

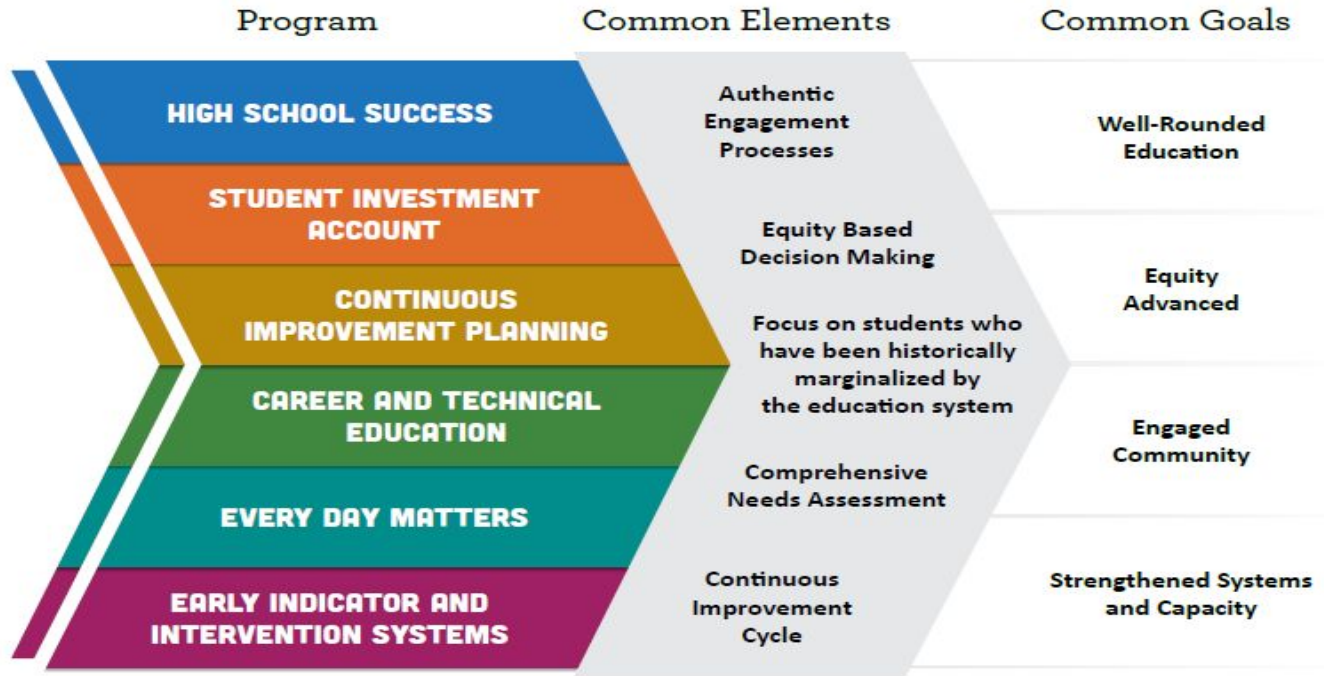
# **2023 Longitudinal Performance Growth Targets In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”**

School Board Meeting — November 28, 2023

# Agenda

- Background & Context
- Share information about Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) and measuring progress related to the Integrated Plan for 6 ODE Programs
- Seek board approval for the Student Investment Account (SIA) Grant Agreement with embedded LPGTs and LOMs

# Six Programs & Their 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.
- **Every Day Matters - (EDM)** - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.
- **Early Indicator and Intervention System (EIS)** - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

# Proposed Plan

## Intended Outcomes:

1. Increase graduation rates for all student demographic groups.
2. Students in every focal and demographic group will report an increased sense of belonging at school.
3. Fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students.

# Proposed Plan

## Intended Outcomes:

4. All students will be provided with rigorous standards-based and relevant learning experiences, focused upon increasing accelerated learning opportunities for students in every focal and demographic group.
5. Increase the number of students prepared for postsecondary success through participation in CTE Program of Study participation with specific focus upon students who are underserved/underrepresented in CTE programs within the district.

# Proposed Plan

These key strategies will help us to achieve our intended outcomes:

- 1. The BSD will increase graduation rates for all student demographic groups.**
  - 1.1. Reduce class sizes to close the opportunity and achievement gap, using the Staffing Allocation Methodology (SAM)
  - 1.2. Continue 9th Grade (On-track) Success Teams at all High Schools
  - 1.3. Mentoring and support of High School students who are not on-track for graduation within four-years
  - 1.4. Offer Credit Recovery options through high schools as well as online opportunities
  - 1.5. Implement culturally responsive pedagogy and curriculum for equitable learning outcomes for all students



# Proposed Plan

These key strategies will help us to achieve our intended outcomes:

## **2. Students in every focal and demographic group will report an increased sense of belonging at school.**

- 2.1 Create school communities focused upon equity and inclusive practices
- 2.2 Provide professional learning opportunities for all staff focused upon diversity, equity and inclusion
- 2.3 Create opportunities for families to connect and engage
- 2.4 Expand the number of staff of diverse racial, ethnic, and linguistic backgrounds through recruitment, hiring, and mentoring

# Proposed Plan

These key strategies will help us to achieve our intended outcomes:

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

- 3.1 Design and implement a K-12 Multi-tiered system of support (MTSS) focused upon the whole student; academics, behavioral, and social-emotional
- 3.2 Provide equitable access to academic support and interventions
- 3.3 Provide equitable access to behavioral, health, and wellness supports

# Proposed Plan

These key strategies will help us to achieve our intended outcomes:

**4. All students will be provided with rigorous standards-based and relevant learning experiences, with a focus upon increasing accelerated learning opportunities for students in every focal and demographic group.**

