

# **SECTION 6: MEANINGFUL REPORTING, MONITORING, AND EVALUATION PROCESSES**



**OREGON  
DEPARTMENT OF  
EDUCATION**

*Oregon achieves . . . together!*

# SECTION 6: MEANINGFUL REPORTING, MONITORING, AND EVALUATION PROCESSES

## Section Snapshot

This section describes an integrated approach to reporting, monitoring, and evaluation of impact and performance across the six aligned programs. This includes attention to local optional metrics, the skilled use of early indicator and intervention systems, meeting state CTE Perkins Performance Targets, working with progress markers, developing and finalizing Longitudinal Performance Growth Targets, and quarterly and yearly reporting. The responsibility and opportunity to share a performance review back to your community and board, revisiting if investments reached outcomes you were aiming for, is outlined. This section also includes information about the auditing steps required only under the Student Investment Account.

### ODE'S APPROACH TO SHARED RESPONSIBILITY FOR PROGRESS

One of the challenges consistently raised to ODE and to legislators is the impact of having different terminology and processes to report and evaluate on progress related to different state and federal grant programs. For the six programs integrated here, the effort is being made to operationally align these processes for applicants. This will make for stronger reporting. 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. Here we are talking about 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 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. These efforts would often be distilled in media reports as news that was mostly about rankings and failed to offer enough nuance, depth, or realism to the important work of school improvement.

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.

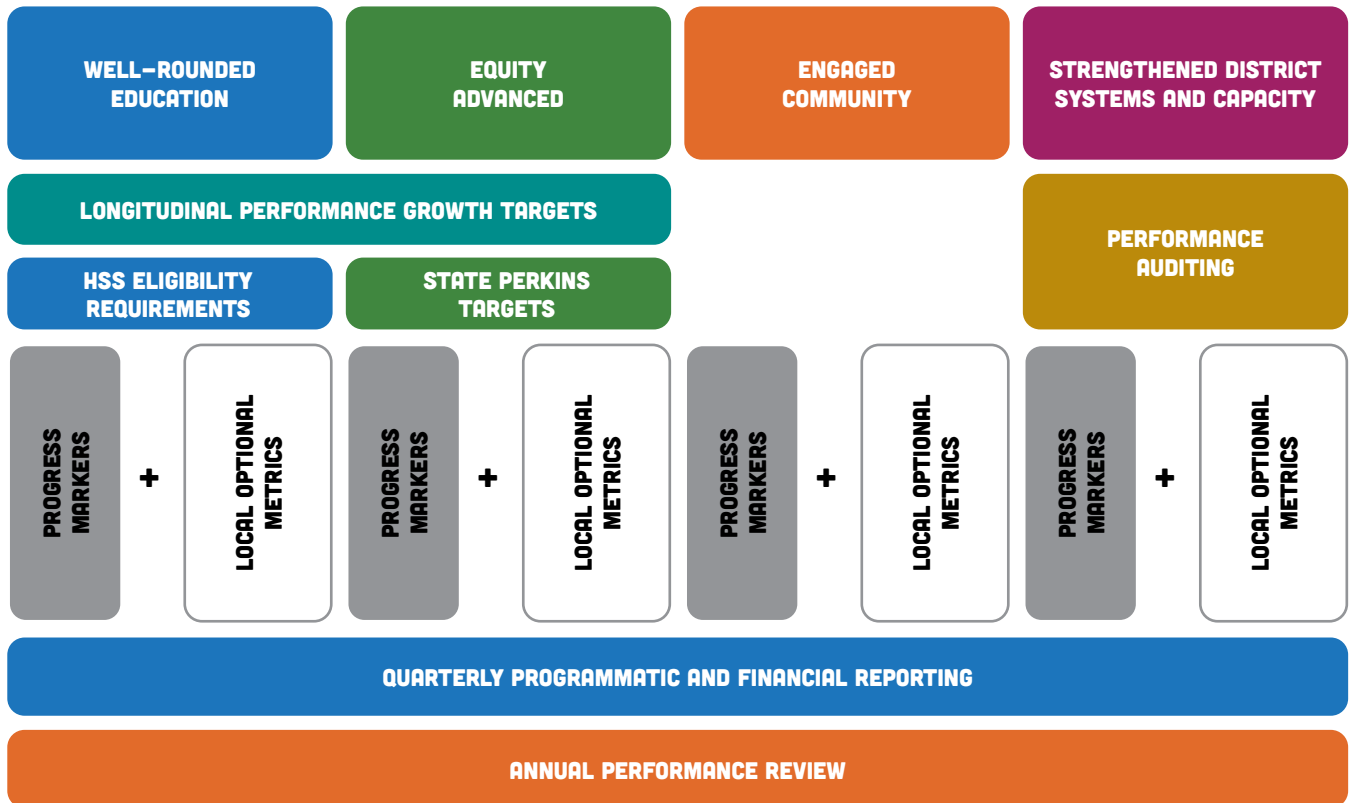
5. **Stay focused on the core purposes of each initiative, while seeing a bigger picture.** Each of the six initiatives covered in this guidance has distinct and complementary purposes. Our approach to evaluation must be able to both demonstrate the value and impact of a given initiative to its core purposes and take into account the contributions and intersections of each of the aligned initiatives.

