PROGRESS MARKERS

PM 1 · PM 2 · PM 3 · PM 4 · PM 5 · PM 6 · PM 7 · PM 8 · PM 9 · PM 10 · PM 11 · PM 12 · PM 13 · PM 14 · PM 15

4 COMMON GOALS
Equity Advanced
Engaged Community
Strengthened Systems
& Capacity
Well-Rounded Education

LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGT) KEY
3GR: 3rd Grade Reading
9GOT: 9th Grade On Track
4YG: 4 Year Graduation
5YC: 5 Year Completion
RA: Regular Attenders

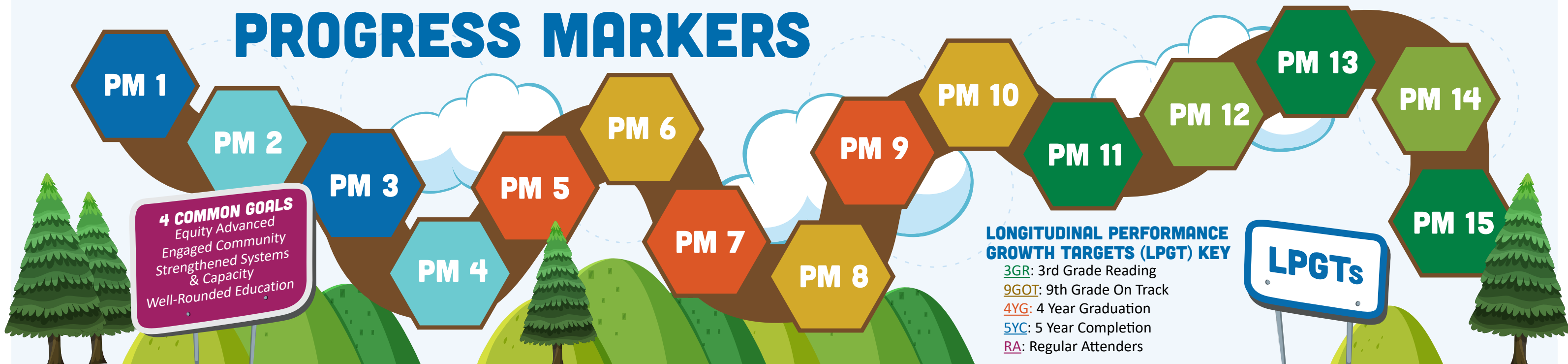LPGTs

Start to See: Early signs of progress (3-6 Months)

Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?

PM 1
3GR 9GOT 4YG 5YC RA

Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.

PM 2
3GR 9GOT 4YG 5YC RA

Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.

PM 3
3GR 9GOT 4YG 5YC RA

Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.

PM 4
3GR

Schools and districts have an accurate **inventory of literacy** assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

Gaining Traction: Intermediate Changes (6-18 months)

Based on your investments and activities, are you seeing any of these impacts?

PM 5
3GR 9GOT 4YG RA

Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what ''9th grade on-track'' means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.

PM 6
9GOT 4YG 5YC RA

Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that actualize student and family ideas and priorities.

PM 7
3GR 9GOT 4YG 5YC RA

Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.

PM 8
3GR

Comprehensive, evidence-informed, culturally responsive **literacy plans**, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.

PM 9
9GOT

A review of **9th grade course scheduling**, as it relates to on-track status for focal student groups, accounts for core and support core class placement. School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.

PM 10
3GR 9GOT 4YG 5YC RA

Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extra curricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

Profound Progress: Substantial and Significant Changes (18 months+)

Based on your investments and activities, are any of these more transformational changes noticeable?

PM 11
3GR 9GOT 4YG 5YC RA

Schools **strengthen partnerships** with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power

PM 12
3GR 9GOT 4YG 5YC RA

Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.

PM 13
3GR 9GOT 4YG 5YC

Students and educators experience a well-rounded and **balanced use of assessment systems** that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.

PM 14
3GR 9GOT 4YG 5YC RA

Policies, practices, and learning communities **address systemic barriers.** Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by students strengths and interests, to improve their practice and advance professional learning.

PM 15
9GOT 4YG 5YC RA

Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

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