draft two additional years of LPGTs, and LOMs, if applicable, during the application process so that when an application is determined to meet requirements both parties can move quickly into the co-development phase of work to set LPGTs and LOMs, if applicable. Each applicant's LPGT/LOM Smartsheet workbook will be unlocked during the application window to add the additional years of targets, until the applicant meets with an ODE co-development team and finalizes targets. For new applicants, or new formations (e.g. a new consortia), five years of targets will be co-developed following the application approval; in those instances, a new template and historic data will be provided. Prior co-developed targets are set; the Smartsheet workbook will not be reopened for editing those targets.

Longitudinal Performance Growth Targets and Local Optional Metrics are included as part of the Student Investment Account grant agreement and must be presented to and approved by the applicant's governing board.

## RECOMMENDED STEPS FOR LPGT DEVELOPMENT

Each of the following steps are outlined to support applicants in preparing their submission to ODE:

**Step 1:** Reflect and Review

**Step 2:** Examine Disaggregated Data

**Step 3:** Enter draft targets into LPGT/LOM Smartsheet workbook, including:

- Set Baseline and Stretch Targets
- Set Gap-Closing Targets for the Combined Focal Student Group
- Set Local Optional Metrics, if using

### STEP 1: REFLECT AND REVIEW

Reflecting on your own local understanding data, student performance, and how you hope your plans and investments will bring benefits to students is the place to begin.

- What insight does the data provide? What might be missing?
- What principles can and should guide your setting of these LPGTs now?
- Where do you want to be in five years? (this is your five-year target)
- What progress has been made towards previously established targets?
- Are there any factors that may impact these metrics in the next five years (new schools opening, changes to policies, creation of new support methods, new curriculum, etc.)?
- What is the timing of these impacts (Immediate? Slow change over three years, then steady progress? Slow change over the next 13 years?)?

ODE offers the following general guidelines and information to review as you get started.

#### General Guidelines

Each applicant should consider its own data and trends, as well as the programs that will be implemented with SIA, HSS, FSI, EIS, and Perkins (CTE) funds. **There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.**

Five-year targets should be based on:

- The applicant's historic trends for that metric.
- An evaluation of the likely impact of new or expanded programs on that metric.
- Statewide averages and trends.

**ODE strongly recommends setting realistic and attainable targets.** The table below shows the growth that the top ten percent of districts achieved or exceeded during the last five years where data is available for each metric. Average yearly growth at this pace represents a significant achievement. As you work to set realistic, attainable targets, ODE recommends you use this table to help consider what might inform ambitious targets. Yearly target increases projected at rates higher than these percentages is likely to be unrealistic. Consider also any deviations from your usual trend that may have occurred as a result of COVID and the resulting instructional shifts.

Indicator	Yearly Growth Achieved by Top 10% of Districts
Regular Attenders	-0.1
3rd Grade ELA	4.7
9th Grade On Track	3.9
4-year Graduation	3.4
5-year Completion	3.4

#### Consider State and District Trends

In order to set LPGTs it is instructive to consider the recent history of these metrics in Oregon. The goal is to provide some state context around achievable long term targets and ambitious and achievable yearly growth targets.

Here is an example of district data for the most recent five years of data available for each metric. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- Applicants, especially those with rates below statewide averages, should strive to match or exceed statewide progress, and not to see a decline in indicators.

- Applicants at the very high end of achievement might expect less or slower growth, or perhaps to hold steady and see maintenance at these levels as a signal of excellence.
- Expecting growth above the “High” values outlined above *may* produce an unachievable target for districts.

New programs or investments don’t always impact metrics immediately - we expect growth to accelerate over time - this means intermediate targets may rise slowly at first.

