

Aligning for Student Success: Integrated Guidance for Six ODE Programs

2023 Longitudinal Performance Growth Targets - Presentation

Agenda

- Purpose of Presentation
- Background & Context
- Review of LPGT's
- What's Next

Purpose for Presentation

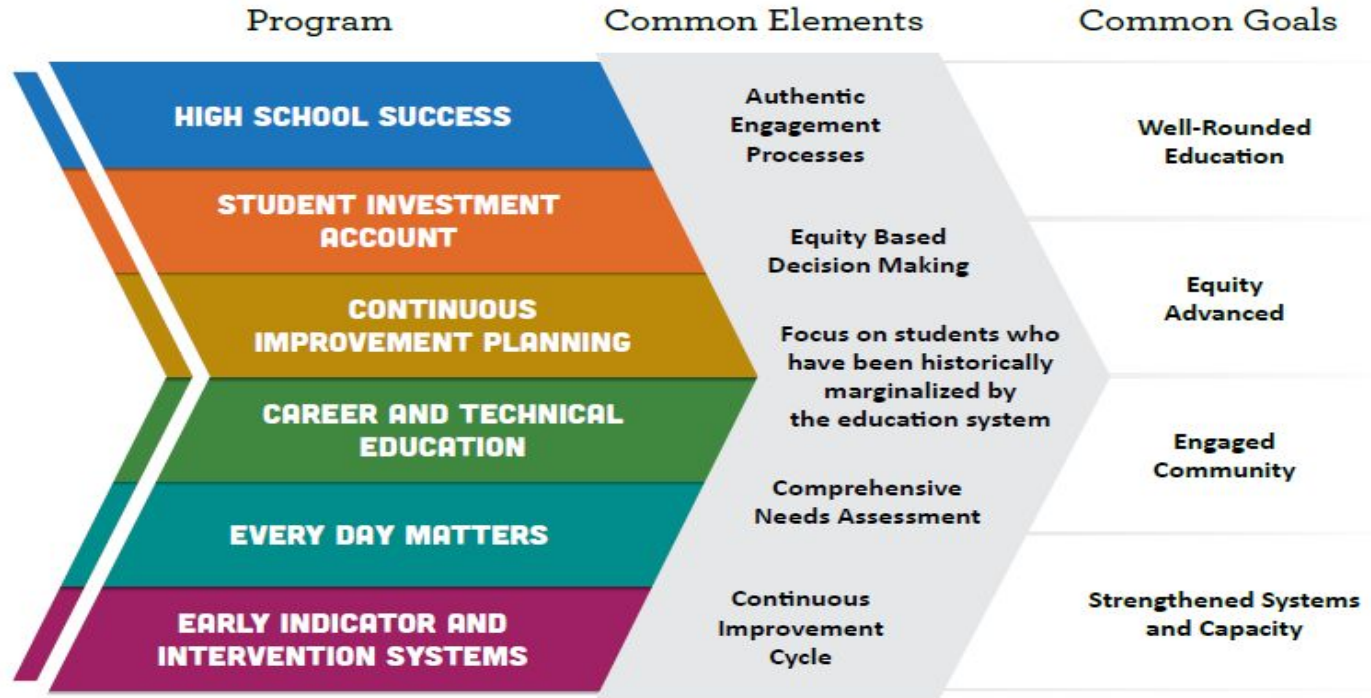


- 1) To provide background information/ context
- 2) To share information about Longitudinal Performance Growth Targets (LPGTs) and progress measures related to the Integrated Guidance Plan
- 3) To provide additional context on LPGTs and identified investments of influence

Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for six programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Background: Six Programs & Common Goals



Summary of Program Purposes

- **High School Success (HSS)** - Systems to improve graduation rates and college/career readiness.
- **Student Investment Account (SIA)** - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.
- **Continuous Improvement Planning (CIP)** - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Summary of Program Purposes

- **Career and Technical Education - Perkins V (CTE)** - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.
- **Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.
- **Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Our Plan

Our intended outcomes are:

- Implement a K-12 multi-tiered system of support, to meet the academic and behavioral needs of all students;
- Increase access to academic programs by meeting students' academic, physical, and social-emotional/mental health needs: hire licensed clinical staff, hire academic interventionists, and develop building-based student success teams;
- Increase student achievement by increasing the ratio of adults-to-students – teachers, interventionists, and classified support staff;

Our Plan

Our intended outcomes are:

- Improve support systems for students and families to access academic, behavioral, and social-emotional programs and services;
- Increase graduation rates for all students and across all demographic groups; and
- Align current district effort and interventions in SIA, HSS, Perkins, EIS, EDM, and CSI/TSI (ESSA) interventions to create a seamless, unified intervention district-wide policy and approach.

