Student Investment Account 2025-2027 Grant Agreement
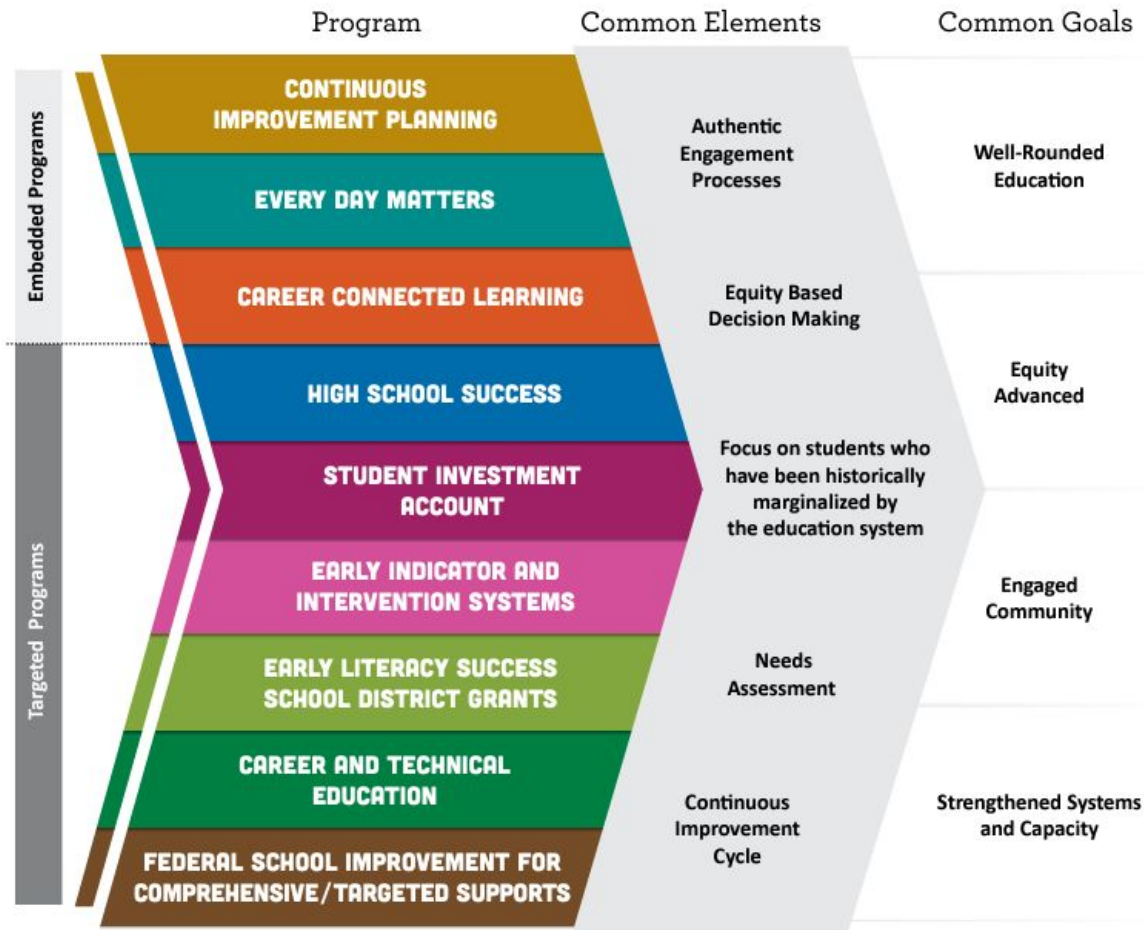
School Board Meeting
December 9, 2025

Jill O'Neill, *Executive Administrator for Teaching & Learning/Option Schools*

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Purpose

- Background & Context

- Share information about Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) related to the Integrated Programs plan

- Seek board approval for the Student Investment Account (SIA) 2025-2027 Grant Agreement with embedded LPGTs and LOMs

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Aligned Programs & Common Goals

Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for students who have experienced disparities.

- **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

- **Every Day Matters (EDM)** - Embedded across the eight other programs, focusing attention on student engagement, school culture, climate/safety, and culturally sustaining pedagogy

- **Career Connected Learning (CCL)** - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations

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Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for students who have experienced disparities.

- **High School Success (HSS)** - Focused on improvement of graduation rates as well as career and college readiness

- **Student Investment Account (SIA)** - Focused on reducing academic disparities while increasing academic achievement and meeting the mental and behavioral health needs of students

- **Early Indicator and Intervention Systems (EIIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students

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Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for students who have experienced disparities.

- **Early Literacy Success School District Grants (ELSSDG)**

  - Increase early literacy for children from birth to third grade

  - Reduce literacy academic disparities for student groups that have historically experienced academic disparities

  - Increase support to parents and guardians around literacy

  - Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered, and family oriented

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Summary of Program Purpose

Centering supports from kindergarten readiness through college & career, especially for Students who have experienced disparities.

- **Career and Technical Education - Perkins V (CTE)** - Improve access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers

- **Federal School Improvement** - Address academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSO) and Targeted Support and Improvement (TSI) schools

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Our Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.

QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

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Intended Outcomes

❖ Increase academic achievement for K-3 early literacy, focused on achievement for all student focal groups

❖ Increase graduation rates for all student demographic groups

❖ Students in every focal and demographic group will report an increased sense of belonging at school

❖ BSD will fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students

(cont'd.)

