



Stay Ahead of the Curve

*Setting Growth Targets, Progress Markers, and Considering Local
Optional Metrics*

Office of Education Innovation and Improvement
Friday, January 27, 2023

Real Talk

The aim of this session is to work through:

- Understanding Longitudinal Performance Growth Targets (LPGTs)
- What “co-development” means
- Progress Markers
- Local Optional Metrics, including Mental and Behavioral Health Targets
- How to situate the overall “performance framework” in the IG for your planning and with your school boards
- Timelines and the supports and resources in place
- Your questions

Headlines

Your Integrated Application will ask you to submit *DRAFT* LPGTs.

It's ideal that they be aligned to your plan and that you've started a conversation with your planning team, school board and community.

The draft LPGTs - and any local optional metrics - are not reviewed to determine if you meet application requirements. They remain outside of the application review process.

Sharing LPGTs ahead helps us move through the co-development process as the Legislature outlined it.

Longitudinal Performance Growth Targets (LPGTs)

ODE shall collaborate with the grant recipient to develop applicable Longitudinal Performance Growth Targets, based on:

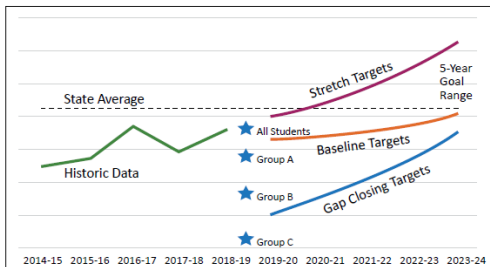
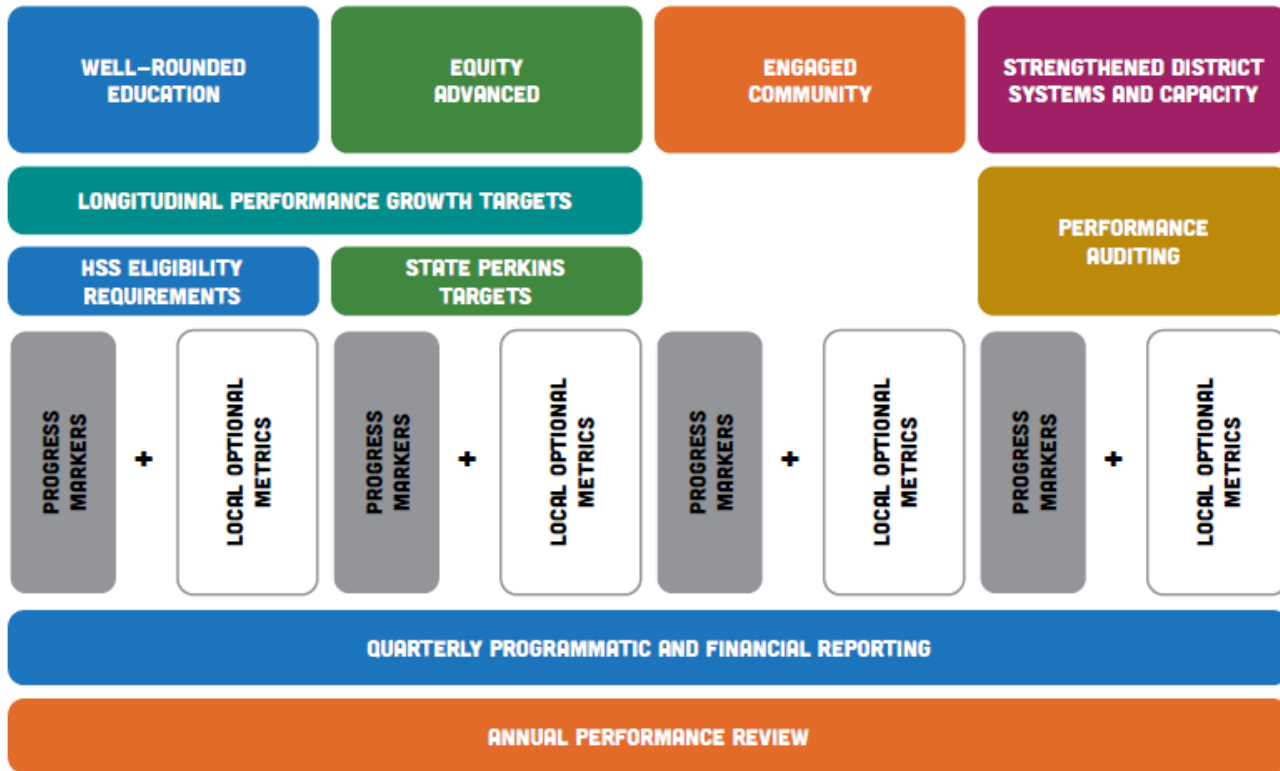
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use the following applicable metrics for the overall population and disaggregated:
 - **Third-grade reading proficiency rates measured by ELA**
 - **Ninth-grade on-track rates**
 - **Regular attendance rates**
 - **Four-year or on-time graduation rates**
 - **Five-year completion rates**
 - Other local metrics may be used to develop applicable performance growth targets.

