

---

# Section Four: Longitudinal Performance Growth Targets

## Orientation to ODE's Approach

The practices and approaches being invested in by the Student Investment Account are intended to be an important part of overall district and system improvement efforts. The longitudinal performance growth targets required by the [Student Success Act](#) can provide a picture of key points of student progress and growth. They don't, however, show every aspect of student growth or cohort growth, nor are they intended to. It is important to acknowledge that several of the ways SIA funds can be used do not and will not directly or immediately correspond to changes in the common metrics established in the Act (Section 12) for ODE to monitor performance.

This guidance on setting longitudinal performance growth targets is extensive. It is both conceptual and technical. It will be helpful for districts to review the information closely. Our hope is 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 sometimes centered more on ideals than achievable outcome improvement, served to narrow the curriculum, shamed and blamed schools supporting underserved students, over promised or oversimplified outcomes, were distilled in media reports as mostly about rankings and did not balance aspirational and realistic targets.

Instead, 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 SIA 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. Center the two core purposes of the SIA - to improve student health and well-being and achieve equity-based outcomes in student learning.** Provide support and name challenges to advance this work with integrity.

- 
- 4. 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 and performance.

## A Common and Customized Framework

### Common Metrics

Section 12 of the Student Success Act provides the statutory requirements for longitudinal performance growth targets.

“Common metrics” were identified in the legislation to help districts, eligible charter schools and the state measure the success of the activities funded by the SIA. These metrics are:

- 1. Four-year Graduation** -- The percentage of students earning a regular or modified diploma by the end of the summer following their first four years in 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.

Each 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 within the SIA.

---

## What's Required

The law states that ODE shall collaborate with eligible applicants in the development of applicable longitudinal performance growth targets and that these targets must:

- Be based on data available for longitudinal analysis; and
- Use overall rates for districts and gaps in disaggregated rates.
- Include the common metrics and any locally defined metrics included in an applicant's plan.

It is important that SIA 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.

Applicants are expected to be comprehensive in developing longitudinal performance growth targets for each of the common metrics.

### ***Longitudinal Performance Growth Targets to be Submitted with your Application***

ODE will review all applications for SIA funds that comply with the application requirements of Section 10 of the Student Success Act. **Longitudinal Performance Growth Targets are *not* formally part of the application and will *not* be reviewed in determining if application requirements are met.** ODE is asking that districts share their drafted Longitudinal Performance Growth Targets so that when an application is determined as meeting requirements, both parties can move quickly into the “co-development” phase of work to set longitudinal performance growth targets.

Longitudinal performance growth targets must apply to **the applicant as a whole and to the following student groups, which have historically experienced academic disparities** (as defined by [House Bill 3427](#)):

- Students eligible for Free or Reduced Prices school meals
- Students with disabilities
- English learners
- American Indian/Alaska Natives
- Black/African Americans
- Hispanic/Latinos

- 
- Native Hawaiian/Pacific Islanders
  - Homeless students
  - Students who are foster children<sup>1</sup>

### **Additional Focal Student Groups**

The State Board of Education may also define additional student groups to which targets must apply, but has not yet added additional groups. Applicants may also choose to identify additional student groups to which targets apply. We refer to the student groups above as “focal groups” or (when referring to a single one of these groups) as a “focal group.”

### ***What You’ll Develop and Submit***

Each applicant and ODE will co-develop 5-year targets, baseline and stretch targets for each of the common metrics (4-year graduation, 5-year completion, 3<sup>rd</sup> grade reading, 9<sup>th</sup> grade on track, and regular attendance) and gap closing targets for each of the five common metrics.

- Start with the end in mind: where do you want to be in five years? **(this is your 5-year target)**
- How will you get there? **(these are your baseline and stretch targets)**
- How will you begin to close gaps for the focal student groups? **(these are your gap closing targets)**

Check out the [simplified worksheet](#) ODE created to support your initial efforts.

### **When a Grant Recipient Does Not Meet Performance Growth Targets**

ODE may provide extra supports to districts that do not meet growth targets. However, the law acknowledges that an applicant’s progress toward targets may be sporadic, or subject to unexpected changes in circumstances. To that end, a grant recipient may submit an explanation for the reasons why the growth targets were not met; and ODE may:

- Take into consideration the explanation submitted by the grant recipient;
- Require the grant recipient to enter into a coaching program; and/or
- Direct the expenditure of SIA funds.