## SUMMARY OF PERFORMANCE MEASURES

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

1. Longitudinal Performance Growth Targets (LPGTs)
2. High School Success Eligibility Requirements
3. State CTE Perkins Performance Targets
4. Progress Markers
5. Local Optional Metrics
6. Quarterly and Financial Reporting
7. Annual Reporting
8. Auditing (SIA funds only)
9. Performance Reviews

Here's one way to visualize how these evaluation components fit together:



In the details that follow, a more precise picture of what contributes to success is put forward. There are clear Performance Measures and Targets within CTE Perkins and the co-development of Longitudinal Performance Growth Targets with applicants.

ODE is also sustaining use of progress markers to help set clear indicators of the kinds of changes we'd expect to see over time but likely ahead of changes in traditional educational metrics.

Finally, recipients are encouraged to make full use of their freedom to develop and set local optional metrics as a means of demonstrating how these significant resources are being well used to further the outcomes put forward in the planning process.

### 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 with an Extended ADMw enrollment of 100 or lower. Oregon's smallest districts are required to be members of a CTE regional consortium,<sup>75</sup> but for the other programs contained in this guidance, ODE will focus solely on the local optional metrics and the progress markers as described below.<sup>76</sup> While ODE will monitor changes to the required five common metrics that the LPGTs are based on, Oregon's smallest districts will not be required to provide any projections or forecasts of these measures.

## LONGITUDINAL PERFORMANCE GROWTH TARGETS (LPGTS)

LPGTs, also referred to as "common metrics," are required in statute by the Student Investment Account but correspond to key improvement measures also outlined for the High School Success, Every Day Matters, CSI/TSI, and CTE. These five common metrics are identified in legislation and are described here. Grantees are welcome to develop and submit additional growth targets using the same or similar framework if it supports their local monitoring and evaluation efforts<sup>77</sup>.

Extensive technical and conceptual guidance ([Appendix I: LPGT Development](#)) on setting LPGTs can be found in the appendices.

## 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.

<sup>75</sup> Link back to information on CTE Consortium

<sup>76</sup> Small districts must still comply with all Perkins monitoring and reporting requirements as part of a CTE consortium.

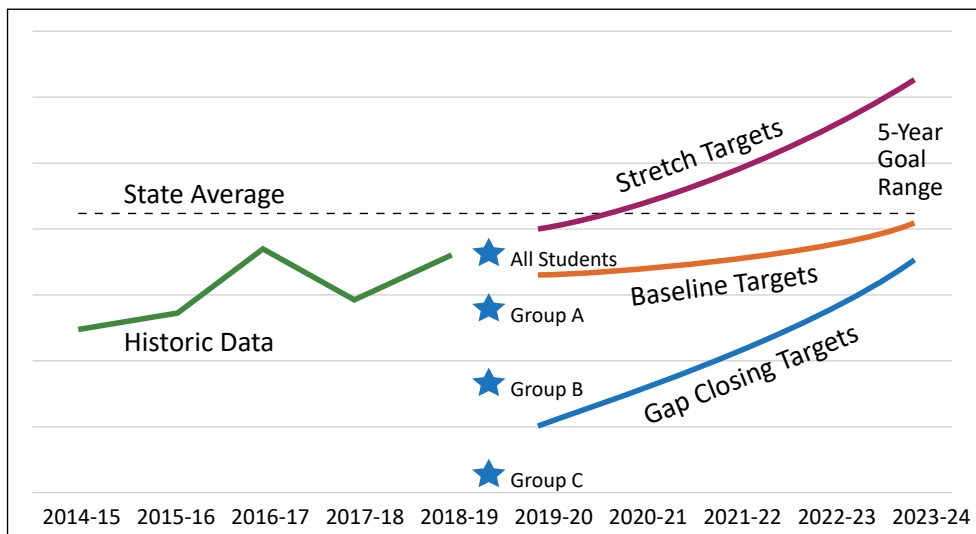
<sup>77</sup> Remediation rates encourage using postschool outcomes and indicators such as FAFSA/ORSA Completion, college enrollment, remediation rates, college completion, and employment.