Referred to as
"5 Common Metrics"

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





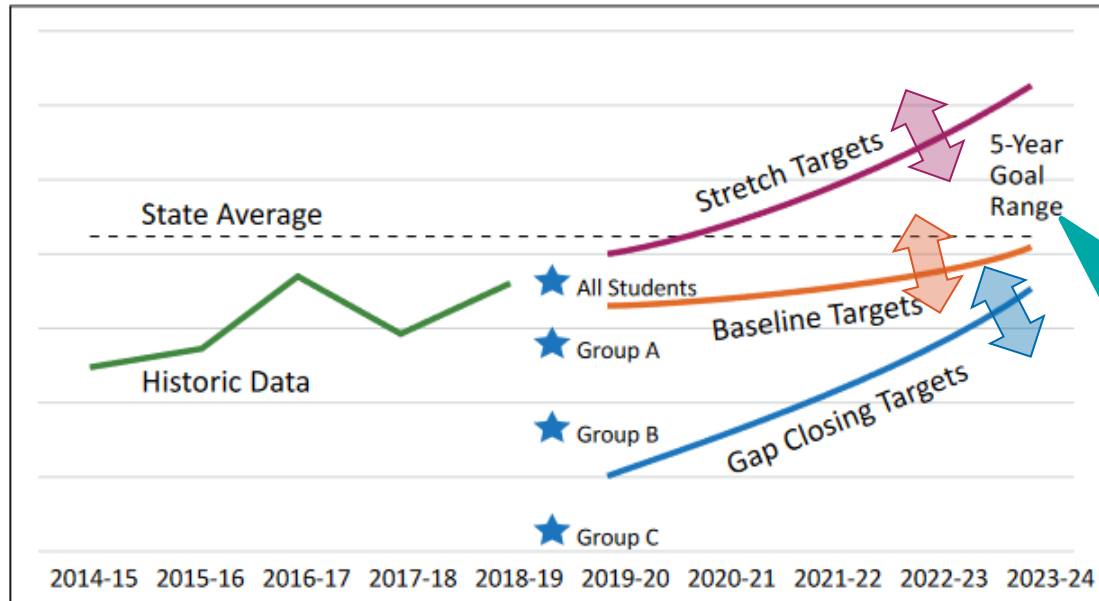
Developing LPGTs

****LPGTs are not required and won't be developed with Districts at 80ADM or less**

Types of Targets

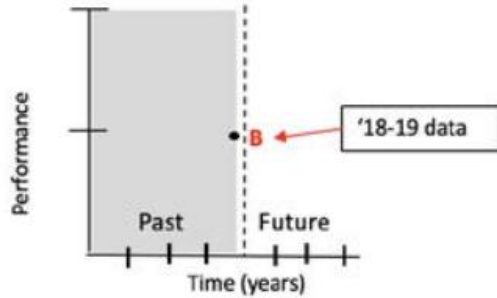
For the five common metrics, three types of targets need to be set:

- Baseline
- Stretch
- Gap-Closing

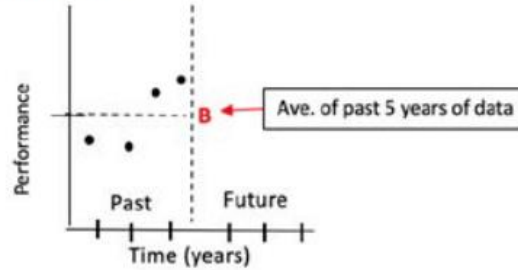


How to set a “starting point” given trends

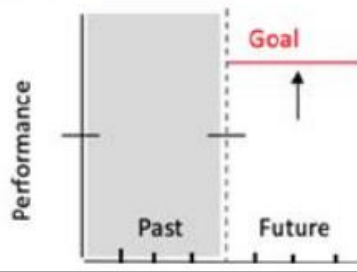
Option 1: Based on previous year's performance



Option 2: Using the average of previous years of performance



Option 3: Unrelated to prior data and past performance



LPGTs:

There is no single formula for setting these targets, as investments in programs and interventions will vary from district to district.

-[Integrated Guidance](#), p 155

Start with a Review of 5 Years Prior Data

- Knowing where you have been is an important step in understanding where you can go.
- Understanding past trends provides a key input for how considering how prior investments have moved student outcomes.
- New/renewed investments can “bend the curve” on the historic data.