Our Plan

These key strategies will help us achieve our intended outcomes:

- Design and implement a K-12 multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional;
- Utilize data to inform decision-making in team settings;
- Provide equitable access to academic support, interventions, behavior, health, and wellness support;
- Train staff in the areas of trauma-informed and restorative practices, to be used in conjunction with SW-PBIS structures;

Our Plan

These key strategies will help us achieve our intended outcomes:

- Hire district- and school-based staff;
- Provide professional development to improve individual- and team-based skills;
- Establish school-based student success team schedules;
- Monitor, assess, and adjust student and family support services;
- Conduct needs assessments for contracting with outside mental health providers;
- Negotiate contracts with outside mental health providers;

Our Plan

These key strategies will help us achieve our intended outcomes:

- Increase student achievement monitoring through creation of school-based teams that will meet regularly;
- Maintain annual subscription of a comprehensive data warehouse system to support student achievement monitoring;
- Enhance and expand dropout prevention activities that lead to improved access and removal of obstacles for at-risk students;
- Effectively invest in opportunities for post secondary coursework and access to all student groups;

Our Plan

These key strategies will help us achieve our intended outcomes:

- Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study;
- Conduct a crosswalk analysis of current district efforts, interventions, and initiatives with our proposed SIA initiatives;
- Develop an elem., middle, and high school intervention master plan;
- Develop a system of responsibilities for school-based team members; and
- Regularly assess, evaluate, and update the crosswalk master plans.

Our Plan

NEW Key Investments:

- CTE Expansion - 24 Pathways (Cosmetology, etc.)
- Social Emotional Service Expanded Services (Friends of the Children Partnership)
- Diversity, Equity, & Inclusion focus areas
- Well Rounded Education expansion - Elementary Music
- Family Resource Funding Increase

[Link to Integrated Planning and Budget Template on our Website](#)

Context for LPGTs

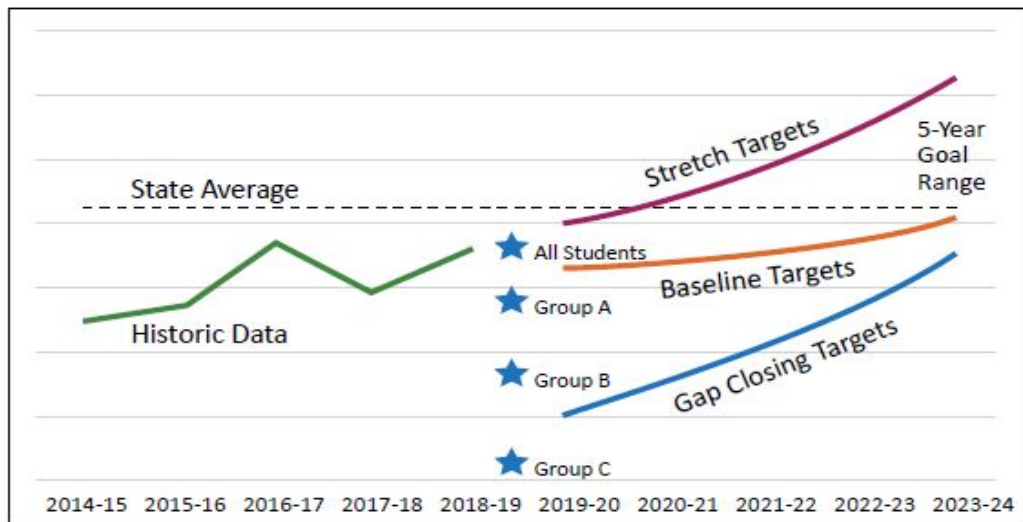
- The final stage of our application process
- Statutorily required under the Student Investment Account
- Embedded in our Grant Agreement
- Reported on Annually
- Performance Review Required every Four Years

How the State Understands Success

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



Co-Development Process

- ODE has supported applicants in co-developing LPGTs in collaboration with ESD Liaisons.
- This work will included finalizing baseline, stretch and gap-closing targets for each of the common metrics detailed on the next slide.
- The aim of this co-development effort was to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

LPGTs - What's Required

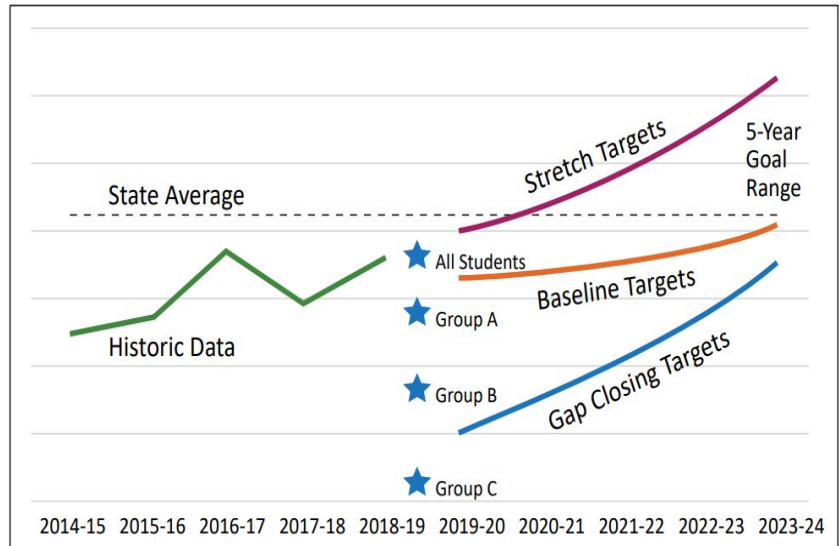
- **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
- **Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
- **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.
- **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

LPGTs – What's Required, cont.

