Student Investment Account
Progress Markers

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The Purpose of this Resource

The purpose of this resource is to announce the adjustments to the Student Investment Account (SIA) monitoring and evaluation framework and introduce SIA Progress Markers.

Key Information for SIA Grant Recipients
- SIA grant recipients do not need to develop or monitor longitudinal performance growth targets (LPGTs). The framework has been released by the Legislature for the 2020-21 school year.
- Each recipient will be supported in monitoring progress using the progress markers in this document, which will be included in each recipients' grant agreement and used from a learning and continuous improvement orientation.

Why these Adjustments are Essential

These adjustments are a deliberate response to the significant impacts associated with the ongoing public health crisis caused by COVID-19. ODE is committed to implementing a learning stance for monitoring and evaluation and will provide the necessary support systems to school districts on progress markers while they are navigating this unprecedented school year and learning from what is unfolding.

Background and Development

In the August 2020 special session, the Legislature created increased flexibility for the administration of the SIA in House Bill 4304 which releases, for one year only (through June 2021), all SIA applicants from needing to develop or track Longitudinal Performance Growth Targets (LPGT) while naming that ODE can develop other applicable performance growth targets and indicators of progress.

It is worth repeating. The Longitudinal Performance Growth Target framework is released for the 2020-21 school year.

The Progress Marker framework for the foundational year of the Student Investment Account (SIA) was developed through rounds of engagement with leading experts in each common metric, including practitioners, and policy advocates. The progress markers are a mechanism to support a developmental approach to evaluation with a focus on learning about the kinds of changes that happen from distinct investments.

Student Investment Account
Progress Markers

Progress Markers and SIA

The concept of **progress markers**[1] offers a set of potential milestones for SIA grant recipients and ODE to look for and map toward. SIA recipients are not expected or required to meet all progress markers, only to track changes when the investments create or contribute to the changes outlined.

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

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 Markers for School Year 2020-21

"Expect to see" progress makers represent initial, easy to achieve changes that indicate a recognition of and commitment to SIA plan goals.

"Would like to see" progress markers represent longer term likely changes and indicate more active learning and engagement.

"Would love to see" progress markers describe the kinds of profound changes ideal for any program or investment to make or contribute towards. Note: In this first year, this would be unusual to see.

Individually, progress markers can be considered as 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.

A singular set of progress markers has been developed for the 2020-21 school year integrating the kinds of changes ODE believes could advance each of the "Common Metrics[2]" in the SIA long-term while also attending to current school year conditions.

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[1] Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: building learning and reflection into development programs*. Ottawa: IDRC.

[2] Ninth grade on-track; Four- year graduation; Five-year competition; Third grade reading; Regular attendance.

Student Investment Account
Progress Markers

2020-21 Progress Markers for the Student Investment Account

6 changes we ***expect to see*** connected to SIA investments:

1	Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.
2	An equity lens is in place, adopted, and woven through all policies, procedures and practices.
3	Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.[3]
4	Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.
5	Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.
6	Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.

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[3] Providing sufficient time for teachers and staff to review data is an eligibility requirement for High School Success (Measure 98) funding in high schools. This suggests the value of that practice when well designed for all developmental levels. Duplication in focus is acceptable and strategic in this case. Funds should be braided but grantees can't use funding for the same purpose with both initiatives.

Student Investment Account
Progress Markers

6 changes we would *__like to see__* connected to SIA investments:

7	Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.
8	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.
9	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.
10	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.
11	An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.[4]
12	Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.

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[4] Again, this is intentionally aligned with High School Success goals and best practices. Changes in progress that might come in part from SIA investments and in part from HSS investments are acceptable to include as "contributions to change" as what we are most interested in is that change is occurring and learning from what is unfolding.

Student Investment Account
Progress Markers

3 changes we would _**love to see**_ connected to SIA investments:

13	Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon's English Language Arts and Literacy Standards.
14	School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time[5].
15	Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.

Key actors we anticipate contributing to these changes: Educators, Principals, Superintendents, School board members, Instructional Coaches (district level), Instructional Assistants/Paraprofessionals, Curriculum and Instruction (district level), 9th grade on-track coaches, Special Education educators (K-12), School personnel, Scheduling Administrators, Parents and Families, Bus Drivers, Attendance officers / coordinators, After School Providers, Security guards, Mental Health Teams, Counselors and guidance counselors,   Family resource liaisons, ODE staff, ESD staff, Higher Education Coordinating Commission, Community college partners, University faculty (preservice program), Pre-K and childcare providers, Early Learning Hubs, Non-profit/volunteer reading programs (e.g. SMART Readers), EAC, Researchers, Legislators, Student success navigators, Cultural brokers (e.g. Latino Network), Judicial representatives, McKinney Vento liaisons, Regional capacity builders, Tribal/cultural/community leaders, DHS/child welfare, Media.

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[5] ODE considered and received substantial but mixed feedback about the value of mapping the math strategy, and while we chose not to include formally, SIA recipients are encouraged to review the literature and develop an understanding of what Math proficiency is, what it looks like for students and how shared competencies are taught in 9th grade Math.

Student Investment Account
Progress Markers

How will progress be reported?

School districts are asked to report their progress on a quarterly basis. To track Progress Markers over time, ODE has established and will share the "Progress Journal" tool which includes a description of the kinds of changes that are unfolding. This tool is to support learning about the change process. ODE will provide additional technical assistance to support understanding of how this approach to monitoring and evaluation works.