All 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 described in this guidance. **Some of these measures may have data quality impacts related to system responses to COVID-19.**

The Longitudinal Performance Growth Targets required by the [Student Success Act](#) can still provide a picture of key points of student progress and growth. They don't, however, show every aspect of student growth, cohort growth, or system improvement, nor are they intended to. It is important to acknowledge that several of the ways the funds and programs described in this integrated guidance can be used support corresponding changes in these metrics over time. It is also important to name that there are meaningful and allowable investments that could be pursued that would not directly or immediately correspond to changes in these metrics. This further supports attention to local optional metrics and progress markers alongside these growth targets.

### A Visual of Longitudinal Performance Growth Targets

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



Recipients are asked to create baseline targets (the minimum growth they would be satisfied with) and stretch targets (a more ambitious but still realistic set of targets) for all students, as well as gap-closing targets (to monitor the reduction of academic disparities between groups of students) for focal student groups.

### HIGH SCHOOL SUCCESS ELIGIBILITY REQUIREMENTS

Eligibility requirements for High School Success must remain fully in place. These were assessed in 2020-2021 and 2021-2022 and attention will be sustained to remedy where requirements are not in place at the established baseline. Now, the goal is to strive for continuous improvement and these requirements will continue to be revisited and monitored.

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

Any new high schools will be assessed around eligibility implementation and will have a timeline to ensure that these requirements are fully put into place. See [Appendix I](#) for additional details on High School Success Eligibility Requirements.

## INTEGRATING AND MEETING STATE 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. Schools report their CTE data through the CTE Information System, CTE Course Collection, and CTE Student Collection for approved programs no matter how these programs are funded. Oregon's state developed [CTE performance targets](#) can be found in the CTE State Plan. While the Perkins V framework offers less flexibility, the CTE Perkins targets and trajectories have still been set at reasonable but ambitious levels based on Oregon's history of high performance for CTE Concentrators<sup>78</sup>.

Perkins targets, as required by federal law, were set at a statewide level using a public engagement process. Recipients are not responsible for creating their own targets; however, Perkins recipients and CTE consortia members will use data from the annual Perkins 90% Report and CTE data dashboard as part of the needs assessment process and to inform use of funds to meet student needs and maintain high program quality. As a federal program, Perkins V requires disaggregation of data to reveal any impact on different student groups. Data disaggregation is a best practice in research equity, and a core commitment of each of the initiatives covered in this integrated guidance. Oregon's statewide Perkins performance targets provide an opportunity for local education entities to identify gaps that may exist for students who have historically and are currently marginalized by educational systems. Each and every student can and should be engaged and benefit from participation in CTE Programs of Study and benefit from career education training.

CTE performance target monitoring can be used as a model for ways to track and monitor student opportunity and program quality for other school programs such as accelerated learning opportunities and summer programs.

Perkins recipients who don't meet 90% of the CTE performance targets are prioritized for support using performance improvement plans. The 90% threshold can be thought of as a buffer and warning indicator for schools to focus on improvements. The performance measures specified here may be chosen by districts as local optional metrics (see section on local optional metrics below). **Further integration of these target measures, and of Perkins with other initiatives, benefits students by centering authentic student experiences and learning, and by promoting deeper connections to communities. CTE targets can offer a model for ways applicants can shape and expand targets for all students even if only federally required for CTE concentrators.**

<sup>78</sup> The number of secondary CTE concentrators using the new definition will decrease by 45 to 55 percent but will also reflect students who have more intentional participation in CTE, in line with congressional intent.