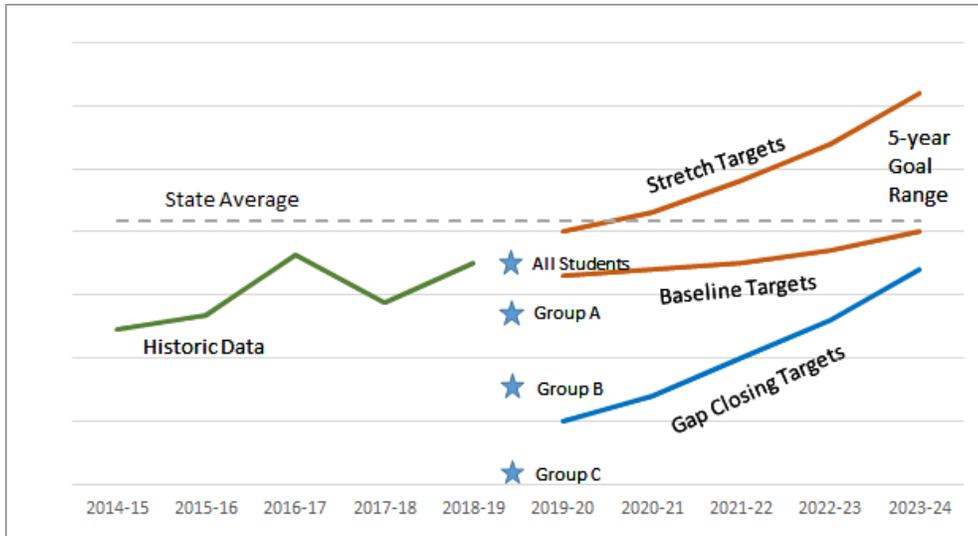
---

<sup>1</sup> Data for this student group is not yet available for all indicators.

---

## A Visual to Inform Our Work Ahead

The graph below shows baseline and stretch targets for the “all students” over five years along with a single gap closing target.



### *Progress Markers*

For each of the five common metrics, ODE is introducing the use of “**progress markers**” - sets of indicators that identify the kinds of changes we would expect and like to see in policies, practices and approaches over the next **three years** that we think would lead to applicants reaching their longitudinal performance growth targets.

## Progress Markers

Progress markers<sup>2</sup> offer a set of potential milestones that grant recipients and ODE can look for and map to show progress towards the longer-term changes that would be reflected in the common metrics.

Progress markers illuminate the depth and complexity of changes that advance overtime. Moving from early and expected changes, towards likely changes; and extending all the way toward profound changes desired based on the efforts of SIA applicants.

---

<sup>2</sup> Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: building learning and reflection into development programs*. Ottawa: IDRC.

---

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.

### **Applicants may Customize with Optional Local Metrics and Progress Markers**

Districts and eligible charter schools are encouraged to put forward additional progress markers toward the common metrics based on the framework provided.

Applicants may also elect and are encouraged to put forward optional local metrics (in addition to the five common metrics) that may more accurately align to the particular strategies, activities and investments outlined in their SIA grant application and plan.

For example, where a district might be prioritizing investments in reading proficiency, they are welcomed and encouraged to consider a range of optional metrics in addition to the 3rd Grade Reading Common Metric. A district could add their own formative and interim assessment strategies and data along with assessments of Cognitive Academic Language Proficiency that might show measures of literacy in languages other than English or show a fuller student learning profile that they want to customize and use as part of their overall monitoring and evaluation framework.

Based on our understanding of legislative intent, ODE is purposefully being very open on local metrics in the first year of implementation. SIA applicants have the opportunity to consider a broad array of approaches. That stated, applicants are encouraged to carefully consider the impact of applying any selected metric in an accountability framework – some measures are best used in support of learning between an educator, student and family. Considering the purpose of a metric and its intended application, the impacts on equity and the metric’s validity and reliability is recommended. Districts might also consider where any optional metrics fits within its own assessment system.

## **Attending to Oregon’s Smallest Districts**

ODE recognizes the importance of local context and the need for a differentiated approach for very small districts, especially those within the “floor” of SIA grant allocations with a student body of fewer than 50 students. **For applicants that meet this criteria, ODE will focus solely on the local metrics and the progress markers. While ODE will monitor changes to the required five common metrics, Oregon’s smallest districts will not be required to provide any projections or forecasts of these measures.** Technical assistance will also be available through ODE and regional ESDs to support your work.

---

Taken together, we believe these tools and approaches provide for a common and customized monitoring and evaluation framework for each SIA grant recipient and ODE to use throughout SIA implementation.

## A Foundational Year

At the start of the 2020-2021 school year, grant recipients will implement their SIA plans (which extend over three years) and begin monitoring progress toward meeting their longitudinal performance growth targets. **The first year of implementation is a foundational year.** It is unique in that grant recipients are required by law to re-visit each aspect of SIA planning in engaging with focal students, families, staff and community to set four-year plans (which will extend from 2021-2024) with a two-year implementation window. This “repeat” process is both a challenge and a significant opportunity.

One of the opportunities ODE has identified is using the first year of longitudinal performance growth target setting as a “foundational year” in utilizing the conceptual framework described above and the detailed technical guidance that follows. While the monitoring process and target setting is real and substantial for the first year, ODE will allow SIA applicants to adjust their five-year projections, progress markers and optional local metrics in the application and co-development process we will move through in the spring and summer of 2021.

