



Gervais School District October 19, 2023 Board Meeting

2023 Longitudinal Performance Growth Targets Presentation

In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”

Purpose for Presentation

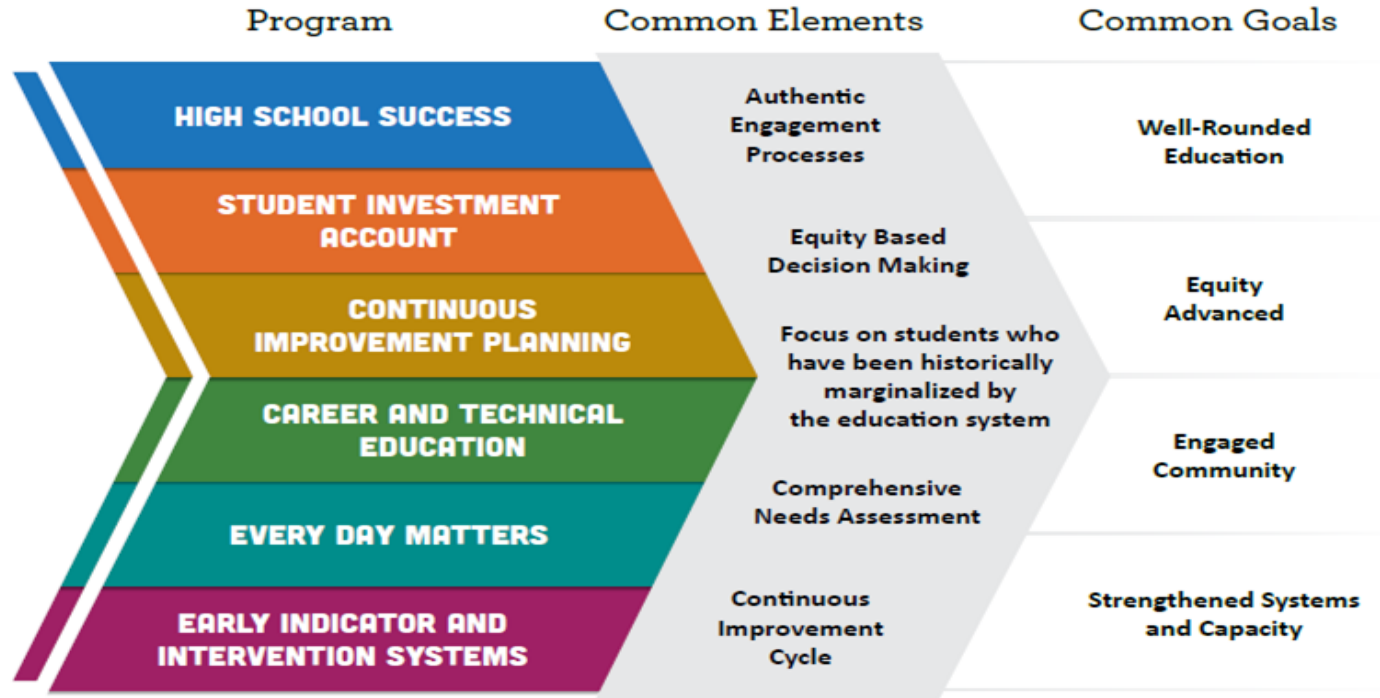


- 1) To share back information about Longitudinal Performance Growth Targets (LPGTs) and Local Optional Metrics (LOMs) and measuring progress related to the Integrated Plan for 6 ODE Programs
- 2) To provide additional context on LPGTs
- 3) To seek board approval for the SIA Grant Agreement with embedded LPGTs and Local Optional Metrics

Contents

- Background & Context
- LPGT & LOM Guidance & Development Process
- LPGTs & LOMs in Gervais School District

Background: Six Programs & Common Goals



Our Integrated Plan

Outcome A: Maintain the graduation rate across all demographic groups in 4 year cohort (96%) and increase completion rate to 100% for 5 year cohort students

- Implement Professional Learning Communities and data teams.
- Enhance CTE opportunities and offerings for students in grades 6-12.
- Implement support programs for students who need additional assistance.
- Provide education and exposure to opportunities available to students after high school to help develop a vision.
- Create opportunities for students to transition from elementary to middle and middle to high school.

Our Integrated Plan continued...

Outcome B: Improve regular attender rates to pre-pandemic levels for all cohorts and perform above the state average.

