

SECTION 5: EVALUATION AND PERFORMANCE FRAMEWORK



**OREGON
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EDUCATION**

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Section Snapshot

This section describes an integrated approach to reporting, monitoring, and evaluating impact and performance across the aligned programs.

ODE'S APPROACH TO SHARED RESPONSIBILITY FOR PROGRESS

This section reflects approaches to monitoring and evaluation that can support overall district and system improvement efforts. The terms “monitoring and evaluation” can create concern amongst educators. This is the best version of processes that both meet our shared responsibilities for student outcomes as well as system and community health in ways that reflect what we value and can learn while tending to the constraints set forward in statutes and rules.

Working together, we can continue to avoid accountability pitfalls experienced in No Child Left Behind, Race to the Top, education compacts, and other education initiatives over the last few decades. Previous accountability measures often served to narrow the curriculum, using shame and blame of schools as an overly simplistic tactic while offering over-promised or oversimplified outcomes.

ODE is applying the following values in setting out guidance in this area:

1. **Monitoring and evaluation is central to learning.** Supporting the development and use of measures that are authentic, ambitious and realistic, and consider student and system growth over time is essential to support system learning and successful program implementation.
2. **Context matters.** Oregon has several districts with more than 10,000 students. It has almost as many districts with fewer than 10 students. Approaches to the development and monitoring of Longitudinal Performance Growth Targets must be flexible, responsive and adaptive.
3. **Progress is not linear and all measures of progress are not created equal.** We have the opportunity to develop and grow an approach to monitoring and evaluating systems for district learning as well as performance.
4. **Shared responsibility.** ODE is responsible for ensuring that taxpayer dollars are being expended appropriately in compliance with federal and state laws, regulations and policies, while also meeting the intent of the legislation and enacting real change in districts, charter schools, communities and the lives of students.
5. **Stay focused on the core purposes of each initiative, while seeing a bigger picture.** Each of the initiatives covered in this guidance has distinct and complementary purposes. Our approach to evaluation must be able to both demonstrate the value and impact of a given initiative to its core purposes and take into account the contributions and intersections of each of the aligned initiatives.

SUMMARY OF PERFORMANCE MEASURES

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. **HIGH SCHOOL SUCCESS ELIGIBILITY REQUIREMENTS**
2. **STATE CTE PERKINS PERFORMANCE TARGETS**
3. **FEDERAL SCHOOL IMPROVEMENT ACCOUNTABILITY DATA**
4. **LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTS)**
5. **LOCAL OPTIONAL METRICS (LOMS)**
6. **PROGRESS MARKERS**



HIGH SCHOOL SUCCESS ELIGIBILITY REQUIREMENTS

Eligibility requirements for High School Success must remain fully in place. These were previously assessed in 2020-21 and 2021-22 with the original eligibility requirement rubric, and districts and schools will continue to be supported to remedy where requirements are not yet in place at the established baseline. However, an updated [eligibility requirement rubric](#) was developed and available for use beginning in the fall of 2023.

The requirements for eligibility, as outlined in [ORS 327.883](#) are:

1. Teacher Collaboration Time around Key Student Data
2. Practices to Reduce Chronic Absenteeism
3. Equitable Assignment of Students to Advanced Courses
4. Systems Ensuring On-Time Graduation, including for English Language Learners

In the 2025-26 school year, all schools serving students in grades 9-12 will be assessed utilizing the updated eligibility requirement rubric.



CTE PERKINS V PERFORMANCE TARGETS

Under Perkins V, states are required to report annually on [core indicators of performance](#) for all students being served by CTE Programs of Study as well as by student population and career cluster.

The CTE indicators of performance include:

- High School Graduation (4-year): The percentage of secondary CTE concentrators who graduate within four years.
- High School Graduation (Extended): The percentage of secondary CTE concentrators who graduate within five years.
- Reading Attainment: The percentage of secondary CTE concentrators who demonstrate proficiency in reading/language arts as measured by the statewide assessment.
- Math Attainment: The percentage of secondary CTE concentrators who demonstrate proficiency in mathematics as measured by the statewide assessment.

- Science Attainment: The percentage of secondary CTE concentrators who demonstrate proficiency in science as measured by the statewide assessment.
- Postsecondary Placement: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education; are in advanced training, military service, a service program, or are employed.
- Non-Traditional Participation: The percentage of CTE concentrators in CTE programs and Programs of Study that lead to fields that are non-traditional for the gender of the concentrator.
- Participated in Work-Based Learning: The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Schools report their CTE data through the CTE Information System, CTE Course Collection, and CTE Student Collection for approved programs. Oregon identifies performance targets for each of the performance indicators listed above. Oregon’s CTE Performance Targets can be found in the [CTE State Plan](#).

Perkins recipients, both direct recipients and consortias, who don’t meet at least 90% of the CTE performance targets are prioritized for support using performance improvement plans. Direct Perkins recipients will be held accountable to these targets independently and will be required to submit a Perkins Improvement Plan with their integrated application, while CTE consortia members will need to work closely with their CTE Regional Coordinator to meet this requirement and their CTE RC will submit the Perkins Improvement Plan on behalf of the consortia.



FEDERAL SCHOOL IMPROVEMENT ACCOUNTABILITY DATA

The Every Student Succeeds Act (ESSA)⁵⁶ requires states to develop accountability models that meaningfully differentiate schools for additional support. As part of Oregon’s commitment⁵⁷ to strengthen school district systems, ODE engages with school districts to better support schools in need of Comprehensive or Targeted Support and Improvement (CSI/TSI).