Considering Historic State & District Trends

Indicator	All Students					Year-to-Year Trend
	School Year/Report Year					
	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

The table shows five prior years of state-level data on each of the five common metrics.

Remember - Metrics “Move” Differently

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

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

For Consideration:

The table shows the growth that top 10 percent of districts have achieved or exceeded over the last five years.

Average yearly growth at this pace **represents a significant achievement.**

Submitting Draft Targets

Draft targets will be submitted via your application portal in Smartsheet

Metric	Target Type	20 1	2020-21 Actual	2021-22 Actual	5 Year Average	5 Year Trend	Meets Minimum N Size	2023-24 Target	2024-25 Target	2025-26 Target	2026-2 Target
	ⓘ		ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ
Four Year Cohort Graduation ▾							<input type="checkbox"/>				
Four Year Cohort Graduation	Baseline Target: All Students	7%	74.23%		70.43%	2.52%	<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Stretch Target: All Students						<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students						<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	Example: Gap-Closing Target: homeless students	1%	34.57%		39.41%	-1.24%	<input checked="" type="checkbox"/>				
Four Year Cohort Graduation	(Optional: Add additional student targets by writing						<input type="checkbox"/>				



What does co-development mean?

Co-Development: Working Together

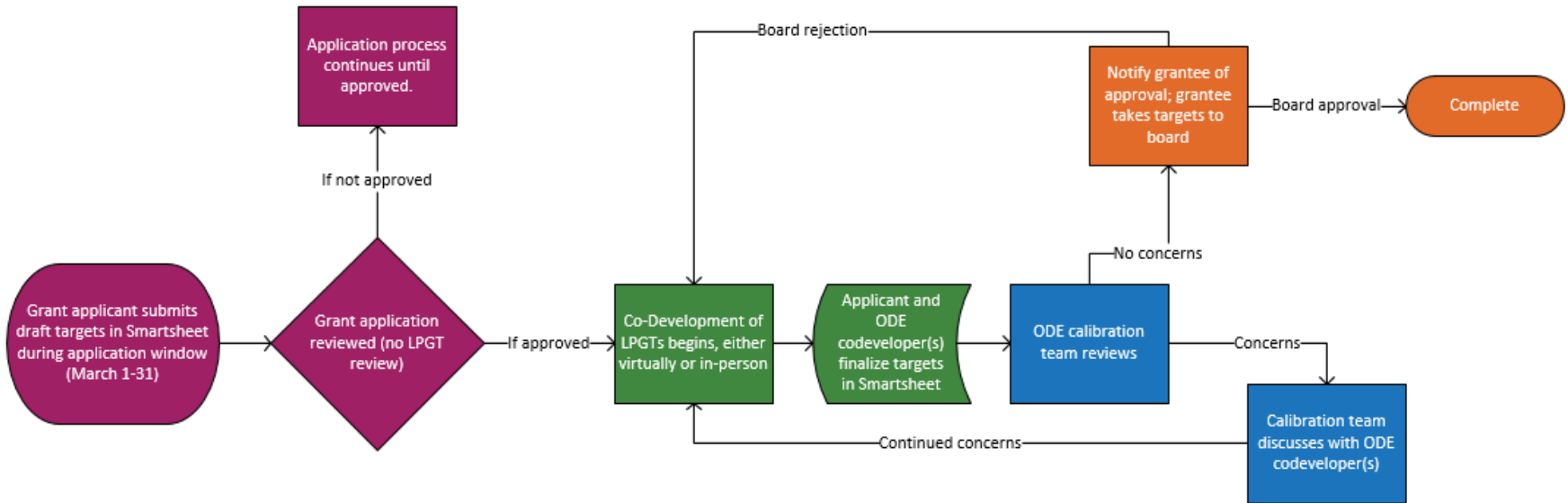
The goal of Co-Development is to collaboratively craft targets that represent what is ambitious, attainable, and realistic for applicants.

In this process, we're looking to really understand the *why* behind how draft targets were determined and to understand decision making that is based on context that is regionally specific.

We can offer these supports:	Applicants can support this process by:
<ul style="list-style-type: none">● Collaborative, open & regular communication with Applicants.● Access to a Google folder of shared artifacts, documents, and Smartsheet spreadsheets.	<ul style="list-style-type: none">● Collaborative, open & regular communication with ODE.● Submitting Smartsheet application with draft LPGTs by deadline: March 31, 2023.

Co-Development of Targets Begins

LPGT Codevelopment Process, Spring 2023





Progress Markers

**Supporting a *learning* approach to monitoring and evaluation.
Reporting responses will be required of all grantees under the IG for progress markers.**

What are Progress Markers?