- Establish unified attendance practices including communication plan to parents and students.
- Create dashboard to monitor attendance and generate data to analyze which students need additional supports.
- Plan and implement incentive programs and celebrations for good and/or improved attendance.

Our Integrated Plan continued...

Outcome C: Improve academic achievement levels to pre-pandemic levels and close gaps for subgroups and in state comparisons.

- Purchase and Implement research-based curriculum and professional development so staff is equipped to provide educational opportunities for students
- Continuous examination of data to determine areas for intervention, remediation and extension
- Professional development on best instructional strategies

Our Integrated Plan continued...

Outcome D: Promote social and emotional growth, support mental well-being of all and create an educational environment of empathy and respect.

- Adopt and implement social/emotional/mental health programs designed to support lessons and data collection
- Train and hire staff who will be able to support the diverse needs of a variety of student populations
- Create communication and educational opportunities for parents and other stakeholders to support students
- Focus on refining equity and inclusion tool and professional development for staff to determine how everyday practices impact students

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

ODE's Approach to Shared Responsibility

- Shared Responsibility. ODE is responsible for ensuring that taxpayer dollars are being expended appropriately for 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.
- Monitoring and reporting progress is a responsibility and opportunity to share a performance review back to our communities and boards whether our investments are reaching outcomes we were aiming for.
- 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.

ODE's Values

- Monitoring and evaluation is central to learning and program implementation.
- Context matters. LPGTs & LOMs must be flexible and adaptive.
- Goals and metrics need to be realistic, ambitious and attainable.
- Progress is not linear and all measures of progress are not created equal.



Additional Performance Measures

Besides LPGTs, these additional inputs inform progress:

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

Co-Development Process

- ODE has supported applicants in co-developing LPGTs & LOMs 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

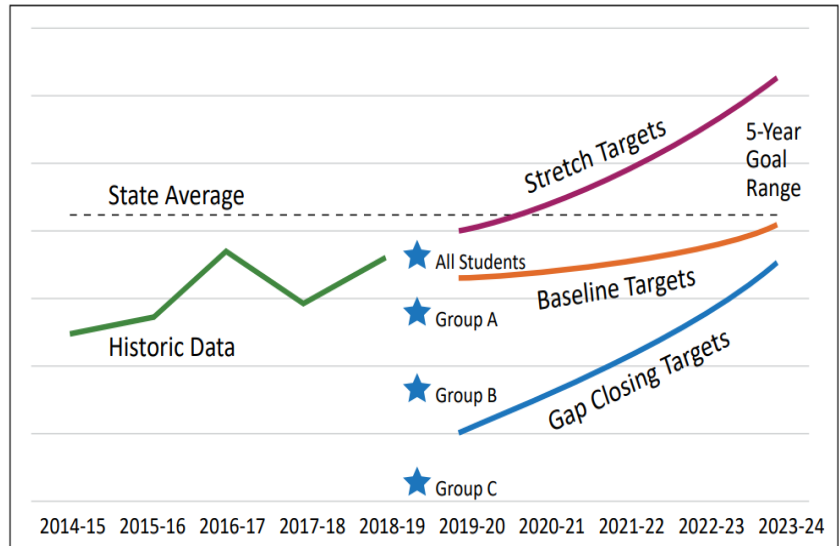
- **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
- **Five-year Completion:** The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high 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, con't

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



Local Optional Metrics

Applicants are encouraged to put forward local optional metrics that may more accurately align to the particular strategies, activities and investments outlined in their integrated plan.

LPGTs & LOMs Must Be:

Realistic and Attainable

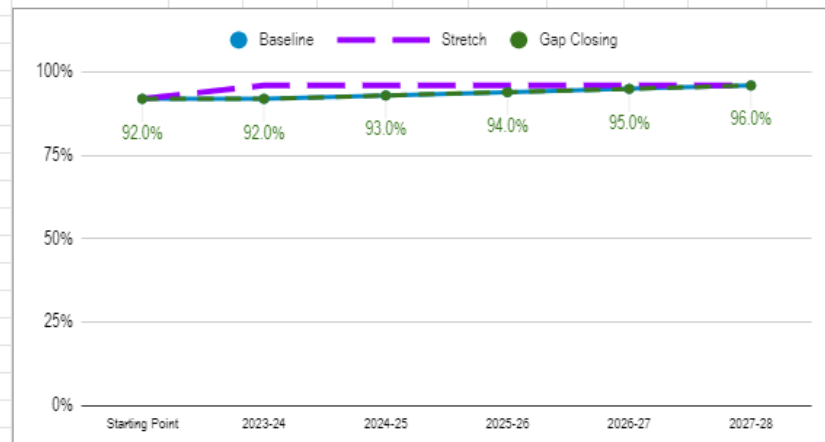
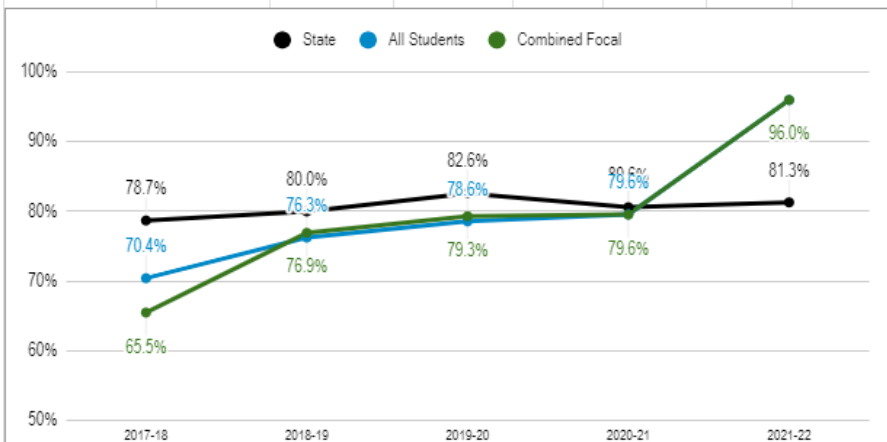
Districts and schools working with ODE considered:

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

CoDeveloped Targets

Four Year Graduation

4 Year Graduation



Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State			78.7%	80.0%	82.6%	80.6%	81.3%
All Students			70.4%	76.3%	78.6%	79.6%	96.0%
Combined Focal			65.5%	76.9%	79.3%	79.6%	96.0%

Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual graduation rate. Previous data included online charter school.

*Though Gervais School District always strives for 100% graduation rate, ODE does not allow a target above 96% on Graduation rates for anonymity reasons.

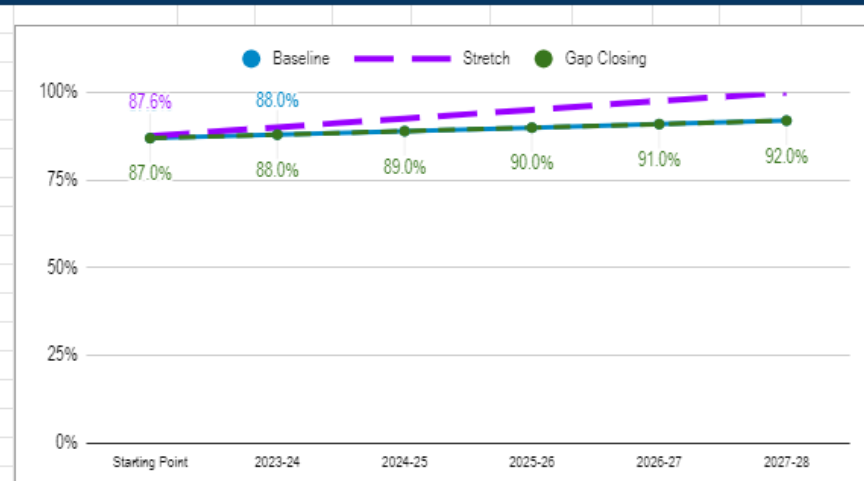
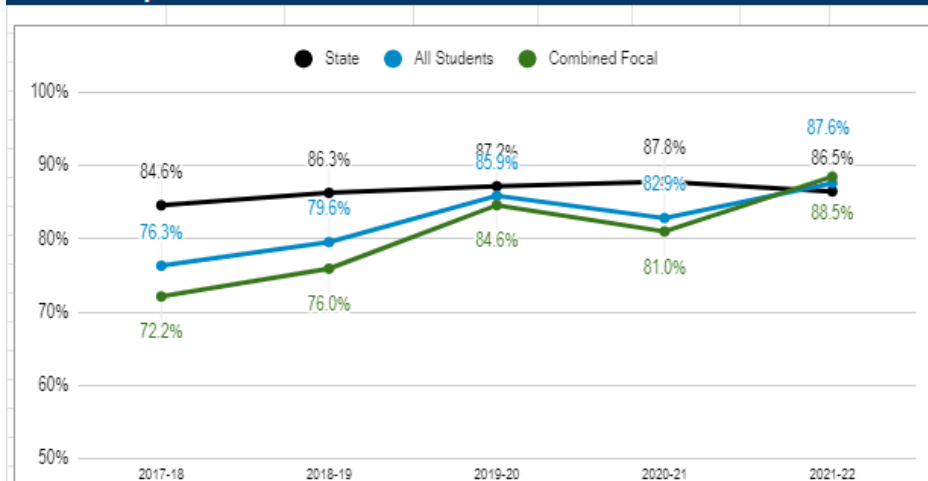
IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		0.0%	1.0%	1.0%	1.0%	1.0%		3.4%
Baseline	92.0%	92.0%	93.0%	94.0%	95.0%	96.0%	4.0%	
Stretch Gain		4.0%	0.0%	0.0%	0.0%	0.0%		
Stretch	92.0%	96.0%	96.0%	96.0%	96.0%	96.0%	4.0%	
Gap Gain		0.0%	1.0%	1.0%	1.0%	1.0%		
Gap Closing	92.0%	92.0%	93.0%	94.0%	95.0%	96.0%	4.0%	