Using the first year of implementation to grow comfort and learning across the state with this framework and to further develop and refine the progress markers will support getting a strong foundation “set” for the next four year-plans which we then will keep as constant and unchanged as possible.

## The Starting Point for a Collaborative Process

The following information and guidance aims to assist applicants with the initial development of longitudinal performance growth targets.

### **ODE Will Provide Disaggregated Data and Data Visuals**

ODE will provide all districts and eligible charter schools who are applying independently for SIA funds with disaggregated data for the five prior years for each focal student group. This data will be packaged and available for applicants in January 2020.

---

### ***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.

The data provided by ODE to districts and charter schools applying independently will show disaggregated data by each of the SIA focal groups as well as aggregate scores for each of the five common metrics set out in the Student Success Act: 1) four-year graduation rates, 2) five-year completion rates, 3) 3rd grade reading proficiency rates, 4) 9th-grade on track rates; 5) regular attender rates. This information will be provided as an input and support 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.

ODE will provide a simple data visualization looking at longitudinal performance for the past five years along with a potential forecast for the next five years. **The forecast is *not* a directive but an input to help districts and eligible charter schools draft, establish and agree on longitudinal performance growth targets as required by the Student Success Act.** There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.

**Please note: Grant agreements, and therefore the longitudinal performance growth targets, are not valid until approved by ODE and the governing body of the eligible applicant at an open meeting.**

### ***Keep the Conversation Going***

Consider how you might share and discuss your draft work with your leadership teams, community, student groups and school 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.

---

### ODE and ESDs Will Engage with Each Applicant to Collaboratively Set Growth Targets

Once an application meets all requirements, ODE will partner with ESDs to engage with the applicant in a collaborative process to set longitudinal performance growth targets. The longitudinal performance growth targets applicants submit as drafts in their application submission will serve as the starting point for the collaborative process between ODE and the applicant.

### ODE Will Provide Online Webinars and Workshops to Support Understanding

In January-February of 2020, ODE will provide webinars and workshops to support applicant understanding and tools to develop draft longitudinal performance growth targets ahead of the SIA application window. This will be done in collaboration with ESDs.

## SIA Grant Applicants are asked to:

### Examine Disaggregated Data

Examine the data and longitudinal performance forecast provided as an input by ODE for your consideration in setting your own growth targets.

### Complete a Growth Target Worksheet

Completing the [ODE provided worksheet](#) to develop longitudinal performance growth targets can help applicants identify questions, get support, and make any adjustments ahead of submitting their draft longitudinal performance growth targets as part of their SIA application.

## Technical Guidance for Setting Longitudinal Growth Targets

### Step One: Set Long-Term, Five-Year Targets

Applicants will set long-term five year targets for each of the four metrics. [In the worksheet](#), this is the far-right column (illustrated below).

### Four-Year Graduation

#### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Stretch Target</b>					
<b>Baseline Target</b>					

#### Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>					

---

### ***General Guidelines***

Some general guidelines are shared below; however, each applicant should consider its own data and trends, as well as the programs that will be implemented with SIA 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 SIA programs on that metric; and
- Statewide averages and trends.

### **Step Two: 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 SIA 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 section 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.

### ***General Guidelines***

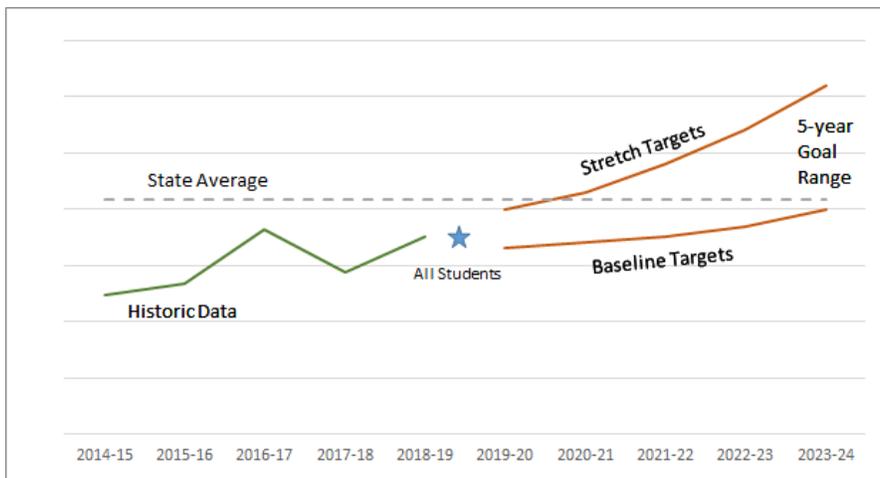
Below is an example of district data. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- 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 don’t always impact metrics immediately; we expect growth to accelerate over time. This means intermediate targets may rise slowly at first.