## CTE PERFORMANCE MEASURES

- 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.
- 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.
- 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, or 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.

**Please Note:** Specific CTE data [are available at this website](#) for school districts, community colleges and consortia in Oregon.

## PROGRESS MARKERS

For each of the five common metrics, ODE is solidifying the use of *progress markers*. Progress Markers are sets of indicators, potential milestones, 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.

Progress Markers are intended to support applicants and grantees to learn and attend to their changemaking efforts and to support understanding how specific activities/strategies are *contributing* to desired outcomes and targets. 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 grant recipients.

The theoretical underpinnings of progress marker development for ODE is informed by [Outcome Mapping](#)<sup>79</sup> - 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. ODE offers these progress markers to partner with applicants in determining and assessing where changes are occurring.

**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 (as determined by the recipient).** That's worth repeating. Reporting on progress markers is required under this guidance but attainment or accomplishing each marker is not expected or anticipated. 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 on a quarterly and annual basis.

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

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



made with significant taxpayer investments that might not otherwise be illuminated as quickly by slower moving metrics. As described above, LPGTs represent metrics that applicants will be held accountable to with potential for state intervention if targets are not met over time. Progress Markers represent an avenue to track and learn how change-making is occurring, leading to system growth, effective engagement and instruction, and stronger student learning outcomes.

## **PROGRESS MARKER FRAMEWORK FOR 2023–2025**

The following progress marker framework is put forward to provide a clear picture and preview of what progress markers will look like under this guidance from July 1, 2023 to June 30, 2025. 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 with refinement from their optional use over the last two years.

These indicators will get additional engagement and input through workshops in the Spring and Fall of 2022 before being finalized.<sup>80</sup> They are offered here to support district planning and the general dimensions of what is covered are unlikely to change significantly.

It is also important to note that this framework would be stronger if there was a full slate of progress markers capturing the kinds of changes we'd expect to see for each common metric and even each common goal within the state ESSA plan. Out of respect for the current complexity of COVID response and keeping the commitment to only ask for the information that ODE is at capacity to monitor and use, this framework maintains a curated and integrated set of progress markers. Functionally, this means that progress markers work across the growth targets and common goals but ideally will, in their final form, reflect a meaningful effort to mark the kinds of changes we'd expect and hope to see happen as a result of these significant state investments.

## **EXPLAINING HOW PROGRESS IS MARKED**

- **“Expect to see”** progress makers 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.
- **“Would like to see”** progress markers 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.
- **“Would love to see”** progress markers 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.

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.

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<sup>80</sup> For example, new performance standards for K-12 education accreditation have been released by Cognia in support of continuous improvement at <https://www.cognia.org/wp-content/uploads/2021/08/Performance-Standards.pdf> ODE will explore where further alignment is valuable.



## 2023–25 PROGRESS MARKERS

6 changes we <u>expect</u> to see:	6 changes we would <u>like</u> to see:	4 changes we would <u>love</u> to see:
Consistent community engagement recognizes and honors the strengths that educators, students and families bring to the educational experience and informs school and district planning.	Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Financial stewardship is reflected in both accurate and transparent use of state and federal funds with integrity and purpose, while also centering student and community voices in resource allocation.
Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures and practices.	Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students and address the root-causes of chronic absenteeism.	Educators experience a balanced approach to assessment systems that 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.
Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement, attendance, contextual factors influencing the data, and participation and completion of experiences such as career exploration, CTE Programs of Study, Accelerated Learning courses and work-based learning experiences. <sup>81</sup>	Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Schools and 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 <sup>82</sup> and/or transitioning to their next steps after high school.
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	A review of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups. <sup>83</sup>	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.
Effective communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided. This includes communication around graduation requirements and advanced courses, including CTE. <sup>84</sup>	Foundational learning practices are visible or emerging that ensure safe, brave, and welcoming classroom and school environments that are strengths-based, equity-centered, trauma-and SEL-informed. This means policies and practices exist that prioritize health, well-being, care, connection, and relationship building, and honor individuals’ ways of being and knowing through culturally affirming and sustaining practices for students, staff, and administrators. <sup>85</sup>	
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. This includes evidence of increased enrollment in advanced courses as well as ensuring English Language Learners are enrolled in appropriate courses to ensure on-time graduation. <sup>86</sup>	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, faith communities, tribal leaders, and others.	