CoDeveloped Targets

Fifth Year Completion

5 Year Completion



Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State			84.6%	86.3%	87.2%	87.8%	86.5%
All Students			76.3%	79.6%	85.9%	82.9%	87.6%
Combined Focal			72.2%	76.0%	84.6%	81.0%	88.5%

Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual as a starting point. Gap closing intentionally mirrors baseline.

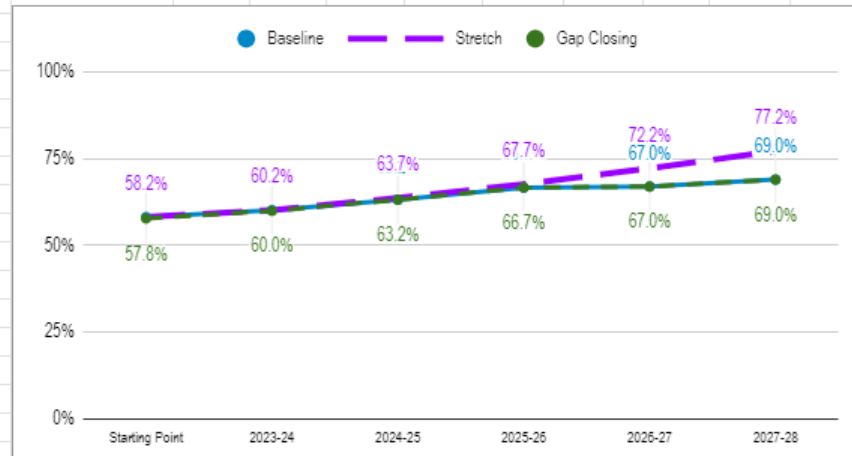
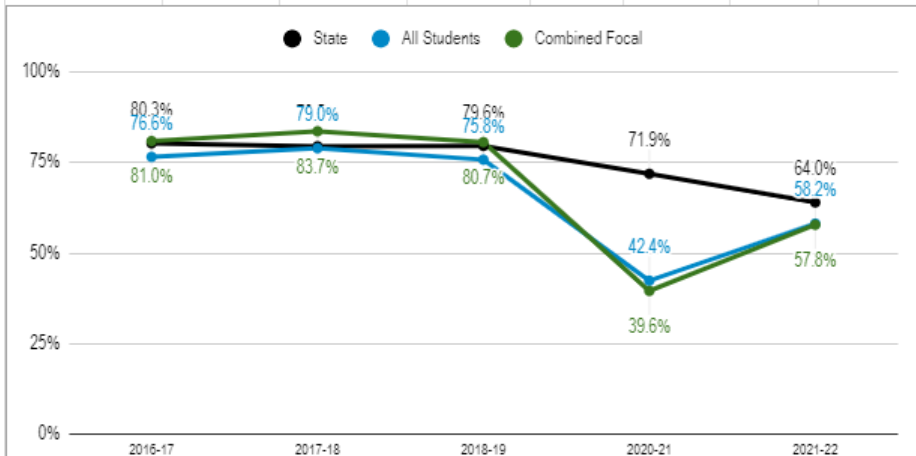
IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		1.0%	1.0%	1.0%	1.0%	1.0%	5.0%	2.4%
Baseline	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%		
Stretch Gain		2.5%	2.5%	2.5%	2.5%	2.4%	12.4%	
Stretch	87.6%	90.1%	92.6%	95.1%	97.6%	100.0%		
Gap Gain		1.0%	1.0%	1.0%	1.0%	1.0%		
Gap Closing	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	5.0%	

CoDeveloped Targets

Regular Attenders

Regular Attenders



Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State		80.3%	79.5%	79.6%		71.9%	64.0%
All Students		76.6%	79.0%	75.8%		42.4%	58.2%
Combined Focal		81.0%	83.7%	80.7%		39.6%	57.8%

Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual as a starting point.