Indicator	5-year History					5-yr Ave.	5-yr Trend	State Ave.	State Trend
	'14-15	'15-16	'16-17	'17-18	'18-19				
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade Reading (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 <sup>a</sup>	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.

The graphic illustration below can begin to help visually illustrate the concept of growth target setting that will continue to be described and further detailed.



---

## A Few Notes on this Approach

This approach to the setting of longitudinal performance growth targets has its strengths and will reveal areas for improvement. We hope that this approach:

- Meets the requirements of the Act, yet acknowledges that the future is difficult to predict.
- Creates the conditions for districts to really think about their local SIA plans and consider the expectations of their stakeholders.
- 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 growth targets will be required, they should not be the main focus of the SIA 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.

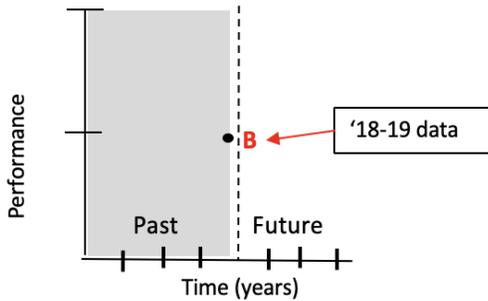
**Our hope is setting a reasonable range of expected improvement, rather than a single fixed target, will leave the focus where it belongs: improving the lives and outcomes of Oregon’s students.**

## Getting Started

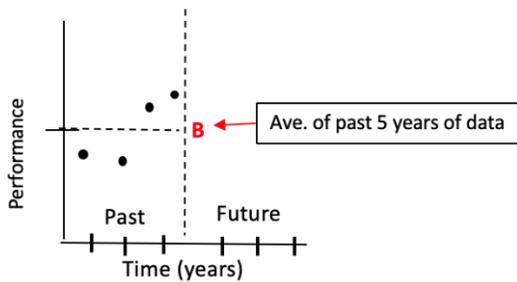
For the purposes of longitudinal performance growth target setting, three options are suggested for determining your starting points. Each is illustrated below and includes setting targets:

- 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

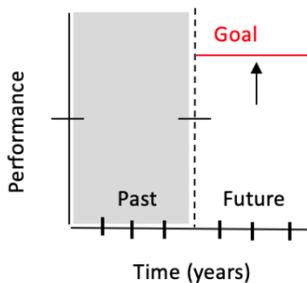
**Option 1: Based on previous year's performance**



**Option 2: Using the average of previous years of performance**



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



**Overview of Historic State and District Trends**

In order to set longitudinal performance growth targets it is instructive to consider the recent history of these metrics in Oregon and in school districts. The goal is to provide some state context around achievable long term targets *and* ambitious and achievable yearly growth targets. The next few tables provide some state context that can help districts set ambitious, yet achievable, long term targets and yearly targets.

The table below shows the last five years of state-level data on each of the five common metrics. (Data for virtual charter schools has been removed from these data, since these data are also removed from district trend reports.)

Indicator	All Students School Year/Report Year					Year- to-Year Trend
	2014-15	2015-16	2016-17	2017-18	2018-19	
Regular Attenders	82.6	81.3	80.2	79.6	79.6	(0.6)
3rd Grade Reading	47.8	48.5	46.1	47.7	47.2	(0.2)
9th Grade On Track	80.4	83.9	83.9	85.0	85.8	1.0
4-year Graduation	72.8	74.7	75.8	77.7	79.7	1.4
5-year Completion	82.6	82.3	82.7	84.1	85.5	0.6

Many districts see gains over time, and many also see decreases over time. Some districts have seen very strong growth over the last five years.

### ***Why Pay Attention to the Trend?***

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

## ***Realistic, Attainable Targets***

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.

### **Growth Achieved by the Top 10 percent of Oregon’s Districts**

The table below shows the growth that top 10 percent of districts have achieved or exceeded over the last five years.<sup>3</sup> **Average yearly growth at**

**this pace represents a significant achievement.**

Indicator	Growth Achieved by top 10% of Districts
Regular Attenders	1.2
3rd Grade ELA	3.7
9th Grade On Track	4.4
4-year Graduation	3.8
5-year Completion	2.3

### **Percentiles of District Achievement**

To provide additional context, the table below shows percentiles of district achievement, based on the average of the five-year most recent years of data. For example, 10 percent of districts had achievement at or above the 90th percentile, while 10 percent of districts had achievement below the 10th percentile.

Indicator	<b>All Students -- 5-year Averages</b>				
	District Achievement Percentiles				
	10th	25th	50th	75th	90th
Regular Attenders	73.3	76.9	80.6	83.5	85.8
3rd Grade Reading (ELA)	28.4	35.6	43.8	50.7	60.0
9th Grade On Track	73.1	77.8	84.3	89.2	95.6
4-year Graduation	65.8	72.9	79.6	86.8	92.8
5-year Completion	75.3	80.3	86.1	91.6	96.0

<sup>3</sup> More details on the range of district trends is in Appendix A

---

### ***District Example***

A district with 1,800 students has determined their “starting point” based on the prior five years for 3rd grade reading (ELA) is 35.6 percent of students meeting or exceeding standards.