Example District History											
Indicator	16-17	17-18	18-19	19-20	20-21	21-22	22-23	5-yr Avg.	5-yr Trend	State Avg.	State Trend
Regular Attenders		79.9	80.4	N/A	64.4	58.6	58.1	68.3	(6.5)	71.3	(5.2)
3rd Grade Reading (ELA)	42.9	50.9	47.9	N/A	N/A	39.9	48.2	46.0	(0.1)	44.2	(2.1)
9th Grade On-Track		77.5	76.2	N/A	53.1	82.2	85.8	75.0	2.2	82.4	(0.4)
4-Year Graduation			81.3	76.1	75.8	69.3	76.0	75.7	(1.7)	82.8	0.1
5-Year Completion			89.7	86.2	86.4	92.9	89.1	88.9	0.6	88.3	(.1)

When combined with the applicant’s own five-year trends and specific programs of implementation, the above guidelines can help applicants develop Longitudinal Performance Growth Targets for all students over five years.

**WHY PAY ATTENTION TO THE TREND?**

Individual applicants show a range of trends. The “trend” column is an indication of the typical year-to-year increases or decreases for each of the metrics. These are five-year trends so can smooth out some of the more volatile shifts that can occur in the data. For example, despite fluctuating between 39.9% and 50.9%, the overall trend for 3rd grade reading is a -0.1% change over the past five years where data is available.

**STEP 2: EXAMINE DISAGGREGATED DATA**

**ODE will provide suppressed and unsuppressed data to applicants by March 2025 to support applicants in drafting LPGTs.** This data will include five years of the most recent data available for each metric. It’s important to note this data will include years where these metrics were significantly impacted by COVID-19, wildfires, and school closures, making predictability more difficult. Applicants are asked to examine the data provided as an input by ODE, along with internal data, for consideration in setting your own growth targets.

**A NOTE ON SUPPRESSED DATA**

Where the number of students (n) is fewer than 10 in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. Additionally, percentages above 95% or below 5% will be reported as >95% and <5%, respectively. To protect the privacy of students, unsuppressed information will be for district internal use only. **Only suppressed information should be used when presenting this information in any public setting.**

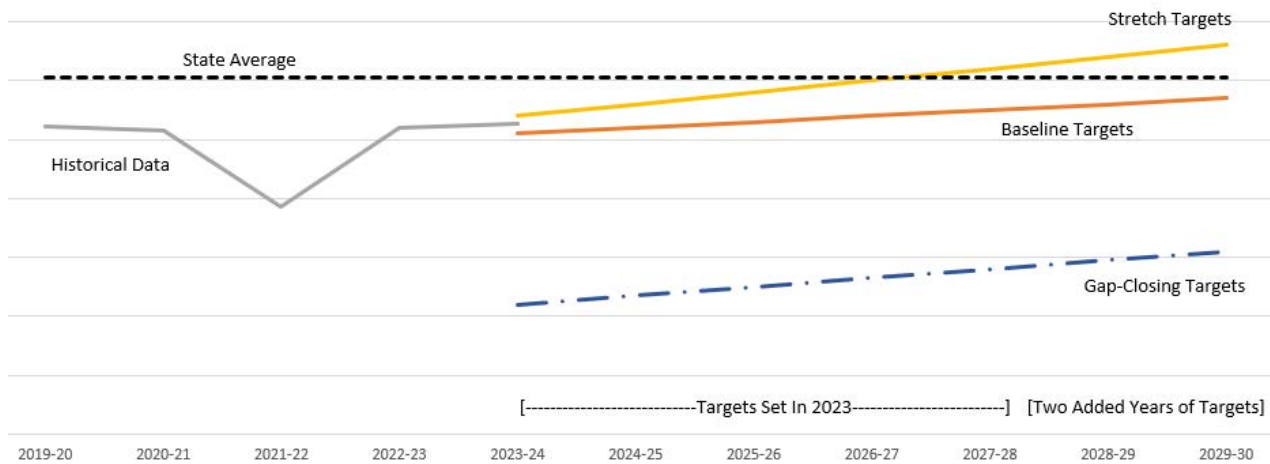
The data provided by ODE to applicants will show disaggregated data by each of the focal groups, a combined focal student group, as well as aggregate rates for each of the five common metrics. This information will be provided as an input and support in the planning process. Applicants are encouraged to review their own disaggregated data in addition to what ODE provides in an effort to personalize their own planning process, especially when considering Local Optional Metrics (LOMs)

**STEP 3: ENTER DRAFT TARGETS INTO LPGT/LOM SMARTSHEET WORKBOOK**

Entering drafts into the ODE-provided Smartsheet workbook can help applicants identify questions, get support, and make any adjustments ahead of meeting with an ODE co-development team to finalize targets. Targets will not be considered final until they are through the co-development process and have been approved by the applicant’s governing board (after they have been embedded in grant agreements).

