APPENDIX I: DETAILED GUIDANCE ON LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTs)

DETAILED GUIDANCE FOR SETTING LONGITUDINAL PERFORMANCE GROWTH TARGETS

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:

Longitudinal Performance Growth Targets 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.

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:

- Student navigating poverty, homelessness, and foster care
- Students with disabilities
- Emerging Bilingual students
- American Indian/Alaska Natives
- Black/African Americans
- Hispanic/Latinos
- Native Hawaiian/Pacific Islanders

Applicants may also choose to identify additional student groups to which targets apply.

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.

SUBMITTING LPGTs WITH THE INTEGRATED APPLICATION

Longitudinal Performance Growth Targets are not formally part of the application and will not be reviewed in determining if application requirements are met. ODE requests that applicants share their drafted LPGTs at the point of application submission 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.

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: Complete Growth Target Worksheet, including:

- Set Long-Term, Five Year Targets
- Set Baseline and Stretch Targets
- Set Gap Closing Targets for Focal Student Groups

STEP ONE: 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 does the data bring to life? 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)
- How will you get there?
- Have you made the right investments to reach the gap closing targets you are setting?

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, CSI/TSI, EIIS, 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; and
- 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 from 2013 to 2018. 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 you consider what might inform ambitious targets. Growth projected at rates higher than these percentages is likely to be unrealistic. Consider also your district's plan for COVID recovery and 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 10% of Districts
Regular Attenders	1.2
3rd Grade ELA	3.4
9th Grade On-Track	5.4
4-year Graduation	4.2
5-year Completion	2.6

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 prior to COVID-19 impacts. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- Applicants, especially those 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 below 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.

Indicator	2014-15	2015-16	2016-17	2017-18	2018-19	5-year Average	5-year Trend	State Average	State Trend
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade (ELA)	36.9	32.7	30.2	35.3	35.9	34.2	0.1	47.5	(0.2)
9th Grade On-Track	62.5	63.5	74.0	78.3	87.8	73.2	5.5	83.8	1.0
4-year Graduation	56.1	65.9	65.5	64.1	71.5	64.6	2.4	76.1	1.4
5-year Completion	79.1	75.1	78.9	80.5	81.4	79.0	0.8	83.4	0.6

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, for instance, one should note that the majority of the 9th grade on-track increase happened between years one and two, while ost of the increase in five-year completion rates occurred in the last two years of data.

STEP TWO: EXAMINE DISAGGREGATED DATA

ODE will provide suppressed and unsuppressed data to applicants by January 2023 to support applicants in drafting LPGTs. It's important to note that data for the five common metrics has been significantly impacted by COVID-19 over the past two school years. ODE plans to release data for five years spanning from 2015-16 to 2019-20. Applicants are asked to examine the data provided as an input by ODE for your consideration in setting your own growth targets.

A NOTE ON SUPPRESSED DATA

Where the number of students (n) is 10 or fewer in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. 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.

STEP 3: COMPLETE A GROWTH TARGET WORKSHEET

Completing the ODE provided worksheet to develop LPGTs can help applicants identify questions, get support, and make any adjustments ahead of submitting their draft Longitudinal Performance Growth Targets as part of their application.

SET LONG-TERM, FIVE-YEAR TARGETS

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

Four-Year Graduation					
District-Wide					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Stretch Target					
Baseline Target					
Focal Student Groups					
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
Gap Closing					

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 this appendix 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
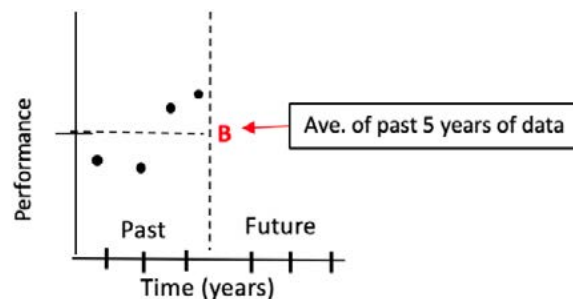
WHERE TO START?

For the purposes of Longitudinal Performance Growth Target setting, three options are suggested for determining your starting points. Each is illustrated below and includes setting targets:
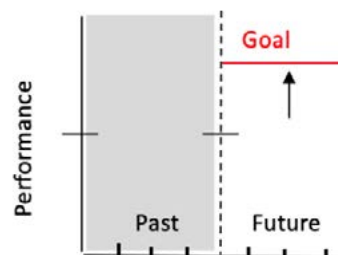
- **Option 1**: Based on previous year's performance
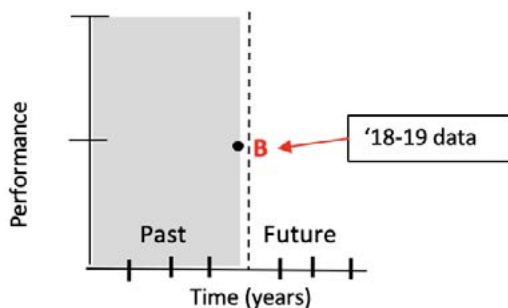
- **Option 2**: Using the average of previous years of performance

- **Option 3**: Unrelated to prior data and past performance

STEP THREE: SET GAP–CLOSING TARGETS FOR FOCAL GROUPS

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, while a single set of targets, are used for all focal groups meeting the minimum n-size requirement. The group of focal targets, while each group has different needs and strengths, allows for a projection that can put a central focus not just on achievement, but on closing gaps in academic disparity.

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.
- Provides flexibility of districts to adapt targets to their individual plans.
- 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, 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.

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.

PRESENTATIONS AND RESOURCES

ODE has previously shared webinars and slides related to LPGT development in 2019. They are provided here as additional resources, as helpful.

LPGTs webinars

- Setting Longitudinal Performance Growth Targets Webinar 1: The Process
    - Webinar 1 Slides
- Setting Longitudinal Performance Growth Targets Webinar 2: Deeper Dive
    - Webinar 2 Slides
- Longitudinal Performance Growth Targets Workshop
    - Workshop Slides