Based on SIA engagement processes and planning, they’ve determined to use a significant portion of their SIA funds on early literacy and are working on how to set their “baseline” and “stretch” targets by considering their five year target.

Understanding that the top 10 percent of districts have been able to increase performance at the rate of 3.7 per year, they’ve set their stretch target in five years at 54.1 ( $3.7 \times 5 \text{ years} = 18.5 + 35.6$ ). Having done the math, now they want to consider the trajectory and feasibility of that growth and also how they might set the baseline target they’d propose (as this is a co-development process with ODE).

#### **Step Three: Set Gap Closing Targets for Focal Student Groups**

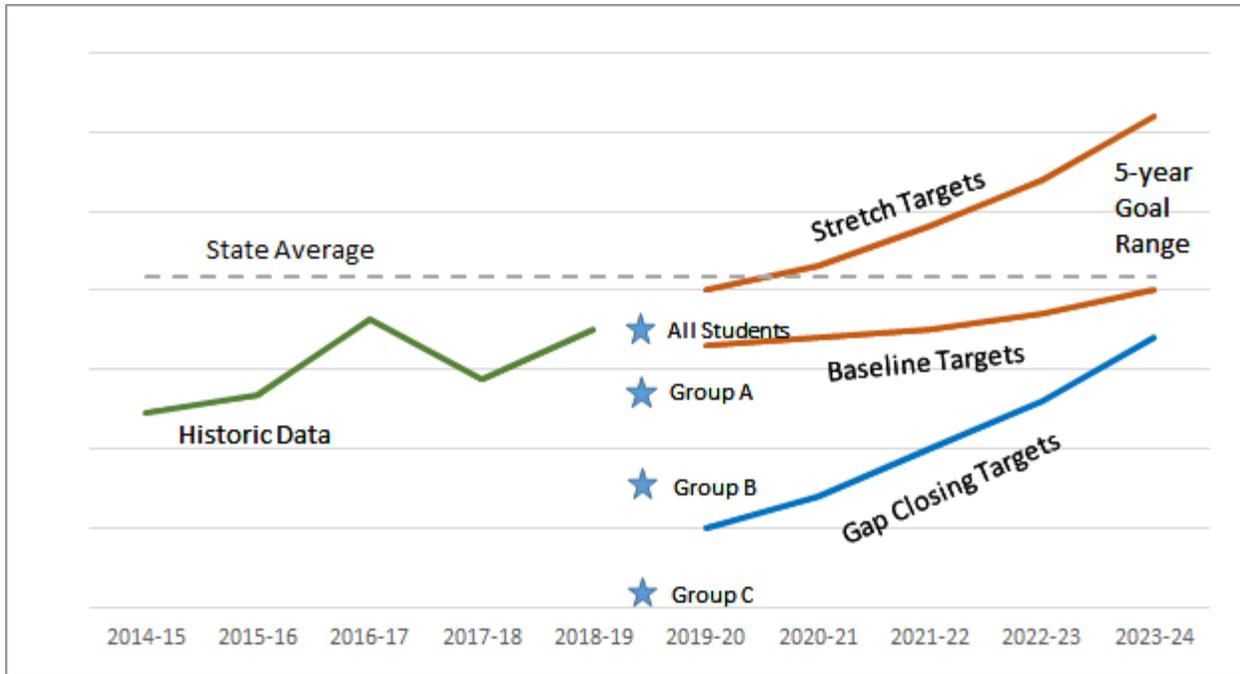
The purpose of the “Gap Closing Targets” is for districts (and eligible charter schools) and the state to set targets and monitor the reduction of academic disparities between groups of students, especially for focal student groups named in [House Bill 3427](#). **An achievement gap can be calculated 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 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 state as a whole (e.g., Group A at the district level compares 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 as defined in HB 3427. There is great educational value for all students in helping illuminate and focus on within-district gaps.

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 toward raising achievement toward state averages.

Here is one visual picture of how target setting will develop:



Gap Closing Targets, while a single set of targets, are used for all focal groups meeting the minimum n-size requirement. The actuals for each focal group should be plotted. **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.**

### ***N-Size Reminder***

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.

### **Identifying Student Groups Most at Risk of Not Meeting Targets**

The creation of the focal targets in this way also identifies those groups most at risk of meeting longitudinal growth targets, as required by the Act in each applicant's plan. Perhaps the best way to illustrate some of the considerations that need to be taken into account is to provide examples. While detailed, we hope these early examples are thought provoking and can help districts navigate this process.