81 Providing sufficient time for teachers and staff of 9th grade students 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.

82 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.

83 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.

84 Aligns to HSS requirements

85 Aligned with ODE’s [Integrated Model of Mental Health](#)

86 Aligns to HSS requirements

## PARTNERS\* CONTRIBUTE TO CHANGE

ODE understands, and our evaluation efforts must therefore include awareness of, the different people and roles that contribute to powerful systems change and improvement in student engagement and learning conditions. As grantees picture the work that will unfold and who will contribute to change, we recommend seeing and imagining all of the different people that will be involved in the effort. Below is a list that is not intended to be exhaustive, but to rather showcase the amount of diversity and roles successful implementation will take. Who will be essential to success in your system?

Educators	Business and Industry partners	Higher Education Coordinating Commission
Principals	Vocational Rehabilitation and Transition Specialists	Community college partners
Superintendents	Attendance officers / coordinators	University faculty (preservice program)
School board members	After School Providers	Pre-K and childcare providers
Instructional Coaches	School safety and prevention specialists	Early Learning Hubs
Instructional Assistants/ Paraprofessionals Curriculum and Instruction (district level)	Mental Health Teams	Non-profit/volunteer reading programs (e.g. SMART Readers)
9th grade on-track coaches	Counselors and guidance counselors	Educator Advancement Council
Special Education educators (K-12)	Community-based and culturally-specific organizations	STEM Hubs
School personnel	Psychologists, social workers, traditional health workers, and community-based mental health professionals	Researchers
Scheduling Administrators Parents and Families	Primary care providers	Legislators
Bus Drivers	Graduation coaches	Judicial representatives
CTE Regional Coordinators	Family resource liaisons	McKinney-Vento liaisons
CTE Student Leadership	ODE staff	Tribal/cultural/community leaders
Organization Representatives and Student Officers	ESD staff	DHS/child welfare
Local workforce development boards		Media
Local chamber of commerce		

\*Grantees will be asked to describe in annual reports how partners like these have contributed to the changes they see within their implementation efforts.

## LOCAL OPTIONAL METRICS

The next aspect of this overall evaluation framework are local optional metrics. So far, these have been an underutilized tool that both legislators and ODE believe offer schools and districts a meaningful opportunity to name and utilize metrics they find significant and to demonstrate how they are improving and meeting outcomes named in their planning on their own terms.

### WHY DEVELOP LOCAL OPTIONAL METRICS?

1. State level measures can be valuable for state policy, state investments, and high-level interventions in district and school improvement but can never account for the local and immediate ways in which data and information can support actionable improvement.
2. Applicants can leverage this opportunity to name and create their own tools and ways to be reviewed by ODE in addition to the state-level frameworks.
3. With the passage of HB 2060 in the 2021 Session, grantees are encouraged to set optional metrics and growth targets that speak to student and school staff well-being and health -- something that aligns the purposes put forward in several of the programs but where there previously has not been a structural avenue to show meaningful progress and action on what is being accomplished over time.

### CRITERIA FOR A LOCAL OPTIONAL METRIC

Local optional metrics should be measurable, valid, and reliable (i.e. measured in a consistent way each time new data are generated), and evidence-based. ODE recommends metrics with numeric, proportional measurements (such as percent of students experiencing..., student-counselor ratio, etc.), but other measures may be approved if there is good evidence that they are meaningful indicators of progress. For all but the smallest districts, local optional metrics referring to student experiences and outcomes should be collected in such a way that they can be examined by focal student populations as well as overall.

Local optional metrics should be measured at least annually in order to provide good feedback on the improvements being made under these programs. ODE

will consider metrics measured biennially if an interim measure is available in off-years (e.g. alternating student health survey results with a local climate survey). Metrics must be broadly representative of the students being served - when possible, they should aim to represent all students within a district, school or grade level. Metrics focusing on a specific focal student group may be approved in combination with broader-based metrics or when deemed appropriate for the specific challenges the district hopes to address under these initiatives.