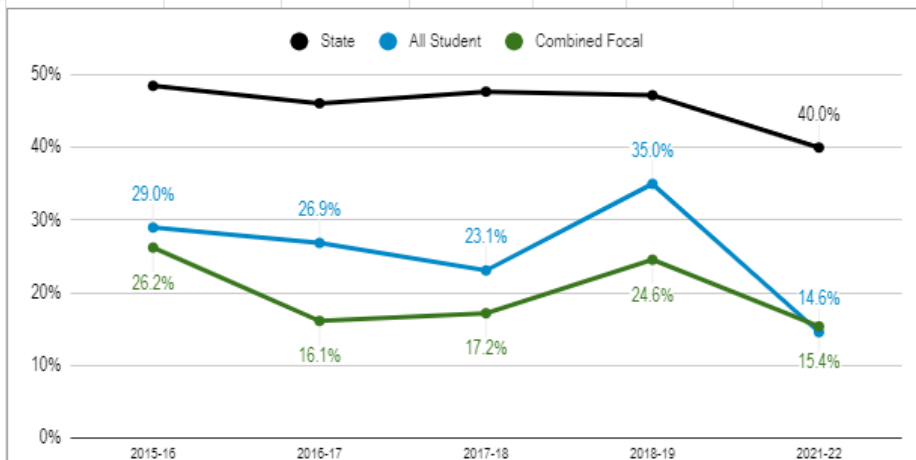
IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		2.0%	3.0%	3.5%	0.003	2.0%		
Baseline	58.2%	60.2%	63.2%	66.7%	67.0%	69.0%	10.8%	-1.1%
Stretch Gain		2.0%	3.5%	4.0%	4.5%	5.0%		
Stretch	58.2%	60.2%	63.7%	67.7%	72.2%	77.2%	19.0%	
Gap Gain		2.2%	3.2%	3.5%	0.003	2.0%		
Gap Closing	57.8%	60.0%	63.2%	66.7%	67.0%	69.0%	11.2%	

CoDeveloped Targets

3rd Grade ELA

3rd Grade ELA

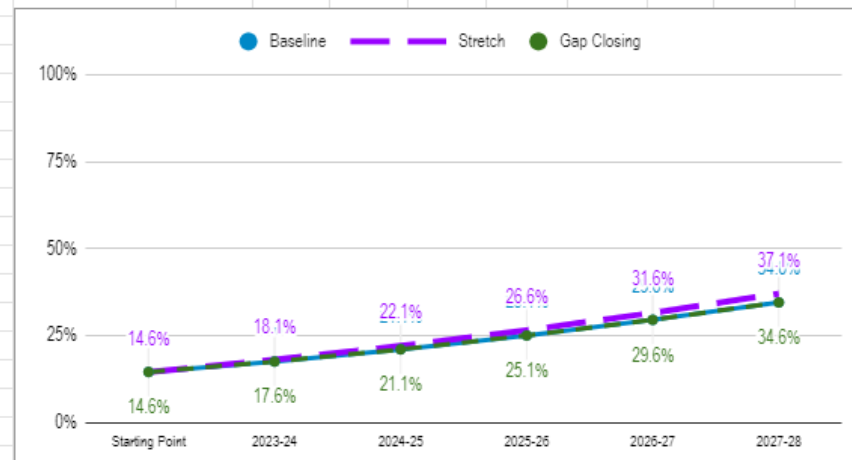


Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State	48.5%	46.1%	47.7%	47.2%			40.0%
All Student	29.0%	26.9%	23.1%	35.0%			14.6%
Combined Focal	26.2%	16.1%	17.2%	24.6%			15.4%

Longitudinal Performance Growth Targets Rationale (Districts will need to provide a rationale for their targets.)

Using anticipated 2022-23 data as a starting point. Intentional alignment of baseline and gap closing.