## ***Need Support to Set Your Targets?***

ODE will provide a series of online workshops and case studies in late January and early February to further support applicants in drafting longitudinal performance growth targets.

### **District Example**

Below is an example of district data. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets.

Indicator	5-year History					5-yr Ave.	5-yr Trend	State Ave.	State Trend
	'14-15	'15-16	'16-17	'17-18	'18-19				
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade Reading (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

Each district’s data is unique and a “five-year” trend can contain significant ups and downs (this is especially true for smaller districts). Here are some of the unique features of this district’s data:

- Although Regular Attendance had been declining, the district appears to have reversed that downward trend. District rates remain above the state average.
- 3rd Grade ELA has been fairly flat, but the district did experience a dip for two years. Rates are significantly below the state average.
- 9th Grade On-Track has shown very significant gains over this period. These gains cannot be sustained (otherwise rates would rise above 100 percent).
- Graduation has seen rates plateau in the middle of the period, with spikes upward at either end, but rates remain below state averages.
- Completion rates have been fairly steady with modest growth, mirroring the overall state trends.

#### **Example of SIA Priorities in this District**

For illustrative purposes only, let’s assume this district is implementing programs that:

- Are expected to improve early literacy;
- Provide more social, emotional and academic support in grades 6-9; and
- Expand on available electives in high school.

The district expects these programs create sustained improvements in 3rd grade ELA. The district hopes to continue the strong results for Regular Attender and 9th grade on-track indicators. The district also believes its recent efforts to better support high school students are already being seen in the district’s graduation rate, and will soon be seen in the five-year completion rate.

### Regular Attenders

Each of the programs should increase Regular Attender rates, though these rates are already

Regular Attenders 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
88.7	87.3	85.7	83.9	87.6	86.6	(0.6)

strong. The table above shows the regular attender rate for the district over the last five years. Data for each of our student groups, is also shown below. These are five-year averages, which help smooth out the variation for small student groups.

### Regular Attender - Disaggregated Data

Student Group	Approximate Group Size	5-year Average	5-Year Trend
Economically Disadvantaged	2,730	85.4	(0.6)
Students with Disabilities	500	83.8	(1.6)
English Learners	1010	88.6	(0.6)
American Indian/Alaska Native	30	82.4	(1.1)
Black/African American	30	89.0	(5.1)
Hispanic/Latino	1,570	87.8	(0.2)
Homeless	100	66.5	NA
All Underserved Groups	2,970	85.5	(0.6)
All Students	3,630	86.6	(0.6)

As noted above, regular attendance was high in 2014-15, and then the district showed a steady decline. Many of our student groups are at or above both district and state averages. Student groups with the lowest rates of regular attenders include economically disadvantaged students, students with disabilities, native students and homeless students.

### District Example: Setting Baseline and Stretch Targets

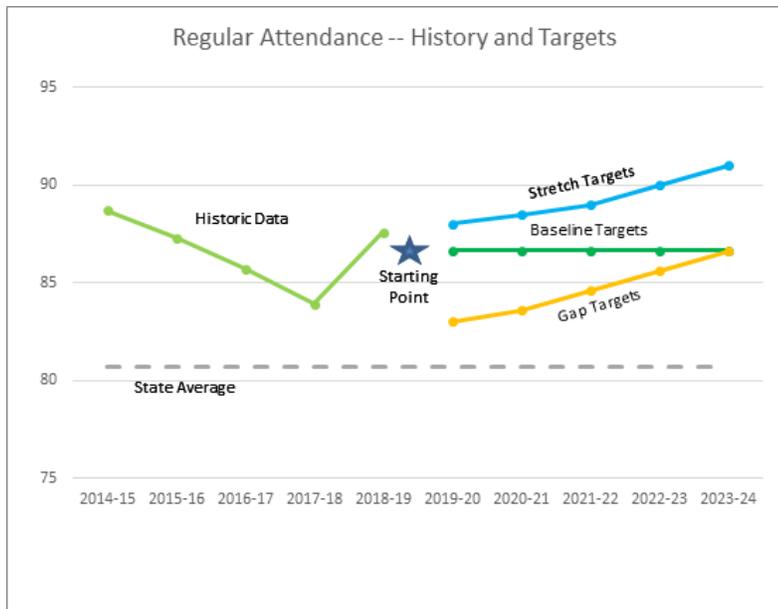
We begin by setting 5-year targets followed by baseline and stretch targets for all students. This district’s current regular attender rate is well above the state average, and is, in fact, close to the 90th percentile. The baseline target is to at least maintain the current five-year average of 86.6.

The fact that this district’s rate is currently relatively high does limit growth potential on this indicator, however, as the district believes that it’s possible to attain 89 percent regular attendance in five-years. This is the stretch target.

The baseline and stretch targets aim to come close to the highest rate seen in the last five years, and move upward from there. The gap closing target is to have all student groups reach the current average in five years.