An equity lens requires that metrics and related data should be considered, evaluated, and reported with significant consideration of individual and local context. This means asking not only what is occurring, but why. For example, if a certain proportion of students are missing school, it is essential to obtain qualitative information regarding the conditions, barriers or limitations that are interfering with attendance. Data collection may take the form of additional qualitative questions, or by asking a representative sample of respondents to assist with data interpretation. This level of inquiry is essential to creating a nuanced understanding of challenges and growth opportunities, and to ensuring that data collection and interpretation incorporate an equity lens.

### Using optional metrics and local growth targets to support student mental and behavioral health

[HB2060](#) allows for targets to be established related to student mental and behavioral health needs, as established by the State Board of Education by rule. The State Board is anticipated to complete rule development in late Spring 2022. These are not required, but they do create an important avenue to align uses of state dollars to desired changes that traditional metrics might not capture.

It is recommended that mental and behavioral health-related metrics focus on systems level considerations rather than individual, static outcomes. Domains such as safety, belonging, school culture and climate, and access to quality mental health services and supports can help to identify needs, barriers, and growth opportunities.

## **APPLICANTS MAY CUSTOMIZE WITH OPTIONAL LOCAL METRICS AND ADDITIONAL PROGRESS MARKERS**

Applicants are encouraged to put forward optional local metrics that may more accurately align to the particular strategies, activities and investments outlined in their integrated grant application and plan. Examples could include school climate surveys and/or surveys and assessments of student belonging.

Grantees are also welcome to put forward additional progress markers toward the common metrics based on the framework provided.

These measures will be solidified and agreed upon in setting the final grant agreement as part of the co-development process.

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.

## **QUARTERLY PROGRAMMATIC AND FINANCIAL REPORTING**

Grantees are asked to report their financial and programmatic progress on a quarterly basis - more information describing the components of and process for completing that process follows.

### **REPORTING ON PROGRESS MARKERS**

To track progress markers over time, ODE will further embed questions that mark progress into quarterly programmatic reports. ODE will provide additional technical assistance to support understanding of how this approach to monitoring and evaluation works. Once established, these progress markers will help ODE monitor and share back learning across the state and to the legislature. Progress Markers can be helpful at the immediate local level. 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 the next section of this guidance.

### **HOW IS PROGRESS REPORTED?**

The reporting and monitoring framework for this integrated guidance has been designed to support the values named previously and our efforts to honor the many moving pieces that applicants are navigating while trying to offer a rigorous and robust reflection, learning, monitoring, and support structure. Progress for all applicants will be reported and monitored primarily through three methods:

1. Quarterly Programmatic and Financial Progress Reports
2. Annual Reports
3. Check-ins with ODE points of contact

## QUARTERLY PROGRAMMATIC AND FINANCIAL PROGRESS REPORTING

Reporting for all six programs will be completed through one quarterly report submission, where recipients will detail their progress and spending on outcomes, strategies and activities of their integrated plan. Most likely recipients will submit their programmatic and financial reports via a Smartsheet dashboard, similar to what has been built for the SIA Reporting Dashboard in the 2021-23 biennium. Recipients will receive a link to their reporting dashboard and instructions via Smartsheet each fall prior to the first reporting deadline and additionally every quarter as a reminder one month before a quarterly progress report is due. A template and detailed guidance for these quarterly reports will be released to the field at a later date; however, grantees should be prepared to include the expenses for each programmatic funding stream for each budgeted activity (i.e. for each activity in the approved budget, state the amount spent from HSS funds, EIS funds, etc.).

Each quarter, grant recipients will be required to submit Progress Reports that include expenditure reports<sup>87</sup>, status of activity implementation and journaling progress narrative responses. Once a year, an Annual Report submission will also be required which will include narrative responses and updates on progress markers which is outlined in more detail below.

CTE Regional Coordinators will have access to district quarterly reports to help inform regional work.