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Intended Outcomes

(cont'd.)

❖ All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated achievement for students in every focal demographic group

❖ Increase the number of students prepared for postsecondary success through CTE Program of Study participation, with a specific focus on students who are underserved/underrepresented in district CTE programs

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Longitudinal Performance Growth Targets (LPGTs)

ODE co-developed Longitudinal Performance Growth Targets (LPGTs) with BSD, based on:

- Data available for longitudinal analysis
- Guidance established by the department
- Overall and disaggregated rates for the following metrics:
    - Third-grade reading proficiency measured by ELA
    - Ninth-grade on-track rates
    - Regular attendance rates
    - Four-year or on-time graduation rates
    - Five-year completion rates

Grantees may also set local optional metrics

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Additional Performance Measures

In addition to LPGTs, these additional inputs inform progress:

- High School Success Eligibility Requirements
- State CTE Perkins Performance Targets
- Progress Markers
- Quarterly and Financial Reporting
- Annual Reporting
- Auditing (SIA funds only)
- Performance Reviews
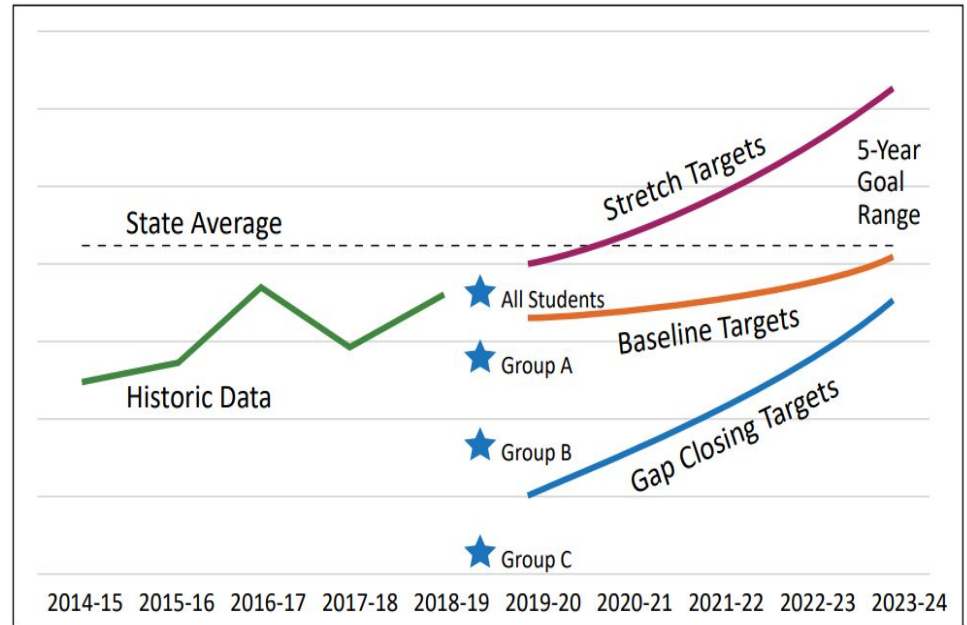
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Co-development Process

- ODE supports districts in co-developing LPGTs & LOMs in collaboration with ESD Liaisons.
- LPGTs include **baseline, stretch, and gap-closing targets** for each of the common metrics
- Aim is to create meaningful opportunities to analyze current data, center focal student groups, and support public transparency and learning.
- LPGTs and LOMs must be realistic and attainable

LPGTs - What is required?

Baseline - the minimum level of realistic growth

Stretch - more ambitious, still realistic

Gap Closing - reduction of academic disparities for focal student groups

Co-developed Targets: Four-year Graduation

Metric	Target Type	25-26 Target	26-27 Target	27-28 Target
Four Year Cohort Graduation	Baseline Target: All Students	89.70%	89.85%	90.00%
Four Year Cohort Graduation	Stretch Target: All Students	91.70%	92.35%	93.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	89.40%	90.40%	91.40%

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Co-developed Targets: Five-year Completion

Metric	Target Type	25-26 Target	26-27 Target	27-28 Target
Five Year Cohort Completion	Baseline Target: All Students	93.30%	93.45%	93.60%
Five Year Cohort Completion	Stretch Target: All Students	94.80%	>95%	>95%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	92.90%	93.70%	94.50%

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Co-developed Targets: 9th Grade On-Track

Metric	Target Type	25-26 Target	26-27 Target	27-28 Target
9th Grade On-Track	Baseline Target: All Students	89.60%	89.80%	90.00%
9th Grade On-Track	Stretch Target: All Students	91.10%	91.80%	92.50%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	89.00%	90.10%	91.20%

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Co-developed Targets: 3rd Grade ELA Proficiency

Metric	Target Type	25-26 Target	26-27 Target	27-28 Target
3rd Grade ELA Proficiency	Baseline Target: All Students	57.80%	60.20%	63.20%
3rd Grade ELA Proficiency	Stretch Target: All Students	61.50%	66.50%	73.50%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	56.30%	62.20%	69.60%

Co-developed Targets: Regular Attenders

Metric	Target Type	25-26 Target	26-27 Target	27-28 Target
Regular Attenders	Baseline Target: All Students	79.70%	80.80%	81.90%
Regular Attenders	Stretch Target: All Students	82.10%	83.70%	85.30%
Regular Attenders	Gap-Closing Target: All Focal Group Students	69.30%	72.50%	75.70%

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Questions & Comments