	Baseline & Stretch Targets				5-Yr Target
Targets	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline	86.6	86.6	86.6	86.6	86.6
Stretch	88.0	88.5	89.0	90.0	91.0
Gap	83.0	83.6	84.6	85.6	86.6

These targets are illustrated below.



### Third Grade Reading Proficiency (English Language Arts)

This metric has been fairly flat over the last five years, largely mirroring the state trend. However, the district’s achievement is more than 10 points behind the state as a whole. The district believes literacy programs in elementary school should lead to higher rates of proficiency in ELA in 3rd grade.

The proficiency rates for the district over the last five years is shown below:

<b>3<sup>rd</sup> Grade Reading (ELA) 5-year History</b>					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
35.7	31.5	29.0	34.1	34.7	33.0	0.1

Data for each of our student groups is also shown below. These are five-year averages, which help smooth out the variation for small student groups. To protect confidentiality, only those groups with at least 10 students each year are shown.

**3rd Grade Reading (ELA) - Disaggregated Data**

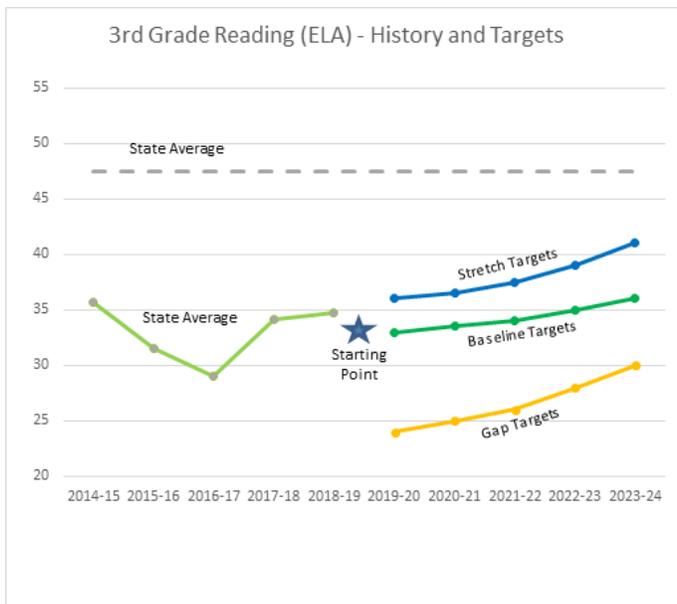
Student Group	Approximate Group Size	5-Year Average	5-Year Trend
Economically Disadvantaged	210	29.8	0.4
Students with Disabilities	40	14.4	(2.9)
English Learners	110	23.6	(0.0)
Hispanic/Latino	130	27.1	(0.2)
All Underserved Groups	230	29.3	0.2
All Students	290	34.2	0.1

However, this example district also has a high percentage of English Learners (40 percent at third grade). These students typically achieve English proficiency at about grade five (as is true statewide), and we see strong results for these students in middle school and beyond. Even with program improvements, it is not reasonable to expect most of our English learners to be proficient in English language arts by grade 3. This reduces our growth expectations for 3rd grade ELA, but we still expect improvements for our English-only students, leading to a five-year baseline target of 36 percent.

The stretch target would be to reduce our gap with the state by half over the five-year period. The initial baseline target is to match our five-year average, and our initial stretch target would match our results from 2014-15, which was the highest value in the last five years.

	Baseline & Stretch Targets				5-Yr Target
Goal	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline	34.2	34.5	35.0	35.5	36.0
Stretch	37.0	37.5	38.5	40.0	42.0

The following visual illustrates 5-year targets, baseline and stretch targets, and gap closing targets.



### 9th Grade On-Track

This indicator has seen tremendous growth in the last five years. The district went from well below the state average to above the state average in the most recent year. This amount of improvement reflects the focus we have put on helping students navigate their first year in high school. While we hope to continue to improve, it is not possible to sustain this amount of growth in the long run. Hence, we expect diminishing growth over time as we approach higher and higher levels on this indicator. The proficiency rates for the district over the last five years is shown below:

9th Grade On-Track 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
66.6	66.5	76.1	79.4	87.9	75.3	5.6