Outcomes are the changes in health, behavior, actions, attitudes, or policies that impact students, educators, people, groups and organizations with whom your work is in relationship with.

Progress Markers illuminate changemaking efforts in **adult behavior** and/or **systems** change that occur prior to reaching outcomes or target data shifting.

Expect to See

Initial, easy to achieve changes
Likely occur in first 3-6 months of implementation

Like to See

Significant changes
Likely 6-18 months of implementation

Love to See

Profound changes
Likely 18-months to four-years of implementation
For many, these would be unusual to see in the first year of implementation

Refinement Efforts

2020: Foundational year of SIA, ODE provided initial progress markers that tracked into priorities. Required implementation **paused** due to pandemic.

Nov & Dec 2022

Engagement sessions to gather feedback from partners to refine progress markers

- ODE Staff
- District Leadership
- CBOs
- ESDs

Dec 2022 & Jan 2023

Ell team synthesizes data from engagement sessions.

Completed extensive crosswalk to Cogna to check alignment.

Jan & Feb 2022-23

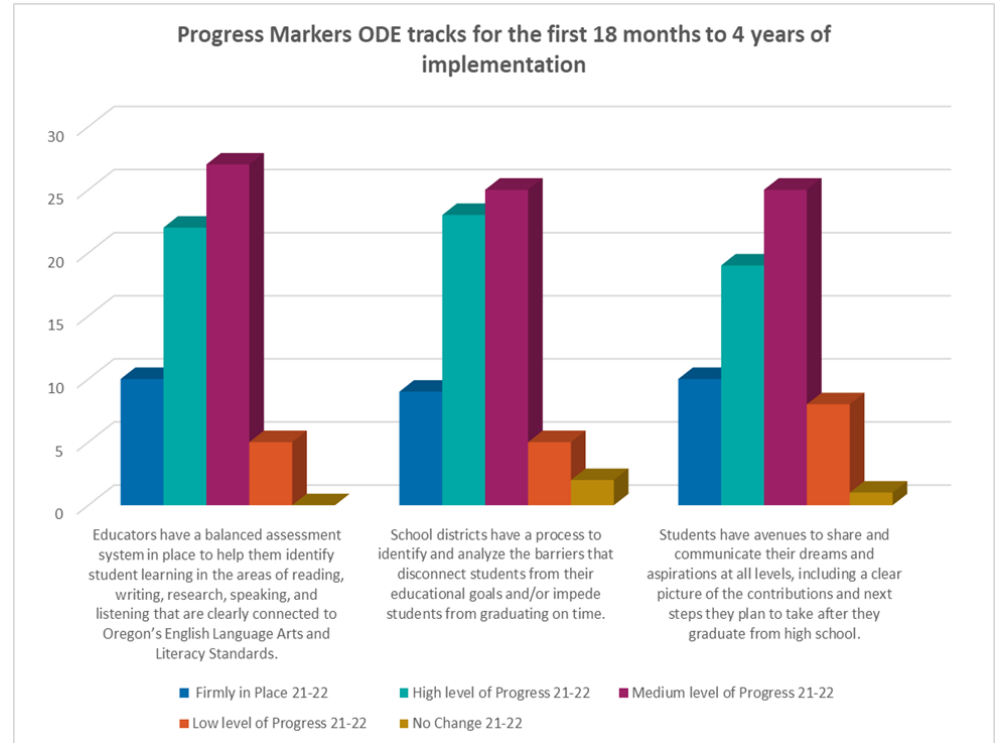
Refinements to markers underway, including:

- *Change expect - like- love language to support clarity
- *Format to help track priorities through markers
- *Building in markers for mental/behavioral health
- *Clarify and define language throughout markers to help with ambiguity

How are they currently being used?

For the 2021-22 School Year

- Journaling Progress Question 1: *What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response.*
 - 98 grantees specifically mentioned progress markers in their response, 166 did not.
- Annual Report (Due 11/30)
 - As of 11/10/22- 48 have completed the Progress Marker chart



Progress Marker Journaling Examples



“... highlights would be educators using student centered approaches, dedicated time of professional learning, and better understanding our bias in grading procedures. [We are] working to improve upon our partnerships with community organizations and partners, comprehensive literacy strategies, and the reinforcement of student engagement and motivation. Specific to why our students felt more connected last year in virtual learning than they do in “in person” learning.”

“the district continues with a local community health program restructuring – exploring feasibility of a school based health center on the school district site. This project is in partnership with neighboring school districts and community health providers.”