For the 2023-2024 School Year, the quarterly reports are due on the following dates:

Due Date	Reporting Period	Included in the Progress Report
October 31, 2023	Quarter 1 (July 1, 2023 - September 30, 2023)	Expenditure report; status of activity implementation; journaling progress questions <sup>88</sup>
January 31, 2024	Quarter 2 (October 1, 2023 - December 31, 2023)	Expenditure report; status of activity implementation; journaling progress questions AND <b>Financial Audit</b> and board minutes
April 30, 2024	Quarter 3 (January 1, 2024 - March 30, 2024)	Expenditure report; status of activity implementation; journaling progress questions
November 30, 2024 <sup>89</sup>	Quarter 4 (April 1, 2024 - September 30, 2024)	Expenditure report; status of activity implementation; journaling progress questions AND <b>Annual Report</b> narrative responses and status of meeting progress markers and local optional metrics

<sup>87</sup> Note: expenditure reports are separate from the financial claims process and occur on a different timeline than indicated in this table. More detail outlined below.

<sup>88</sup> What is included in the quarterly Progress Report is subject to change depending on Grant Agreement/Amendment approval from the Department of Justice.

<sup>89</sup> For any recipients who opt out of the SIA universal extension, the reporting period for Quarter 4 and Annual Report is April 1, 2024 - June 30, 2024. For any HSS recipient who requests a summer extension, the reporting period for Quarter 4 and Annual Report is April 1, 2024 - September 30, 2024. There are plans in place to work with the State Board of Education to request rule adjustments to this process to align HSS timelines with the SIA Universal Summer Extension timeline. Additional guidance will be coming on this piece before the Spring 2023 application window.

For the 2024-2025 School Year, the quarterly reports are due on the following dates:

Due Date	Reporting Period	Included in the Progress Report
October 31, 2024	Quarter 1 (July 1, 2024 - September 30, 2024)	Expenditure report; status of activity implementation; journaling progress questions
January 31, 2025	Quarter 2 (October 1, 2024 - December 31, 2024)	Expenditure report; status of activity implementation; journaling progress questions AND <b>Financial Audit</b> and board minutes
April 30, 2025	Quarter 3 (January 1, 2025 - March 30, 2025)	Expenditure report; status of activity implementation; journaling progress questions
November 30, 2025 <sup>90</sup>	Quarter 4 (April 1, 2025 - September 30, 2025)	Expenditure report <sup>91</sup> ; status of activity implementation; journaling progress questions AND <b>Annual Report</b> narrative responses and status of meeting progress markers and local optional metrics

## ANNUAL REPORTING

### ANNUAL PROGRESS REPORT

Several statutes and rules<sup>92</sup> require grantees to complete a progress review on an annual basis for HSS, SIA, and EIIS funding. The annual report will ask recipients to review their implementation efforts, progress with any local metrics that were established in the grant development process, review how their strategies worked (or didn't), and work with ODE to substantiate changes within progress markers.

ODE will develop the Annual Report<sup>93</sup> to ensure that recipients receiving these funds report on the necessary requirements for each program outlined in statute and rules. This includes but is not limited to:

1. Students' progress toward graduation beginning in grade 9, graduation rates, rates of college attendance and need for remedial classes in college;
2. Analysis of student attendance, including for students in grade 9 through 12;
3. Analysis of disciplinary referrals, suspensions and expulsions in grades 9 through 12, disaggregated by race and ethnicity, if using HSS funds for administrative costs; and
4. Progress towards meeting Longitudinal Performance Growth Targets.

<sup>90</sup> The November 30 deadline applies to all SIA recipients with the universal summer extension. For any recipients who opt out of the universal extension, the deadline for the Quarter 4 and Annual Report will be September 30 and the end of Quarter 4 reporting period will be June 30. Currently, HSS recipients have to request a summer extension. There are plans in place to work with the State Board of Education to make adjustments to this process to align with the SIA Universal Summer Extension timeline. Additional guidance will be coming on this piece before the spring 2023 application window.

<sup>91</sup> For reimbursement grants final EGMS claims must be made by November 15 of the year after the grant is made.

<sup>92</sup> The statutes and rules include: [ORS 327.892](#) (HSS), [ORS 327.889](#) (HSS), [OAR 581-013-0035](#) (HSS), [ORS 327.201](#) (SIA), and [OAR 581-017-0672](#) (EIIS).

<sup>93</sup> The Annual Report for 2023-25 is still in development and will be shared once complete.