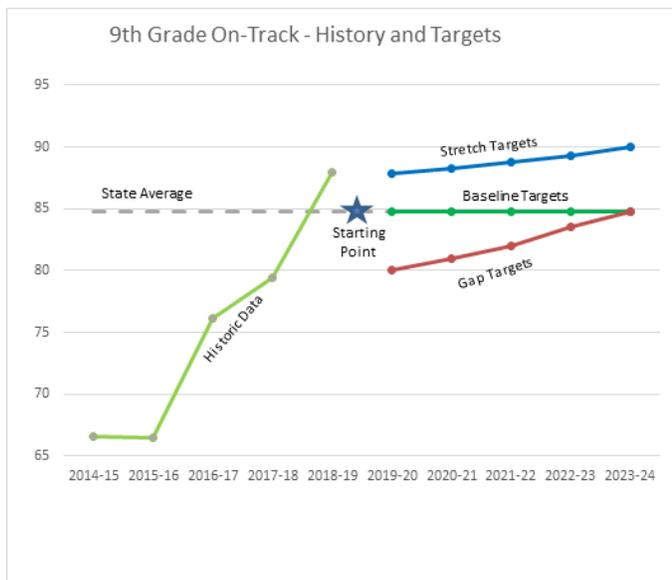
Data for each of the districts' student groups is also shown below. Because the district has seen such a strong increase over time, the table below also shows the most recent rates for each group. To protect confidentiality, only those groups with at least 10 students each year are shown.

### 9th Grade On-Track - Disaggregated Data

Student Group	Approximate Group Size	5-Year Average	5-Year Trend	2018-19 Rate
Economically Disadvantaged	190	70.3	6.8	84.8
Students with Disabilities	30	65.3	4.6	77.1
Hispanic/Latino	80	77.1	6.9	92.7
All Underserved Groups	210	71.6	6.8	85.8
All Students	270	75.3	5.6	87.9

The baseline target would be to remain at the 2018-19 level, as this already is significantly above our 5-year average. As a stretch target we would like to reach the 75th percentile for the state. The initial baseline target is slightly conservative. It is the five-year state median and is somewhat below our 2018-19 rate. The 2018-19 rate was well above the upward trend for the previous four years, and might not be repeated for 2019-20.

The gap closing target is to continue to increase the percentage of students' on-track at the end of 9th grade, and to increase all student groups to our baseline target.



---

## Establishing Progress Markers for Each Common Metric

For each of the common metrics in the foundational year, ODE will provide six initial progress markers that will track in relationship to the priorities and focus of the plans and investments of SIA recipients. During the baseline year, ODE will work with districts and ESDs to workshop and further refine and set more widely shared and refined progress markers.

Once established, these progress markers will help ODE monitor and share back learning across the state and to the legislature. This monitoring will also be used to inform any considerations of ODE requiring district participation in the *Intervention and Strengthening Program* introduced within this guidance.

Early draft progress markers for 3rd Grade Reading Proficiency are provided here for example purposes only. ODE will engage and develop further iterations of progress markers for each of the common metrics in January 2020. Comment and feedback is welcomed and encouraged by SIA applicants and the larger educational community in Oregon. ODE will then finalize common progress markers by the end of February for the foundational year.

### Example of Early Draft Progress Markers for 3rd Grade Reading

**3** changes we expect to see from SIA investments in early literacy:

1	Literacy strategy is documented and communicated to staff and families.
2	Hiring and policy implementation reflects an active agenda.
3	Evidence shows a variety of ways educators are thinking through their own and district literacy practices and actions.

**3** changes we would like to see from SIA investments in early literacy:

4	Following through, keeping promises, high engagement and communication around any limitations as it relates to executing the literacy strategies being pursued.
5	Analyzing and using data and quality measures with an <u>equity lens</u> (i.e. disaggregating by race) on a routine basis.
6	Changes are evident in curriculum, school culture, administrative and instructional practices, and policies in support of early literacy targets, likely to be shown in alignment with optional local metrics.

---

## Timeline

Suggested Activity	Dates
Submit complete application to ODE during application window (application must include DRAFT longitudinal growth targets).	March 2 - April 15, 2020
Grant Application Review Panel (will be facilitated on a rolling basis).	April 2020 and beyond
Applicant notified that plan meets or does not meet requirements (consultation and support provided to ensure sufficiency in meeting requirements).	April 2020 and beyond
Collaborative process begins between the applicant and ODE to negotiate and set longitudinal performance growth targets based on targets included in the original application.	April - May 2020
ODE develops a grant agreement to include agreed upon longitudinal performance growth targets.	May 2020
Applicant facilitates public review and board approval of grant agreement and agreed upon longitudinal performance growth targets.	May - June 2020
ODE Approval and Grant Agreement Established.	June - July 2020

---

## Worksheet

Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in January 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

### Five Year Targets

#### Four-Year Graduation

##### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Stretch Target</b>					
<b>Baseline Target</b>					

##### Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>					

#### Five-Year Completion

##### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Stretch Target</b>					
<b>Baseline Target</b>					

##### Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>					

---

### 3<sup>rd</sup> Grade Reading (ELA)

#### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Stretch Target</b>					
<b>Baseline Target</b>					

#### Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>					

### 9<sup>th</sup> Grade On-Track

#### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Stretch Target</b>					
<b>Baseline Target</b>					

#### Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>					

---

## Regular Attendance

### District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Stretch Target</b>					
<b>Baseline Target</b>					

### Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
<b>Gap Closing</b>					

### Data Definitions

ODE will maintain [data definitions for the common metrics](#).