## SET LONG-TERM, FIVE-YEAR TARGETS

Applicants will set long-term, five-year targets for each of the five metrics.



## SET BASELINE AND STRETCH TARGETS

Applicants will set “baseline” targets – or the minimum growth they would be satisfied to meet or maintain over that five-year period.

**Baseline targets are not formulaic, they should be based on:**

- The applicant’s historic trends for that metric; and
- An evaluation of the likely impact of programs on that metric.

Applicants will also set the higher end of the range which is called a “stretch” target - an ambitious achievement target. While ambitious, this “stretch” target is also realistic.

**Stretch targets represent significant improvement by the district in either:**

- Raising academic achievement; or
- Reducing academic disparities and closing gaps.

An example of baseline and stretch targets are shown in the graph above to illustrate the concept. The baseline and stretch targets are defined below:

- A baseline target represents the minimum expectations for progress.
- A stretch target represents significant improvement and goes beyond prior expectations.

## SET GAP-CLOSING TARGETS FOR COMBINED FOCAL GROUP

The purpose of the “Gap-Closing Targets” is for applicants to set targets and monitor the reduction of academic disparities between groups of students, especially for focal student groups. An achievement gap can be calculated in a number of ways, and for a number of purposes. When setting gap-closure targets we encourage districts to consider the following gaps:

- Within-district gap between the focal group and the applicant student population as a whole (e.g., Group A at the district level compared to all students in the district).
- Within-state gap between focal groups for the applicant and the statewide student population as a whole (e.g., Group A at the district level compared to all students in the state, or to Group A at the state level).

The reasoning is that a district can average high performance in one or all common metrics and still have significant gaps in some or all focal groups.

Another consideration is that a district can have small achievement gaps amongst student groups, but collective performance could remain very low compared to the state average. In those situations it might be best to work to raise achievement toward state averages.

Gap-Closing Targets will be set using the Combined Focal Student Group<sup>171</sup> and can also be set for individual focal student focal groups, if they meet the minimum n-size requirement of at least 10 students. While each student group has different needs and strengths, **the group of focal targets allows for a projection that can put a central focus not just on achievement, but on closing gaps in academic disparity.** In instances where the combined focal student group has rates higher than the average, gap-closing targets should be set to maintain rates aligned with the baseline targets.

## LOCAL OPTIONAL METRICS (LOMS)

Local optional metrics (LOMs) provide an opportunity for applicants to name and utilize metrics they find significant and to demonstrate how they are improving and meeting outcomes named in their planning on their own terms.

### Considerations for developing local optional metrics;

1. LOMs should be measurable, valid, reliable, and evidence-based. It is recommended to utilize metrics with numeric, proportional measurements but other measures may be approved if there is evidence they are meaningful indicators of progress. Districts meeting the minimum n size requirement (at least 10 students) should develop metrics that can be disaggregated by the combined focal student population as well as overall.
2. LOMs should be measured annually to provide consistent feedback on growth. Metrics measured biennially may be approved if an interim measure is available in off-years (e.g. alternating student health survey results with a local climate survey).
3. LOMs should be representative of all students being served. Metrics focusing on a specific focal student group, as long as there are 10 or more students, may be considered when appropriate for the specific challenges a district hopes to address under these initiatives.
4. LOMs should be developed utilizing an equity lens. Metrics and related data should be considered, evaluated, and reported with significant consideration of local context. It is essential to not only consider what is happening in schools, but why it is happening. Including a qualitative component to a data review could help explain trends that are occurring.
5. LOMs focusing on mental or behavioral health should focus on systems level changes rather than individual outcomes. Domains such as safety, belonging, school culture and climate, and access to quality mental health services and supports can help to identify needs, barriers, and growth opportunities.