The annual report questions and guidance will be added to the recipient's Smartsheet dashboard prior to the fourth quarter reporting period each year. In addition to narrative responses that describe progress towards implementation efforts, grant recipients will also include a status update on progress markers to indicate where change may be starting in policies, practices and approaches over the next three years that we think would lead to applicants reaching their Longitudinal Performance Growth Targets<sup>94</sup>.

The annual report serves as the review for this first year of integrated implementation. In order to complete the review, three steps need to be taken:

1. The annual report must be posted to the grantee's webpage<sup>95</sup>;
2. The annual report must be presented at an open meeting with the opportunity for public comment (not a consent agenda item); and
3. The annual report must be approved by the governing board.

The annual report is a chance to pull back and reflect on the whole of what you've learned and any impact you are seeing. It's also an opportunity to share an update with your students, parents, and community.

## ANNUAL PERKINS MONITORING

Under section 211 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and section 200.329 of the Education Department General Administrative Regulations (EDGAR), ODE and the Higher Education Coordinating Commission (HECC) are required to monitor eligible recipients and their sub-recipients annually for the purposes of:

- Assuring that Perkins V funds have been expended appropriately to meet the intent of the legislation and in compliance with federal and state laws, regulations, and policies;
- Reviewing and verifying accurate data collection;
- Analyzing, identifying, and changing policies and activities that hinder quality program development and student achievement; and
- Ensuring that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and career opportunities, and to benefit from services

Reviewers look at the following elements:

- Local budget management (allocability, supplement vs supplant, professional development and administrative caps, inventory)
- Equity (disaggregated data review and a system to identify discrepancies and determine root cause analysis, MOA findings)
- Perkins leadership and staff
- Program performance indicators (including the attainment of postsecondary CTE credits and credentials)
- Late, substandard, or inaccurate submissions (data, grant application, grant reports, program of study applications, renewals, and updates)

94 Note: this change was captured as a dropdown menu (with options for no change, low, medium, or high) in the SIA Annual Report for 2020-21, but reporting may evolve in the coming biennium.

95 There is not required format for recipients when presenting their annual report questions and response to the community and board. Grantees may post the annual report questions and response in a slide deck, downloaded from Smartsheet, or in any other format that is accessible to the community and board. Recipients can satisfy the annual report approval requirement by providing ODE with the board meeting minutes and URL showing where the annual report questions and responses are posted.

## ANNUAL AUDIT (SIA FUNDS ONLY)

All districts are required to submit an annual Financial Audit to ODE; however, only those grant recipients of SIA funding will be required to submit an annual financial audit. Under Section 15 of the Act, SIA recipients are required to conduct a financial audit in accordance with the Municipal Audit Law<sup>96</sup>, which includes consideration of SIA compliance and reporting. The audit is structurally designed to be embedded in the school district or eligible charter school's annual financial audit, and is similar to work performed for the State School Fund (e.g. considering high-risk areas such as ADM, Transportation Grant and others)<sup>97</sup>. To assist with audit planning, ODE has published [Financial Audit Guidance](#) and [Suggested Audit Procedures](#).

The annual financial audit for SIA must be:

- Made available at the main office of the grant recipient and on the grant recipient's webpage;
- Presented to the governing body of the grant recipient at an open meeting with the opportunity for public comment on the results; and
- A copy of the financial audit and board meeting minutes will need to be forwarded to ODE.

Also specific to SIA funding, ODE is required by law to establish a procedure and conduct performance and financial audits on a random basis, or based on just cause, with rules adopted by the State Board of Education. In June 2021, the State Board of Education adopted the [Just Cause and Random Audit Process rules](#).

## PERFORMANCE REVIEWS

[Performance Review Standards rules](#) have also been set by the State Board of Education and are required of SIA grantees every four years. The first SIA Performance Reviews will be completed by December 31, 2023 (covering the initial three-years of plan execution). [ORS 327.892](#) provides similar authority for review of performance and use of High School Success funds. ODE will be developing the process and procedure for an integrated review of performance under this guidance with an anticipated review occurring no later than December 31, 2027.



<sup>96</sup> [https://oregon.public.law/statutes/ors\\_297.405](https://oregon.public.law/statutes/ors_297.405)

<sup>97</sup> The discretion and levels of testing and materiality remain with the auditors