“the district has continued the use of Social Emotional Learning (SEL) surveys at key points throughout the school year, and at the high school level, a student advocacy board is fully up and running and participating in important equity and planning discussions with high school staff.”



Local Optional Metrics

An essential opportunity for all applicants.

Why Set Local Optional Metrics?

What commitments are you working towards in your districts?

Local optional metrics are designed to allow applicants to set & monitor metrics connected to the outcomes they set forward in their plan. This provides a fuller picture of what they are trying to accomplishing.

How might investments show positive impacts in student and/or educator well-being, belonging, and health?

LOM are an invitation to share the successes of why the IG investments are working in your district alongside and beyond the 5 Common Metrics.

Guiding Principles for Local Optional Metrics

- Local optional metrics should be measurable, valid, reliable, and evidence-based
- Consider metrics with numeric, proportional measurements (such as percent of students experiencing..., student-counselor ratio, etc.)
- Local optional metrics focusing on student experiences and outcomes should be collected so they can be examined by focal student groups and overall
- Consider metrics that can be measured at least annually - though where data isn't available annually, metrics that are measured every two years may be considered if interim measures are available
- Individual and local context should also be considered (qualitative data should help support the quantitative data)

Optional Mental & Behavioral Health Targets

Applicants can consider establishing optional targets related to student mental and behavioral health to monitor and evaluate investments in mental and behavioral health.

Optional mental and behavioral health targets should adhere to the following criteria:

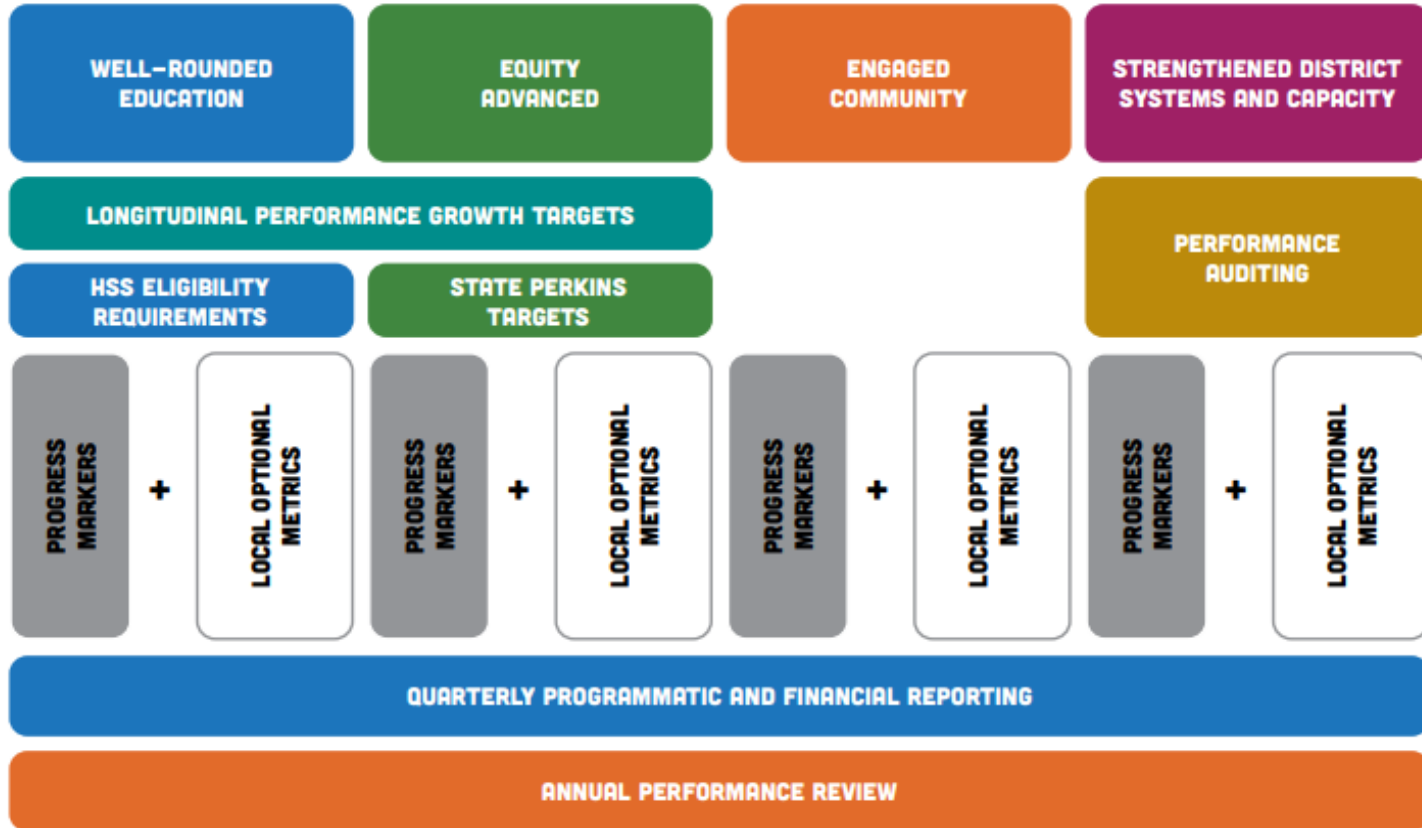
- Are measurable in a consistent way each time new data is available
- Are evidence-based
- There is disaggregated data by focal student groups and/or staff, to the extent possible
- Are culturally responsive
- Align with the purpose of optional targets
- Connect to an investment