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171 See Glossary for definition

### Why develop local optional metrics?

1. State level measures can be valuable for state policy, state investments, and high-level interventions in district and school improvement but can never account for the local and immediate ways in which data and information can support actionable improvement.
2. Applicants can leverage this opportunity to name and create their own tools and ways to be reviewed by ODE in addition to the state-level frameworks.
3. With the passage of HB 2060 in the 2021 Session, grantees are encouraged to set optional metrics and growth targets that speak to student and school staff well-being and health -- something that aligns with the purposes put forward in several of the programs but where there previously has not been a structural avenue to show meaningful progress and action on what is being accomplished over time.

Some Local Optional Metrics submitted to and approved by ODE in the first iteration of target-setting are:

- Annual student growth rate of SEL in the area of student growth mindset and self-efficacy as measured by the Panorama Student Survey.
- 9th grade on track with focus on Emerging Bilingual students.
- Decrease suspensions and expulsions.
- 3rd grade math proficiency.
- 6th grade math growth for Students Experiencing Disabilities.
- MAPS growth percentiles in all content areas, all grade levels, and all languages.

LOMs are added below the LPGTs in the grantee's Smartsheet workbook. Grantees should have at least a few years of data for all students and ideally any combined or individual focal student groups. A description of the metric should be included in the additional information column. Information to include is the name of the assessment/survey/metric, how frequently it is collected and analyzed and what the target rates are measuring (e.g. participation, ratio of students to teachers, rates of meeting a certain threshold of assessment, etc.).

Any local optional metrics will be reviewed as part of co-development with ODE and included in the final grant agreement.

### FINAL NOTES

The approach to setting LPGTs presented in this guidance has its strengths and will reveal areas for improvement. We hope that this approach:

- Meets the requirements, yet acknowledges that the future is difficult to predict.
- Creates the conditions for districts to really think about their local plans and consider the expectations of their community partners.
- Does not create undue burden through the creation of page after page of targets.
- Creates a simpler system that still highlights those focal groups that are experiencing the greatest academic disparities.
- Eliminates the confusion of setting or not setting targets individually for small groups of students.
- Creates the most flexibility for districts to respond to the variance of differing demographics while keeping a focus on closing opportunity and achievement gaps.

As a final note, while these Longitudinal Performance Growth Targets will be required for all districts with an ADMr greater than 80, they should not be the main focus of the application. Too often in the past the state and federal systems have incentivized "chasing the numbers" at the expense of continuous improvement and thoughtful implementation of policies and programs.



Once LPGTs have been set and approved, they will become part of a district’s grant agreement. At that point, the targets become legally binding accountability measures. **Changes or alterations to previously set LPGTs will generally not be possible and will only be**

**considered by ODE in the event of unusual, extenuating circumstances.** Should a district feel they need to make changes to previously set LPGTs, a representative should reach out to their ODE regional support team for discussion.

### **KEEP THE CONVERSATION GOING**

Consider how you might share and discuss your draft work with your leadership teams, community, student groups, and governing board. While this information can be complicated to communicate due to the technical and complex nature, we encourage you to share the big picture. This might include explaining Longitudinal Performance Growth Targets, a snapshot of data for each metric and focal student group population, an explanation of progress markers and how you'll track progress year over year, and most importantly what they can do to stay involved.

**Our hope is that setting a reasonable range of expected improvements, rather than a single, fixed target, will leave the focus where it belongs: improving the lives and outcomes of Oregon’s students.**

### **ESD SUPPORT, PRESENTATIONS, AND ADDITIONAL RESOURCES**

Many of our ESDs have staff available as additional thought partners in LPGT and LOM work. As the application window approaches, reach out to your ESD or look at their communications for ways they are available to support in this work. Some ESDs have held workshops, created visual tools/graphs, and talked through the work in place to support goals with grantees.

ODE has previously shared webinars and slides related to LPGT development in 2023. They are provided here as additional resources, as helpful.

- LPGTs webinars
  - [Data in Context](#)
  - [Setting Targets by Making Sense of the Mosaic of Data](#)
  - [Setting Growth Targets](#)
  - [Local Optional Metrics](#)
  - [Navigating the Data Visualization Sheets](#)