How Districts are Identified

Identification of CSI and TSI schools takes a holistic approach by looking at multiple data points called indicators. Those indicators include:

- Chronic Absenteeism;
- English Language Arts (ELA)/Math Achievement;
- ELA/Math Growth;
- English Learner (EL) Progress towards Proficiency;
- 9th Grade-on-Track;
- 4-Year Graduation; and
- 5-Year Completion.

A school must have data in at least five of the aforementioned indicators to be eligible for identification for Comprehensive or Targeted Support and Improvement. Each indicator is rated from Level 1 to Level 5, with Level 1 representing the bottom 10% of schools in the state for that indicator. Level 3 represents the state average. Schools identified for Comprehensive and Targeted Support and Improvement are defined as:

⁵⁶ Refer to [Appendix N: Additional Guidance for Federal School Improvement Identified Districts \(with CSI/TSI schools\)](#).

⁵⁷ [Oregon’s State ESSA Plan](#)

- CSI – Any Title I school with a Level 1 in at least half of the rated indicators and any high school with a four-year graduation rate below 67%.
- Identified every three years in conjunction with the release of state report cards.
- TSI – Any school with a specific group of students with a Level 1 in at least half of the rated indicators, which include the four-year graduation rate and five-year completer rate.
 - Identified annually in conjunction with the release of state report cards.

[Additional information pertaining to Accountability and School Improvement under ESSA](#) is available alongside [Executive Numbered Memo 002-2018-19](#) further detailing Oregon’s identification and support model.



LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTS) AND LOCAL OPTIONAL METRICS (LOMS)

LPGTs, also referred to as “common metrics,” are required in statute by the Student Investment Account and correspond to key improvement measures also outlined for High School Success, Every Day Matters, Federal School Improvement, and CTE.

Extensive technical and conceptual guidance on setting LPGTs and LOMs can be found in the [Appendix](#).



PROGRESS MARKERS

For each of the five common metrics, ODE has solidified the use of progress markers⁵⁸. Progress markers are sets of indicators that identify the kinds of changes towards the outcomes expected and desired in action, attitude, practice, or policies over the next four years that can help lead applicants to reaching Longitudinal Performance Growth Targets and the four common goals.

Recipients are not expected or required to meet all progress markers, only to track changes when investments create or contribute to the changes outlined (as determined by the recipient). Reporting on progress markers is required under this guidance but attainment or accomplishing each marker is not expected or anticipated. Progress markers can be a way for district teams to reflect on their progress as well as a way for ODE to learn about patterns of growth and share promising practices. Progress marker reporting is most helpful to grantees when they establish consistent ways to review what changes they are seeing in the implementation of their plans. ODE, under this guidance, requires progress marker updates be shared with ODE twice per year.

The information provided from progress marker reporting will inform the technical assistance and coaching that ODE provides throughout the year. The information will also support ODE to keep the educational field, the public, and the legislature informed about the important kinds of progress being made with significant taxpayer investments that might not otherwise be illuminated as quickly by slower moving metrics. ODE offers these progress markers to partner with applicants in determining and assessing where changes are occurring. They may also be used, eventually, to inform ODE considerations on requiring grantees to participate in the coaching programs and/or corrective action planning outlined in Section 7 of this guidance.

⁵⁸ The theoretical underpinnings of progress marker development for ODE is informed by [Outcome Mapping](#) - an approach to planning, monitoring and evaluation that puts people at the center, defines outcomes as changes in behavior, and helps measure contribution to complex change processes.

PROGRESS MARKER FRAMEWORK

The [progress marker framework](#) is put forward to provide a clear picture of what progress markers will look like under this guidance from July 1, 2025 to June 30, 2027. This framework was developed through rounds of engagement with more than 30 leading experts in Oregon in each common metric, including practitioners and policy advocates. Additional engagement and input occurred through workshops in the fall of 2022 before being finalized and released in the spring of 2023 for use beginning in the 2023-25 biennium.

USING PROGRESS MARKERS AS A TOOL

Individually, progress markers can be considered indicators of behavioral change, but their real strength rests in their utility as a set, as cumulatively they illustrate the complexity of the change process. This is something no single indicator can accomplish. Additionally, each of the 15 Progress Markers is labeled for correlation with the five common metrics/Longitudinal Performance Growth Targets. Additionally, for those districts who are working toward accreditation or who have recently been accredited, the [Cognia Characteristics have been crosswalked](#) with Progress Markers and can potentially support reporting.

By reporting on progress markers, grantees are able to monitor where they are in achieving their outcomes both for their integrated applications and holistically for strategic planning. Progress markers provide checkpoints for long-term system shifts and provide an internal monitoring tool for grantees.

For grantees who are just starting to focus on certain progress markers, an approximate timeframe has been created for each progress marker implementation.

- **“Start to See: Early Signs of Progress”** represent initial, easy to achieve changes that would likely occur in the first three to six months of implementation of the programs put forward in this integrated guidance.
- **“Gaining Traction: Intermediate Changes”** represent the kinds of changes that would occur within six to eighteen months of implementation and indicate more significant changes in engagement and student and educator learning conditions.
- **“Profound Progress: Substantial and Significant Changes”** describe the kinds of profound changes that would occur in the first 18-months to four-years of implementation. For many grantees, these markers of progress would be unusual to see in the first year of implementation under this guidance.

Please note that progress markers are not linear, and while some are interconnected, they do not build on one another.