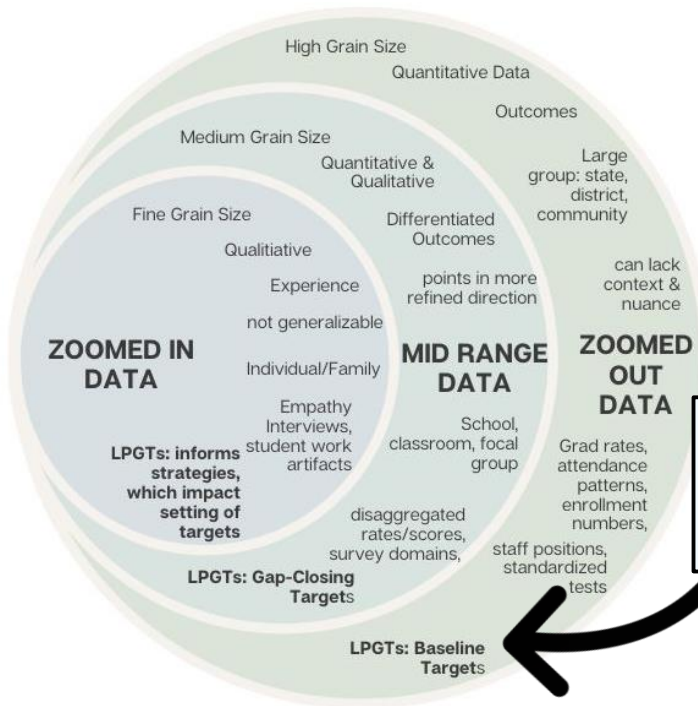
Situating your approach

**Making sense of this “performance framework” in the context of
your community and school board**

Bringing it all together



Levels of Data



Integrating Levels of Data means:

- Understanding the relationship amongst each of these levels to interpret data
- Capturing more of the regional context
- Applying context when setting targets
- Advancing towards inclusive & equitable practices

Note the relationship between levels of data & where they most apply in setting targets

Integrated Plan Presentation Template

(Optional slide deck for use with School Boards)

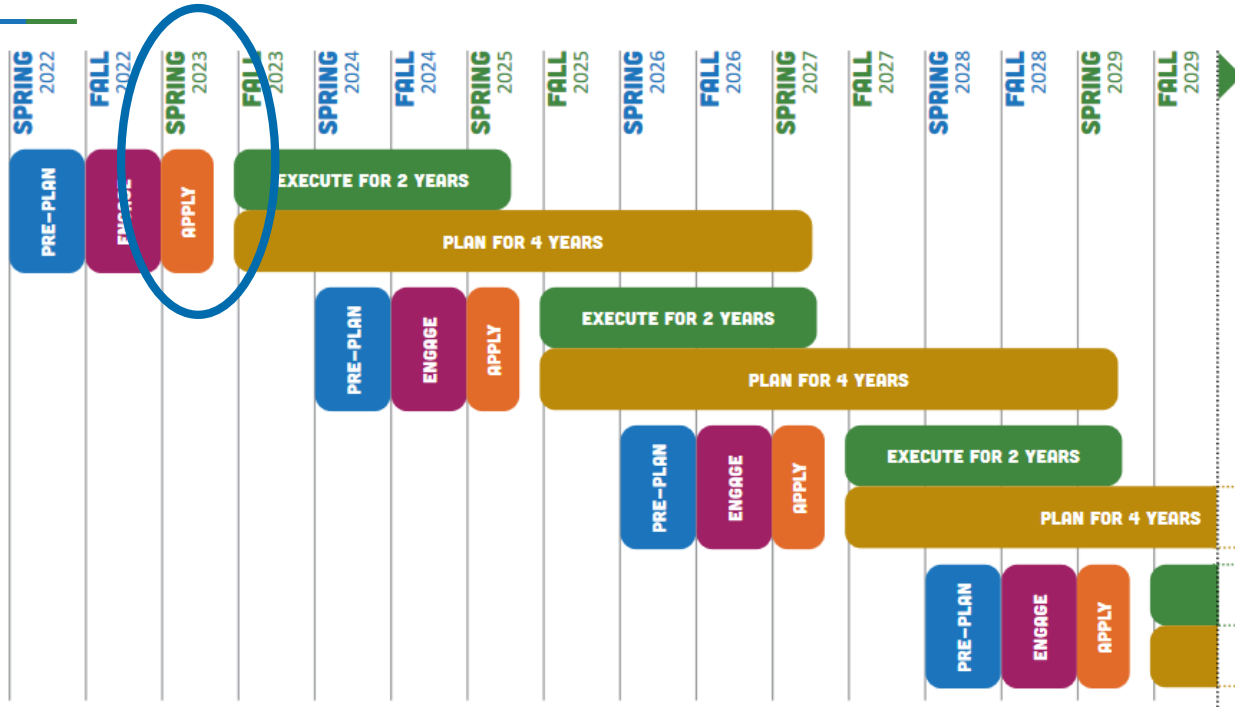
Includes space to summarize your:

- Development team members and planning processes
- Use of an equity lens and decision-making tool
- Community engagement & needs assessment highlights
- Priorities and strategies
- Draft growth target development
- Tiered planning & budgeting
- Next Steps
- [Template presentation deck is now available on the EII webpage](#)

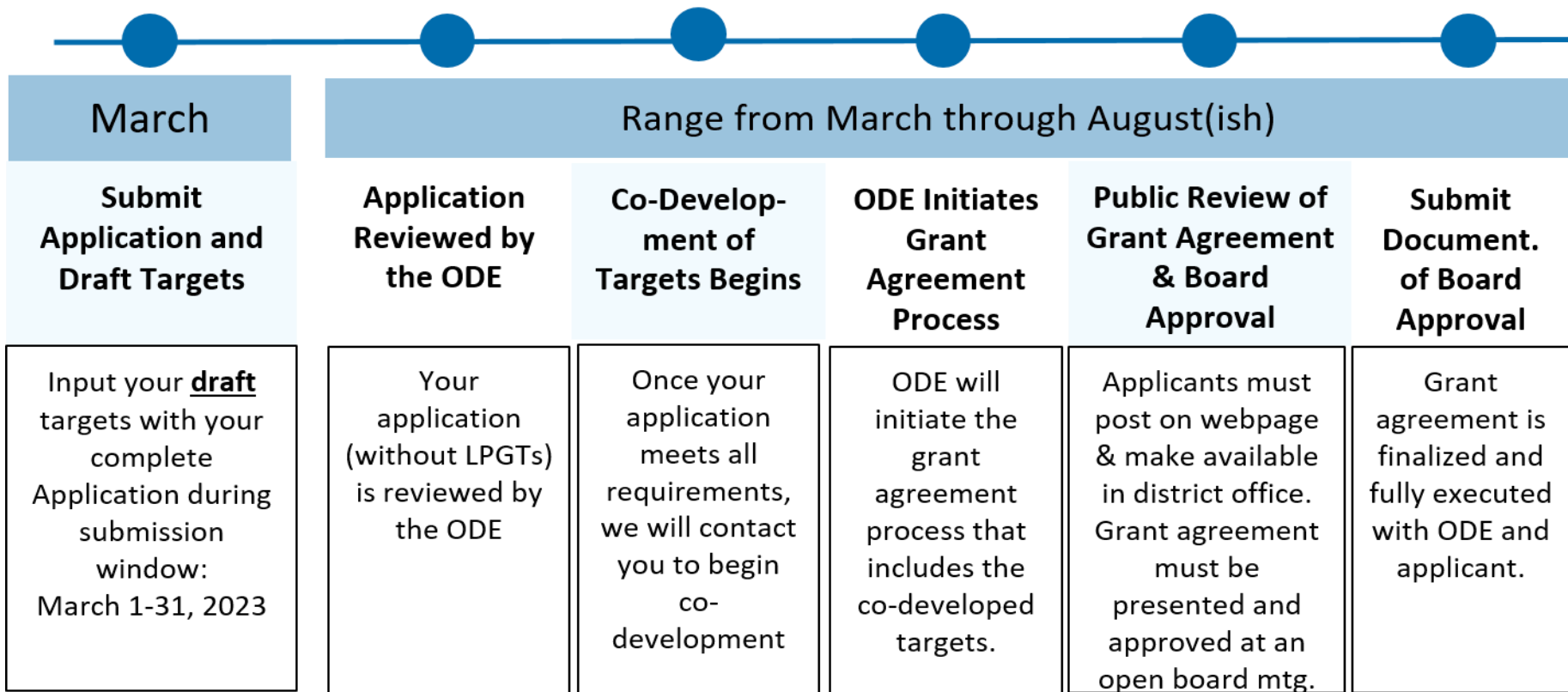


Timelines and Supports

Timeline



Application to Agreement



Supports and Resources

Humans

- Single Application Manager throughout the application submission and review process
- LPGT Co-developers are your Regional Support people + some data folks
- These folks and their contact information will always be displayed on your single Smartsheet dashboard that will be used for applying, LPGTs, Grant Agreements, and Reporting