5 Year Targets

- Baseline – the minimum level of realistic growth
- Stretch – more ambitious, still realistic
- Gap Closing – reduction of academic disparities for focal student groups

Visual Example



LPGTs & Local Measures Must Be: *Realistic and Attainable*

Districts and schools working with ODE considered:

1. Historic trends for that metric
2. An evaluation of the likely impact of new or expanded programs on that metric
3. Statewide averages and trends for LPGTs

High School Diploma Requirements

Academic Subject	Credits Required Oregon Diploma	Credits Required for Modified Diploma
English/Language Arts	4	3
Mathematics	3	2
Science	3	2
Social Sciences ³	3	2
Physical Education	1	1
Health Education	1	1
World Languages/ The Arts/Career and Technical Education (CTE) ⁴	3	1
Electives ⁵	6	12
TOTAL CREDITS	24	24

Co-Developed Targets

Four Year Graduation

4 Year Cohort	23-24	24-25	25-26	26-27	27-28
Baseline Target: All Students	75%	76%	77%	78%	79%
Stretch Target: All Students	76%	78%	80%	82%	84%
Gap-Closing Target: All Focal Group Students	67.35%	68.70%	70.05%	71.40%	72.75%



Co-Developed Targets

Five Year Completion

5 Year Cohort	23-24	24-25	25-26	26-27	27-28
Baseline Target: All Students	80.30%	81.30%	82.30%	83.30%	84.30%
Stretch Target: All Students	81.30%	83.30%	85.30%	87.30%	89.30%
Gap-Closing Target: All Focal Group Students	74.35%	75.70%	77.05%	78.40%	79.75%



Investments at High School

- **AVID: Advancement Via Individual Determination**
- **Career Technical Education Pathway Development**
- **Just in Time Supports: After School Study**
- **Instructional Coaching/Instructional Leadership**
- **Center Equity and Student Voice**
- **Credit Recovery Options: Night School**

Academic Subject	Credits Required Oregon Diploma	Credits Required Modified Diploma
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World Languages/ The Arts/Career and Technical Education (CTE) ⁴	3	1
Electives ⁵	6	12
TOTAL CREDITS	24	24

Co-Developed Targets

9th On Track

9th Grade C	Academic Subject	Credits Required Oregon Diploma	Credits Required for Modified Diploma	26-27	27-28
Baseline Tar	English/Language Arts	4	3	83%	84%
Stretch Tar	Mathematics	3	2	87%	89%
Gap-Closin	Science	3	2	78.40%	79.75%
	Social Sciences ³	3	2		
	Physical Education	1	1		
	Health Education	1	1		
	World Languages/ The Arts/Career and Technical Education (CTE) ⁴	3	1		
	Electives ⁵	6	12		
	TOTAL CREDITS	24	24		
		Complete the Personalized Learning Requirements	Complete the Personalized Learning Requirements		
		Demonstrate proficiency in the required Essential Skills	Demonstrate proficiency in the required Essential Skills		

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Co-Developed Targets

3rd Grade ELA

3rd Grade ELA Proficiency	23-24	24-25	25-26	26-27	27-28
Baseline Target: All Students	41%	42%	43%	44%	45%
Stretch Target: All Students	42%	44%	46%	48%	50%
Gap-Closing Target: All Focal Group Students	29.25%	30.50%	31.75%	33.00%	34.25%



Investments at Elementary

Multi-year professional learning plan focused on high impact literacy practices

- Alignment of building action plans
- Building Professional Learning Teams
- High quality instructional materials
- Instructional Coaches
- Increased K-1 staffing



Co-Developed Targets

Regular Attenders

Regular Attenders	23-24	24-25	25-26	26-27	27-28
Baseline Target: All Students	71%	72%	73%	74%	75%
Stretch Target: All Students	72%	74%	76%	78%	80%
Gap-Closing Target: All Focal Group Students	61.25%	62.5%	63.75%	65%	66.25%

Investments & Practice

- Climate & Culture
- Quality Instruction & Engagement
- Teams Focused on Attendance
- Response - Family Resource EAs, Mental Health Partnerships, McKinney Vento Liaisons



What Happens Next?

NEXT STEPS

- Receipt of Integrated Guidance agreement from the Department of Administrative Services
- Present Integrated Guidance agreement at the October Board Meeting for approval
- Funding available for reimbursement

Thank you