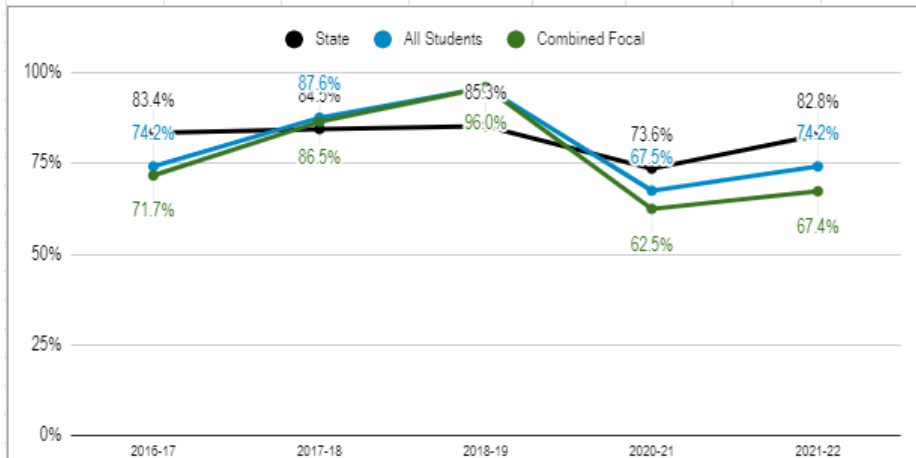
IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		3.0%	3.5%	4.0%	4.5%	5.0%		
Baseline	14.6%	17.6%	21.1%	25.1%	29.6%	34.6%	20.0%	1.3%
Stretch Gain		3.5%	4.0%	4.5%	5.0%	5.5%		
Stretch	14.6%	18.1%	22.1%	26.6%	31.6%	37.1%	22.5%	
Gap Gain		3.0%	3.5%	4.0%	4.5%	5.0%		
Gap Closing	14.6%	17.6%	21.1%	25.1%	29.6%	34.6%	20.0%	

CoDeveloped Targets

9th On Track

9th Grade On Track

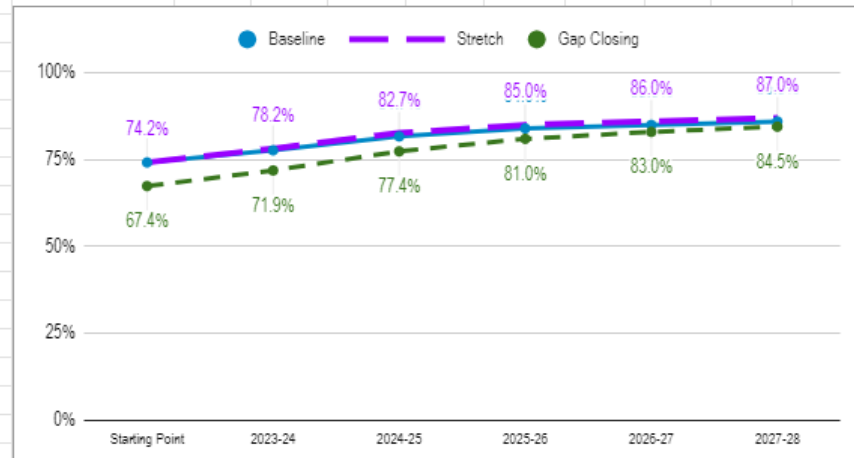


Historic Data

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State		83.4%	84.5%	85.3%		73.6%	82.8%
All Students		74.2%	87.6%	96.0%		67.5%	74.2%
Combined Focal		71.7%	86.5%	96.0%		62.5%	67.4%

Longitudinal Performance Growth Targets Rationale

Using 2021-22 actual as a starting point.



IGA Targets to Graph

	Starting Point	2023-24	2024-25	2025-26	2026-27	2027-28	Total Gain	Top 10% Growth (90th percentile)
Baseline Gain		3.5%	4.0%	2.3%	1.0%	1.0%		
Baseline	74.2%	77.7%	81.7%	84.0%	85.0%	86.0%	11.8%	3.2%
Stretch Gain		4.0%	4.5%	2.3%	1.0%	1.0%		
Stretch	74.2%	78.2%	82.7%	85.0%	86.0%	87.0%	12.8%	
Gap Gain		4.5%	5.5%	3.6%	2.0%	1.5%		
Gap Closing	67.4%	71.9%	77.4%	81.0%	83.0%	84.5%	17.1%	

What we learned through this process

- Coding and not penalizing ourselves is important and changes the data
- More PD time and time for teachers to look at data and make instructional adjustments
- Up level of rigor and expectations
- Change mindsets

Questions & Comments

November meeting—SBAC data from 2022-23 school year and how it compares to 2023-24 I-Ready and ALEKS data