- 4.1 Increase access to accelerated learning opportunities for students historically underrepresented in AP/IB/Dual Credit courses
- 4.2 Expand Dual Language programs to increase access for students districtwide

# Proposed Plan

These key strategies will help us to achieve our intended outcomes:

**5. Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study participation with specific focus upon students who are underserved/underrepresented in CTE programs within the district.**

5.1 Enhance and expand Career Technical Education programs to align with industry-identified standards that will lead to high skill, high wage, and in-demand occupations

5.2 Increase student, family, and community awareness of district CTE programs and career opportunities related to CTE programs offered within BSD

5.3 Provide training and support to High School Counselors and staff on marketing CTE programs and recruiting students into CTE courses and Pathways

# Proposed Plan

These key strategies will help us to achieve our intended outcomes:

**5. Increase the number of students prepared for postsecondary success through participation in CTE Programs of Study participation with specific focus upon students who are underserved/underrepresented in CTE programs within the district.**

5.4 Actively reduce barriers of entry for CTE programs by eliminating CTE student course fees and providing financial support for programs to purchase supplies and materials necessary for students to engage in hands-on learning activities

# 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

# Additional Performance Measures

Besides 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

# Co-Development Process

- ODE supported districts in co-developing LPGTs & LOMs in collaboration with ESD Liaisons.
- This work included baseline, stretch and gap-closing targets for each of the common metrics detailed on the next slide.
- The aim of 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?

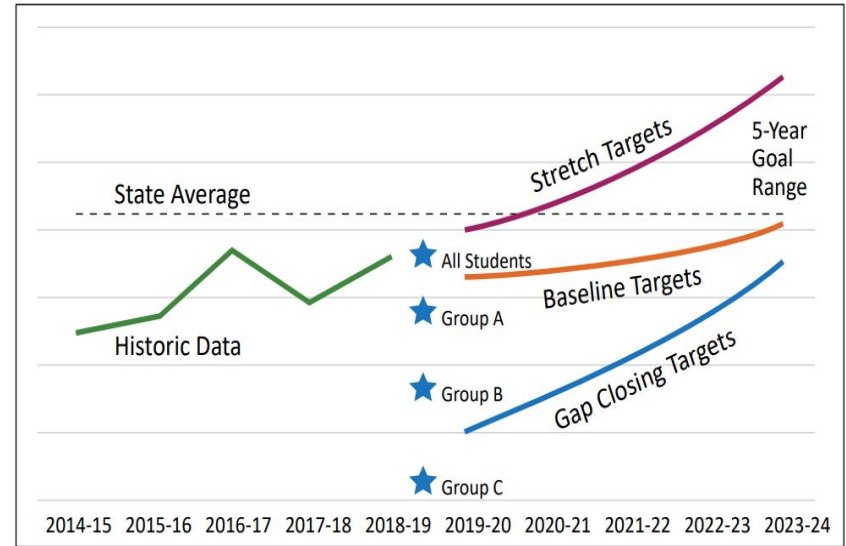
- **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high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

# LPGTs - What's Required?

- **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?

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



# LPGTs & LOMs Must be: *Realistic and Attainable*

Districts 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

# CoDeveloped Targets: Four Year Graduation

Metric	Target Type	21-22 Actual	5 Year Average	5 Year Trend	23-24 Target	24-25 Target	25-26 Target	26-27 Target	27-28 Target
<b>Four Year Cohort Graduation</b>									
Four Year Cohort Graduation	Baseline Target: All Students	89.06%	87.80%	0.80%	89.40%	89.55%	89.70%	89.85%	90.00%
Four Year Cohort Graduation	Stretch Target: All Students				90.40%	91.05%	91.70%	92.35%	93.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	85.45%	83.30%	1.40%	87.50%	88.40%	89.40%	90.40%	91.40%

# CoDeveloped Targets: Fifth Year Completion

Five Year Cohort Completion									
Five Year Cohort Completion	Baseline Target: All Students	92.70%	92.30%	0.10%	93.00%	93.15%	93.30%	93.45%	93.60%
Five Year Cohort Completion	Stretch Target: All Students				93.80%	94.30%	94.80%	>95%	>95%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	89.71%	89.10%	0.30%	91.30%	92.10%	92.90%	93.70%	94.50%

# CoDeveloped Targets: Regular Attenders

Regular Attenders									
Regular Attenders	Baseline Target: All Students	72.51%	81.94%	-2.58%	74.90%	77.30%	79.70%	80.80%	81.90%
Regular Attenders	Stretch Target: All Students				75.70%	78.90%	82.10%	83.70%	85.30%
Regular Attenders	Gap-Closing Target: All Focal Group Students	50.05%	69.47%	-6.18%	56.50%	62.90%	69.30%	72.50%	75.70%

# CoDeveloped Targets: 3rd Grade ELA Proficiency

3rd Grade ELA Proficiency									
3rd Grade ELA Proficiency	Baseline Target: All Students	53.65%	60.18%	-1.37%	54.80%	56.00%	57.80%	60.20%	63.20%
3rd Grade ELA Proficiency	Stretch Target: All Students				55.20%	57.70%	61.50%	66.50%	73.50%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	45.82%	48.59%	-0.51%	48.80%	51.80%	56.30%	62.20%	69.60%



# CoDeveloped Targets: 9th Grade on Track

## 9th Grade On-Track

9th Grade On-Track	Baseline Target: All Students	88.98%	86.40%	-0.30%	89.20%	89.40%	89.60%	89.80%	90.00%
9th Grade On-Track	Stretch Target: All Students				89.70%	90.40%	91.10%	91.80%	92.50%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	85.89%	81.90%	0.20%	86.90%	88.00%	89.00%	90.10%	91.20%

# Question & Comments