Data Visualizations

Updated data visualizations will be sent via secure file transfer in late February

- Suppressed PDF version for public presentations and spreadsheet version with both suppressed and unsuppressed data
- Five years of data for the five common metrics (9th grade on track, regular attenders, etc.)
- Contain 2021-22 4 year cohort graduation and 5 year cohort completion rates
- Add in a combined focal student group for gap-closing target setting
 - Uses new definition of Students Navigating Poverty
- Reflect how you are in consortium based on the Intent to Apply (independent charters will not be included in school district data, districts working together will have data combined)

**Student Group Data
for
5 Common Metrics**

4 Year Graduation: 2016-17 - 2020-21 (pages 2 - 4)
5 Year Completion: 2016-17 - 2020-21 (pages 5 - 7)
9th Grade on Track: 2016-17 - 2021-22 (pages 8 - 10)
Regular Attenders: 2016-17 - 2021-22 (pages 11 - 14)
3rd Grade ELA: 2015-16 - 2021-22 (pages 15 - 17)

UNSUPPRESSED

These data are provided to increase shared understanding and support engagement with communities, particularly focal student groups and their families, to establish and maintain a strategic plan to support student learning, well-being, and development. The data will also be used to inform the development of Longitudinal Performance Growth Targets.

The Integrated Guidance For the CDE's Initiative <https://www.colorado.gov/pacific/department-of-education/education-and-improvement-initiative> has more information on effective use of these data as well as a better picture of the challenges that focal group students face in their educational journey.

Each applicant under the integrated guidance is required to review disaggregated data in this form as part of their planning process.

Each file will either have suppressed or unsuppressed data. Suppressed data are ready for dissemination with the public; can be used in community engagement, board presentations, etc. unless unsuppressed data contains potentially identifiable information that is not for public use. Unsuppressed data must only be shared securely on a "need to know" basis, and needs to be stored in secure locations.

See the end notes, page 16 to understand the data sources, how suppressed information is displayed (90%+%), student group inclusion rules, and why you have missing data for some educational years.

Release Date: November, 2022

A four-part webinar series

Data in Context

How are connections between diverse data sources essential to setting inclusive targets?

Setting Targets by Making Sense of the Mosaic of Data

How can realistic, ambitious, and attainable targets be developed with the data that is available?

Local Optional Metrics

How can existing or additional data be leveraged to broaden the narrative of particular successes and challenges within districts?

Deep Dive Workshop: Setting Growth Targets

How can collaboration support the complexities of establishing realistic targets?



January 11, 2022
3:30-5:00 PM



January 18, 2022
4:00-5:30 PM

[Register here!](#)

February 1, 2022
4:00-5:30 PM

[Register here!](#)

February 15, 2022
4:00-5:30 PM

Address “Open Meeting with Public Comment”

The statutes say *opportunity for the public to comment at an open meeting*. They could have said just opportunity to comment on the plan or LPGTs. But they chose to specify that the comment had to occur at an open meeting.

Options that work

Allow real-time public comment during the meeting after the presentation or clear prior posting of the plan for the public to comment on.

Allow access and input through electronic public comment with enough time for the public to have seen the plan and presentation prior to finalizing.

Remember, your board needs to approve your plan/application submission AND they will need to review and approve your final agreement with your LPGTs

Resources & References

- [Integrated Guidance](#)
 - [Appendix E of the Integrated Guidance \(Equity Lens Tools\)](#)
 - [Appendix I: Detailed Guidance on Longitudinal Performance Growth Targets \(LPGTs\) \(IG pages 154-159\)](#)
- Navigating Data Sheets [Video](#)
- Webinars - [Data in Context](#), [Setting Targets by Making Sense of the Mosaic of Data \(FAQ Panel\)](#)
- [Street Data](#) by Shane Safir and Jamila Dugan
 - [Street Data: A New Grammar for Educational Equity](#)
- [ODE's Equity Strategic Plan](#) and the [ODE Equity Lens](#)
- [Coalition of Communities of Color](#)- For a large list of resources

Remember

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Questions?

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